

ACCREDITED



2021-2022 ANNUAL REPORT

PASADENA INDEPENDENT SCHOOL DISTRICT

JANUARY 2023



2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

District Number: 101917

2022 Accountability Rating: B

2022 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	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	2022	76%	76%	73%	70%	72%	80%	*	91%	*	81%	45%	66%	73%	68%	70%	67%
	2021	67%	68%	59%	49%	59%	66%	*	75%	*	55%	32%	52%	60%	57%	57%	58%
At Meets Grade Level or Above	2022	51%	52%	42%	37%	40%	57%	*	58%	*	58%	23%	33%	42%	39%	39%	34%
	2021	39%	39%	27%	17%	27%	33%	*	47%	*	35%	19%	19%	28%	23%	25%	28%
At Masters Grade Level	2022	30%	31%	21%	16%	20%	34%	*	35%	*	26%	5%	9%	21%	19%	19%	17%
	2021	19%	20%	12%	6%	12%	18%	*	15%	*	16%	4%	10%	13%	10%	11%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	71%	67%	54%	67%	75%	*	90%	*	71%	41%	73%	68%	60%	65%	70%
	2021	62%	62%	51%	29%	51%	58%	*	80%	*	55%	30%	48%	52%	44%	48%	55%
At Meets Grade Level or Above	2022	43%	44%	33%	22%	32%	45%	*	61%	*	42%	20%	30%	34%	27%	31%	33%
	2021	31%	31%	18%	9%	18%	21%	*	42%	*	23%	18%	15%	19%	14%	16%	21%
At Masters Grade Level	2022	21%	22%	13%	7%	12%	20%	*	28%	*	19%	5%	10%	13%	9%	12%	14%
	2021	14%	15%	6%	4%	5%	8%	*	16%	*	6%	5%	5%	6%	4%	5%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	76%	72%	75%	84%	*	88%	-	77%	43%	72%	76%	73%	74%	74%
	2021	63%	63%	54%	43%	53%	67%	*	74%	*	64%	28%	46%	55%	50%	52%	50%
At Meets Grade Level or Above	2022	54%	55%	48%	47%	47%	59%	*	67%	-	47%	24%	38%	50%	41%	45%	45%
	2021	36%	37%	25%	21%	23%	39%	*	49%	*	25%	17%	21%	25%	22%	23%	20%
At Masters Grade Level	2022	28%	30%	21%	15%	21%	27%	*	40%	-	33%	6%	17%	23%	16%	19%	21%
	2021	17%	18%	8%	6%	8%	17%	*	22%	*	7%	4%	5%	9%	7%	7%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	67%	53%	67%	72%	*	94%	-	67%	39%	69%	69%	60%	65%	69%
	2021	59%	60%	50%	37%	50%	55%	*	76%	*	39%	30%	46%	51%	45%	48%	50%
At Meets Grade Level or Above	2022	43%	44%	35%	23%	34%	42%	*	71%	-	40%	21%	34%	37%	28%	32%	36%
	2021	36%	37%	21%	12%	21%	30%	*	51%	*	18%	16%	21%	22%	17%	20%	20%
At Masters Grade Level	2022	23%	24%	15%	9%	15%	19%	*	47%	-	17%	5%	15%	17%	10%	13%	17%
	2021	21%	22%	10%	4%	9%	18%	*	32%	*	11%	5%	8%	10%	8%	9%	9%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	75%	72%	74%	86%	*	90%	*	88%	46%	68%	78%	63%	73%	72%
	2021	73%	73%	62%	54%	61%	68%	*	87%	*	71%	30%	64%	64%	54%	60%	56%
At Meets Grade Level or Above	2022	58%	58%	47%	40%	45%	62%	*	70%	*	65%	25%	44%	50%	36%	44%	42%
	2021	46%	47%	31%	24%	29%	46%	*	63%	*	26%	15%	23%	32%	26%	28%	22%
At Masters Grade Level	2022	36%	38%	26%	20%	24%	44%	*	48%	*	42%	6%	33%	28%	18%	23%	22%
	2021	30%	31%	17%	13%	16%	32%	*	46%	*	13%	4%	20%	18%	16%	15%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	76%	69%	55%	69%	74%	*	94%	*	81%	45%	66%	72%	58%	67%	70%
	2021	70%	70%	58%	45%	57%	62%	*	91%	*	61%	37%	60%	60%	48%	56%	55%
At Meets Grade Level or Above	2022	48%	49%	34%	29%	33%	42%	*	79%	*	46%	24%	36%	37%	25%	32%	33%
	2021	44%	45%	25%	13%	24%	33%	*	66%	*	42%	16%	24%	26%	21%	23%	21%
At Masters Grade Level	2022	25%	26%	13%	9%	12%	21%	*	58%	*	23%	7%	15%	14%	9%	12%	13%
	2021	25%	26%	10%	3%	9%	16%	*	44%	*	16%	5%	11%	10%	7%	8%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	66%	62%	48%	61%	80%	*	90%	*	77%	41%	57%	64%	53%	60%	60%
	2021	62%	62%	49%	35%	48%	61%	*	84%	*	65%	27%	48%	50%	45%	46%	44%
At Meets Grade Level or Above	2022	38%	39%	29%	24%	27%	49%	*	74%	*	50%	23%	26%	31%	23%	27%	28%
	2021	31%	32%	16%	10%	14%	29%	*	52%	*	29%	14%	21%	16%	13%	14%	11%
At Masters Grade Level	2022	18%	19%	11%	7%	10%	22%	*	39%	*	19%	8%	9%	11%	9%	10%	9%
	2021	13%	14%	4%	3%	3%	9%	*	27%	*	3%	4%	11%	4%	4%	3%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	70%	63%	54%	63%	72%	*	88%	-	71%	34%	62%	66%	54%	61%	62%
	2021	62%	64%	53%	49%	52%	65%	-	85%	*	64%	27%	51%	55%	47%	51%	34%
At Meets Grade Level or Above	2022	43%	44%	32%	27%	31%	40%	*	74%	-	29%	17%	31%	34%	25%	29%	31%
	2021	32%	34%	24%	23%	22%	36%	-	53%	*	31%	18%	18%	25%	20%	21%	9%
At Masters Grade Level	2022	23%	24%	13%	11%	12%	22%	*	40%	-	18%	5%	9%	14%	10%	12%	12%
	2021	15%	16%	9%	8%	8%	10%	-	32%	*	19%	6%	5%	9%	7%	8%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	73%	64%	56%	65%	62%	*	89%	-	61%	40%	66%	65%	62%	63%	66%
	2021	68%	68%	56%	53%	55%	66%	-	81%	*	59%	38%	61%	56%	54%	54%	49%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	40%	22%	19%	21%	28%	*	58%	-	25%	20%	28%	22%	21%	21%	22%
	2021	36%	37%	18%	18%	17%	21%	-	42%	*	15%	21%	15%	17%	19%	16%	11%
At Masters Grade Level	2022	16%	18%	4%	4%	3%	5%	*	18%	-	11%	6%	2%	4%	4%	3%	3%
	2021	15%	17%	3%	5%	3%	2%	-	23%	*	4%	6%	4%	3%	4%	3%	1%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	76%	75%	75%	85%	-	93%	*	75%	47%	75%	79%	65%	75%	72%
	2021	69%	71%	62%	46%	62%	66%	*	85%	*	77%	32%	61%	65%	48%	60%	39%
At Meets Grade Level or Above	2022	56%	58%	47%	42%	45%	62%	-	81%	*	63%	26%	47%	49%	36%	44%	41%
	2021	45%	47%	35%	24%	35%	44%	*	64%	*	54%	22%	48%	38%	25%	33%	14%
At Masters Grade Level	2022	37%	39%	27%	21%	25%	41%	-	64%	*	43%	10%	22%	28%	20%	24%	22%
	2021	25%	27%	17%	12%	16%	26%	*	42%	*	46%	8%	18%	19%	9%	15%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	55%	47%	54%	69%	-	83%	*	66%	36%	58%	57%	47%	52%	54%
	2021	55%	57%	48%	33%	48%	55%	*	86%	*	54%	30%	55%	50%	39%	46%	37%
At Meets Grade Level or Above	2022	31%	34%	24%	18%	22%	37%	-	67%	*	31%	23%	19%	25%	20%	21%	23%
	2021	27%	29%	18%	10%	17%	23%	*	63%	*	43%	20%	18%	19%	12%	17%	10%
At Masters Grade Level	2022	13%	15%	8%	6%	7%	13%	-	39%	*	11%	9%	4%	9%	5%	7%	8%
	2021	12%	13%	5%	3%	4%	7%	*	39%	*	21%	6%	7%	6%	3%	5%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	82%	70%	82%	87%	*	92%	-	91%	52%	86%	85%	70%	80%	79%
	2021	73%	74%	69%	60%	69%	78%	*	82%	*	78%	39%	76%	71%	58%	67%	43%
At Meets Grade Level or Above	2022	58%	60%	54%	40%	54%	62%	*	72%	-	70%	28%	53%	57%	39%	52%	48%
	2021	46%	48%	39%	29%	38%	48%	*	59%	*	51%	23%	42%	41%	28%	37%	15%
At Masters Grade Level	2022	37%	40%	32%	24%	31%	43%	*	51%	-	48%	12%	30%	34%	21%	30%	27%
	2021	21%	22%	14%	12%	14%	22%	*	28%	*	20%	5%	12%	16%	10%	13%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	74%	62%	74%	79%	*	96%	-	93%	44%	84%	77%	65%	72%	73%
	2021	62%	62%	66%	48%	66%	76%	*	92%	*	58%	37%	73%	68%	53%	64%	49%
At Meets Grade Level or Above	2022	40%	41%	40%	31%	38%	46%	*	77%	-	54%	25%	42%	42%	30%	38%	38%
	2021	36%	37%	35%	22%	35%	46%	*	76%	*	33%	23%	41%	37%	27%	33%	16%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	11%	6%	10%	11%	*	41%	-	25%	11%	16%	11%	9%	10%	10%
	2021	11%	11%	8%	7%	7%	9%	*	38%	*	13%	7%	11%	9%	5%	7%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	76%	74%	68%	74%	80%	*	92%	-	91%	47%	84%	77%	62%	72%	70%
	2021	68%	68%	60%	47%	60%	71%	*	86%	*	59%	37%	72%	63%	49%	59%	40%
At Meets Grade Level or Above	2022	45%	48%	42%	32%	41%	50%	*	74%	-	57%	29%	49%	45%	31%	40%	37%
	2021	43%	45%	31%	20%	30%	49%	*	67%	*	39%	24%	38%	33%	22%	28%	11%
At Masters Grade Level	2022	24%	26%	17%	9%	16%	26%	*	45%	-	26%	13%	14%	18%	10%	15%	13%
	2021	24%	25%	12%	6%	11%	30%	*	37%	*	20%	9%	16%	13%	8%	11%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	61%	60%	51%	59%	72%	*	83%	-	78%	37%	65%	63%	47%	58%	54%
	2021	57%	58%	51%	45%	50%	57%	*	74%	*	56%	36%	63%	53%	41%	49%	28%
At Meets Grade Level or Above	2022	31%	32%	26%	18%	25%	40%	*	51%	-	52%	25%	35%	28%	18%	24%	21%
	2021	28%	29%	19%	16%	18%	37%	*	44%	*	34%	22%	31%	20%	14%	17%	7%
At Masters Grade Level	2022	18%	20%	13%	9%	12%	20%	*	36%	-	26%	13%	16%	15%	7%	11%	10%
	2021	14%	15%	6%	4%	5%	15%	*	21%	*	5%	8%	13%	6%	5%	5%	2%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	65%	61%	54%	61%	70%	*	83%	*	74%	28%	64%	64%	53%	59%	46%
	2021	67%	67%	62%	50%	61%	67%	*	85%	-	81%	25%	67%	64%	51%	59%	31%
At Meets Grade Level or Above	2022	47%	48%	42%	30%	41%	52%	*	72%	*	61%	15%	28%	44%	35%	39%	26%
	2021	50%	51%	43%	32%	42%	56%	*	79%	-	50%	15%	38%	45%	35%	40%	11%
At Masters Grade Level	2022	11%	12%	7%	4%	6%	14%	*	25%	*	17%	4%	6%	8%	5%	6%	2%
	2021	12%	14%	8%	4%	7%	12%	*	31%	-	12%	4%	0%	9%	5%	7%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	66%	61%	66%	71%	*	86%	-	72%	28%	55%	69%	54%	65%	46%
	2021	71%	71%	69%	63%	68%	78%	*	86%	*	77%	33%	63%	71%	58%	66%	35%
At Meets Grade Level or Above	2022	55%	56%	49%	40%	49%	61%	*	76%	-	56%	16%	38%	53%	36%	48%	27%
	2021	57%	58%	53%	45%	52%	68%	*	71%	*	66%	21%	63%	56%	40%	50%	15%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	10%	6%	4%	5%	8%	*	26%	-	13%	4%	2%	7%	2%	5%	1%
	2021	11%	12%	9%	5%	8%	11%	*	22%	*	20%	5%	4%	9%	7%	7%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	85%	70%	86%	85%	*	98%	*	89%	60%	63%	87%	75%	84%	84%
	2021	73%	74%	87%	81%	87%	85%	*	95%	*	81%	65%	87%	88%	81%	86%	79%
At Meets Grade Level or Above	2022	43%	45%	60%	38%	62%	66%	*	91%	*	64%	35%	49%	65%	43%	59%	59%
	2021	41%	44%	57%	42%	57%	63%	*	85%	*	61%	33%	54%	60%	46%	56%	41%
At Masters Grade Level	2022	27%	30%	38%	20%	39%	44%	*	72%	*	39%	16%	35%	43%	23%	38%	38%
	2021	23%	26%	29%	15%	29%	33%	*	66%	*	29%	11%	41%	31%	21%	27%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	83%	85%	78%	85%	91%	*	98%	*	92%	61%	79%	87%	78%	84%	78%
	2021	82%	82%	81%	77%	81%	83%	*	94%	-	75%	53%	78%	83%	75%	80%	61%
At Meets Grade Level or Above	2022	55%	56%	57%	44%	57%	71%	*	85%	*	67%	32%	52%	60%	48%	55%	45%
	2021	55%	57%	54%	43%	53%	63%	*	83%	-	54%	26%	54%	56%	44%	51%	26%
At Masters Grade Level	2022	21%	24%	19%	12%	19%	30%	*	52%	*	29%	9%	21%	21%	14%	18%	11%
	2021	22%	26%	20%	13%	18%	26%	*	62%	-	18%	9%	22%	21%	14%	17%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	88%	83%	88%	93%	*	93%	*	91%	62%	78%	89%	82%	87%	76%
	2021	88%	89%	88%	83%	88%	89%	*	94%	-	88%	65%	92%	89%	79%	86%	65%
At Meets Grade Level or Above	2022	68%	69%	65%	58%	64%	79%	*	81%	*	69%	41%	52%	67%	55%	63%	42%
	2021	69%	70%	65%	57%	65%	72%	*	80%	-	80%	42%	75%	67%	55%	63%	33%
At Masters Grade Level	2022	42%	44%	37%	28%	36%	48%	*	63%	*	46%	19%	22%	39%	30%	34%	17%
	2021	43%	45%	35%	26%	34%	50%	*	56%	-	60%	17%	33%	37%	27%	32%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	93%	84%	92%	98%	-	100%	-	88%	*	-	93%	84%	92%	93%
	2021	95%	96%	97%	88%	97%	96%	-	100%	-	100%	*	*	98%	86%	97%	88%
At Meets Grade Level or Above	2022	64%	70%	57%	32%	54%	69%	-	91%	-	50%	*	-	59%	35%	54%	40%
	2021	69%	75%	67%	50%	64%	68%	-	99%	-	67%	*	*	69%	39%	65%	75%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	17%	4%	0%	3%	6%	-	15%	-	13%	*	-	4%	0%	4%	0%
	2021	14%	18%	6%	8%	4%	9%	-	25%	-	0%	*	*	6%	3%	5%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	72%	63%	71%	79%	83%	91%	72%	79%	44%	69%	74%	62%	70%	67%
	2021	67%	68%	61%	52%	61%	68%	75%	85%	72%	65%	35%	58%	63%	53%	59%	46%
At Meets Grade Level or Above	2022	48%	49%	43%	33%	42%	54%	60%	73%	39%	53%	24%	37%	45%	33%	40%	36%
	2021	41%	43%	33%	25%	32%	43%	38%	64%	44%	40%	20%	28%	34%	26%	30%	17%
At Masters Grade Level	2022	23%	25%	18%	12%	17%	26%	30%	43%	28%	26%	9%	15%	19%	12%	16%	14%
	2021	18%	20%	12%	8%	11%	18%	13%	35%	19%	16%	6%	11%	12%	8%	10%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	75%	71%	65%	70%	79%	63%	88%	71%	77%	40%	68%	73%	61%	69%	64%
	2021	68%	69%	61%	52%	61%	70%	64%	83%	77%	71%	30%	58%	63%	53%	59%	44%
At Meets Grade Level or Above	2022	53%	54%	45%	37%	44%	57%	44%	72%	43%	56%	21%	39%	47%	36%	43%	36%
	2021	45%	46%	35%	28%	34%	47%	55%	63%	46%	43%	18%	30%	37%	28%	33%	18%
At Masters Grade Level	2022	25%	27%	18%	13%	17%	28%	19%	39%	29%	29%	7%	17%	19%	13%	16%	15%
	2021	18%	20%	12%	8%	11%	18%	18%	30%	23%	19%	5%	9%	12%	8%	10%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	70%	58%	70%	75%	92%	93%	67%	76%	44%	68%	72%	62%	68%	70%
	2021	66%	66%	61%	48%	61%	67%	80%	88%	67%	60%	38%	60%	63%	53%	59%	53%
At Meets Grade Level or Above	2022	42%	44%	37%	27%	37%	46%	75%	75%	17%	44%	24%	34%	40%	29%	35%	36%
	2021	37%	39%	30%	19%	29%	36%	30%	67%	42%	35%	21%	25%	31%	23%	27%	20%
At Masters Grade Level	2022	20%	22%	16%	9%	15%	20%	42%	43%	17%	21%	9%	14%	17%	11%	14%	15%
	2021	18%	19%	11%	6%	10%	13%	10%	39%	8%	14%	6%	11%	11%	8%	9%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	75%	67%	74%	84%	100%	94%	*	88%	50%	70%	77%	66%	73%	70%
	2021	71%	71%	65%	54%	64%	72%	*	89%	80%	65%	39%	63%	66%	58%	62%	48%
At Meets Grade Level or Above	2022	47%	49%	45%	35%	44%	58%	57%	78%	*	60%	28%	39%	47%	36%	42%	37%
	2021	44%	45%	35%	26%	34%	47%	*	71%	60%	40%	21%	35%	36%	29%	32%	15%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	23%	16%	10%	15%	26%	29%	46%	*	26%	10%	14%	17%	11%	14%	11%
	2021	20%	22%	12%	7%	11%	22%	*	47%	40%	14%	7%	15%	13%	9%	11%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	75%	68%	74%	84%	100%	89%	*	86%	50%	70%	77%	64%	72%	63%
	2021	73%	74%	69%	64%	69%	76%	*	87%	*	68%	49%	75%	71%	58%	67%	42%
At Meets Grade Level or Above	2022	50%	51%	47%	39%	45%	62%	80%	68%	*	62%	33%	41%	49%	36%	43%	29%
	2021	49%	51%	42%	37%	41%	57%	*	67%	*	52%	32%	50%	44%	33%	39%	17%
At Masters Grade Level	2022	30%	32%	26%	19%	25%	36%	40%	52%	*	38%	16%	19%	27%	18%	22%	13%
	2021	29%	31%	21%	15%	20%	35%	*	43%	*	26%	12%	21%	22%	15%	18%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	37%	25%	19%	23%	38%	*	49%	*	35%	14%	20%	25%	21%	23%	22%
	2021	24%	25%	12%	6%	12%	16%	*	33%	*	16%	15%	8%	13%	10%	11%	14%
Reading and Mathematics Including EOC	2022	36%	37%	25%	19%	23%	38%	*	49%	*	35%	14%	20%	25%	21%	23%	22%
	2021	24%	25%	12%	6%	12%	16%	*	33%	*	16%	15%	8%	13%	10%	11%	14%
Reading Including EOC	2022	51%	52%	42%	37%	40%	57%	*	59%	*	58%	23%	33%	42%	39%	39%	34%
	2021	38%	39%	27%	17%	27%	33%	*	46%	*	35%	19%	19%	28%	22%	25%	28%
Math Including EOC	2022	43%	44%	33%	22%	32%	45%	*	60%	*	42%	20%	30%	34%	27%	31%	33%
	2021	31%	31%	18%	9%	18%	21%	*	42%	*	23%	18%	15%	19%	14%	16%	21%
4th Graders																	
Reading and Mathematics	2022	36%	37%	27%	18%	27%	35%	*	60%	-	27%	16%	20%	30%	20%	24%	28%
	2021	26%	27%	13%	8%	12%	25%	*	37%	*	14%	13%	8%	14%	10%	12%	11%
Reading and Mathematics Including EOC	2022	36%	37%	27%	18%	27%	35%	*	60%	-	27%	16%	20%	30%	20%	24%	28%
	2021	26%	27%	13%	8%	12%	25%	*	37%	*	14%	13%	8%	14%	10%	12%	11%
Reading Including EOC	2022	54%	55%	48%	47%	47%	58%	*	67%	-	47%	24%	38%	50%	41%	45%	45%
	2021	36%	37%	25%	21%	23%	39%	*	49%	*	25%	17%	21%	25%	22%	23%	20%
Math Including EOC	2022	43%	44%	35%	23%	34%	42%	*	71%	-	40%	21%	34%	37%	28%	32%	36%
	2021	36%	36%	21%	12%	20%	30%	*	51%	*	18%	16%	21%	22%	16%	20%	20%
5th Graders																	
Reading and Mathematics	2022	41%	42%	28%	24%	26%	39%	*	66%	*	44%	19%	33%	30%	21%	26%	26%
	2021	34%	35%	18%	11%	17%	28%	*	55%	*	26%	12%	18%	19%	14%	16%	12%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	42%	28%	24%	26%	39%	*	66%	*	44%	19%	33%	30%	21%	26%	26%
	2021	34%	35%	18%	11%	17%	28%	*	55%	*	26%	12%	18%	19%	14%	16%	12%
Reading Including EOC	2022	58%	58%	47%	40%	45%	62%	*	70%	*	64%	25%	44%	50%	36%	44%	42%
	2021	46%	47%	31%	24%	29%	46%	*	63%	*	26%	15%	23%	32%	26%	28%	22%
Math Including EOC	2022	48%	49%	35%	29%	33%	43%	*	79%	*	48%	24%	36%	37%	26%	32%	34%
	2021	44%	45%	25%	13%	24%	33%	*	66%	*	42%	16%	24%	26%	21%	23%	21%
6th Graders																	
Reading and Mathematics	2022	31%	32%	20%	17%	19%	30%	*	66%	-	24%	14%	24%	22%	16%	18%	20%
	2021	24%	26%	14%	13%	13%	17%	-	49%	*	22%	17%	9%	15%	12%	12%	5%
Reading and Mathematics Including EOC	2022	31%	32%	20%	17%	19%	30%	*	66%	-	24%	14%	24%	22%	16%	18%	20%
	2021	24%	26%	14%	13%	13%	17%	-	49%	*	22%	17%	9%	15%	12%	12%	5%
Reading Including EOC	2022	43%	44%	32%	27%	31%	40%	*	74%	-	29%	17%	31%	34%	24%	29%	31%
	2021	32%	34%	24%	23%	22%	36%	-	53%	*	31%	18%	18%	25%	19%	21%	9%
Math Including EOC	2022	40%	41%	29%	22%	28%	40%	*	73%	-	35%	21%	31%	30%	24%	27%	29%
	2021	36%	38%	23%	20%	22%	26%	-	62%	*	33%	22%	21%	24%	20%	21%	13%
7th Graders																	
Reading and Mathematics	2022	32%	34%	23%	18%	22%	30%	-	69%	*	35%	19%	17%	25%	16%	21%	21%
	2021	26%	28%	18%	10%	17%	28%	*	56%	*	40%	17%	20%	20%	10%	16%	6%
Reading and Mathematics Including EOC	2022	33%	35%	23%	18%	22%	30%	-	69%	*	35%	19%	19%	25%	16%	21%	21%
	2021	27%	29%	18%	10%	17%	28%	*	56%	*	40%	17%	20%	20%	10%	16%	6%
Reading Including EOC	2022	56%	58%	47%	42%	45%	62%	-	81%	*	63%	26%	47%	49%	36%	44%	41%
	2021	45%	47%	35%	24%	35%	44%	*	64%	*	54%	22%	48%	38%	25%	33%	14%
Math Including EOC	2022	37%	39%	27%	20%	26%	35%	-	73%	*	38%	23%	25%	29%	20%	25%	26%
	2021	32%	34%	23%	13%	22%	35%	*	64%	*	38%	19%	25%	25%	13%	21%	9%
8th Graders																	
Reading and Mathematics	2022	27%	29%	24%	19%	23%	30%	*	46%	-	29%	21%	25%	25%	19%	23%	20%
	2021	21%	21%	16%	13%	16%	22%	*	32%	*	15%	18%	4%	17%	14%	15%	6%
Reading and Mathematics Including EOC	2022	41%	43%	37%	27%	36%	48%	*	67%	-	48%	22%	33%	40%	23%	35%	32%
	2021	33%	34%	27%	16%	26%	40%	*	58%	*	29%	19%	27%	29%	17%	25%	8%
Reading Including EOC	2022	58%	60%	54%	40%	54%	62%	*	72%	-	70%	28%	53%	57%	39%	52%	48%
	2021	47%	48%	38%	29%	38%	48%	*	59%	*	51%	23%	42%	41%	28%	37%	15%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	50%	44%	33%	44%	54%	*	76%	-	52%	25%	44%	47%	31%	42%	40%
	2021	43%	44%	39%	24%	38%	53%	*	79%	*	38%	24%	46%	41%	29%	37%	18%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	35%	25%	19%	23%	34%	55%	60%	*	32%	17%	23%	26%	18%	23%	23%
	2021	26%	27%	15%	10%	14%	23%	38%	45%	27%	22%	15%	12%	16%	12%	14%	9%
Reading and Mathematics Including EOC	2022	36%	38%	27%	21%	26%	37%	55%	63%	*	34%	17%	24%	29%	19%	25%	25%
	2021	28%	29%	17%	11%	16%	25%	38%	48%	33%	24%	15%	14%	18%	12%	15%	10%
Reading Including EOC	2022	53%	55%	45%	39%	44%	57%	55%	71%	*	54%	24%	40%	47%	36%	42%	40%
	2021	41%	42%	30%	23%	29%	41%	63%	56%	42%	37%	19%	26%	32%	24%	28%	19%
Math Including EOC	2022	43%	44%	34%	25%	33%	43%	73%	72%	*	42%	22%	33%	36%	26%	32%	33%
	2021	37%	38%	25%	16%	24%	33%	38%	62%	42%	32%	19%	24%	27%	19%	23%	18%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	77	79	83	82	82	81	*	87	-	87	73	87	83	81	82	82
	2019	61	63	66	64	65	70	-	78	*	70	59	54	67	64	65	64
Grade 4 Mathematics	2022	74	76	79	80	78	78	*	89	-	80	68	81	79	76	78	80
	2019	65	66	61	59	60	59	-	84	*	67	60	56	61	60	60	61
Grade 5 ELA/Reading	2022	87	89	86	88	85	89	*	91	*	84	76	90	87	83	86	84
	2019	81	81	78	80	77	84	83	87	-	75	69	81	77	80	78	78
Grade 5 Mathematics	2022	79	81	78	81	78	75	*	95	*	92	75	81	79	78	78	78
	2019	83	82	76	78	75	80	79	87	-	84	79	76	76	77	76	74
Grade 6 ELA/Reading	2022	61	61	62	62	62	55	*	81	-	68	62	57	63	58	62	63
	2019	42	44	42	45	41	47	*	57	*	43	40	37	43	40	42	41
Grade 6 Mathematics	2022	61	62	69	73	69	66	*	88	-	73	62	79	70	67	69	71
	2019	54	55	50	45	50	58	-	64	*	65	50	50	51	48	50	50
Grade 7 ELA/Reading	2022	88	89	89	87	89	87	-	94	*	89	76	87	90	81	88	88
	2019	77	78	77	73	77	79	*	91	*	82	66	75	78	76	76	78
Grade 7 Mathematics	2022	60	62	55	58	54	62	-	70	*	59	54	57	55	55	54	55
	2019	62	63	57	55	57	58	*	72	*	50	47	54	57	57	56	57
Grade 8 ELA/Reading	2022	83	83	84	79	85	86	*	86	-	94	74	76	85	79	84	84
	2019	77	78	75	73	76	73	*	79	60	78	71	67	76	73	75	76
Grade 8 Mathematics	2022	74	76	82	81	81	83	*	89	-	87	66	85	82	79	81	81
	2019	82	84	87	86	87	82	*	91	*	83	81	83	87	86	86	88
End of Course English II	2022	71	71	74	77	73	78	*	82	-	83	64	63	74	74	74	72
	2019	69	70	68	69	68	69	60	72	-	71	62	65	68	66	67	65
End of Course Algebra I	2022	67	70	82	68	82	82	*	97	*	83	59	79	83	73	81	81
	2019	75	75	88	84	89	85	*	98	*	80	67	82	89	85	88	88
All Grades Both Subjects	2022	74	75	77	76	77	77	81	87	71	81	68	78	78	74	76	77
	2019	69	70	69	68	69	71	68	81	60	69	63	64	69	67	68	68
All Grades ELA/Reading	2022	78	79	80	79	80	79	60	87	*	84	71	79	81	76	79	79
	2019	68	69	68	67	67	71	67	77	67	68	62	63	68	66	67	67
All Grades Mathematics	2022	69	71	74	73	74	74	100	88	*	78	64	78	75	71	74	74
	2019	70	71	70	68	70	72	69	84	54	70	65	65	71	68	70	70

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	74%	72%	70%	-	67%	84%	-	63%	56%	-	56%	-	62%	74%	61%	91%
	2021	67%	68%	61%	51%	21%	48%	74%	*	100%	43%	-	42%	76%	46%	68%	46%	96%
At Meets Grade Level or Above	2022	48%	49%	43%	36%	-	33%	49%	-	37%	25%	-	25%	-	28%	46%	28%	67%
	2021	41%	43%	33%	20%	7%	18%	41%	*	67%	16%	-	16%	65%	14%	39%	17%	76%
At Masters Grade Level	2022	23%	25%	18%	16%	-	15%	25%	-	22%	7%	-	7%	-	10%	19%	10%	30%
	2021	18%	20%	12%	8%	7%	7%	18%	*	0%	4%	-	4%	41%	4%	14%	5%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	75%	71%	70%	-	67%	86%	-	73%	50%	-	50%	-	59%	74%	58%	92%
	2021	68%	69%	61%	53%	40%	50%	77%	*	*	37%	-	37%	80%	43%	69%	44%	86%
At Meets Grade Level or Above	2022	53%	54%	45%	39%	-	36%	56%	-	36%	22%	-	22%	-	29%	50%	28%	75%
	2021	45%	46%	35%	24%	20%	21%	47%	*	*	14%	-	14%	80%	14%	43%	17%	83%
At Masters Grade Level	2022	25%	27%	18%	19%	-	17%	31%	-	27%	6%	-	6%	-	12%	20%	11%	30%
	2021	18%	20%	12%	11%	20%	9%	24%	*	*	2%	-	2%	40%	5%	14%	6%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	70%	70%	-	67%	84%	-	55%	62%	-	62%	-	66%	69%	66%	90%
	2021	66%	66%	61%	53%	0%	50%	77%	*	*	52%	-	52%	60%	51%	64%	52%	98%
At Meets Grade Level or Above	2022	42%	44%	37%	33%	-	31%	46%	-	27%	29%	-	29%	-	28%	37%	30%	63%
	2021	37%	39%	30%	20%	0%	18%	38%	*	*	22%	-	22%	60%	17%	33%	19%	73%
At Masters Grade Level	2022	20%	22%	16%	14%	-	13%	20%	-	9%	11%	-	11%	-	10%	15%	11%	31%
	2021	18%	19%	11%	7%	0%	6%	16%	*	*	7%	-	7%	60%	5%	13%	6%	11%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	75%	67%	-	64%	78%	-	60%	67%	-	67%	-	59%	77%	62%	94%
	2021	71%	71%	65%	58%	-	52%	74%	-	*	50%	-	50%	*	44%	71%	47%	96%
At Meets Grade Level or Above	2022	47%	49%	45%	27%	-	28%	24%	-	60%	29%	-	29%	-	26%	47%	27%	72%
	2021	44%	45%	35%	16%	-	11%	28%	-	*	17%	-	17%	*	12%	42%	14%	88%
At Masters Grade Level	2022	21%	23%	16%	9%	-	6%	13%	-	40%	6%	-	6%	-	8%	18%	7%	29%
	2021	20%	22%	12%	3%	-	3%	3%	-	*	3%	-	3%	*	2%	16%	3%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	75%	41%	-	-	41%	-	-	53%	-	53%	-	59%	80%	55%	84%
	2021	73%	74%	69%	29%	-	-	29%	-	-	42%	-	42%	*	38%	76%	41%	96%
At Meets Grade Level or Above	2022	50%	51%	47%	24%	-	-	24%	-	-	22%	-	22%	-	24%	55%	23%	50%
	2021	49%	51%	42%	0%	-	-	0%	-	-	17%	-	16%	*	14%	48%	16%	80%

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Masters Grade Level	2022	30%	32%	26%	12%	-	-	12%	-	-	8%	-	8%	-	10%	32%	8%	28%
	2021	29%	31%	21%	0%	-	-	0%	-	-	5%	-	5%	*	4%	25%	4%	20%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	75%	77%	78%	-	78%	79%	-	66%	73%	-	73%	-	75%	77%	75%	84%
	2019	69%	70%	69%	59%	-	58%	64%	-		74%	91%	74%		65%		65%	
All Grades ELA/Reading	2022	78%	79%	80%	78%	-	77%	80%	-	69%	80%	-	80%	-	76%	80%	77%	85%
	2019	68%	69%	68%	57%	-	57%	63%	-		72%	83%	72%		65%		64%	
All Grades Mathematics	2022	69%	71%	74%	78%	-	78%	78%	-	63%	67%	-	67%	-	74%	74%	72%	82%
	2019	70%	71%	70%	60%	-	59%	65%	-		76%	100%	76%		65%		65%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	98%	98%	99%	98%	99%	100%	99%	98%	98%	99%	97%	98%	99%
Included in Accountability	93%	93%	93%	88%	93%	93%	78%	93%	90%	92%	93%	91%	97%	79%	93%	91%
Not Included in Accountability: Mobile	5%	4%	4%	9%	3%	5%	16%	2%	10%	7%	3%	7%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	1%	4%	4%	0%	0%	2%	0%	1%	5%	2%	4%
Not Tested	1%	1%	2%	2%	2%	1%	2%	1%	0%	1%	2%	2%	1%	3%	2%	1%
Absent	1%	1%	2%	2%	2%	1%	2%	0%	0%	1%	2%	2%	1%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	97%	98%	99%	95%	99%	100%	98%	98%	98%	99%	97%	98%	99%
Included in Accountability	92%	92%	91%	88%	92%	93%	73%	91%	88%	91%	92%	90%	95%	78%	92%	89%
Not Included in Accountability: Mobile	5%	4%	4%	9%	3%	5%	14%	2%	13%	7%	3%	7%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	4%	1%	9%	6%	0%	0%	3%	1%	2%	7%	3%	8%
Not Tested	1%	1%	2%	3%	2%	1%	5%	1%	0%	2%	2%	2%	1%	3%	2%	1%
Absent	1%	1%	2%	2%	2%	1%	5%	0%	0%	2%	2%	2%	1%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	99%	100%	99%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	94%	88%	94%	93%	86%	94%	86%	92%	94%	92%	98%	80%	94%	94%
Not Included in Accountability: Mobile	5%	5%	4%	10%	3%	6%	14%	3%	14%	8%	3%	7%	1%	14%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	0%	2%	0%	0%	1%	0%	0%	4%	1%	2%
Not Tested	1%	1%	1%	2%	1%	1%	0%	1%	0%	1%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	98%	97%	98%	98%	100%	100%	*	99%	97%	99%	98%	96%	98%	98%
Included in Accountability	93%	93%	94%	88%	94%	92%	88%	97%	*	92%	93%	92%	97%	82%	94%	94%
Not Included in Accountability: Mobile	4%	4%	3%	9%	3%	5%	13%	1%	*	7%	3%	7%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	0%	2%	*	0%	1%	0%	0%	3%	1%	1%
Not Tested	2%	2%	2%	3%	2%	2%	0%	0%	*	1%	3%	1%	2%	4%	2%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	2%	3%	2%	2%	0%	0%	*	1%	3%	1%	1%	4%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	97%	97%	97%	99%	100%	99%	*	98%	95%	95%	98%	95%	97%	97%
Included in Accountability	94%	94%	93%	88%	94%	94%	71%	96%	*	91%	92%	86%	97%	81%	94%	93%
Not Included in Accountability: Mobile	4%	3%	3%	9%	3%	4%	29%	1%	*	8%	3%	9%	1%	12%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	0%	2%	*	0%	1%	0%	0%	3%	1%	2%
Not Tested	2%	2%	3%	3%	3%	1%	0%	1%	*	2%	5%	5%	2%	5%	3%	3%
Absent	1%	2%	3%	3%	3%	1%	0%	1%	*	2%	5%	5%	2%	5%	3%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	90%	98%	100%	99%	98%	-	96%	-	100%	*	-	98%	98%	98%	94%
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%
Reading																
Assessment Participant	89%	89%	93%	88%	94%	92%	80%	95%	93%	89%	91%	94%	94%	92%	94%	97%
Included in Accountability	83%	83%	86%	81%	87%	86%	55%	83%	87%	84%	84%	90%	90%	71%	86%	80%
Not Included in Accountability: Mobile	3%	3%	3%	6%	2%	5%	20%	1%	7%	5%	2%	1%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	3%	3%	5%	0%	5%	1%	5%	11%	0%	1%	5%	3%	3%	11%	5%	14%
Not Tested	11%	11%	7%	12%	6%	8%	20%	5%	7%	11%	9%	6%	6%	8%	6%	3%
Absent	2%	2%	2%	4%	2%	3%	10%	1%	0%	2%	3%	2%	2%	4%	2%	2%
Other	10%	9%	4%	8%	4%	5%	10%	4%	7%	9%	6%	4%	4%	4%	4%	2%
Mathematics																
Assessment Participant	88%	88%	95%	91%	95%	93%	100%	97%	100%	92%	93%	96%	95%	93%	95%	97%
Included in Accountability	84%	84%	89%	84%	90%	87%	83%	91%	92%	86%	88%	93%	94%	73%	90%	87%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	3%	7%	3%	6%	17%	2%	8%	5%	2%	1%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	3%	1%	0%	4%	0%	1%	3%	2%	1%	8%	2%	7%
Not Tested	12%	12%	5%	9%	5%	7%	0%	3%	0%	8%	7%	4%	5%	7%	5%	3%
Absent	2%	2%	2%	3%	2%	3%	0%	1%	0%	1%	2%	2%	2%	4%	2%	2%
Other	10%	10%	3%	6%	3%	4%	0%	3%	0%	7%	5%	2%	3%	4%	3%	2%
Science																
Assessment Participant	87%	88%	92%	88%	93%	93%	100%	90%	100%	92%	90%	93%	93%	89%	93%	94%
Included in Accountability	84%	84%	88%	82%	89%	86%	80%	85%	83%	88%	86%	92%	92%	73%	89%	85%
Not Included in Accountability: Mobile	3%	3%	3%	6%	2%	6%	20%	1%	17%	4%	3%	1%	1%	9%	2%	3%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	2%	1%	0%	3%	0%	0%	1%	1%	0%	8%	2%	6%
Not Tested	13%	12%	8%	12%	7%	7%	0%	10%	0%	8%	10%	7%	7%	11%	7%	6%
Absent	2%	2%	3%	5%	3%	3%	0%	1%	0%	1%	4%	3%	2%	6%	3%	3%
Other	10%	10%	5%	8%	4%	4%	0%	9%	0%	7%	6%	4%	5%	5%	4%	3%
Social Studies																
Assessment Participant	87%	88%	92%	87%	93%	93%	60%	87%	*	89%	90%	90%	93%	89%	92%	94%
Included in Accountability	84%	85%	89%	82%	90%	90%	40%	83%	*	87%	86%	89%	92%	77%	90%	87%
Not Included in Accountability: Mobile	3%	2%	2%	5%	2%	3%	20%	1%	*	3%	3%	0%	1%	9%	2%	3%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	1%	0%	0%	3%	*	0%	1%	2%	0%	4%	1%	4%
Not Tested	13%	12%	8%	13%	7%	7%	40%	13%	*	11%	10%	10%	7%	11%	8%	6%
Absent	3%	3%	4%	5%	4%	4%	20%	2%	*	1%	6%	6%	3%	7%	4%	4%
Other	10%	10%	4%	8%	3%	3%	20%	11%	*	9%	4%	3%	4%	4%	4%	2%
Accelerated Testers																
SAT/ACT Participant	85%	87%	93%	100%	93%	90%	-	96%	-	100%	*	*	94%	84%	93%	73%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	94.8%	93.9%	92.3%	93.9%	93.9%	93.7%	98.2%	96.4%	93.7%	92.7%	93.6%	94.3%
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%
Chronic Absenteeism													
2020-21	15.0%	15.4%	18.0%	27.2%	17.6%	18.4%	28.1%	3.7%	7.5%	21.7%	22.1%	18.8%	15.7%
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%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.1%	0.7%	1.9%	0.5%	1.2%	0.0%	0.0%	0.0%	0.0%	1.4%	0.7%	0.5%
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%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.4%	2.7%	3.7%	2.7%	3.0%	5.6%	0.7%	0.0%	2.6%	4.0%	2.9%	4.1%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.0%	90.9%	86.6%	91.2%	89.9%	* 94.9%	-	93.1%	84.1%	90.3%	84.0%	
Received TxCHSE	0.3%	0.2%	0.1%	0.3%	0.0%	0.4%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	
Continued HS	3.9%	3.8%	2.8%	2.6%	3.0%	0.0%	* 1.9%	-	3.4%	7.8%	2.7%	2.4%	
Dropped Out	5.8%	5.9%	6.3%	10.5%	5.8%	9.7%	* 3.2%	-	3.4%	8.1%	7.0%	13.6%	
Graduates and TxCHSE	90.3%	90.3%	91.0%	86.9%	91.2%	90.3%	* 94.9%	-	93.1%	84.1%	90.3%	84.0%	
Graduates, TxCHSE, and Continuers	94.2%	94.1%	93.7%	89.5%	94.2%	90.3%	* 96.8%	-	96.6%	91.9%	93.0%	86.4%	
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%	
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	91.8%	92.6%	89.2%	92.9%	89.9%	70.0%	97.1%	* 100.0%	87.2%	91.5%	85.4%	
Received TxCHSE	0.5%	0.4%	0.3%	0.4%	0.2%	0.5%	0.0%	0.7%	* 0.0%	0.3%	0.2%	0.0%	
Continued HS	1.1%	1.0%	0.7%	1.1%	0.6%	0.5%	0.0%	0.7%	* 0.0%	4.5%	0.5%	0.4%	
Dropped Out	6.2%	6.7%	6.5%	9.4%	6.3%	9.1%	30.0%	1.4%	* 0.0%	8.0%	7.8%	14.1%	
Graduates and TxCHSE	92.7%	92.3%	92.9%	89.6%	93.1%	90.4%	70.0%	97.8%	* 100.0%	87.4%	91.7%	85.4%	

Texas Education Agency
2021-22 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
Graduates, TxCHSE, and Continuers	93.8%	93.3%	93.5%	90.6%	93.7%	90.9%	70.0%	98.6%	*	100.0%	92.0%	92.2%	85.9%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.8%	93.0%	91.0%	93.2%	90.4%	100.0%	97.0%	*	89.3%	88.7%	92.5%	85.8%
Received TxCHSE	0.6%	0.6%	0.4%	0.7%	0.3%	1.0%	0.0%	1.5%	*	3.6%	0.0%	0.4%	0.4%
Continued HS	0.6%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	3.6%	0.0%	0.0%	0.2%
Dropped Out	6.2%	7.0%	6.5%	8.2%	6.5%	8.6%	0.0%	1.5%	*	3.6%	11.3%	7.1%	13.5%
Graduates and TxCHSE	93.2%	92.4%	93.4%	91.8%	93.5%	91.4%	100.0%	98.5%	*	92.9%	88.7%	92.9%	86.3%
Graduates, TxCHSE, and Continuers	93.8%	93.0%	93.5%	91.8%	93.5%	91.4%	100.0%	98.5%	*	96.4%	88.7%	92.9%	86.5%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	90.0%	89.8%	85.5%	90.1%	88.4%	80.0%	93.8%	-	93.1%	78.2%	89.3%	82.7%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	64.3%	*	-	-	-	-	*	-	-	-	-	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.9%	3.7%	5.7%	3.8%	2.5%	*	0.0%	-	0.0%	11.6%	3.6%	7.6%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	80.1%	74.8%	65.2%	74.8%	77.9%	*	90.0%	-	59.3%	42.5%	74.4%	56.2%

Texas Education Agency
2021-22 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	83.5%	83.0%	77.2%	72.0%	77.0%	78.3%	57.1%	91.7%	*	65.0%	39.9%	75.6%	57.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	84.1%	78.5%	70.8%	78.6%	80.4%	*	90.0%	-	59.3%	54.2%	78.0%	63.8%
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%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	55.8%	0.0%	*	0.0%	-	-	*	-	-	*	0.0%	-
2019-20	38.6%	21.3%	17.6%	*	14.8%	*	-	*	-	-	0.0%	0.0%	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.9%	3.6%	5.5%	3.7%	2.3%	*	0.6%	-	0.0%	10.7%	3.5%	7.0%
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%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	78.6%	72.3%	63.0%	72.3%	75.3%	*	88.3%	-	57.1%	39.4%	72.8%	56.5%
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	82.4%	75.6%	68.0%	75.7%	77.6%	*	88.4%	-	57.1%	49.5%	76.1%	63.5%
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%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	3,694	100.0%	358,842	100.0%
By Ethnicity:				
African American	275	7.4%	44,018	12.3%
Hispanic	3,013	81.6%	183,306	51.1%
White	219	5.9%	103,898	29.0%
American Indian	4	0.1%	1,195	0.3%
Asian	155	4.2%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	28	0.8%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	13	0.4%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	887	24.0%	56,281	15.7%
Foundation H.S. Program (Endorsement)	131	3.5%	13,582	3.8%
Foundation H.S. Program (DLA)	2,663	72.1%	287,316	80.1%
Special Education Graduates	331	9.0%	31,028	8.6%
Economically Disadvantaged Graduates	2,482	67.2%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	446	12.1%	32,809	9.1%
At-Risk Graduates	1,881	50.9%	155,884	43.4%
CTE Completers	982	26.6%	99,076	27.6%

Texas Education Agency
2021-22 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)													
2020-21	65.2%	61.9%	54.1%	38.5%	54.5%	56.6%	*	72.3%	-	50.0%	75.2%	53.9%	38.6%
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%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	50.2%	41.8%	24.0%	42.2%	42.5%	*	65.8%	-	42.9%	4.8%	41.3%	24.4%
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%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	52.0%	45.0%	30.5%	44.4%	56.2%	*	67.1%	-	57.1%	4.8%	43.8%	12.6%
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%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	43.0%	34.2%	20.4%	33.7%	37.4%	*	65.8%	-	28.6%	4.5%	33.4%	18.4%
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%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	37.7%	27.1%	14.9%	26.0%	34.2%	*	60.0%	-	28.6%	2.4%	26.1%	7.2%
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%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	24.9%	19.2%	6.5%	18.5%	19.6%	*	54.2%	-	28.6%	1.2%	18.6%	18.2%
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%
Associate Degree (Annual Graduates)													
2020-21	2.6%	2.4%	9.1%	6.2%	9.5%	6.4%	*	12.9%	-	3.6%	0.3%	9.0%	0.0%
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%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	22.2%	21.5%	15.6%	21.7%	18.3%	*	34.8%	-	14.3%	2.1%	21.5%	2.2%
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%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	2.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
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%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	22.1%	16.9%	15.3%	16.8%	20.1%	*	17.4%	-	14.3%	74.3%	17.2%	17.0%
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%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 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
2020-21	18.4%	16.8%	9.4%	4.0%	9.7%	11.0%	*	12.3%	-	7.1%	1.8%	10.2%	6.7%
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%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.4%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
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%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.3%	4.4%	7.6%	4.2%	4.6%	*	3.2%	-	3.6%	39.0%	3.9%	5.2%
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%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.0%	4.4%	6.2%	4.3%	5.5%	*	2.6%	-	3.6%	49.5%	4.6%	8.3%
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%

Texas Education Agency
2021-22 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	2020-21	25.9%	17.6%	21.3%	14.5%	21.8%	21.0%	*	22.6%	-	21.4%	2.7%	21.5%	1.1%
	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%
Mathematics	2020-21	19.4%	14.6%	15.3%	9.5%	15.5%	15.1%	*	24.5%	-	7.1%	1.2%	15.3%	2.7%
	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%
Both Subjects	2020-21	14.4%	9.5%	10.6%	6.5%	10.7%	10.0%	*	19.4%	-	7.1%	0.3%	10.5%	0.2%
	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%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	5.5%	3.6%	2.5%	4.0%	1.4%	*	0.0%	-	0.0%	0.3%	3.7%	8.1%
	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%
Mathematics	2020-21	10.3%	6.7%	7.5%	5.5%	8.5%	2.7%	*	0.0%	-	0.0%	3.3%	7.9%	13.2%
	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%
Both Subjects	2020-21	4.9%	2.8%	2.3%	2.5%	2.6%	0.9%	*	0.0%	-	0.0%	0.3%	2.3%	4.7%
	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%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.9%	17.3%	9.7%	16.4%	19.9%	11.1%	47.8%	*	17.5%	0.6%	16.1%	7.9%
	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%
English Language Arts	2021	12.1%	13.7%	10.3%	7.1%	9.4%	13.1%	0.0%	29.5%	*	15.8%	0.1%	9.4%	0.4%
	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%
Mathematics	2021	6.1%	7.5%	5.3%	2.6%	4.5%	6.6%	0.0%	26.4%	*	7.0%	0.4%	4.8%	1.1%
	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%
Science	2021	8.7%	9.9%	8.4%	3.2%	7.5%	10.4%	0.0%	34.2%	*	12.3%	0.0%	8.1%	1.9%
	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%
Social Studies	2021	11.6%	14.0%	7.1%	3.4%	6.4%	9.0%	0.0%	27.1%	*	8.8%	0.3%	7.0%	0.5%
	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%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	51.3%	36.0%	29.8%	32.7%	43.2%	*	56.7%	-	50.0%	0.0%	34.0%	65.5%
	2020	59.0%	61.3%	48.4%	37.7%	44.7%	61.5%	*	67.5%	-	58.3%	37.5%	45.7%	73.8%
English Language Arts	2021	42.7%	44.9%	27.7%	31.0%	22.6%	43.1%	-	48.3%	-	55.6%	*	23.6%	*
	2020	50.1%	51.1%	38.0%	36.4%	32.7%	56.9%	-	51.8%	-	50.0%	*	34.3%	*
Mathematics	2021	49.4%	51.4%	32.4%	20.0%	28.1%	34.5%	-	50.0%	-	*	*	30.6%	25.0%
	2020	56.5%	58.8%	47.6%	50.0%	40.4%	67.9%	*	66.7%	-	*	*	46.0%	80.0%
Science	2021	41.4%	44.4%	20.8%	15.8%	15.2%	32.6%	-	42.6%	-	28.6%	-	19.8%	10.0%
	2020	47.6%	50.0%	32.2%	37.5%	24.6%	58.5%	*	51.4%	-	*	*	27.9%	18.8%

Texas Education Agency
2021-22 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	2021	42.2%	45.3%	25.2%	30.0%	19.9%	45.0%	-	40.0%	-	40.0%	*	24.1%	40.0%
	2020	52.3%	55.0%	32.7%	25.0%	26.4%	42.9%	-	58.4%	-	57.1%	*	28.5%	21.4%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	78.0%	85.2%	83.6%	84.6%	86.8%	*	97.4%	-	78.6%	62.0%	84.9%	81.2%
	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%
At/Above Criterion for All Examinees	2020-21	32.9%	33.5%	19.1%	10.9%	16.7%	29.5%	*	57.6%	-	36.4%	0.5%	17.7%	1.4%
	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%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1000	923	867	914	991	*	1081	-	1014	753	914	787
	2019-20	1019	1024	939	908	929	1007	792	1102	735	995	764	931	807
English Language Arts and Writing	2020-21	504	501	462	440	457	498	*	527	-	510	377	457	388
	2019-20	513	514	469	457	465	507	412	534	375	513	381	465	399
Mathematics	2020-21	498	499	461	428	456	493	*	553	-	504	376	458	399
	2019-20	506	510	470	451	465	500	380	568	360	482	383	466	408
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	20.4	21.6	21.6	20.9	*	-	*	-	-	-	20.7	*
	2019-20	20.2	21.0	21.0	18.0	20.6	23.5	-	24.0	-	28.3	16.3	20.7	15.6
English Language Arts	2020-21	19.6	19.9	21.4	21.8	20.6	*	-	*	-	-	-	20.3	*
	2019-20	19.9	20.7	20.7	17.8	20.1	23.1	-	23.5	-	30.0	16.5	20.3	12.8
Mathematics	2020-21	19.9	20.5	21.3	21.2	20.7	*	-	*	-	-	-	20.5	*
	2019-20	20.1	20.9	21.0	17.7	20.5	23.4	-	24.7	-	26.0	14.0	20.9	18.8
Science	2020-21	20.3	20.7	21.9	21.4	21.4	*	-	*	-	-	-	21.0	*
	2019-20	20.5	21.3	21.3	18.2	20.9	24.2	-	24.1	-	26.3	17.7	20.8	16.8

Texas Education Agency
2021-22 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	2020-21	42.5%	39.7%	40.1%	25.9%	39.9%	42.7%	12.5%	70.1%	28.6%	40.2%	9.1%	38.4%	22.6%
	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%
English Language Arts	2020-21	16.3%	16.2%	19.5%	12.7%	19.2%	19.3%	0.0%	39.1%	14.3%	23.0%	2.1%	18.5%	9.7%
	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%
Mathematics	2020-21	19.3%	17.8%	18.4%	13.5%	18.0%	21.1%	6.3%	32.8%	0.0%	14.0%	1.6%	16.9%	4.6%
	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%
Science	2020-21	20.6%	17.2%	14.6%	9.2%	14.3%	16.2%	0.0%	29.1%	14.3%	17.3%	2.5%	13.6%	3.2%
	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%
Social Studies	2020-21	22.8%	21.5%	19.1%	10.9%	18.1%	23.4%	0.0%	49.6%	14.3%	27.0%	1.0%	17.7%	2.5%
	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%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	46.7%	47.3%	50.2%	45.6%	46.0%	14.3%	80.0%	*	57.1%	22.1%	45.6%	21.8%
	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%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 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	49,255	100.0%	5,402,928	100.0%	49,326	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	159	0.3%	14,290	0.3%	198	0.4%	21,375	0.4%
Pre-Kindergarten	2,079	4.2%	222,767	4.1%	2,079	4.2%	223,733	4.1%
Pre-Kindergarten: 3-year Old	17	0.0%	33,969	0.6%	17	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	2,062	4.2%	188,798	3.5%	2,062	4.2%	189,474	3.5%
Kindergarten	3,067	6.2%	370,054	6.8%	3,067	6.2%	371,502	6.8%
Grade 1	3,645	7.4%	384,494	7.1%	3,645	7.4%	386,232	7.1%
Grade 2	3,203	6.5%	382,008	7.1%	3,203	6.5%	383,838	7.1%
Grade 3	3,169	6.4%	383,078	7.1%	3,169	6.4%	384,872	7.1%
Grade 4	3,420	6.9%	383,959	7.1%	3,420	6.9%	386,011	7.1%
Grade 5	3,522	7.2%	387,945	7.2%	3,522	7.1%	389,971	7.2%
Grade 6	3,507	7.1%	398,640	7.4%	3,509	7.1%	400,447	7.4%
Grade 7	3,860	7.8%	418,486	7.7%	3,862	7.8%	418,788	7.7%
Grade 8	3,837	7.8%	424,287	7.9%	3,838	7.8%	424,544	7.8%
Grade 9	4,466	9.1%	475,437	8.8%	4,466	9.1%	475,746	8.8%
Grade 10	3,772	7.7%	408,393	7.6%	3,774	7.7%	408,700	7.5%
Grade 11	3,829	7.8%	389,034	7.2%	3,830	7.8%	389,454	7.2%
Grade 12	3,720	7.6%	360,056	6.7%	3,744	7.6%	362,157	6.7%
Ethnic Distribution:								
African American	3,999	8.1%	690,999	12.8%	4,003	8.1%	694,302	12.8%
Hispanic	40,776	82.8%	2,850,147	52.8%	40,836	82.8%	2,860,754	52.7%
White	2,576	5.2%	1,420,166	26.3%	2,581	5.2%	1,427,241	26.3%
American Indian	51	0.1%	17,944	0.3%	51	0.1%	18,028	0.3%
Asian	1,465	3.0%	259,342	4.8%	1,466	3.0%	261,788	4.8%
Pacific Islander	37	0.1%	8,443	0.2%	37	0.1%	8,477	0.2%
Two or More Races	351	0.7%	155,887	2.9%	352	0.7%	156,780	2.9%
Sex:								
Female	23,784	48.3%	2,640,313	48.9%	23,806	48.3%	2,650,563	48.8%
Male	25,471	51.7%	2,762,615	51.1%	25,520	51.7%	2,776,807	51.2%
Economically Disadvantaged	39,110	79.4%	3,278,452	60.7%	39,153	79.4%	3,289,420	60.6%
Non-Educationally Disadvantaged	10,145	20.6%	2,124,476	39.3%	10,173	20.6%	2,137,950	39.4%
Section 504 Students	2,868	5.8%	400,729	7.4%	2,868	5.8%	401,648	7.4%
EB Students/EL	16,068	32.6%	1,171,661	21.7%	16,071	32.6%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	438	0.8%	34,054	0.6%				
Students w/ Dyslexia	2,390	4.9%	270,260	5.0%	2,390	4.8%	270,966	5.0%
Foster Care	45	0.1%	15,338	0.3%	45	0.1%	15,409	0.3%
Homeless	349	0.7%	61,433	1.1%	350	0.7%	61,687	1.1%
Immigrant	1,691	3.4%	108,510	2.0%	1,691	3.4%	108,787	2.0%
Migrant	96	0.2%	14,366	0.3%	96	0.2%	14,426	0.3%
Title I	33,373	67.8%	3,473,996	64.3%	33,417	67.7%	3,487,333	64.3%
Military Connected	195	0.4%	176,253	3.3%	195	0.4%	176,554	3.3%
At-Risk	34,169	69.4%	2,892,191	53.5%	34,197	69.3%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	15,004	30.5%	1,182,035	21.9%	15,005	30.4%	1,185,511	21.8%
Gifted and Talented Education	2,706	5.5%	434,269	8.0%	2,706	5.5%	435,356	8.0%
Special Education	6,093	12.4%	624,256	11.6%	6,163	12.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6,093		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,708	44.4%	268,673	43.0%				
Students with Physical Disabilities	1,111	18.2%	129,679	20.8%				
Students with Autism	1,298	21.3%	91,742	14.7%				
Students with Behavioral Disabilities	902	14.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	74	1.2%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	7,254	14.7%	705,063	13.6%				
By Ethnicity:								
African American	1,047	2.1%	131,970	2.5%				
Hispanic	5,486	11.1%	342,504	6.6%				
White	506	1.0%	184,235	3.5%				
American Indian	23	0.0%	2,852	0.1%				
Asian	92	0.2%	16,716	0.3%				
Pacific Islander	5	0.0%	1,690	0.0%				
Two or More Races	95	0.2%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	803	12.9%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	2,039	14.2%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	5,902	15.0%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	6,456	18.3%	772,746	18.9%				

Texas Education Agency
2021-22 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	0.1%	1.9%	0.2%	5.2%
Grade 1	11.5%	2.9%	9.7%	4.2%
Grade 2	6.2%	1.7%	4.0%	2.2%
Grade 3	2.4%	1.0%	0.9%	1.0%
Grade 4	0.9%	0.7%	0.4%	0.7%
Grade 5	0.5%	0.5%	0.2%	0.7%
Grade 6	0.5%	0.6%	0.0%	0.6%
Grade 7	0.8%	0.7%	0.4%	0.7%
Grade 8	0.5%	0.6%	0.0%	0.8%
Grade 9	6.2%	10.5%	4.0%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	17	0.1%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.0	18.7
Grade 1	18.2	18.7
Grade 2	16.7	18.6
Grade 3	15.8	18.7
Grade 4	16.8	18.8
Grade 5	17.4	20.2
Grade 6	17.2	19.2
Secondary:		
English/Language Arts	14.5	16.3
Foreign Languages	18.9	18.4
Mathematics	16.1	17.5
Science	16.1	18.5
Social Studies	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	8,412.3	100.0%	749,473.4	100.0%
Professional Staff:	4,959.3	59.0%	480,632.3	64.1%
Teachers	3,828.2	45.5%	369,695.8	49.3%
Professional Support	847.4	10.1%	80,190.4	10.7%
Campus Administration (School Leadership)	195.9	2.3%	22,091.4	2.9%
Central Administration	87.8	1.0%	8,654.8	1.2%
Educational Aides:	1,071.2	12.7%	82,972.4	11.1%
Auxiliary Staff:	2,381.8	28.3%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	59.0	n/a	4,194.0	n/a
Part-time Librarians	11.0	n/a	607.0	n/a
Full-time Counselors	116.0	n/a	13,550.0	n/a
Part-time Counselors	14.0	n/a	1,176.0	n/a
Total Minority Staff:	5,498.5	65.4%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	395.2	10.3%	41,286.1	11.2%
Hispanic	1,501.4	39.2%	106,866.5	28.9%
White	1,782.0	46.5%	208,485.4	56.4%
American Indian	8.0	0.2%	1,235.6	0.3%
Asian	107.8	2.8%	6,956.0	1.9%
Pacific Islander	1.0	0.0%	553.2	0.1%
Two or More Races	32.8	0.9%	4,312.0	1.2%
Teachers by Sex:				
Males	956.9	25.0%	89,015.4	24.1%
Females	2,871.2	75.0%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	33.9	0.9%	5,187.9	1.4%
Bachelors	2,900.0	75.8%	268,560.2	72.6%
Masters	861.6	22.5%	93,139.5	25.2%
Doctorate	32.8	0.9%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	303.8	7.9%	29,215.8	7.9%
1-5 Years Experience	1,049.1	27.4%	98,764.8	26.7%
6-10 Years Experience	924.8	24.2%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	1,099.4	28.7%	105,811.4	28.6%
21-30 Years Experience	389.5	10.2%	48,804.6	13.2%
Over 30 Years Experience	61.6	1.6%	10,902.0	2.9%
Number of Students per Teacher	12.9	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.0	6.3
Average Years Experience of Principals with District	7.7	5.4
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:	10.4	11.1
Average Years Experience of Teachers with District:	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$56,914	\$51,054
1-5 Years Experience	\$58,997	\$54,577
6-10 Years Experience	\$61,821	\$57,746
11-20 Years Experience	\$63,221	\$61,377
21-30 Years Experience	\$65,542	\$65,949
Over 30 Years Experience	\$71,867	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$61,600	\$58,887
Professional Support	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,462	\$84,990
Central Administration	\$117,853	\$112,797
Instructional Staff Percent:	64.8%	64.9%
Turnover Rate for Teachers:	13.5%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	1.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	503.7	13.2%	22,926.8	6.2%
Career and Technical Education	142.2	3.7%	19,365.5	5.2%
Compensatory Education	0.6	0.0%	11,037.2	3.0%
Gifted and Talented Education	19.3	0.5%	6,465.0	1.7%
Regular Education	2,482.9	64.9%	261,685.1	70.8%
Special Education	544.8	14.2%	35,441.0	9.6%
Other	134.7	3.5%	12,775.1	3.5%

- 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 2020-21 Financial Actual Report](#)

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PASADENA H S

Campus Number: 101917001

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	50%	17%	51%	35%	-	-	*	*	17%	63%	51%	46%	50%	34%
	2021	67%	62%	51%	33%	51%	31%	-	-	-	*	21%	*	51%	50%	48%	29%
At Meets Grade Level or Above	2022	47%	42%	31%	8%	32%	12%	-	-	*	*	10%	25%	32%	28%	32%	16%
	2021	50%	43%	32%	25%	32%	23%	-	-	-	*	13%	*	32%	31%	30%	9%
At Masters Grade Level	2022	11%	7%	4%	0%	4%	6%	-	-	*	*	4%	13%	4%	4%	4%	1%
	2021	12%	8%	5%	0%	5%	8%	-	-	-	*	9%	*	6%	3%	4%	2%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	60%	62%	60%	38%	-	-	-	*	22%	*	63%	45%	59%	47%
	2021	71%	69%	58%	0%	58%	63%	-	-	*	*	22%	*	61%	43%	56%	23%
At Meets Grade Level or Above	2022	55%	49%	41%	31%	41%	23%	-	-	-	*	12%	*	44%	27%	41%	26%
	2021	57%	53%	41%	0%	41%	50%	-	-	*	*	12%	*	44%	25%	39%	8%
At Masters Grade Level	2022	9%	6%	4%	0%	4%	0%	-	-	-	*	4%	*	4%	2%	3%	0%
	2021	11%	9%	4%	0%	4%	13%	-	-	*	*	3%	*	4%	5%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	80%	71%	81%	67%	-	-	-	*	53%	*	81%	77%	81%	76%
	2021	73%	87%	76%	78%	76%	44%	-	-	-	*	50%	*	78%	64%	75%	70%
At Meets Grade Level or Above	2022	43%	60%	47%	14%	48%	33%	-	-	-	*	26%	*	49%	40%	46%	37%
	2021	41%	57%	39%	11%	39%	33%	-	-	-	*	26%	*	40%	30%	38%	26%
At Masters Grade Level	2022	27%	38%	28%	0%	29%	27%	-	-	-	*	16%	*	30%	23%	28%	21%
	2021	23%	29%	16%	0%	17%	11%	-	-	-	*	16%	*	17%	15%	16%	13%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	78%	88%	78%	82%	-	-	*	*	50%	80%	81%	68%	79%	68%
	2021	82%	81%	76%	77%	76%	50%	-	-	-	*	53%	*	77%	69%	75%	59%
At Meets Grade Level or Above	2022	55%	57%	51%	25%	51%	41%	-	-	*	*	26%	80%	52%	46%	50%	35%
	2021	55%	54%	48%	38%	49%	40%	-	-	-	*	22%	*	50%	41%	45%	25%
At Masters Grade Level	2022	21%	19%	13%	13%	13%	12%	-	-	*	*	3%	20%	12%	18%	12%	5%
	2021	22%	20%	13%	15%	13%	10%	-	-	-	*	10%	*	14%	7%	12%	6%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	88%	88%	88%	100%	-	-	*	*	63%	*	90%	77%	88%	79%
	2021	88%	88%	85%	*	85%	86%	-	-	-	*	49%	60%	86%	77%	84%	57%
At Meets Grade Level or Above	2022	68%	65%	58%	25%	59%	62%	-	-	*	*	35%	*	61%	41%	60%	39%
	2021	69%	65%	56%	*	55%	71%	-	-	-	*	28%	20%	55%	63%	55%	27%
At Masters Grade Level	2022	42%	37%	27%	13%	27%	23%	-	-	*	*	14%	*	28%	17%	28%	11%
	2021	43%	35%	26%	*	26%	50%	-	-	-	*	13%	20%	26%	25%	25%	10%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	92%	-	93%	*	-	-	-	*	-	-	94%	78%	93%	*
	2021	95%	97%	98%	-	98%	*	-	-	-	-	-	-	98%	-	98%	-
At Meets Grade Level or Above	2022	64%	57%	51%	-	51%	*	-	-	-	*	-	-	53%	33%	55%	*
	2021	69%	67%	65%	-	65%	*	-	-	-	-	-	-	65%	-	56%	-
At Masters Grade Level	2022	13%	4%	3%	-	3%	*	-	-	-	*	-	-	3%	0%	4%	*
	2021	14%	6%	4%	-	4%	*	-	-	-	-	-	-	4%	-	2%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	70%	60%	70%	64%	-	-	*	75%	38%	70%	72%	61%	70%	58%
	2021	67%	61%	68%	52%	68%	58%	-	-	*	60%	37%	57%	69%	59%	66%	45%
At Meets Grade Level or Above	2022	48%	43%	45%	21%	45%	34%	-	-	*	50%	21%	52%	47%	35%	45%	29%
	2021	41%	33%	43%	23%	43%	45%	-	-	*	60%	19%	36%	44%	36%	41%	17%
At Masters Grade Level	2022	23%	18%	13%	4%	13%	13%	-	-	*	13%	8%	17%	14%	11%	13%	7%
	2021	18%	12%	12%	5%	12%	19%	-	-	*	10%	10%	14%	12%	9%	11%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	55%	40%	55%	37%	-	-	*	*	19%	67%	57%	46%	54%	40%
	2021	68%	61%	54%	20%	55%	48%	-	-	*	40%	21%	60%	55%	46%	52%	27%
At Meets Grade Level or Above	2022	53%	45%	36%	20%	37%	17%	-	-	*	*	11%	33%	38%	28%	36%	21%
	2021	45%	35%	36%	15%	37%	38%	-	-	*	40%	12%	40%	38%	28%	34%	9%
At Masters Grade Level	2022	25%	18%	4%	0%	4%	3%	-	-	*	*	4%	8%	4%	3%	3%	1%
	2021	18%	12%	5%	0%	5%	10%	-	-	*	0%	6%	0%	5%	4%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	81%	71%	82%	69%	-	-	-	*	53%	*	83%	77%	82%	76%
	2021	66%	61%	78%	78%	78%	55%	-	-	-	*	50%	*	80%	64%	77%	70%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	47%	14%	48%	38%	-	-	-	*	26%	*	49%	39%	47%	37%
	2021	37%	30%	41%	11%	42%	36%	-	-	-	*	26%	*	43%	30%	39%	26%
At Masters Grade Level	2022	20%	16%	25%	0%	25%	25%	-	-	-	*	16%	*	26%	21%	25%	21%
	2021	18%	11%	15%	0%	16%	9%	-	-	-	*	16%	*	15%	15%	14%	13%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	78%	88%	78%	82%	-	-	*	*	50%	80%	81%	68%	79%	68%
	2021	71%	65%	76%	77%	76%	50%	-	-	-	*	53%	*	77%	69%	75%	59%
At Meets Grade Level or Above	2022	47%	45%	51%	25%	51%	41%	-	-	*	*	26%	80%	52%	46%	50%	35%
	2021	44%	35%	48%	38%	49%	40%	-	-	-	*	22%	*	50%	41%	45%	25%
At Masters Grade Level	2022	21%	16%	13%	13%	13%	12%	-	-	*	*	3%	20%	12%	18%	12%	5%
	2021	20%	12%	13%	15%	13%	10%	-	-	-	*	10%	*	14%	7%	12%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	88%	88%	88%	100%	-	-	*	*	63%	*	90%	77%	88%	79%
	2021	73%	69%	85%	*	85%	86%	-	-	-	*	49%	60%	86%	77%	84%	57%
At Meets Grade Level or Above	2022	50%	47%	58%	25%	59%	62%	-	-	*	*	35%	*	61%	41%	60%	39%
	2021	49%	42%	56%	*	55%	71%	-	-	-	*	28%	20%	55%	63%	55%	27%
At Masters Grade Level	2022	30%	26%	27%	13%	27%	23%	-	-	*	*	14%	*	28%	17%	28%	11%
	2021	29%	21%	26%	*	26%	50%	-	-	-	*	13%	20%	26%	25%	25%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	76	75	76	67	-	-	-	*	56	*	76	77	75	77
	2019	69	68	59	60	59	60	-	-	-	*	56	*	60	54	59	56
End of Course Algebra I	2022	67	82	78	60	78	65	-	-	-	*	52	*	79	71	77	71
	2019	75	88	88	100	88	89	-	-	-	*	67	75	88	87	88	86
All Grades Both Subjects	2022	74	77	77	68	77	66	-	-	-	*	54	80	77	74	76	74
	2019	69	69	73	82	73	73	-	-	-	*	61	60	73	73	73	72
All Grades ELA/Reading	2022	78	80	76	75	76	67	-	-	-	*	56	*	76	77	75	77
	2019	68	68	59	60	59	60	-	-	-	*	56	*	60	54	59	56
All Grades Mathematics	2022	69	74	78	60	78	65	-	-	-	*	52	*	79	71	77	71
	2019	70	70	88	100	88	89	-	-	-	*	67	75	88	87	88	86

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	-	-	-	-	-	-	56%	-	56%	-	52%	76%	51%	90%
	2021	67%	61%	68%	-	-	-	-	-	-	42%	-	42%	-	46%	77%	44%	98%
At Meets Grade Level or Above	2022	48%	43%	45%	-	-	-	-	-	-	24%	-	24%	-	23%	52%	22%	67%
	2021	41%	33%	43%	-	-	-	-	-	-	16%	-	16%	-	17%	53%	17%	73%
At Masters Grade Level	2022	23%	18%	13%	-	-	-	-	-	-	5%	-	5%	-	6%	17%	5%	18%
	2021	18%	12%	12%	-	-	-	-	-	-	4%	-	4%	-	5%	14%	5%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	55%	-	-	-	-	-	-	36%	-	36%	-	32%	62%	31%	84%
	2021	68%	61%	54%	-	-	-	-	-	-	27%	-	27%	-	26%	67%	26%	*
At Meets Grade Level or Above	2022	53%	45%	36%	-	-	-	-	-	-	14%	-	14%	-	14%	43%	13%	66%
	2021	45%	35%	36%	-	-	-	-	-	-	6%	-	6%	-	9%	49%	8%	*
At Masters Grade Level	2022	25%	18%	4%	-	-	-	-	-	-	1%	-	1%	-	0%	6%	0%	6%
	2021	18%	12%	5%	-	-	-	-	-	-	0%	-	0%	-	1%	6%	1%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	81%	-	-	-	-	-	-	81%	-	81%	-	70%	82%	73%	93%
	2021	66%	61%	78%	-	-	-	-	-	-	70%	-	70%	-	69%	80%	69%	97%
At Meets Grade Level or Above	2022	42%	37%	47%	-	-	-	-	-	-	37%	-	37%	-	31%	52%	31%	61%
	2021	37%	30%	41%	-	-	-	-	-	-	27%	-	27%	-	24%	46%	25%	68%
At Masters Grade Level	2022	20%	16%	25%	-	-	-	-	-	-	17%	-	17%	-	21%	27%	17%	31%
	2021	18%	11%	15%	-	-	-	-	-	-	12%	-	12%	-	13%	18%	12%	6%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	78%	-	-	-	-	-	-	66%	-	66%	-	68%	83%	62%	93%
	2021	71%	65%	76%	-	-	-	-	-	-	57%	-	57%	-	60%	84%	59%	*
At Meets Grade Level or Above	2022	47%	45%	51%	-	-	-	-	-	-	27%	-	27%	-	30%	57%	25%	75%
	2021	44%	35%	48%	-	-	-	-	-	-	24%	-	24%	-	24%	59%	24%	*
At Masters Grade Level	2022	21%	16%	13%	-	-	-	-	-	-	1%	-	1%	-	6%	16%	3%	21%
	2021	20%	12%	13%	-	-	-	-	-	-	5%	-	5%	-	7%	16%	6%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	88%	-	-	-	-	-	-	80%	-	80%	-	84%	93%	76%	97%
	2021	73%	69%	85%	-	-	-	-	-	-	41%	-	41%	-	65%	91%	57%	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	58%	-	-	-	-	-	-	41%	-	41%	-	39%	69%	34%	69%
	2021	49%	42%	56%	-	-	-	-	-	-	30%	-	30%	-	26%	62%	27%	-
At Masters Grade Level	2022	30%	26%	27%	-	-	-	-	-	-	11%	-	11%	-	10%	34%	8%	34%
	2021	29%	21%	26%	-	-	-	-	-	-	11%	-	11%	-	9%	30%	10%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	77%	-	-	-	-	-	-	66%	-	66%	-	78%	78%	70%	85%
	2019	69%	69%	73%	-	-	-	-	-	-	69%	-	69%	-	68%	-	69%	-
All Grades ELA/Reading	2022	78%	80%	76%	-	-	-	-	-	-	71%	-	71%	-	78%	74%	73%	85%
	2019	68%	68%	59%	-	-	-	-	-	-	50%	-	50%	-	67%	-	52%	-
All Grades Mathematics	2022	69%	74%	78%	-	-	-	-	-	-	62%	-	62%	-	78%	82%	68%	85%
	2019	70%	70%	88%	-	-	-	-	-	-	83%	-	83%	-	70%	-	83%	-

* 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
2021-22 STAAR Participation (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	92%	81%	92%	93%	*	-	*	100%	90%	81%	93%	86%	92%	92%
Included in Accountability	93%	93%	83%	71%	83%	88%	*	-	*	100%	86%	62%	87%	69%	84%	78%
Not Included in Accountability: Mobile	5%	4%	4%	10%	4%	3%	*	-	*	0%	2%	16%	2%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	5%	0%	5%	1%	*	-	*	0%	2%	3%	4%	6%	4%	11%
Not Tested	1%	2%	8%	19%	8%	7%	*	-	*	0%	10%	19%	7%	14%	8%	8%
Absent	1%	2%	8%	19%	8%	6%	*	-	*	0%	9%	19%	7%	14%	8%	8%
Other	0%	0%	0%	0%	0%	1%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	93%	80%	93%	91%	*	-	*	*	91%	85%	94%	88%	94%	96%
Included in Accountability	92%	91%	80%	71%	80%	86%	*	-	*	*	83%	60%	84%	67%	82%	73%
Not Included in Accountability: Mobile	5%	4%	4%	9%	4%	3%	*	-	*	*	3%	20%	2%	11%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	9%	0%	10%	3%	*	-	*	*	5%	5%	9%	10%	9%	20%
Not Tested	1%	2%	7%	20%	7%	9%	*	-	*	*	9%	15%	6%	12%	6%	4%
Absent	1%	2%	7%	20%	7%	9%	*	-	*	*	9%	15%	6%	12%	6%	4%
Other	0%	0%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	90%	77%	90%	89%	-	-	-	*	90%	71%	92%	84%	91%	89%
Included in Accountability	93%	94%	83%	54%	84%	84%	-	-	-	*	88%	57%	89%	67%	85%	80%
Not Included in Accountability: Mobile	5%	4%	5%	23%	5%	5%	-	-	-	*	2%	14%	3%	10%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	-	-	*	0%	0%	0%	7%	2%	5%
Not Tested	1%	1%	10%	23%	10%	11%	-	-	-	*	10%	29%	8%	16%	9%	11%
Absent	1%	1%	9%	23%	9%	5%	-	-	-	*	10%	29%	7%	15%	9%	10%
Other	0%	0%	1%	0%	0%	5%	-	-	-	*	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	89%	80%	89%	95%	-	-	*	*	90%	86%	91%	81%	89%	86%
Included in Accountability	93%	94%	85%	80%	85%	89%	-	-	*	*	89%	71%	89%	71%	87%	83%
Not Included in Accountability: Mobile	4%	3%	4%	0%	4%	5%	-	-	*	*	1%	14%	3%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	11%	20%	11%	5%	-	-	*	*	10%	14%	9%	19%	11%	14%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	11%	20%	11%	5%	-	-	*	*	10%	14%	9%	19%	11%	14%
Other	0%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	92%	90%	92%	100%	*	-	*	*	88%	*	92%	89%	91%	90%
Included in Accountability	94%	93%	88%	80%	88%	100%	*	-	*	*	87%	*	91%	73%	88%	87%
Not Included in Accountability: Mobile	4%	3%	4%	10%	4%	0%	*	-	*	*	1%	*	1%	16%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	8%	10%	8%	0%	*	-	*	*	12%	*	8%	11%	9%	10%
Absent	1%	3%	8%	10%	8%	0%	*	-	*	*	11%	*	8%	10%	9%	10%
Other	0%	0%	0%	0%	0%	0%	*	-	*	*	1%	*	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	96%	-	97%	*	-	-	-	*	-	-	95%	100%	96%	*
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%
Reading																
Assessment Participant	89%	93%	89%	91%	88%	94%	*	-	*	100%	83%	100%	90%	85%	89%	91%
Included in Accountability	83%	86%	79%	87%	79%	88%	*	-	*	100%	76%	71%	83%	63%	80%	67%
Not Included in Accountability: Mobile	3%	3%	1%	4%	1%	3%	*	-	*	0%	0%	0%	1%	5%	1%	1%
Not Included in Accountability: Other Exclusions	3%	5%	8%	0%	9%	3%	*	-	*	0%	7%	29%	6%	17%	8%	23%
Not Tested	11%	7%	11%	9%	12%	6%	*	-	*	0%	17%	0%	10%	15%	11%	9%
Absent	2%	2%	6%	9%	6%	0%	*	-	*	0%	6%	0%	5%	9%	6%	4%
Other	10%	4%	5%	0%	6%	6%	*	-	*	0%	11%	0%	5%	6%	5%	5%
Mathematics																
Assessment Participant	88%	95%	87%	91%	87%	86%	-	-	-	*	85%	*	90%	75%	86%	88%
Included in Accountability	84%	89%	83%	82%	83%	79%	-	-	-	*	83%	*	89%	60%	83%	80%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	2%	9%	2%	0%	-	-	-	*	1%	*	1%	6%	1%	2%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	7%	-	-	-	*	0%	*	0%	9%	2%	6%
Not Tested	12%	5%	13%	9%	13%	14%	-	-	-	*	15%	*	10%	25%	14%	12%
Absent	2%	2%	7%	9%	7%	0%	-	-	-	*	7%	*	5%	13%	7%	8%
Other	10%	3%	7%	0%	7%	14%	-	-	-	*	8%	*	5%	12%	6%	4%
Science																
Assessment Participant	87%	92%	88%	93%	88%	100%	-	-	-	*	82%	*	90%	81%	88%	88%
Included in Accountability	84%	88%	83%	93%	83%	91%	-	-	-	*	77%	*	89%	65%	84%	78%
Not Included in Accountability: Mobile	3%	3%	2%	0%	2%	0%	-	-	-	*	2%	*	1%	4%	1%	2%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	3%	9%	-	-	-	*	3%	*	0%	12%	2%	8%
Not Tested	13%	8%	12%	7%	12%	0%	-	-	-	*	18%	*	10%	19%	12%	12%
Absent	2%	3%	6%	7%	7%	0%	-	-	-	*	6%	*	5%	12%	6%	7%
Other	10%	5%	6%	0%	6%	0%	-	-	-	*	12%	*	5%	7%	5%	5%
Social Studies																
Assessment Participant	87%	92%	89%	*	89%	88%	-	-	-	*	76%	100%	91%	78%	88%	84%
Included in Accountability	84%	89%	86%	*	86%	88%	-	-	-	*	71%	100%	90%	63%	85%	72%
Not Included in Accountability: Mobile	3%	2%	1%	*	1%	0%	-	-	-	*	0%	0%	1%	4%	1%	3%
Not Included in Accountability: Other Exclusions	0%	1%	2%	*	2%	0%	-	-	-	*	5%	0%	0%	11%	2%	9%
Not Tested	13%	8%	11%	*	11%	13%	-	-	-	*	24%	0%	9%	22%	12%	16%
Absent	3%	4%	7%	*	7%	0%	-	-	-	*	15%	0%	6%	16%	7%	10%
Other	10%	4%	4%	*	3%	13%	-	-	-	*	9%	0%	4%	6%	5%	6%
Accelerated Testers																
SAT/ACT Participant	85%	93%	78%	-	80%	*	-	-	-	-	-	-	82%	*	77%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA H S (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													
2020-21	95.0%	93.9%	88.4%	80.5%	88.5%	90.1%	*	-	*	*	87.0%	88.1%	85.3%
2019-20	98.3%	98.1%	96.4%	93.5%	96.4%	95.1%	*	*	*	*	96.0%	96.5%	95.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	33.6%	45.9%	33.3%	33.8%	*	-	*	80.0%	36.9%	34.2%	41.6%
2019-20	6.7%	8.8%	21.2%	51.6%	20.6%	27.2%	66.7%	*	*	0.0%	27.9%	20.3%	23.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	3.9%	5.7%	3.8%	6.4%	*	-	*	0.0%	5.6%	3.8%	5.3%
2019-20	1.6%	1.4%	1.9%	6.9%	1.7%	2.4%	42.9%	*	*	0.0%	2.1%	2.0%	2.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	87.5%	100.0%	87.5%	83.3%	-	-	-	-	78.8%	87.7%	79.1%
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	2.8%	3.8%	0.0%	4.0%	0.0%	-	-	-	-	9.6%	3.2%	2.2%
Dropped Out	5.8%	6.3%	8.7%	0.0%	8.5%	16.7%	-	-	-	-	11.5%	9.1%	18.7%
Graduates and TxCHSE	90.3%	91.0%	87.5%	100.0%	87.5%	83.3%	-	-	-	-	78.8%	87.7%	79.1%
Graduates, TxCHSE, and Continuers	94.2%	93.7%	91.3%	100.0%	91.5%	83.3%	-	-	-	-	88.5%	90.9%	81.3%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	89.6%	*	90.7%	66.7%	*	*	-	*	68.8%	88.8%	86.2%
Received TxCHSE	0.5%	0.3%	0.2%	*	0.2%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.7%	0.9%	*	0.9%	0.0%	*	*	-	*	8.3%	0.7%	0.0%
Dropped Out	6.2%	6.5%	9.4%	*	8.2%	33.3%	*	*	-	*	22.9%	10.6%	13.8%
Graduates and TxCHSE	92.7%	92.9%	89.7%	*	90.9%	66.7%	*	*	-	*	68.8%	88.8%	86.2%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA H S (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	93.8%	93.5%	90.6%	*	91.8%	66.7%	*	*	-	*	77.1%	89.4%	86.2%
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%
Graduates, TxCHSE, and Continuers	93.9%	93.4%	90.3%	75.0%	90.7%	85.7%	*	*	-	-	78.0%	89.4%	82.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	89.9%	75.0%	90.5%	81.0%	*	*	-	-	78.0%	89.1%	82.5%
Received TxCHSE	0.6%	0.4%	0.5%	0.0%	0.4%	4.8%	*	*	-	-	0.0%	0.2%	0.0%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.5%	9.6%	25.0%	9.1%	14.3%	*	*	-	-	22.0%	10.7%	17.5%
Graduates and TxCHSE	93.2%	93.4%	90.4%	75.0%	90.9%	85.7%	*	*	-	-	78.0%	89.3%	82.5%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	90.4%	75.0%	90.9%	85.7%	*	*	-	-	78.0%	89.3%	82.5%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	85.7%	100.0%	86.0%	75.0%	-	-	-	-	70.7%	86.3%	76.0%
Class of 2020	90.3%	89.3%	84.7%	*	86.4%	60.0%	*	*	-	*	61.1%	83.1%	76.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	2.8%	20.0%	2.7%	0.0%	-	-	-	-	24.4%	2.8%	5.6%
Class of 2020	4.3%	4.9%	3.2%	*	3.1%	8.3%	*	*	-	*	37.5%	3.4%	11.3%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA H S (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 2021	81.9%	74.8%	67.8%	40.0%	68.6%	53.3%	-	-	-	-	14.6%	65.6%	44.4%
Class of 2020	83.5%	77.2%	76.5%	*	76.7%	75.0%	*	*	-	*	21.9%	77.1%	63.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	70.7%	60.0%	71.4%	53.3%	-	-	-	-	39.0%	68.4%	50.0%
Class of 2020	87.8%	82.0%	79.8%	*	79.9%	83.3%	*	*	-	*	59.4%	80.4%	74.6%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	40.0%	-	33.3%	-	-	*	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	3.1%	16.7%	2.8%	0.0%	-	*	-	-	20.4%	2.7%	5.3%
2019-20	4.4%	4.8%	3.5%	*	3.4%	7.7%	*	*	-	-	38.2%	3.7%	12.5%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	64.1%	33.3%	65.1%	50.0%	-	*	-	-	12.2%	63.2%	40.8%
2019-20	81.8%	74.7%	73.8%	*	74.1%	69.2%	*	*	-	-	20.6%	74.6%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	67.1%	50.0%	67.9%	50.0%	-	*	-	-	32.7%	65.9%	46.1%
2019-20	85.8%	79.0%	76.6%	*	76.7%	76.9%	*	*	-	-	58.8%	78.1%	75.0%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	487	100.0%	3,694	358,842
By Ethnicity:				
African American	6	1.2%	275	44,018
Hispanic	464	95.3%	3,013	183,306
White	16	3.3%	219	103,898
American Indian	0	0.0%	4	1,195
Asian	1	0.2%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	28	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	160	32.9%	887	56,281
Foundation H.S. Program (Endorsement)	15	3.1%	131	13,582
Foundation H.S. Program (DLA)	312	64.1%	2,663	287,316
Special Education Graduates	49	10.1%	331	31,028
Economically Disadvantaged Graduates	372	76.4%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	76	15.6%	446	32,809
At-Risk Graduates	304	62.4%	1,881	155,884
CTE Completers	111	22.8%	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA H S (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)													
2020-21	65.2%	54.1%	52.4%	83.3%	51.7%	56.3%	-	*	-	-	71.4%	54.3%	36.8%
2019-20	63.0%	51.0%	49.1%	*	49.3%	38.5%	*	*	-	-	79.4%	50.9%	47.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	41.7%	16.7%	42.5%	31.3%	-	*	-	-	4.1%	41.9%	26.3%
2019-20	53.4%	39.9%	42.0%	*	42.3%	23.1%	*	*	-	-	2.9%	44.5%	32.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	42.7%	16.7%	43.3%	37.5%	-	*	-	-	2.0%	40.3%	14.5%
2019-20	59.7%	51.1%	42.3%	*	42.3%	46.2%	*	*	-	-	0.0%	44.2%	3.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	37.6%	16.7%	38.4%	25.0%	-	*	-	-	2.0%	36.8%	28.9%
2019-20	47.9%	37.5%	28.7%	*	29.0%	15.4%	*	*	-	-	0.0%	29.7%	6.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	25.7%	16.7%	25.9%	25.0%	-	*	-	-	0.0%	25.3%	7.9%
2019-20	43.2%	31.4%	25.0%	*	25.2%	7.7%	*	*	-	-	0.0%	26.0%	2.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	19.3%	0.0%	20.0%	6.3%	-	*	-	-	0.0%	19.6%	18.4%
2019-20	21.1%	18.9%	24.0%	*	24.5%	7.7%	*	*	-	-	0.0%	26.5%	32.5%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	12.9%	16.7%	13.1%	6.3%	-	*	-	-	2.0%	12.6%	0.0%
2019-20	2.1%	2.0%	14.4%	*	14.7%	0.0%	*	*	-	-	0.0%	15.7%	1.3%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	21.5%	25.9%	16.7%	26.5%	12.5%	-	*	-	-	4.1%	26.1%	3.9%
2019-20	24.6%	10.0%	26.5%	*	26.8%	15.4%	*	*	-	-	2.9%	28.0%	1.3%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2019-20	4.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	16.9%	12.7%	66.7%	11.4%	25.0%	-	*	-	-	71.4%	14.8%	11.8%
2019-20	18.7%	16.1%	9.3%	*	9.2%	15.4%	*	*	-	-	79.4%	8.1%	16.3%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA H S (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
2020-21	18.4%	9.4%	4.9%	0.0%	5.2%	0.0%	-	*	-	-	0.0%	5.9%	2.6%
2019-20	13.2%	8.1%	4.2%	*	4.3%	0.0%	*	*	-	-	0.0%	2.9%	2.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2019-20	0.7%	0.2%	0.0%	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	4.4%	4.7%	66.7%	3.2%	18.8%	-	*	-	-	40.8%	5.1%	3.9%
2019-20	2.4%	4.6%	1.5%	*	1.6%	0.0%	*	*	-	-	23.5%	1.5%	2.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	3.3%	16.7%	3.0%	6.3%	-	*	-	-	32.7%	4.0%	5.3%
2019-20	3.7%	4.6%	3.8%	*	3.5%	15.4%	*	*	-	-	58.8%	3.9%	12.5%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
PASADENA H S (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	2020-21	25.9%	21.3%	25.5%	16.7%	25.4%	31.3%	-	*	-	-	2.0%	25.0%	0.0%
	2019-20	30.1%	14.3%	24.6%	*	25.0%	7.7%	*	*	-	-	0.0%	25.8%	1.3%
Mathematics	2020-21	19.4%	15.3%	19.1%	16.7%	19.2%	18.8%	-	*	-	-	2.0%	20.2%	2.6%
	2019-20	21.2%	14.1%	18.1%	*	18.6%	0.0%	*	*	-	-	0.0%	19.2%	3.8%
Both Subjects	2020-21	14.4%	10.6%	14.6%	16.7%	14.4%	18.8%	-	*	-	-	0.0%	14.8%	0.0%
	2019-20	16.4%	6.8%	16.3%	*	16.6%	0.0%	*	*	-	-	0.0%	17.2%	1.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	6.0%	0.0%	6.3%	0.0%	-	*	-	-	0.0%	5.9%	13.2%
	2019-20	7.3%	5.2%	1.7%	*	1.8%	0.0%	*	*	-	-	0.0%	1.7%	0.0%
Mathematics	2020-21	10.3%	7.5%	13.8%	0.0%	14.2%	6.3%	-	*	-	-	0.0%	12.9%	26.3%
	2019-20	9.7%	7.3%	1.7%	*	1.8%	0.0%	*	*	-	-	0.0%	1.7%	0.0%
Both Subjects	2020-21	4.9%	2.3%	2.5%	0.0%	2.6%	0.0%	-	*	-	-	0.0%	2.7%	7.9%
	2019-20	4.2%	3.0%	1.1%	*	1.2%	0.0%	*	*	-	-	0.0%	1.2%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	17.7%	9.1%	17.7%	20.0%	*	*	-	*	0.0%	17.5%	7.4%
	2020	22.0%	17.8%	15.6%	0.0%	15.6%	18.4%	20.0%	*	-	-	0.0%	15.4%	9.6%
English Language Arts	2021	12.1%	10.3%	7.8%	0.0%	8.0%	5.0%	*	*	-	*	0.0%	7.9%	0.0%
	2020	12.7%	9.9%	7.4%	0.0%	7.3%	13.2%	0.0%	*	-	-	0.0%	7.0%	0.5%
Mathematics	2021	6.1%	5.3%	4.3%	0.0%	4.4%	2.5%	*	*	-	*	0.0%	4.2%	0.5%
	2020	6.4%	5.9%	4.1%	0.0%	4.1%	2.6%	20.0%	*	-	-	0.0%	4.0%	0.0%
Science	2021	8.7%	8.4%	7.7%	0.0%	7.6%	12.5%	*	*	-	*	0.0%	7.7%	0.5%
	2020	9.4%	8.3%	7.6%	0.0%	7.7%	5.3%	20.0%	*	-	-	0.0%	7.4%	1.1%
Social Studies	2021	11.6%	7.1%	8.8%	9.1%	8.9%	7.5%	*	*	-	*	0.0%	8.6%	0.5%
	2020	12.4%	8.4%	3.9%	0.0%	3.9%	5.3%	0.0%	*	-	-	0.0%	3.8%	1.6%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	26.2%	*	26.0%	25.0%	*	-	-	-	-	29.0%	53.3%
	2020	59.0%	48.4%	38.4%	-	38.4%	28.6%	*	-	-	-	-	39.3%	61.1%
English Language Arts	2021	42.7%	27.7%	12.2%	-	12.5%	*	-	-	-	-	-	13.8%	-
	2020	50.1%	38.0%	20.7%	-	20.8%	20.0%	-	-	-	-	-	19.7%	*
Mathematics	2021	49.4%	32.4%	28.9%	-	27.3%	*	-	-	-	-	-	34.3%	*
	2020	56.5%	47.6%	46.7%	-	48.8%	*	*	-	-	-	-	48.6%	-
Science	2021	41.4%	20.8%	16.0%	-	15.8%	20.0%	-	-	-	-	-	15.6%	*
	2020	47.6%	32.2%	15.5%	-	13.6%	*	*	-	-	-	-	13.8%	*

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
PASADENA H S (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	2021	42.2%	25.2%	11.8%	*	11.2%	*	-	-	-	-	-	15.5%	*
	2020	52.3%	32.7%	20.9%	-	19.5%	*	-	-	-	-	-	18.2%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	65.5%	50.0%	67.0%	31.3%	-	*	-	-	38.5%	66.1%	59.2%
	2019-20	76.7%	94.1%	87.5%	*	87.3%	92.3%	*	*	-	-	88.2%	88.3%	80.7%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	14.1%	*	13.8%	20.0%	-	-	-	-	0.0%	11.3%	0.0%
	2019-20	35.7%	21.4%	21.0%	*	21.1%	8.3%	*	*	-	-	0.0%	22.7%	3.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	905	*	904	976	-	-	-	-	699	896	765
	2019-20	1019	939	916	1100	917	908	815	880	-	-	737	921	780
English Language Arts and Writing	2020-21	504	462	454	*	454	482	-	-	-	-	349	448	375
	2019-20	513	469	455	560	455	444	450	465	-	-	373	458	387
Mathematics	2020-21	498	461	450	*	450	494	-	-	-	-	351	447	390
	2019-20	506	470	461	540	461	463	365	415	-	-	364	463	393
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	23.4	*	23.4	-	-	-	-	-	-	*	-
	2019-20	20.2	21.0	20.0	-	20.0	-	-	-	-	-	-	20.2	-
English Language Arts	2020-21	19.6	21.4	23.4	*	23.3	-	-	-	-	-	-	*	-
	2019-20	19.9	20.7	19.0	-	19.0	-	-	-	-	-	-	19.4	-
Mathematics	2020-21	19.9	21.3	23.2	*	23.0	-	-	-	-	-	-	*	-
	2019-20	20.1	21.0	21.4	-	21.4	-	-	-	-	-	-	21.5	-
Science	2020-21	20.3	21.9	23.4	*	23.8	-	-	-	-	-	-	*	-
	2019-20	20.5	21.3	20.0	-	20.0	-	-	-	-	-	-	19.8	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
PASADENA H S (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	2020-21	42.5%	40.1%	41.9%	17.2%	42.5%	36.4%	*	-	*	20.0%	7.1%	40.7%	26.0%
	2019-20	46.3%	41.0%	45.3%	15.4%	45.9%	37.0%	60.0%	*	*	33.3%	5.1%	44.6%	29.1%
English Language Arts	2020-21	16.3%	19.5%	24.8%	7.1%	25.3%	21.9%	*	-	*	0.0%	6.0%	24.7%	15.7%
	2019-20	18.2%	18.8%	21.8%	3.8%	22.2%	19.4%	20.0%	*	*	16.7%	1.8%	20.9%	11.2%
Mathematics	2020-21	19.3%	18.4%	18.0%	3.6%	18.3%	18.0%	*	-	*	*	1.4%	17.3%	2.6%
	2019-20	20.7%	18.2%	18.8%	7.7%	18.7%	21.4%	*	*	*	16.7%	1.4%	17.7%	3.7%
Science	2020-21	20.6%	14.6%	14.0%	6.9%	14.2%	8.5%	*	-	*	0.0%	1.4%	13.6%	2.6%
	2019-20	22.4%	12.4%	13.7%	0.0%	14.1%	6.8%	20.0%	*	*	0.0%	1.8%	13.5%	3.1%
Social Studies	2020-21	22.8%	19.1%	21.6%	6.9%	21.7%	23.4%	-	-	*	20.0%	1.3%	20.2%	3.0%
	2019-20	24.6%	19.2%	21.6%	7.7%	21.9%	19.4%	0.0%	*	*	16.7%	1.4%	21.8%	3.8%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	50.7%	*	50.9%	61.5%	*	*	-	-	67.6%	49.9%	48.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	31.4%	*	31.7%	23.1%	*	*	-	-	17.6%	32.0%	10.8%
	2018-19	52.6%	50.9%	45.6%	44.4%	45.9%	35.3%	*	*	-	*	19.6%	44.6%	32.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	2,178	100.0%	49,255	5,402,928	2,184	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	618	28.4%	9.1%	8.8%	618	28.3%	9.1%	8.8%
Grade 10	519	23.8%	7.7%	7.6%	519	23.8%	7.7%	7.5%
Grade 11	571	26.2%	7.8%	7.2%	571	26.1%	7.8%	7.2%
Grade 12	470	21.6%	7.6%	6.7%	476	21.8%	7.6%	6.7%
Ethnic Distribution:								
African American	34	1.6%	8.1%	12.8%	34	1.6%	8.1%	12.8%
Hispanic	2,071	95.1%	82.8%	52.8%	2,076	95.1%	82.8%	52.7%
White	63	2.9%	5.2%	26.3%	64	2.9%	5.2%	26.3%
American Indian	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	6	0.3%	0.7%	2.9%	6	0.3%	0.7%	2.9%
Sex:								
Female	1,024	47.0%	48.3%	48.9%	1,026	47.0%	48.3%	48.8%
Male	1,154	53.0%	51.7%	51.1%	1,158	53.0%	51.7%	51.2%
Economically Disadvantaged	1,802	82.7%	79.4%	60.7%	1,803	82.6%	79.4%	60.6%
Non-Educationally Disadvantaged	376	17.3%	20.6%	39.3%	381	17.4%	20.6%	39.4%
Section 504 Students	121	5.6%	5.8%	7.4%	121	5.5%	5.8%	7.4%
EB Students/EL	607	27.9%	32.6%	21.7%	608	27.8%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	37	1.5%	0.8%	0.6%				
Students w/ Dyslexia	99	4.5%	4.9%	5.0%	99	4.5%	4.8%	5.0%
Foster Care	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Homeless	28	1.3%	0.7%	1.1%	28	1.3%	0.7%	1.1%
Immigrant	82	3.8%	3.4%	2.0%	82	3.8%	3.4%	2.0%
Migrant	8	0.4%	0.2%	0.3%	8	0.4%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	1	0.0%	0.4%	3.3%	1	0.0%	0.4%	3.3%
At-Risk	1,533	70.4%	69.4%	53.5%	1,535	70.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	563	25.8%	30.5%	21.9%	563	25.8%	30.4%	21.8%
Gifted and Talented Education	137	6.3%	5.5%	8.0%	137	6.3%	5.5%	8.0%
Special Education	244	11.2%	12.4%	11.6%	250	11.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	244							
By Type of Primary Disability								
Students with Intellectual Disabilities	141	57.8%	44.4%	43.0%				
Students with Physical Disabilities	5	2.0%	18.2%	20.8%				
Students with Autism	50	20.5%	21.3%	14.7%				
Students with Behavioral Disabilities	48	19.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	313	13.0%	14.7%	13.6%				
By Ethnicity:								
African American	9	0.4%	2.1%	2.5%				
Hispanic	291	12.1%	11.1%	6.6%				
White	12	0.5%	1.0%	3.5%				
American Indian	1	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	30	11.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	103	17.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	230	11.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	295	16.6%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
PASADENA H S (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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	12.1%	6.2%	10.5%	4.6%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	15.5	14.5	16.3
Foreign Languages	20.0	18.9	18.4
Mathematics	17.2	16.1	17.5
Science	18.1	16.1	18.5
Social Studies	15.8	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	214.5	100.0%	100.0%	100.0%
Professional Staff:	182.8	85.2%	59.0%	64.1%
Teachers	153.1	71.3%	45.5%	49.3%
Professional Support	21.1	9.8%	10.1%	10.7%
Campus Administration (School Leadership)	8.7	4.1%	2.3%	2.9%
Educational Aides:	31.7	14.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	6.0	n/a	116.0	13,550.0
Part-time Counselors	2.0	n/a	14.0	1,176.0
Total Minority Staff:	125.2	58.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	23.8	15.6%	10.3%	11.2%
Hispanic	52.5	34.3%	39.2%	28.9%
White	72.4	47.3%	46.5%	56.4%
American Indian	1.0	0.7%	0.2%	0.3%
Asian	2.0	1.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.3	0.9%	0.9%	1.2%
Teachers by Sex:				
Males	70.0	45.7%	25.0%	24.1%
Females	83.0	54.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	2.0	1.3%	0.9%	1.4%
Bachelors	104.2	68.1%	75.8%	72.6%
Masters	44.8	29.3%	22.5%	25.2%
Doctorate	2.0	1.3%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	13.9	9.1%	7.9%	7.9%
1-5 Years Experience	33.4	21.8%	27.4%	26.7%
6-10 Years Experience	42.9	28.0%	24.2%	20.6%
11-20 Years Experience	37.0	24.2%	28.7%	28.6%
21-30 Years Experience	18.8	12.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	7.0	4.6%	1.6%	2.9%
Number of Students per Teacher	14.2	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	9.0	7.7	5.4
Average Years Experience of Assistant Principals	6.2	7.4	5.5
Average Years Experience of Assistant Principals with District	6.2	7.1	4.8
Average Years Experience of Teachers:	11.4	10.4	11.1
Average Years Experience of Teachers with District:	8.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,299	\$56,914	\$51,054
1-5 Years Experience	\$59,235	\$58,997	\$54,577
6-10 Years Experience	\$62,805	\$61,821	\$57,746
11-20 Years Experience	\$65,110	\$63,221	\$61,377
21-30 Years Experience	\$70,075	\$65,542	\$65,949
Over 30 Years Experience	\$77,953	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$63,579	\$61,600	\$58,887
Professional Support	\$81,022	\$76,167	\$69,505
Campus Administration (School Leadership)	\$107,593	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.1	4.0%	13.2%	6.2%
Career and Technical Education	16.0	10.4%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	93.3	60.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA H S (101917001) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	24.3	15.9%	14.2%	9.6%
Other	13.4	8.8%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SAM RAYBURN H S

Campus Number: 101917002

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	56%	41%	56%	61%	*	*	-	43%	29%	70%	60%	40%	56%	45%
	2021	67%	62%	56%	27%	57%	52%	-	-	-	*	26%	*	60%	44%	56%	27%
At Meets Grade Level or Above	2022	47%	42%	36%	26%	36%	45%	*	*	-	29%	19%	10%	39%	24%	37%	26%
	2021	50%	43%	38%	23%	38%	35%	-	-	-	*	14%	*	40%	30%	37%	9%
At Masters Grade Level	2022	11%	7%	5%	7%	5%	11%	*	*	-	0%	6%	10%	6%	3%	5%	2%
	2021	12%	8%	7%	4%	7%	6%	-	-	-	*	2%	*	7%	4%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	59%	38%	60%	55%	-	-	-	*	24%	64%	63%	44%	60%	39%
	2021	71%	69%	63%	43%	64%	59%	-	*	-	80%	25%	*	65%	53%	61%	34%
At Meets Grade Level or Above	2022	55%	49%	42%	29%	43%	50%	-	-	-	*	14%	45%	45%	31%	43%	22%
	2021	57%	53%	46%	29%	46%	52%	-	*	-	60%	20%	*	50%	30%	44%	11%
At Masters Grade Level	2022	9%	6%	5%	8%	5%	5%	-	-	-	*	5%	0%	6%	4%	6%	1%
	2021	11%	9%	6%	5%	6%	0%	-	*	-	20%	11%	*	7%	3%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	86%	72%	87%	81%	*	-	-	100%	69%	*	88%	80%	87%	86%
	2021	73%	87%	83%	71%	84%	75%	-	-	-	*	69%	*	85%	77%	83%	79%
At Meets Grade Level or Above	2022	43%	60%	60%	33%	61%	67%	*	-	-	67%	42%	*	65%	45%	60%	62%
	2021	41%	57%	52%	41%	53%	44%	-	-	-	*	45%	*	57%	37%	52%	44%
At Masters Grade Level	2022	27%	38%	33%	6%	33%	37%	*	-	-	33%	15%	*	35%	25%	33%	34%
	2021	23%	29%	22%	18%	23%	6%	-	-	-	*	15%	*	25%	11%	22%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	84%	75%	84%	85%	*	*	-	71%	68%	80%	86%	74%	85%	76%
	2021	82%	81%	75%	76%	75%	81%	-	-	-	*	54%	*	77%	68%	75%	58%
At Meets Grade Level or Above	2022	55%	57%	52%	35%	52%	76%	*	*	-	29%	34%	40%	56%	38%	53%	40%
	2021	55%	54%	43%	35%	44%	35%	-	-	-	*	25%	*	45%	35%	43%	19%
At Masters Grade Level	2022	21%	19%	16%	20%	15%	35%	*	*	-	14%	13%	20%	17%	10%	16%	8%
	2021	22%	20%	14%	12%	15%	8%	-	-	-	*	13%	*	16%	10%	14%	3%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	86%	69%	86%	90%	*	*	-	80%	62%	86%	87%	82%	85%	76%
	2021	88%	88%	85%	67%	85%	87%	-	*	-	*	67%	100%	86%	77%	83%	63%
At Meets Grade Level or Above	2022	68%	65%	61%	38%	61%	81%	*	*	-	40%	39%	57%	65%	44%	59%	41%
	2021	69%	65%	62%	54%	62%	52%	-	*	-	*	52%	100%	63%	54%	61%	31%
At Masters Grade Level	2022	42%	37%	32%	6%	33%	33%	*	*	-	40%	22%	14%	34%	20%	29%	17%
	2021	43%	35%	32%	21%	33%	35%	-	*	-	*	19%	60%	34%	22%	31%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	92%	*	92%	100%	-	*	-	-	-	-	93%	83%	90%	*
	2021	95%	97%	96%	*	96%	*	-	*	-	-	-	-	97%	83%	97%	-
At Meets Grade Level or Above	2022	64%	57%	53%	*	53%	60%	-	*	-	-	-	-	55%	33%	51%	*
	2021	69%	67%	69%	*	70%	*	-	*	-	-	-	-	73%	17%	71%	-
At Masters Grade Level	2022	13%	4%	3%	*	3%	0%	-	*	-	-	-	-	3%	0%	2%	*
	2021	14%	6%	5%	*	5%	*	-	*	-	-	-	-	5%	0%	6%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	73%	57%	74%	75%	*	100%	-	68%	48%	72%	76%	62%	74%	63%
	2021	67%	61%	72%	55%	73%	69%	-	100%	-	81%	47%	95%	75%	63%	71%	50%
At Meets Grade Level or Above	2022	48%	43%	49%	31%	49%	62%	*	100%	-	39%	28%	36%	53%	36%	49%	37%
	2021	41%	33%	48%	37%	49%	44%	-	80%	-	50%	30%	75%	51%	36%	47%	21%
At Masters Grade Level	2022	23%	18%	16%	9%	16%	23%	*	50%	-	18%	11%	11%	18%	11%	16%	11%
	2021	18%	12%	15%	11%	16%	10%	-	40%	-	13%	11%	25%	17%	9%	15%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	57%	39%	58%	59%	*	*	-	40%	27%	67%	61%	42%	58%	43%
	2021	68%	61%	59%	34%	60%	55%	-	*	-	86%	26%	100%	62%	48%	58%	30%
At Meets Grade Level or Above	2022	53%	45%	39%	27%	39%	47%	*	*	-	30%	17%	29%	42%	27%	39%	24%
	2021	45%	35%	42%	26%	42%	43%	-	*	-	71%	16%	63%	45%	30%	40%	10%
At Masters Grade Level	2022	25%	18%	5%	8%	5%	9%	*	*	-	0%	5%	5%	6%	3%	5%	2%
	2021	18%	12%	6%	4%	6%	3%	-	*	-	14%	6%	0%	7%	4%	6%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	87%	74%	88%	84%	*	*	-	100%	69%	*	89%	81%	87%	85%
	2021	66%	61%	85%	72%	86%	76%	-	*	-	*	69%	*	87%	77%	85%	79%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	59%	32%	60%	66%	*	*	-	67%	42%	*	63%	45%	59%	61%
	2021	37%	30%	54%	44%	55%	47%	-	*	-	*	45%	*	60%	36%	54%	44%
At Masters Grade Level	2022	20%	16%	29%	5%	29%	31%	*	*	-	33%	15%	*	30%	24%	29%	33%
	2021	18%	11%	20%	17%	20%	6%	-	*	-	*	15%	*	22%	11%	19%	11%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	84%	75%	84%	85%	*	*	-	71%	68%	80%	86%	74%	85%	76%
	2021	71%	65%	75%	76%	75%	81%	-	-	-	*	54%	*	77%	68%	75%	58%
At Meets Grade Level or Above	2022	47%	45%	52%	35%	52%	76%	*	*	-	29%	34%	40%	56%	38%	53%	40%
	2021	44%	35%	43%	35%	44%	35%	-	-	-	*	25%	*	45%	35%	43%	19%
At Masters Grade Level	2022	21%	16%	16%	20%	15%	35%	*	*	-	14%	13%	20%	17%	10%	16%	8%
	2021	20%	12%	14%	12%	15%	8%	-	-	-	*	13%	*	16%	10%	14%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	86%	69%	86%	90%	*	*	-	80%	62%	86%	87%	82%	85%	76%
	2021	73%	69%	85%	67%	85%	87%	-	*	-	*	67%	100%	86%	77%	83%	63%
At Meets Grade Level or Above	2022	50%	47%	61%	38%	61%	81%	*	*	-	40%	39%	57%	65%	44%	59%	41%
	2021	49%	42%	62%	54%	62%	52%	-	*	-	*	52%	100%	63%	54%	61%	31%
At Masters Grade Level	2022	30%	26%	32%	6%	33%	33%	*	*	-	40%	22%	14%	34%	20%	29%	17%
	2021	29%	21%	32%	21%	33%	35%	-	*	-	*	19%	60%	34%	22%	31%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	70	54	70	75	-	-	-	*	63	65	70	67	70	69
	2019	69	68	72	71	72	71	*	*	-	-	66	*	71	75	71	73
End of Course Algebra I	2022	67	82	83	58	84	87	*	-	-	*	71	*	84	77	83	86
	2019	75	88	84	82	85	67	-	*	-	*	69	93	85	82	83	83
All Grades Both Subjects	2022	74	77	76	56	76	81	*	-	-	90	67	67	77	72	76	79
	2019	69	69	77	77	78	69	*	*	-	*	68	80	77	78	77	78
All Grades ELA/Reading	2022	78	80	70	54	70	75	-	-	-	*	63	65	70	67	70	69
	2019	68	68	72	71	72	71	*	*	-	-	66	*	71	75	71	73
All Grades Mathematics	2022	69	74	83	58	84	87	*	-	-	*	71	*	84	77	83	86
	2019	70	70	84	82	85	67	-	*	-	*	69	93	85	82	83	83

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	73%	-	-	-	-	-	-	54%	-	54%	-	58%	78%	55%	91%
	2021	67%	61%	72%	-	-	-	-	-	-	47%	-	47%	-	57%	79%	49%	95%
At Meets Grade Level or Above	2022	48%	43%	49%	-	-	-	-	-	-	26%	-	26%	-	32%	56%	28%	70%
	2021	41%	33%	48%	-	-	-	-	-	-	19%	-	19%	-	24%	57%	20%	77%
At Masters Grade Level	2022	23%	18%	16%	-	-	-	-	-	-	7%	-	7%	-	12%	20%	8%	20%
	2021	18%	12%	15%	-	-	-	-	-	-	4%	-	4%	-	5%	19%	4%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	57%	-	-	-	-	-	-	32%	-	32%	-	32%	65%	32%	85%
	2021	68%	61%	59%	-	-	-	-	-	-	29%	-	29%	-	31%	71%	30%	83%
At Meets Grade Level or Above	2022	53%	45%	39%	-	-	-	-	-	-	13%	-	13%	-	18%	46%	14%	67%
	2021	45%	35%	42%	-	-	-	-	-	-	9%	-	9%	-	11%	53%	9%	83%
At Masters Grade Level	2022	25%	18%	5%	-	-	-	-	-	-	0%	-	0%	-	2%	7%	1%	8%
	2021	18%	12%	6%	-	-	-	-	-	-	0%	-	0%	-	0%	8%	0%	33%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	87%	-	-	-	-	-	-	81%	-	81%	-	86%	88%	83%	94%
	2021	66%	61%	85%	-	-	-	-	-	-	78%	-	78%	-	80%	86%	79%	96%
At Meets Grade Level or Above	2022	42%	37%	59%	-	-	-	-	-	-	53%	-	53%	-	63%	57%	56%	69%
	2021	37%	30%	54%	-	-	-	-	-	-	45%	-	45%	-	41%	56%	44%	76%
At Masters Grade Level	2022	20%	16%	29%	-	-	-	-	-	-	26%	-	26%	-	32%	28%	28%	31%
	2021	18%	11%	20%	-	-	-	-	-	-	12%	-	12%	-	10%	24%	11%	6%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	84%	-	-	-	-	-	-	70%	-	70%	-	69%	89%	69%	97%
	2021	71%	65%	75%	-	-	-	-	-	-	55%	-	55%	-	65%	82%	57%	*
At Meets Grade Level or Above	2022	47%	45%	52%	-	-	-	-	-	-	27%	-	27%	-	28%	60%	28%	77%
	2021	44%	35%	43%	-	-	-	-	-	-	18%	-	18%	-	19%	53%	18%	*
At Masters Grade Level	2022	21%	16%	16%	-	-	-	-	-	-	3%	-	3%	-	6%	22%	4%	23%
	2021	20%	12%	14%	-	-	-	-	-	-	2%	-	2%	-	4%	19%	3%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	86%	-	-	-	-	-	-	73%	-	73%	-	68%	90%	72%	92%
	2021	73%	69%	85%	-	-	-	-	-	-	62%	-	62%	-	*	89%	62%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	61%	-	-	-	-	-	-	36%	-	36%	-	32%	70%	35%	67%
	2021	49%	42%	62%	-	-	-	-	-	-	28%	-	28%	-	*	68%	30%	*
At Masters Grade Level	2022	30%	26%	32%	-	-	-	-	-	-	10%	-	10%	-	20%	40%	12%	34%
	2021	29%	21%	32%	-	-	-	-	-	-	7%	-	7%	-	*	37%	8%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	76%	-	-	-	-	-	-	76%	-	76%	-	82%	74%	77%	81%
	2019	69%	69%	77%	*	-	*	-	-	-	74%	*	74%	-	86%	-	75%	-
All Grades ELA/Reading	2022	78%	80%	70%	-	-	-	-	-	-	69%	-	69%	-	67%	69%	68%	73%
	2019	68%	68%	72%	-	-	-	-	-	-	70%	*	70%	-	86%	-	71%	-
All Grades Mathematics	2022	69%	74%	83%	-	-	-	-	-	-	83%	-	83%	-	86%	80%	84%	90%
	2019	70%	70%	84%	*	-	*	-	-	-	77%	-	77%	-	86%	-	78%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	95%	92%	95%	93%	100%	92%	-	100%	93%	89%	96%	92%	95%	96%
Included in Accountability	93%	93%	87%	74%	87%	88%	80%	67%	-	90%	82%	77%	91%	74%	87%	83%
Not Included in Accountability: Mobile	5%	4%	4%	15%	4%	5%	0%	0%	-	10%	4%	6%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	4%	2%	4%	0%	20%	25%	-	0%	7%	6%	3%	8%	4%	9%
Not Tested	1%	2%	5%	8%	5%	7%	0%	8%	-	0%	7%	11%	4%	8%	5%	4%
Absent	1%	2%	5%	8%	5%	7%	0%	0%	-	0%	7%	11%	4%	8%	5%	4%
Other	0%	0%	0%	0%	0%	0%	0%	8%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	96%	93%	96%	94%	*	*	-	100%	94%	93%	96%	94%	95%	97%
Included in Accountability	92%	91%	84%	75%	84%	90%	*	*	-	91%	79%	78%	87%	72%	85%	77%
Not Included in Accountability: Mobile	5%	4%	4%	16%	4%	4%	*	*	-	9%	4%	4%	3%	9%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	8%	1%	9%	0%	*	*	-	0%	11%	11%	6%	13%	7%	17%
Not Tested	1%	2%	4%	7%	4%	6%	*	*	-	0%	6%	7%	4%	6%	5%	3%
Absent	1%	2%	4%	7%	4%	6%	*	*	-	0%	6%	7%	4%	6%	5%	3%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	95%	89%	96%	92%	*	*	-	100%	91%	*	97%	91%	95%	96%
Included in Accountability	93%	94%	88%	70%	89%	84%	*	*	-	100%	82%	*	94%	73%	89%	87%
Not Included in Accountability: Mobile	5%	4%	5%	15%	4%	8%	*	*	-	0%	5%	*	3%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	4%	2%	0%	*	*	-	0%	5%	*	1%	6%	1%	4%
Not Tested	1%	1%	5%	11%	4%	8%	*	*	-	0%	9%	*	3%	9%	5%	4%
Absent	1%	1%	5%	11%	4%	8%	*	*	-	0%	9%	*	3%	9%	5%	4%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	95%	89%	96%	88%	*	*	-	100%	94%	86%	97%	88%	95%	96%
Included in Accountability	93%	94%	90%	71%	91%	83%	*	*	-	100%	85%	71%	94%	77%	90%	91%
Not Included in Accountability: Mobile	4%	3%	4%	14%	4%	5%	*	*	-	0%	5%	14%	3%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	4%	1%	0%	*	*	-	0%	4%	0%	1%	1%	1%	0%
Not Tested	2%	2%	5%	11%	4%	12%	*	*	-	0%	6%	14%	3%	12%	5%	4%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	5%	11%	4%	12%	*	*	-	0%	6%	14%	3%	12%	5%	4%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	94%	95%	94%	100%	*	*	-	100%	91%	89%	95%	90%	94%	93%
Included in Accountability	94%	93%	89%	80%	90%	95%	*	*	-	71%	87%	78%	93%	76%	89%	88%
Not Included in Accountability: Mobile	4%	3%	4%	15%	4%	5%	*	*	-	29%	2%	11%	2%	13%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	1%
Not Tested	2%	3%	6%	5%	6%	0%	*	*	-	0%	9%	11%	5%	10%	6%	7%
Absent	1%	3%	6%	5%	6%	0%	*	*	-	0%	9%	11%	5%	10%	6%	7%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	98%	*	99%	100%	-	*	-	-	-	-	98%	100%	98%	80%
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%
Reading																
Assessment Participant	89%	93%	86%	78%	86%	86%	*	*	-	70%	82%	82%	87%	82%	85%	88%
Included in Accountability	83%	86%	73%	70%	73%	75%	*	*	-	70%	69%	73%	77%	61%	73%	60%
Not Included in Accountability: Mobile	3%	3%	4%	7%	4%	10%	*	*	-	0%	2%	0%	3%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	8%	0%	9%	1%	*	*	-	0%	11%	9%	7%	12%	8%	24%
Not Tested	11%	7%	14%	22%	14%	14%	*	*	-	30%	18%	18%	13%	18%	15%	12%
Absent	2%	2%	8%	10%	8%	8%	*	*	-	0%	12%	18%	7%	12%	8%	7%
Other	10%	4%	6%	12%	6%	6%	*	*	-	30%	6%	0%	7%	6%	7%	5%
Mathematics																
Assessment Participant	88%	95%	90%	78%	91%	87%	-	*	-	*	91%	*	93%	82%	90%	89%
Included in Accountability	84%	89%	84%	67%	84%	74%	-	*	-	*	82%	*	89%	67%	84%	81%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	5%	11%	5%	9%	-	*	-	*	6%	*	3%	11%	5%	5%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	4%	-	*	-	*	3%	*	0%	4%	1%	3%
Not Tested	12%	5%	10%	22%	9%	13%	-	*	-	*	9%	*	7%	18%	10%	11%
Absent	2%	2%	6%	11%	6%	9%	-	*	-	*	3%	*	4%	12%	7%	8%
Other	10%	3%	4%	11%	4%	4%	-	*	-	*	6%	*	3%	6%	4%	3%
Science																
Assessment Participant	87%	92%	89%	79%	90%	88%	-	-	-	*	88%	*	93%	80%	89%	88%
Included in Accountability	84%	88%	84%	71%	85%	79%	-	-	-	*	83%	*	89%	72%	84%	83%
Not Included in Accountability: Mobile	3%	3%	4%	8%	4%	6%	-	-	-	*	2%	*	4%	5%	4%	3%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	3%	-	-	-	*	3%	*	0%	3%	1%	2%
Not Tested	13%	8%	11%	21%	10%	12%	-	-	-	*	12%	*	7%	20%	11%	12%
Absent	2%	3%	9%	21%	8%	12%	-	-	-	*	12%	*	6%	15%	9%	9%
Other	10%	5%	2%	0%	2%	0%	-	-	-	*	0%	*	1%	5%	2%	3%
Social Studies																
Assessment Participant	87%	92%	91%	96%	91%	96%	*	*	-	*	92%	83%	93%	84%	92%	90%
Included in Accountability	84%	89%	88%	89%	88%	88%	*	*	-	*	83%	83%	91%	74%	88%	85%
Not Included in Accountability: Mobile	3%	2%	3%	7%	2%	8%	*	*	-	*	7%	0%	2%	7%	3%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	*	*	-	*	2%	0%	0%	2%	1%	2%
Not Tested	13%	8%	9%	4%	9%	4%	*	*	-	*	8%	17%	7%	16%	8%	10%
Absent	3%	4%	7%	0%	8%	4%	*	*	-	*	7%	17%	6%	15%	7%	10%
Other	10%	4%	1%	4%	1%	0%	*	*	-	*	1%	0%	1%	1%	1%	0%
Accelerated Testers																
SAT/ACT Participant	85%	93%	97%	*	96%	*	-	*	-	-	-	-	96%	100%	97%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	88.6%	84.2%	88.9%	85.0%	*	93.1%	*	89.8%	87.0%	88.3%	86.8%
2019-20	98.3%	98.1%	96.3%	93.7%	96.5%	94.3%	*	98.6%	-	93.6%	97.3%	96.4%	96.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	35.1%	47.5%	34.1%	43.3%	50.0%	28.6%	*	46.2%	40.6%	35.7%	41.5%
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%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	3.2%	5.2%	2.9%	6.0%	12.5%	14.3%	*	0.0%	5.2%	3.2%	2.6%
2019-20	1.6%	1.4%	1.1%	2.0%	1.0%	2.0%	*	0.0%	-	0.0%	0.8%	1.2%	1.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	89.8%	73.7%	90.4%	84.6%	*	*	-	*	84.1%	89.5%	84.4%
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	2.8%	4.3%	0.0%	4.7%	0.0%	*	*	-	*	8.7%	3.9%	6.7%
Dropped Out	5.8%	6.3%	5.9%	26.3%	4.9%	15.4%	*	*	-	*	7.2%	6.6%	8.9%
Graduates and TxCHSE	90.3%	91.0%	89.8%	73.7%	90.4%	84.6%	*	*	-	*	84.1%	89.5%	84.4%
Graduates, TxCHSE, and Continuers	94.2%	93.7%	94.1%	73.7%	95.1%	84.6%	*	*	-	*	92.8%	93.4%	91.1%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	94.1%	92.3%	94.3%	93.5%	*	*	-	*	91.8%	93.3%	96.9%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.2%	3.2%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	1.1%	0.7%	1.4%	7.7%	1.3%	0.0%	*	*	-	*	4.7%	1.3%	0.0%
Dropped Out	6.2%	6.5%	4.2%	0.0%	4.3%	3.2%	*	*	-	*	3.5%	5.2%	3.1%
Graduates and TxCHSE	92.7%	92.9%	94.4%	92.3%	94.5%	96.8%	*	*	-	*	91.8%	93.6%	96.9%

Texas Education Agency
2021-22 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	93.8%	93.5%	95.8%	100.0%	95.7%	96.8%	*	*	-	*	96.5%	94.8%	96.9%
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%
Graduates, TxCHSE, and Continuers	93.9%	93.4%	94.1%	88.2%	94.7%	86.5%	*	-	-	*	91.9%	94.2%	91.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	93.9%	93.8%	94.5%	83.8%	*	-	-	*	92.0%	94.1%	91.2%
Received TxCHSE	0.6%	0.4%	0.3%	0.0%	0.2%	2.7%	*	-	-	*	0.0%	0.2%	0.0%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.5%	5.8%	6.3%	5.3%	13.5%	*	-	-	*	8.0%	5.7%	8.8%
Graduates and TxCHSE	93.2%	93.4%	94.2%	93.8%	94.7%	86.5%	*	-	-	*	92.0%	94.3%	91.2%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	94.2%	93.8%	94.7%	86.5%	*	-	-	*	92.0%	94.3%	91.2%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	88.3%	70.0%	89.4%	78.6%	*	*	-	*	76.6%	88.3%	84.8%
Class of 2020	90.3%	89.3%	90.2%	78.6%	90.8%	87.1%	*	*	-	*	83.3%	88.3%	92.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	2.8%	7.1%	2.6%	4.5%	*	*	-	*	10.3%	2.5%	7.9%
Class of 2020	4.3%	4.9%	4.5%	9.1%	4.3%	7.4%	-	*	-	*	18.7%	3.8%	19.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	81.9%	57.1%	83.1%	72.7%	*	*	-	*	63.8%	82.9%	61.8%
Class of 2020	83.5%	77.2%	80.5%	72.7%	81.7%	70.4%	-	*	-	*	48.0%	80.4%	62.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	84.6%	64.3%	85.7%	77.3%	*	*	-	*	74.1%	85.5%	69.7%
Class of 2020	87.8%	82.0%	85.0%	81.8%	85.9%	77.8%	-	*	-	*	66.7%	84.2%	81.0%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	*	-	*	-	-	-	-	-	*	*	-
2019-20	38.6%	17.6%	0.0%	-	0.0%	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	2.6%	5.9%	2.5%	3.8%	*	*	-	*	9.0%	2.5%	7.1%
2019-20	4.4%	4.8%	4.4%	7.7%	4.2%	6.5%	-	*	-	*	17.3%	3.6%	18.6%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	76.9%	52.9%	78.0%	69.2%	*	*	-	*	56.7%	78.2%	65.3%
2019-20	81.8%	74.7%	76.6%	69.2%	78.2%	61.3%	-	*	-	*	44.4%	77.8%	59.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	79.1%	58.8%	79.9%	73.1%	*	*	-	*	64.7%	80.5%	72.4%
2019-20	85.8%	79.0%	79.9%	76.9%	81.2%	67.7%	-	*	-	*	59.5%	80.9%	78.0%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	650	100.0%	3,694	358,842
By Ethnicity:				
African American	17	2.6%	275	44,018
Hispanic	603	92.8%	3,013	183,306
White	26	4.0%	219	103,898
American Indian	1	0.2%	4	1,195
Asian	2	0.3%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	1	0.2%	28	7,842
By Graduation Type:				
Minimum H.S. Program	4	0.6%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	132	20.3%	887	56,281
Foundation H.S. Program (Endorsement)	17	2.6%	131	13,582
Foundation H.S. Program (DLA)	497	76.5%	2,663	287,316
Special Education Graduates	68	10.5%	331	31,028
Economically Disadvantaged Graduates	483	74.3%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	98	15.1%	446	32,809
At-Risk Graduates	379	58.3%	1,881	155,884
CTE Completers	119	18.3%	982	99,076

Texas Education Agency
2021-22 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)													
2020-21	65.2%	54.1%	49.4%	23.5%	50.7%	38.5%	*	*	-	*	88.2%	50.1%	39.8%
2019-20	63.0%	51.0%	46.4%	46.2%	45.6%	58.1%	-	*	-	*	90.5%	44.1%	55.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	34.9%	5.9%	36.3%	23.1%	*	*	-	*	0.0%	35.6%	22.4%
2019-20	53.4%	39.9%	31.3%	7.7%	31.7%	32.3%	-	*	-	*	1.2%	30.0%	25.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	39.2%	11.8%	40.5%	26.9%	*	*	-	*	1.5%	40.0%	3.1%
2019-20	59.7%	51.1%	54.7%	46.2%	54.6%	58.1%	-	*	-	*	10.7%	55.6%	27.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	30.8%	23.5%	31.7%	15.4%	*	*	-	*	0.0%	31.7%	15.3%
2019-20	47.9%	37.5%	30.9%	7.7%	31.2%	35.5%	-	*	-	*	1.2%	30.2%	15.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	21.7%	5.9%	22.6%	11.5%	*	*	-	*	0.0%	22.6%	1.0%
2019-20	43.2%	31.4%	26.0%	7.7%	26.0%	32.3%	-	*	-	*	0.0%	25.2%	8.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	13.4%	0.0%	14.1%	3.8%	*	*	-	*	0.0%	14.1%	22.4%
2019-20	21.1%	18.9%	12.2%	0.0%	12.7%	9.7%	-	*	-	*	1.2%	11.5%	22.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	8.6%	0.0%	9.0%	3.8%	*	*	-	*	0.0%	8.9%	0.0%
2019-20	2.1%	2.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	21.5%	20.0%	5.9%	20.7%	11.5%	*	*	-	*	0.0%	20.1%	1.0%
2019-20	24.6%	10.0%	5.2%	0.0%	5.5%	3.2%	-	*	-	*	0.0%	5.2%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	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)													
2020-21	24.2%	16.9%	16.3%	17.6%	16.4%	15.4%	*	*	-	*	88.2%	16.6%	17.3%
2019-20	18.7%	16.1%	18.2%	38.5%	17.1%	29.0%	-	*	-	*	90.5%	17.3%	30.5%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 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
2020-21	18.4%	9.4%	5.4%	0.0%	5.8%	0.0%	*	*	-	*	0.0%	6.4%	1.0%
2019-20	13.2%	8.1%	4.0%	0.0%	4.2%	3.2%	-	*	-	*	1.2%	4.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	4.4%	7.2%	11.8%	7.1%	7.7%	*	*	-	*	52.9%	6.4%	8.2%
2019-20	2.4%	4.6%	8.3%	15.4%	7.0%	25.8%	-	*	-	*	48.8%	6.8%	16.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	6.8%	5.9%	6.6%	11.5%	*	*	-	*	64.7%	7.2%	14.3%
2019-20	3.7%	4.6%	8.7%	23.1%	8.6%	6.5%	-	*	-	*	59.5%	8.8%	22.0%

Texas Education Agency
2021-22 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	2020-21	25.9%	21.3%	21.1%	5.9%	21.6%	19.2%	*	*	-	*	1.5%	20.9%	1.0%
	2019-20	30.1%	14.3%	15.8%	15.4%	15.8%	16.1%	-	*	-	*	7.1%	15.1%	1.7%
Mathematics	2020-21	19.4%	15.3%	15.5%	11.8%	16.1%	3.8%	*	*	-	*	0.0%	15.7%	1.0%
	2019-20	21.2%	14.1%	10.1%	0.0%	10.1%	12.9%	-	*	-	*	1.2%	9.9%	1.7%
Both Subjects	2020-21	14.4%	10.6%	11.4%	5.9%	11.9%	0.0%	*	*	-	*	0.0%	11.4%	0.0%
	2019-20	16.4%	6.8%	4.3%	0.0%	4.4%	3.2%	-	*	-	*	0.0%	4.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	2.0%	0.0%	2.2%	0.0%	*	*	-	*	0.0%	2.5%	0.0%
	2019-20	7.3%	5.2%	13.9%	0.0%	14.8%	6.5%	-	*	-	*	0.0%	12.8%	18.6%
Mathematics	2020-21	10.3%	7.5%	7.5%	11.8%	7.6%	3.8%	*	*	-	*	0.0%	7.7%	12.2%
	2019-20	9.7%	7.3%	7.3%	0.0%	7.8%	3.2%	-	*	-	*	0.0%	6.3%	11.9%
Both Subjects	2020-21	4.9%	2.3%	0.3%	0.0%	0.3%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
	2019-20	4.2%	3.0%	2.8%	0.0%	2.9%	3.2%	-	*	-	*	0.0%	2.0%	3.4%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	13.2%	4.7%	13.4%	14.0%	*	20.0%	-	*	0.6%	12.8%	8.1%
	2020	22.0%	17.8%	17.9%	9.1%	18.5%	13.3%	*	0.0%	-	16.7%	1.6%	17.0%	6.7%
English Language Arts	2021	12.1%	10.3%	8.3%	4.7%	8.3%	8.8%	*	20.0%	-	*	0.0%	8.3%	0.9%
	2020	12.7%	9.9%	7.6%	0.0%	7.9%	8.3%	*	0.0%	-	0.0%	0.5%	7.3%	0.0%
Mathematics	2021	6.1%	5.3%	2.3%	0.0%	2.4%	1.8%	*	0.0%	-	*	0.0%	2.4%	0.5%
	2020	6.4%	5.9%	4.8%	0.0%	5.1%	3.3%	*	0.0%	-	0.0%	0.0%	4.4%	0.6%
Science	2021	8.7%	8.4%	7.5%	0.0%	7.5%	10.5%	*	20.0%	-	*	0.0%	7.4%	2.3%
	2020	9.4%	8.3%	7.0%	0.0%	7.4%	3.3%	*	0.0%	-	16.7%	0.5%	7.0%	0.6%
Social Studies	2021	11.6%	7.1%	5.2%	2.3%	5.3%	7.0%	*	0.0%	-	*	0.0%	5.5%	0.5%
	2020	12.4%	8.4%	9.6%	9.1%	9.8%	8.3%	*	0.0%	-	0.0%	1.1%	9.6%	2.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	17.9%	*	18.6%	12.5%	-	*	-	*	*	20.7%	77.8%
	2020	59.0%	48.4%	22.3%	*	22.6%	25.0%	-	-	-	*	*	21.5%	54.5%
English Language Arts	2021	42.7%	27.7%	10.6%	*	10.6%	20.0%	-	*	-	*	-	13.6%	*
	2020	50.1%	38.0%	18.9%	-	18.9%	20.0%	-	-	-	-	*	17.6%	-
Mathematics	2021	49.4%	32.4%	16.1%	-	16.7%	*	-	-	-	-	-	20.0%	*
	2020	56.5%	47.6%	21.7%	-	22.4%	*	-	-	-	-	-	22.7%	*
Science	2021	41.4%	20.8%	5.9%	-	6.4%	0.0%	-	*	-	*	-	7.7%	0.0%
	2020	47.6%	32.2%	5.7%	-	5.9%	*	-	-	-	*	*	7.0%	*

Texas Education Agency
2021-22 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	2021	42.2%	25.2%	9.9%	*	9.1%	*	-	-	-	-	-	10.3%	*
	2020	52.3%	32.7%	13.3%	*	13.4%	20.0%	-	-	-	-	*	15.5%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	92.0%	88.2%	91.5%	92.3%	*	*	-	*	70.7%	92.0%	97.0%
	2019-20	76.7%	94.1%	91.3%	100.0%	91.3%	83.9%	-	*	-	*	74.2%	92.0%	96.8%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	14.2%	13.3%	14.7%	4.2%	*	*	-	*	0.0%	14.9%	0.0%
	2019-20	35.7%	21.4%	15.8%	6.7%	15.2%	26.9%	-	*	-	*	0.0%	15.5%	1.7%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	903	826	906	877	*	*	-	*	744	906	781
	2019-20	1019	939	916	879	913	975	-	845	-	997	781	917	792
English Language Arts and Writing	2020-21	504	462	452	417	453	444	*	*	-	*	378	452	387
	2019-20	513	469	458	462	456	492	-	410	-	520	389	459	391
Mathematics	2020-21	498	461	452	409	453	433	*	*	-	*	366	454	394
	2019-20	506	470	457	417	457	483	-	435	-	477	392	457	401
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	20.2	-	20.2	*	-	-	-	-	-	19.9	*
	2019-20	20.2	21.0	19.9	17.5	20.0	20.5	-	-	-	-	15.0	19.9	18.0
English Language Arts	2020-21	19.6	21.4	19.8	-	19.7	*	-	-	-	-	-	19.4	*
	2019-20	19.9	20.7	19.6	18.0	19.6	20.0	-	-	-	-	15.5	19.7	16.5
Mathematics	2020-21	19.9	21.3	19.9	-	20.0	*	-	-	-	-	-	19.7	*
	2019-20	20.1	21.0	19.6	16.0	19.7	20.3	-	-	-	-	13.0	19.3	19.0
Science	2020-21	20.3	21.9	20.9	-	20.8	*	-	-	-	-	-	20.5	*
	2019-20	20.5	21.3	20.5	16.0	20.6	21.5	-	-	-	-	15.5	20.4	19.0

Texas Education Agency
2021-22 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	2020-21	42.5%	40.1%	39.7%	20.7%	40.5%	36.9%	20.0%	57.1%	*	33.3%	8.1%	39.0%	20.1%
	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%
English Language Arts	2020-21	16.3%	19.5%	17.6%	5.7%	18.1%	14.2%	0.0%	50.0%	*	22.2%	0.9%	17.4%	7.6%
	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%
Mathematics	2020-21	19.3%	18.4%	18.0%	7.1%	18.7%	13.3%	20.0%	33.3%	*	0.0%	0.3%	17.4%	4.5%
	2019-20	20.7%	18.2%	16.8%	8.2%	17.4%	11.0%	*	22.2%	-	15.4%	0.6%	16.2%	2.8%
Science	2020-21	20.6%	14.6%	11.2%	6.0%	11.3%	11.8%	0.0%	40.0%	*	0.0%	2.2%	10.7%	1.9%
	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%
Social Studies	2020-21	22.8%	19.1%	20.4%	11.5%	20.6%	21.8%	*	57.1%	*	33.3%	0.6%	20.4%	3.6%
	2019-20	24.6%	19.2%	22.5%	12.9%	23.0%	20.0%	*	33.3%	-	7.7%	1.2%	22.8%	3.6%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	57.8%	30.8%	59.9%	41.9%	-	*	-	*	53.6%	62.2%	47.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	38.2%	38.5%	38.6%	32.3%	-	*	-	*	22.5%	37.8%	8.1%
	2018-19	52.6%	50.9%	44.8%	23.1%	46.5%	22.9%	*	-	-	*	18.6%	44.3%	20.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	2,628	100.0%	49,255	5,402,928	2,637	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	763	29.0%	9.1%	8.8%	763	28.9%	9.1%	8.8%
Grade 10	612	23.3%	7.7%	7.6%	613	23.2%	7.7%	7.5%
Grade 11	639	24.3%	7.8%	7.2%	640	24.3%	7.8%	7.2%
Grade 12	614	23.4%	7.6%	6.7%	621	23.5%	7.6%	6.7%
Ethnic Distribution:								
African American	87	3.3%	8.1%	12.8%	88	3.3%	8.1%	12.8%
Hispanic	2,393	91.1%	82.8%	52.8%	2,400	91.0%	82.8%	52.7%
White	124	4.7%	5.2%	26.3%	125	4.7%	5.2%	26.3%
American Indian	4	0.2%	0.1%	0.3%	4	0.2%	0.1%	0.3%
Asian	8	0.3%	3.0%	4.8%	8	0.3%	3.0%	4.8%
Pacific Islander	1	0.0%	0.1%	0.2%	1	0.0%	0.1%	0.2%
Two or More Races	11	0.4%	0.7%	2.9%	11	0.4%	0.7%	2.9%
Sex:								
Female	1,252	47.6%	48.3%	48.9%	1,256	47.6%	48.3%	48.8%
Male	1,376	52.4%	51.7%	51.1%	1,381	52.4%	51.7%	51.2%
Economically Disadvantaged	2,014	76.6%	79.4%	60.7%	2,019	76.6%	79.4%	60.6%
Non-Educationally Disadvantaged	614	23.4%	20.6%	39.3%	618	23.4%	20.6%	39.4%
Section 504 Students	171	6.5%	5.8%	7.4%	171	6.5%	5.8%	7.4%
EB Students/EL	648	24.7%	32.6%	21.7%	648	24.6%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	58	2.0%	0.8%	0.6%				
Students w/ Dyslexia	113	4.3%	4.9%	5.0%	113	4.3%	4.8%	5.0%
Foster Care	1	0.0%	0.1%	0.3%	1	0.0%	0.1%	0.3%
Homeless	38	1.4%	0.7%	1.1%	38	1.4%	0.7%	1.1%
Immigrant	86	3.3%	3.4%	2.0%	86	3.3%	3.4%	2.0%
Migrant	11	0.4%	0.2%	0.3%	11	0.4%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	7	0.3%	0.4%	3.3%	7	0.3%	0.4%	3.3%
At-Risk	1,893	72.0%	69.4%	53.5%	1,896	71.9%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	602	22.9%	30.5%	21.9%	602	22.8%	30.4%	21.8%
Gifted and Talented Education	124	4.7%	5.5%	8.0%	124	4.7%	5.5%	8.0%
Special Education	311	11.8%	12.4%	11.6%	320	12.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	311							
By Type of Primary Disability								
Students with Intellectual Disabilities	184	59.2%	44.4%	43.0%				
Students with Physical Disabilities	9	2.9%	18.2%	20.8%				
Students with Autism	65	20.9%	21.3%	14.7%				
Students with Behavioral Disabilities	53	17.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	464	15.7%	14.7%	13.6%				
By Ethnicity:								
African American	25	0.8%	2.1%	2.5%				
Hispanic	400	13.6%	11.1%	6.6%				
White	27	0.9%	1.0%	3.5%				
American Indian	7	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	1	0.0%	0.0%	0.0%				
Two or More Races	4	0.1%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	52	14.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	113	18.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	350	14.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	385	18.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	7.3%	6.2%	10.5%	5.0%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	12.0	14.5	16.3
Foreign Languages	21.6	18.9	18.4
Mathematics	14.1	16.1	17.5
Science	13.3	16.1	18.5
Social Studies	10.6	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	259.3	100.0%	100.0%	100.0%
Professional Staff:	218.5	84.3%	59.0%	64.1%
Teachers	187.4	72.3%	45.5%	49.3%
Professional Support	24.0	9.2%	10.1%	10.7%
Campus Administration (School Leadership)	7.2	2.8%	2.3%	2.9%
Educational Aides:	40.8	15.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	8.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	128.0	49.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	20.6	11.0%	10.3%	11.2%
Hispanic	61.6	32.9%	39.2%	28.9%
White	99.0	52.9%	46.5%	56.4%
American Indian	1.0	0.5%	0.2%	0.3%
Asian	4.0	2.1%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.2	0.6%	0.9%	1.2%
Teachers by Sex:				
Males	80.5	43.0%	25.0%	24.1%
Females	106.9	57.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	6.1	3.2%	0.9%	1.4%
Bachelors	126.4	67.5%	75.8%	72.6%
Masters	53.7	28.7%	22.5%	25.2%
Doctorate	1.2	0.6%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	24.0	12.8%	7.9%	7.9%
1-5 Years Experience	58.0	30.9%	27.4%	26.7%
6-10 Years Experience	34.2	18.3%	24.2%	20.6%
11-20 Years Experience	47.7	25.5%	28.7%	28.6%
21-30 Years Experience	19.2	10.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	4.3	2.3%	1.6%	2.9%
Number of Students per Teacher	14.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.5	8.0	6.3
Average Years Experience of Principals with District	5.5	7.7	5.4
Average Years Experience of Assistant Principals	8.9	7.4	5.5
Average Years Experience of Assistant Principals with District	8.6	7.1	4.8
Average Years Experience of Teachers:	9.8	10.4	11.1
Average Years Experience of Teachers with District:	7.6	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,422	\$56,914	\$51,054
1-5 Years Experience	\$58,804	\$58,997	\$54,577
6-10 Years Experience	\$62,718	\$61,821	\$57,746
11-20 Years Experience	\$66,539	\$63,221	\$61,377
21-30 Years Experience	\$68,541	\$65,542	\$65,949
Over 30 Years Experience	\$87,015	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,954	\$61,600	\$58,887
Professional Support	\$78,575	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,838	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.5	1.9%	13.2%	6.2%
Career and Technical Education	19.9	10.6%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	113.4	60.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	33.1	17.6%	14.2%	9.6%
Other	17.5	9.3%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON H S

Campus Number: 101917003

2022 Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	54%	44%	54%	71%	-	80%	-	*	30%	20%	56%	45%	53%	40%
	2021	67%	62%	52%	48%	53%	50%	*	*	-	*	18%	80%	57%	40%	52%	28%
At Meets Grade Level or Above	2022	47%	42%	34%	18%	35%	53%	-	60%	-	*	14%	0%	36%	27%	33%	24%
	2021	50%	43%	34%	26%	35%	33%	*	*	-	*	14%	40%	38%	23%	34%	10%
At Masters Grade Level	2022	11%	7%	5%	2%	5%	12%	-	40%	-	*	5%	0%	6%	3%	4%	2%
	2021	12%	8%	4%	0%	5%	0%	*	*	-	*	0%	0%	5%	2%	4%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	55%	50%	56%	57%	-	*	-	*	22%	27%	58%	45%	55%	40%
	2021	71%	69%	60%	55%	61%	*	-	*	-	*	23%	*	63%	51%	60%	26%
At Meets Grade Level or Above	2022	55%	49%	39%	29%	39%	57%	-	*	-	*	15%	27%	42%	31%	38%	23%
	2021	57%	53%	44%	31%	46%	*	-	*	-	*	16%	*	47%	34%	44%	10%
At Masters Grade Level	2022	9%	6%	4%	4%	4%	0%	-	*	-	*	3%	0%	5%	2%	4%	1%
	2021	11%	9%	6%	0%	7%	*	-	*	-	*	2%	*	7%	4%	6%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	75%	60%	78%	62%	-	*	-	*	55%	33%	78%	68%	74%	74%
	2021	73%	87%	83%	78%	83%	*	*	*	-	*	57%	100%	83%	82%	82%	74%
At Meets Grade Level or Above	2022	43%	60%	43%	27%	45%	54%	-	*	-	*	35%	17%	46%	37%	42%	39%
	2021	41%	57%	51%	45%	52%	*	*	*	-	*	29%	20%	50%	51%	51%	41%
At Masters Grade Level	2022	27%	38%	21%	8%	22%	46%	-	*	-	*	16%	0%	23%	15%	20%	19%
	2021	23%	29%	21%	9%	23%	*	*	*	-	*	8%	0%	22%	17%	20%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	86%	77%	87%	86%	-	*	-	*	66%	62%	87%	82%	85%	83%
	2021	82%	81%	81%	77%	82%	67%	*	*	-	*	54%	83%	83%	77%	82%	65%
At Meets Grade Level or Above	2022	55%	57%	59%	39%	61%	64%	-	*	-	*	35%	31%	62%	49%	58%	51%
	2021	55%	54%	54%	38%	56%	67%	*	*	-	*	27%	50%	57%	46%	53%	34%
At Masters Grade Level	2022	21%	19%	22%	9%	23%	50%	-	*	-	*	11%	0%	25%	15%	22%	16%
	2021	22%	20%	21%	8%	22%	33%	*	*	-	*	7%	17%	23%	14%	20%	5%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	82%	83%	82%	*	-	*	-	*	53%	*	84%	73%	82%	67%
	2021	88%	88%	84%	84%	85%	71%	-	*	-	-	63%	*	87%	71%	84%	64%
At Meets Grade Level or Above	2022	68%	65%	56%	60%	55%	*	-	*	-	*	34%	*	58%	46%	55%	33%
	2021	69%	65%	58%	40%	60%	43%	-	*	-	-	33%	*	61%	42%	57%	30%
At Masters Grade Level	2022	42%	37%	30%	30%	30%	*	-	*	-	*	16%	*	33%	21%	29%	14%
	2021	43%	35%	25%	20%	26%	14%	-	*	-	-	10%	*	27%	18%	23%	7%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	89%	71%	91%	*	-	*	-	-	-	-	90%	*	89%	*
	2021	95%	97%	95%	*	96%	*	-	*	-	-	-	-	96%	*	95%	*
At Meets Grade Level or Above	2022	64%	57%	49%	0%	51%	*	-	*	-	-	-	-	51%	*	44%	*
	2021	69%	67%	63%	*	63%	*	-	*	-	-	-	-	63%	*	61%	*
At Masters Grade Level	2022	13%	4%	4%	0%	1%	*	-	*	-	-	-	-	4%	*	3%	*
	2021	14%	6%	1%	*	1%	*	-	*	-	-	-	-	1%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	70%	61%	71%	70%	-	95%	-	89%	44%	38%	72%	62%	69%	60%
	2021	67%	61%	72%	67%	72%	61%	*	76%	-	83%	41%	87%	74%	63%	71%	48%
At Meets Grade Level or Above	2022	48%	43%	45%	32%	47%	58%	-	89%	-	89%	26%	18%	48%	37%	44%	34%
	2021	41%	33%	48%	35%	50%	46%	*	53%	-	50%	23%	52%	51%	38%	47%	23%
At Masters Grade Level	2022	23%	18%	15%	9%	15%	30%	-	68%	-	44%	10%	0%	17%	10%	15%	10%
	2021	18%	12%	14%	6%	15%	11%	*	24%	-	0%	5%	4%	16%	10%	13%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	54%	47%	55%	67%	-	89%	-	*	26%	23%	57%	45%	54%	40%
	2021	68%	61%	56%	51%	57%	40%	*	67%	-	*	20%	78%	60%	45%	55%	27%
At Meets Grade Level or Above	2022	53%	45%	36%	23%	37%	54%	-	78%	-	*	15%	12%	39%	28%	35%	24%
	2021	45%	35%	39%	28%	40%	30%	*	50%	-	*	15%	56%	42%	28%	39%	10%
At Masters Grade Level	2022	25%	18%	5%	3%	4%	8%	-	33%	-	*	4%	0%	5%	2%	4%	2%
	2021	18%	12%	5%	0%	6%	0%	*	0%	-	*	1%	0%	6%	3%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	77%	61%	80%	67%	-	*	-	*	55%	33%	80%	68%	76%	74%
	2021	66%	61%	84%	77%	85%	80%	*	*	-	*	57%	100%	85%	82%	84%	74%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	44%	24%	46%	60%	-	*	-	*	35%	17%	47%	36%	43%	39%
	2021	37%	30%	52%	43%	54%	60%	*	*	-	*	29%	20%	53%	51%	52%	41%
At Masters Grade Level	2022	20%	16%	19%	7%	19%	40%	-	*	-	*	16%	0%	20%	15%	18%	19%
	2021	18%	11%	18%	8%	20%	0%	*	*	-	*	8%	0%	18%	16%	18%	12%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	86%	77%	87%	86%	-	*	-	*	66%	62%	87%	82%	85%	83%
	2021	71%	65%	81%	77%	82%	67%	*	*	-	*	54%	83%	83%	77%	82%	65%
At Meets Grade Level or Above	2022	47%	45%	59%	39%	61%	64%	-	*	-	*	35%	31%	62%	49%	58%	51%
	2021	44%	35%	54%	38%	56%	67%	*	*	-	*	27%	50%	57%	46%	53%	34%
At Masters Grade Level	2022	21%	16%	22%	9%	23%	50%	-	*	-	*	11%	0%	25%	15%	22%	16%
	2021	20%	12%	21%	8%	22%	33%	*	*	-	*	7%	17%	23%	14%	20%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	82%	83%	82%	*	-	*	-	*	53%	*	84%	73%	82%	67%
	2021	73%	69%	84%	84%	85%	71%	-	*	-	-	63%	*	87%	71%	84%	64%
At Meets Grade Level or Above	2022	50%	47%	56%	60%	55%	*	-	*	-	*	34%	*	58%	46%	55%	33%
	2021	49%	42%	58%	40%	60%	43%	-	*	-	-	33%	*	61%	42%	57%	30%
At Masters Grade Level	2022	30%	26%	30%	30%	30%	*	-	*	-	*	16%	*	33%	21%	29%	14%
	2021	29%	21%	25%	20%	26%	14%	-	*	-	-	10%	*	27%	18%	23%	7%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	67	74	66	90	-	*	-	-	73	57	66	71	67	66
	2019	69	68	64	61	65	64	*	*	-	-	59	*	65	60	63	59
End of Course Algebra I	2022	67	82	71	61	72	61	-	*	-	-	56	42	72	67	69	66
	2019	75	88	81	82	82	55	-	*	-	*	53	100	80	85	81	84
All Grades Both Subjects	2022	74	77	69	67	69	71	-	*	-	-	64	50	69	69	68	66
	2019	69	69	72	71	72	59	*	80	-	*	56	94	72	72	71	72
All Grades ELA/Reading	2022	78	80	67	74	66	90	-	*	-	-	73	57	66	71	67	66
	2019	68	68	64	61	65	64	*	*	-	-	59	*	65	60	63	59
All Grades Mathematics	2022	69	74	71	61	72	61	-	*	-	-	56	42	72	67	69	66
	2019	70	70	81	82	82	55	-	*	-	*	53	100	80	85	81	84

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	-	-	-	-	-	-	53%	-	53%	-	46%	74%	52%	90%
	2021	67%	61%	72%	-	-	-	-	-	-	46%	-	46%	-	53%	80%	48%	91%
At Meets Grade Level or Above	2022	48%	43%	45%	-	-	-	-	-	-	24%	-	24%	-	16%	49%	23%	73%
	2021	41%	33%	48%	-	-	-	-	-	-	21%	-	21%	-	22%	57%	22%	65%
At Masters Grade Level	2022	23%	18%	15%	-	-	-	-	-	-	5%	-	5%	-	6%	17%	6%	26%
	2021	18%	12%	14%	-	-	-	-	-	-	4%	-	4%	-	4%	18%	4%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	54%	-	-	-	-	-	-	30%	-	30%	-	23%	61%	29%	84%
	2021	68%	61%	56%	-	-	-	-	-	-	25%	-	25%	-	30%	69%	26%	67%
At Meets Grade Level or Above	2022	53%	45%	36%	-	-	-	-	-	-	13%	-	13%	-	3%	40%	12%	72%
	2021	45%	35%	39%	-	-	-	-	-	-	9%	-	9%	-	7%	51%	9%	67%
At Masters Grade Level	2022	25%	18%	5%	-	-	-	-	-	-	1%	-	1%	-	0%	6%	1%	9%
	2021	18%	12%	5%	-	-	-	-	-	-	0%	-	0%	-	0%	7%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	77%	-	-	-	-	-	-	69%	-	69%	-	62%	75%	69%	92%
	2021	66%	61%	84%	-	-	-	-	-	-	73%	-	73%	-	77%	87%	74%	94%
At Meets Grade Level or Above	2022	42%	37%	44%	-	-	-	-	-	-	31%	-	31%	-	24%	44%	30%	62%
	2021	37%	30%	52%	-	-	-	-	-	-	42%	-	42%	-	33%	56%	40%	60%
At Masters Grade Level	2022	20%	16%	19%	-	-	-	-	-	-	11%	-	11%	-	7%	17%	11%	31%
	2021	18%	11%	18%	-	-	-	-	-	-	12%	-	12%	-	13%	22%	12%	0%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	86%	-	-	-	-	-	-	81%	-	81%	-	73%	86%	80%	97%
	2021	71%	65%	81%	-	-	-	-	-	-	66%	-	66%	-	63%	88%	65%	*
At Meets Grade Level or Above	2022	47%	45%	59%	-	-	-	-	-	-	41%	-	41%	-	30%	59%	40%	89%
	2021	44%	35%	54%	-	-	-	-	-	-	33%	-	33%	-	33%	62%	33%	*
At Masters Grade Level	2022	21%	16%	22%	-	-	-	-	-	-	7%	-	7%	-	10%	21%	8%	47%
	2021	20%	12%	21%	-	-	-	-	-	-	8%	-	8%	-	0%	27%	6%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	82%	-	-	-	-	-	-	61%	-	61%	-	58%	90%	60%	96%
	2021	73%	69%	84%	-	-	-	-	-	-	62%	-	62%	-	65%	90%	63%	100%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	56%	-	-	-	-	-	-	23%	-	23%	-	26%	68%	24%	74%
	2021	49%	42%	58%	-	-	-	-	-	-	25%	-	25%	-	30%	65%	26%	88%
At Masters Grade Level	2022	30%	26%	30%	-	-	-	-	-	-	8%	-	8%	-	13%	41%	10%	32%
	2021	29%	21%	25%	-	-	-	-	-	-	6%	-	6%	-	10%	31%	7%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	69%	-	-	-	-	-	-	59%	-	59%	-	60%	70%	59%	80%
	2019	69%	69%	72%	-	-	-	-	-	-	64%	*	63%	-	54%	-	63%	-
All Grades ELA/Reading	2022	78%	80%	67%	-	-	-	-	-	-	61%	-	61%	-	62%	68%	61%	73%
	2019	68%	68%	64%	-	-	-	-	-	-	49%	*	48%	-	*	-	50%	-
All Grades Mathematics	2022	69%	74%	71%	-	-	-	-	-	-	57%	-	57%	-	58%	72%	58%	85%
	2019	70%	70%	81%	-	-	-	-	-	-	81%	*	81%	-	44%	-	78%	-

* 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
2021-22 STAAR Participation (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	95%	95%	96%	97%	-	100%	-	82%	94%	99%	96%	94%	96%	96%
Included in Accountability	93%	93%	86%	81%	86%	85%	-	90%	-	82%	85%	79%	91%	73%	86%	82%
Not Included in Accountability: Mobile	5%	4%	5%	13%	4%	10%	-	0%	-	0%	6%	19%	3%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	5%	0%	6%	1%	-	10%	-	0%	2%	1%	3%	10%	4%	11%
Not Tested	1%	2%	5%	5%	4%	3%	-	0%	-	18%	6%	1%	4%	6%	4%	4%
Absent	1%	2%	4%	5%	4%	3%	-	0%	-	18%	6%	1%	4%	6%	4%	4%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	96%	94%	96%	100%	-	100%	-	60%	96%	100%	96%	94%	96%	97%
Included in Accountability	92%	91%	82%	81%	82%	86%	-	82%	-	60%	85%	79%	88%	69%	83%	76%
Not Included in Accountability: Mobile	5%	4%	5%	13%	4%	11%	-	0%	-	0%	5%	18%	3%	11%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	9%	0%	10%	4%	-	18%	-	0%	5%	3%	6%	15%	7%	19%
Not Tested	1%	2%	4%	6%	4%	0%	-	0%	-	40%	4%	0%	4%	6%	4%	3%
Absent	1%	2%	4%	6%	4%	0%	-	0%	-	40%	4%	0%	4%	6%	4%	3%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	96%	94%	96%	100%	-	*	-	*	91%	100%	97%	92%	96%	96%
Included in Accountability	93%	94%	86%	79%	87%	83%	-	*	-	*	82%	75%	94%	68%	87%	84%
Not Included in Accountability: Mobile	5%	4%	6%	15%	4%	17%	-	*	-	*	8%	25%	3%	12%	6%	3%
Not Included in Accountability: Other Exclusions	1%	1%	4%	0%	4%	0%	-	*	-	*	0%	0%	0%	12%	3%	9%
Not Tested	1%	1%	4%	6%	4%	0%	-	*	-	*	9%	0%	3%	8%	4%	4%
Absent	1%	1%	4%	6%	4%	0%	-	*	-	*	9%	0%	3%	7%	4%	4%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	95%	97%	94%	94%	-	*	-	*	92%	100%	95%	93%	95%	94%
Included in Accountability	93%	94%	90%	83%	91%	88%	-	*	-	*	85%	87%	93%	82%	90%	91%
Not Included in Accountability: Mobile	4%	3%	5%	13%	3%	6%	-	*	-	*	6%	13%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	1%
Not Tested	2%	2%	5%	3%	6%	6%	-	*	-	*	8%	0%	5%	7%	5%	6%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	5%	3%	6%	6%	-	*	-	*	8%	0%	5%	7%	5%	6%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	96%	94%	96%	80%	-	*	-	*	94%	83%	95%	97%	96%	97%
Included in Accountability	94%	93%	91%	83%	92%	80%	-	*	-	*	88%	67%	93%	86%	90%	93%
Not Included in Accountability: Mobile	4%	3%	5%	11%	4%	0%	-	*	-	*	6%	17%	3%	10%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	4%	6%	4%	20%	-	*	-	*	6%	17%	5%	3%	4%	3%
Absent	1%	3%	4%	6%	4%	20%	-	*	-	*	6%	17%	5%	3%	4%	3%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	99%	100%	99%	*	-	*	-	-	-	-	99%	*	98%	*
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%
Reading																
Assessment Participant	89%	93%	89%	84%	90%	61%	*	100%	-	*	84%	64%	90%	85%	89%	90%
Included in Accountability	83%	86%	75%	73%	75%	56%	*	75%	-	*	74%	64%	81%	61%	77%	61%
Not Included in Accountability: Mobile	3%	3%	4%	11%	3%	0%	*	0%	-	*	2%	0%	2%	7%	4%	2%
Not Included in Accountability: Other Exclusions	3%	5%	10%	0%	11%	6%	*	25%	-	*	8%	0%	7%	17%	9%	27%
Not Tested	11%	7%	11%	16%	10%	39%	*	0%	-	*	16%	36%	10%	15%	11%	10%
Absent	2%	2%	8%	10%	8%	33%	*	0%	-	*	12%	21%	7%	12%	8%	9%
Other	10%	4%	3%	6%	2%	6%	*	0%	-	*	4%	14%	3%	3%	3%	2%
Mathematics																
Assessment Participant	88%	95%	88%	88%	88%	100%	*	100%	-	*	85%	83%	91%	81%	88%	84%
Included in Accountability	84%	89%	81%	79%	81%	100%	*	80%	-	*	80%	83%	89%	64%	82%	73%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	4%	9%	3%	0%	*	0%	-	*	4%	0%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	3%	0%	*	20%	-	*	1%	0%	0%	8%	2%	9%
Not Tested	12%	5%	12%	12%	13%	0%	*	0%	-	*	15%	17%	9%	19%	12%	16%
Absent	2%	2%	10%	12%	10%	0%	*	0%	-	*	12%	17%	7%	17%	10%	15%
Other	10%	3%	2%	0%	2%	0%	*	0%	-	*	2%	0%	2%	2%	2%	1%
Science																
Assessment Participant	87%	92%	89%	86%	89%	100%	*	*	-	*	87%	86%	91%	84%	89%	84%
Included in Accountability	84%	88%	83%	82%	83%	100%	*	*	-	*	84%	86%	88%	71%	84%	74%
Not Included in Accountability: Mobile	3%	3%	3%	4%	3%	0%	*	*	-	*	2%	0%	2%	6%	3%	3%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	*	*	-	*	0%	0%	0%	8%	2%	8%
Not Tested	13%	8%	11%	14%	11%	0%	*	*	-	*	13%	14%	9%	16%	11%	16%
Absent	2%	3%	10%	12%	10%	0%	*	*	-	*	11%	0%	8%	14%	10%	14%
Other	10%	5%	1%	1%	1%	0%	*	*	-	*	2%	14%	1%	2%	1%	2%
Social Studies																
Assessment Participant	87%	92%	92%	85%	93%	89%	-	*	-	-	90%	*	95%	83%	92%	91%
Included in Accountability	84%	89%	89%	76%	91%	78%	-	*	-	-	87%	*	93%	73%	88%	86%
Not Included in Accountability: Mobile	3%	2%	3%	8%	2%	11%	-	*	-	-	3%	*	2%	9%	3%	3%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	*	-	-	0%	*	0%	2%	0%	2%
Not Tested	13%	8%	8%	15%	7%	11%	-	*	-	-	10%	*	5%	17%	8%	9%
Absent	3%	4%	7%	15%	6%	11%	-	*	-	-	10%	*	4%	16%	8%	7%
Other	10%	4%	1%	0%	1%	0%	-	*	-	-	0%	*	1%	1%	1%	2%
Accelerated Testers																
SAT/ACT Participant	85%	93%	96%	*	96%	*	-	*	-	-	-	-	96%	*	97%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON H S (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													
2020-21	95.0%	93.9%	90.7%	87.6%	91.1%	89.4%	*	97.8%	-	66.5%	89.9%	90.6%	89.0%
2019-20	98.3%	98.1%	96.3%	94.0%	96.6%	96.1%	*	99.7%	-	*	96.7%	96.4%	96.7%
Chronic Absenteeism													
2020-21	15.0%	18.0%	29.6%	39.8%	28.3%	27.0%	*	7.1%	-	63.6%	32.6%	28.9%	34.2%
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%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	3.8%	5.5%	3.6%	8.8%	*	0.0%	-	0.0%	4.0%	3.7%	4.9%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	89.6%	77.4%	91.4%	71.4%	-	*	-	-	83.0%	89.0%	88.4%
Received TxCHSE	0.3%	0.1%	0.2%	1.6%	0.0%	0.0%	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	3.9%	2.8%	2.9%	6.5%	2.5%	0.0%	-	*	-	-	5.7%	2.7%	0.0%
Dropped Out	5.8%	6.3%	7.3%	14.5%	6.2%	28.6%	-	*	-	-	11.3%	8.0%	11.6%
Graduates and TxCHSE	90.3%	91.0%	89.8%	79.0%	91.4%	71.4%	-	*	-	-	83.0%	89.3%	88.4%
Graduates, TxCHSE, and Continuers	94.2%	93.7%	92.7%	85.5%	93.8%	71.4%	-	*	-	-	88.7%	92.0%	88.4%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	90.2%	91.1%	90.2%	77.8%	*	*	-	-	85.3%	89.3%	78.7%
Received TxCHSE	0.5%	0.3%	0.4%	2.2%	0.2%	0.0%	*	*	-	-	1.5%	0.4%	0.0%
Continued HS	1.1%	0.7%	0.5%	0.0%	0.6%	0.0%	*	*	-	-	4.4%	0.4%	0.0%
Dropped Out	6.2%	6.5%	9.0%	6.7%	9.0%	22.2%	*	*	-	-	8.8%	9.8%	21.3%
Graduates and TxCHSE	92.7%	92.9%	90.5%	93.3%	90.4%	77.8%	*	*	-	-	86.8%	89.8%	78.7%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON H S (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
Graduates, TxCHSE, and Continuers	93.8%	93.5%	91.0%	93.3%	91.0%	77.8%	*	*	-	-	91.2%	90.2%	78.7%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	90.6%	88.2%	91.0%	83.3%	-	*	-	*	86.7%	89.8%	84.5%
Received TxCHSE	0.6%	0.4%	0.3%	0.0%	0.4%	0.0%	-	*	-	*	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	6.2%	6.5%	9.1%	11.8%	8.6%	16.7%	-	*	-	*	13.3%	9.7%	15.5%
Graduates and TxCHSE	93.2%	93.4%	90.9%	88.2%	91.4%	83.3%	-	*	-	*	86.7%	90.3%	84.5%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	90.9%	88.2%	91.4%	83.3%	-	*	-	*	86.7%	90.3%	84.5%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	88.7%	75.0%	90.6%	75.0%	-	*	-	-	78.6%	88.2%	87.7%
Class of 2020	90.3%	89.3%	87.2%	82.0%	87.9%	70.0%	*	*	-	-	76.3%	86.3%	76.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	1.0%	2.1%	0.9%	0.0%	-	*	-	-	11.4%	0.8%	2.8%
Class of 2020	4.3%	4.9%	2.2%	2.4%	2.2%	0.0%	*	*	-	-	5.2%	2.3%	2.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	74.8%	72.5%	56.3%	73.7%	100.0%	-	*	-	-	29.5%	72.1%	64.5%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON H S (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	83.5%	77.2%	76.1%	75.6%	76.2%	71.4%	*	*	-	-	34.5%	75.2%	59.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	73.5%	58.3%	74.6%	100.0%	-	*	-	-	40.9%	72.8%	67.3%
Class of 2020	87.8%	82.0%	78.3%	78.0%	78.4%	71.4%	*	*	-	-	39.7%	77.4%	61.9%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	*	-	*	-	-	*	-	-	-	-	-
2019-20	38.6%	17.6%	12.5%	*	20.0%	*	-	*	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	1.0%	2.2%	0.9%	0.0%	-	*	-	-	11.4%	0.8%	3.0%
2019-20	4.4%	4.8%	2.0%	2.2%	2.1%	0.0%	*	0.0%	-	*	5.1%	2.1%	2.1%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	71.5%	57.8%	72.3%	100.0%	-	*	-	-	29.5%	72.4%	62.6%
2019-20	81.8%	74.7%	72.8%	73.9%	73.0%	71.4%	*	60.0%	-	*	33.9%	72.4%	59.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	72.1%	60.0%	72.9%	100.0%	-	*	-	-	40.9%	73.1%	65.7%
2019-20	85.8%	79.0%	74.0%	74.5%	74.5%	62.5%	*	50.0%	-	*	37.1%	74.0%	61.9%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	501	100.0%	3,694	358,842
By Ethnicity:				
African American	45	9.0%	275	44,018
Hispanic	446	89.0%	3,013	183,306
White	6	1.2%	219	103,898
American Indian	0	0.0%	4	1,195
Asian	4	0.8%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	28	7,842
By Graduation Type:				
Minimum H.S. Program	3	0.6%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	137	27.3%	887	56,281
Foundation H.S. Program (Endorsement)	5	1.0%	131	13,582
Foundation H.S. Program (DLA)	356	71.1%	2,663	287,316
Special Education Graduates	44	8.8%	331	31,028
Economically Disadvantaged Graduates	387	77.2%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	99	19.8%	446	32,809
At-Risk Graduates	314	62.7%	1,881	155,884
CTE Completers	90	18.0%	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON H S (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)													
2020-21	65.2%	54.1%	53.1%	37.8%	54.0%	66.7%	-	*	-	-	75.0%	53.5%	42.4%
2019-20	63.0%	51.0%	39.8%	23.4%	41.0%	37.5%	*	83.3%	-	*	75.8%	40.9%	36.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	39.7%	22.2%	41.0%	50.0%	-	*	-	-	4.5%	40.1%	28.3%
2019-20	53.4%	39.9%	27.5%	14.9%	28.4%	25.0%	*	66.7%	-	*	1.6%	29.3%	21.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	36.3%	24.4%	36.8%	66.7%	-	*	-	-	2.3%	37.5%	3.0%
2019-20	59.7%	51.1%	33.6%	25.5%	34.3%	37.5%	*	50.0%	-	*	4.8%	35.9%	4.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	20.4%	13.3%	20.4%	33.3%	-	*	-	-	2.3%	19.9%	4.0%
2019-20	47.9%	37.5%	25.7%	21.3%	25.7%	25.0%	*	66.7%	-	*	1.6%	27.2%	9.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	17.8%	11.1%	17.7%	33.3%	-	*	-	-	2.3%	17.1%	1.0%
2019-20	43.2%	31.4%	18.8%	12.8%	19.0%	25.0%	*	50.0%	-	*	1.6%	19.9%	1.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	18.0%	6.7%	18.6%	16.7%	-	*	-	-	2.3%	17.1%	24.2%
2019-20	21.1%	18.9%	15.7%	6.4%	16.7%	0.0%	*	33.3%	-	*	0.0%	16.3%	21.6%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	13.4%	6.7%	14.1%	16.7%	-	*	-	-	0.0%	12.9%	0.0%
2019-20	2.1%	2.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	21.5%	25.0%	17.8%	25.1%	50.0%	-	*	-	-	2.3%	25.6%	3.0%
2019-20	24.6%	10.0%	2.9%	2.1%	3.1%	0.0%	*	0.0%	-	*	0.0%	3.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2019-20	4.0%	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)													
2020-21	24.2%	16.9%	16.2%	15.6%	16.1%	16.7%	-	*	-	-	75.0%	15.8%	18.2%
2019-20	18.7%	16.1%	17.2%	10.6%	17.6%	25.0%	*	33.3%	-	*	74.2%	16.8%	17.5%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON H S (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
2020-21	18.4%	9.4%	8.4%	4.4%	8.7%	16.7%	-	*	-	-	0.0%	9.0%	9.1%
2019-20	13.2%	8.1%	8.0%	4.3%	8.2%	12.5%	*	16.7%	-	*	1.6%	8.3%	5.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2019-20	0.7%	0.2%	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)													
2020-21	2.4%	4.4%	5.8%	6.7%	5.6%	0.0%	-	*	-	-	52.3%	4.7%	7.1%
2019-20	2.4%	4.6%	5.8%	2.1%	5.9%	12.5%	*	16.7%	-	*	41.9%	5.4%	10.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	3.6%	8.9%	3.1%	0.0%	-	*	-	-	40.9%	3.6%	6.1%
2019-20	3.7%	4.6%	4.2%	4.3%	4.3%	0.0%	*	0.0%	-	*	37.1%	3.8%	6.2%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON H S (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	2020-21	25.9%	21.3%	22.6%	15.6%	22.4%	66.7%	-	*	-	-	2.3%	23.5%	2.0%
	2019-20	30.1%	14.3%	8.0%	4.3%	8.2%	12.5%	*	16.7%	-	*	3.2%	8.3%	2.1%
Mathematics	2020-21	19.4%	15.3%	11.0%	11.1%	10.3%	33.3%	-	*	-	-	0.0%	10.1%	3.0%
	2019-20	21.2%	14.1%	8.5%	4.3%	8.8%	12.5%	*	16.7%	-	*	0.0%	9.9%	0.0%
Both Subjects	2020-21	14.4%	10.6%	7.6%	8.9%	6.7%	33.3%	-	*	-	-	0.0%	7.0%	1.0%
	2019-20	16.4%	6.8%	3.4%	0.0%	3.5%	12.5%	*	16.7%	-	*	0.0%	3.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2019-20	7.3%	5.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	7.5%	0.6%	0.0%	0.7%	0.0%	-	*	-	-	2.3%	0.5%	0.0%
	2019-20	9.7%	7.3%	4.5%	6.4%	4.5%	0.0%	*	0.0%	-	*	0.0%	4.5%	6.2%
Both Subjects	2020-21	4.9%	2.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2019-20	4.2%	3.0%	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	2021	21.1%	17.3%	12.9%	7.7%	13.5%	5.9%	*	28.6%	-	*	0.0%	11.4%	14.4%
	2020	22.0%	17.8%	15.3%	6.7%	16.5%	0.0%	*	27.3%	-	*	0.0%	15.0%	12.7%
English Language Arts	2021	12.1%	10.3%	5.8%	5.8%	5.9%	0.0%	*	14.3%	-	*	0.0%	5.5%	0.0%
	2020	12.7%	9.9%	8.1%	1.9%	8.9%	0.0%	*	18.2%	-	*	0.0%	8.2%	0.5%
Mathematics	2021	6.1%	5.3%	4.1%	1.9%	4.2%	5.9%	*	28.6%	-	*	0.0%	3.9%	2.3%
	2020	6.4%	5.9%	5.9%	2.9%	6.2%	0.0%	*	27.3%	-	*	0.0%	6.1%	1.0%
Science	2021	8.7%	8.4%	5.9%	2.9%	6.3%	0.0%	*	14.3%	-	*	0.0%	5.2%	1.9%
	2020	9.4%	8.3%	6.9%	4.8%	7.0%	0.0%	*	27.3%	-	*	0.0%	6.7%	1.5%
Social Studies	2021	11.6%	7.1%	4.6%	1.9%	4.9%	0.0%	*	14.3%	-	*	0.0%	4.1%	0.0%
	2020	12.4%	8.4%	8.6%	1.0%	9.6%	0.0%	*	18.2%	-	*	0.0%	8.8%	0.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	34.3%	25.0%	33.3%	*	-	*	-	-	-	31.6%	64.5%
	2020	59.0%	48.4%	40.0%	42.9%	38.7%	-	-	*	-	-	-	41.1%	88.0%
English Language Arts	2021	42.7%	27.7%	9.7%	0.0%	9.1%	-	-	*	-	-	-	8.7%	-
	2020	50.1%	38.0%	22.7%	*	20.2%	-	-	*	-	-	-	25.4%	*
Mathematics	2021	49.4%	32.4%	38.6%	*	35.9%	*	-	*	-	-	-	28.1%	20.0%
	2020	56.5%	47.6%	25.0%	*	20.7%	-	-	*	-	-	-	24.5%	*
Science	2021	41.4%	20.8%	4.8%	*	3.4%	-	-	*	-	-	-	4.7%	*
	2020	47.6%	32.2%	16.2%	20.0%	12.1%	-	-	*	-	-	-	15.5%	*

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON H S (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	2021	42.2%	25.2%	16.3%	*	13.0%	-	-	*	-	-	-	17.6%	-
	2020	52.3%	32.7%	21.5%	*	20.0%	-	-	*	-	-	-	21.1%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	90.4%	100.0%	88.6%	100.0%	-	*	-	?	75.0%	90.2%	88.9%
	2019-20	76.7%	94.1%	91.0%	100.0%	89.8%	100.0%	*	66.7%	-	*	76.1%	94.1%	92.9%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	13.9%	6.5%	13.9%	28.6%	-	*	-	*	0.0%	14.0%	0.0%
	2019-20	35.7%	21.4%	15.7%	10.2%	15.9%	25.0%	*	*	-	*	0.0%	15.9%	1.1%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	887	836	890	973	-	*	-	*	729	887	766
	2019-20	1019	939	900	871	902	953	820	1078	-	700	756	902	785
English Language Arts and Writing	2020-21	504	462	444	422	445	501	-	*	-	*	361	444	378
	2019-20	513	469	450	435	451	466	430	500	-	390	373	451	390
Mathematics	2020-21	498	461	443	413	445	471	-	*	-	*	369	443	388
	2019-20	506	470	451	436	451	486	390	578	-	310	384	451	395
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	*	*	-	-	-	-	-	-	-	*	-
	2019-20	20.2	21.0	20.0	19.0	20.3	-	-	20.0	-	-	-	20.0	20.0
English Language Arts	2020-21	19.6	21.4	*	*	-	-	-	-	-	-	-	*	-
	2019-20	19.9	20.7	18.4	19.5	19.0	-	-	15.0	-	-	-	18.4	15.0
Mathematics	2020-21	19.9	21.3	*	*	-	-	-	-	-	-	-	*	-
	2019-20	20.1	21.0	21.3	16.0	21.8	-	-	25.0	-	-	-	21.3	25.0
Science	2020-21	20.3	21.9	*	*	-	-	-	-	-	-	-	*	-
	2019-20	20.5	21.3	21.0	19.0	21.0	-	-	23.0	-	-	-	21.0	23.0

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON H S (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	2020-21	42.5%	40.1%	38.8%	18.0%	41.1%	50.0%	*	69.2%	-	0.0%	4.5%	38.4%	27.0%
	2019-20	46.3%	41.0%	39.0%	22.6%	40.7%	37.8%	*	71.4%	-	0.0%	7.2%	39.1%	31.1%
English Language Arts	2020-21	16.3%	19.5%	20.3%	7.5%	21.6%	26.9%	*	58.3%	-	0.0%	1.7%	20.3%	10.4%
	2019-20	18.2%	18.8%	23.2%	9.9%	24.5%	27.0%	*	64.3%	-	0.0%	1.9%	23.4%	17.6%
Mathematics	2020-21	19.3%	18.4%	17.3%	12.0%	17.8%	20.0%	*	33.3%	-	0.0%	0.4%	16.2%	6.7%
	2019-20	20.7%	18.2%	16.4%	10.3%	17.0%	11.4%	*	42.9%	-	0.0%	0.8%	16.0%	5.2%
Science	2020-21	20.6%	14.6%	14.2%	8.8%	14.7%	22.2%	*	38.5%	-	0.0%	1.3%	13.5%	3.0%
	2019-20	22.4%	12.4%	10.9%	4.2%	11.5%	11.1%	*	50.0%	-	0.0%	0.4%	10.7%	1.8%
Social Studies	2020-21	22.8%	19.1%	16.3%	6.0%	17.2%	29.6%	*	53.8%	-	0.0%	0.4%	15.6%	1.7%
	2019-20	24.6%	19.2%	16.5%	9.9%	17.1%	13.5%	*	53.8%	-	0.0%	0.4%	15.4%	1.3%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	52.1%	42.6%	53.3%	50.0%	*	50.0%	-	*	56.5%	52.7%	44.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	42.9%	44.7%	42.9%	25.0%	*	66.7%	-	*	14.9%	45.0%	25.5%
	2018-19	52.6%	50.9%	40.8%	41.3%	40.8%	27.3%	-	*	-	-	23.8%	42.1%	21.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,311	100.0%	49,255	5,402,928	2,313	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	785	34.0%	9.1%	8.8%	785	33.9%	9.1%	8.8%
Grade 10	519	22.5%	7.7%	7.6%	520	22.5%	7.7%	7.5%
Grade 11	490	21.2%	7.8%	7.2%	490	21.2%	7.8%	7.2%
Grade 12	517	22.4%	7.6%	6.7%	518	22.4%	7.6%	6.7%
Ethnic Distribution:								
African American	265	11.5%	8.1%	12.8%	265	11.5%	8.1%	12.8%
Hispanic	1,973	85.4%	82.8%	52.8%	1,975	85.4%	82.8%	52.7%
White	45	1.9%	5.2%	26.3%	45	1.9%	5.2%	26.3%
American Indian	5	0.2%	0.1%	0.3%	5	0.2%	0.1%	0.3%
Asian	14	0.6%	3.0%	4.8%	14	0.6%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	9	0.4%	0.7%	2.9%	9	0.4%	0.7%	2.9%
Sex:								
Female	1,112	48.1%	48.3%	48.9%	1,113	48.1%	48.3%	48.8%
Male	1,199	51.9%	51.7%	51.1%	1,200	51.9%	51.7%	51.2%
Economically Disadvantaged	1,834	79.4%	79.4%	60.7%	1,835	79.3%	79.4%	60.6%
Non-Educationally Disadvantaged	477	20.6%	20.6%	39.3%	478	20.7%	20.6%	39.4%
Section 504 Students	162	7.0%	5.8%	7.4%	162	7.0%	5.8%	7.4%
EB Students/EL	634	27.4%	32.6%	21.7%	634	27.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	31	1.3%	0.8%	0.6%				
Students w/ Dyslexia	105	4.5%	4.9%	5.0%	105	4.5%	4.8%	5.0%
Foster Care	7	0.3%	0.1%	0.3%	7	0.3%	0.1%	0.3%
Homeless	33	1.4%	0.7%	1.1%	33	1.4%	0.7%	1.1%
Immigrant	114	4.9%	3.4%	2.0%	114	4.9%	3.4%	2.0%
Migrant	8	0.3%	0.2%	0.3%	8	0.3%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	3	0.1%	0.4%	3.3%	3	0.1%	0.4%	3.3%
At-Risk	1,594	69.0%	69.4%	53.5%	1,595	69.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	602	26.0%	30.5%	21.9%	602	26.0%	30.4%	21.8%
Gifted and Talented Education	85	3.7%	5.5%	8.0%	85	3.7%	5.5%	8.0%
Special Education	250	10.8%	12.4%	11.6%	252	10.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	250							
By Type of Primary Disability								
Students with Intellectual Disabilities	147	58.8%	44.4%	43.0%				
Students with Physical Disabilities	7	2.8%	18.2%	20.8%				
Students with Autism	48	19.2%	21.3%	14.7%				
Students with Behavioral Disabilities	48	19.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	357	14.9%	14.7%	13.6%				
By Ethnicity:								
African American	69	2.9%	2.1%	2.5%				
Hispanic	273	11.4%	11.1%	6.6%				
White	8	0.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	36	12.9%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	90	15.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	265	13.6%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	331	19.0%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON H S (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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	12.2%	6.2%	10.5%	8.7%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	13.9	14.5	16.3
Foreign Languages	21.8	18.9	18.4
Mathematics	15.0	16.1	17.5
Science	14.8	16.1	18.5
Social Studies	15.1	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	207.6	100.0%	100.0%	100.0%
Professional Staff:	182.7	88.0%	59.0%	64.1%
Teachers	153.9	74.1%	45.5%	49.3%
Professional Support	20.9	10.1%	10.1%	10.7%
Campus Administration (School Leadership)	8.0	3.9%	2.3%	2.9%
Educational Aides:	24.9	12.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	7.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	108.9	52.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	23.8	15.4%	10.3%	11.2%
Hispanic	47.9	31.1%	39.2%	28.9%
White	74.0	48.1%	46.5%	56.4%
American Indian	1.0	0.6%	0.2%	0.3%
Asian	5.7	3.7%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.6	1.0%	0.9%	1.2%
Teachers by Sex:				
Males	73.2	47.6%	25.0%	24.1%
Females	80.6	52.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	5.5	3.6%	0.9%	1.4%
Bachelors	104.1	67.7%	75.8%	72.6%
Masters	43.3	28.1%	22.5%	25.2%
Doctorate	1.0	0.6%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	17.1	11.1%	7.9%	7.9%
1-5 Years Experience	51.1	33.2%	27.4%	26.7%
6-10 Years Experience	31.6	20.5%	24.2%	20.6%
11-20 Years Experience	39.1	25.4%	28.7%	28.6%
21-30 Years Experience	13.0	8.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.9	1.2%	1.6%	2.9%
Number of Students per Teacher	15.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
Average Years Experience of Assistant Principals	6.3	7.4	5.5
Average Years Experience of Assistant Principals with District	6.3	7.1	4.8
Average Years Experience of Teachers:	10.0	10.4	11.1
Average Years Experience of Teachers with District:	7.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,465	\$56,914	\$51,054
1-5 Years Experience	\$59,092	\$58,997	\$54,577
6-10 Years Experience	\$61,754	\$61,821	\$57,746
11-20 Years Experience	\$65,852	\$63,221	\$61,377
21-30 Years Experience	\$65,593	\$65,542	\$65,949
Over 30 Years Experience	\$77,172	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,618	\$61,600	\$58,887
Professional Support	\$77,737	\$76,167	\$69,505
Campus Administration (School Leadership)	\$108,209	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.9	3.2%	13.2%	6.2%
Career and Technical Education	14.8	9.6%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	94.6	61.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	26.6	17.3%	14.2%	9.6%
Other	13.0	8.5%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DOBIE H S

Campus Number: 101917004

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	67%	59%	67%	72%	*	81%	*	77%	28%	71%	69%	61%	64%	51%
	2021	67%	62%	63%	53%	61%	65%	*	85%	-	88%	27%	60%	65%	55%	60%	26%
At Meets Grade Level or Above	2022	47%	42%	45%	33%	45%	48%	*	68%	*	64%	17%	21%	46%	40%	42%	28%
	2021	50%	43%	45%	36%	41%	56%	*	78%	-	44%	17%	47%	48%	37%	42%	8%
At Masters Grade Level	2022	11%	7%	7%	5%	5%	11%	*	18%	*	14%	3%	0%	7%	5%	6%	1%
	2021	12%	8%	9%	4%	6%	11%	*	28%	-	13%	7%	0%	9%	6%	7%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	73%	65%	72%	80%	*	87%	-	88%	36%	68%	75%	65%	71%	53%
	2021	71%	69%	70%	67%	68%	82%	-	84%	-	89%	35%	14%	73%	62%	67%	36%
At Meets Grade Level or Above	2022	55%	49%	55%	43%	53%	65%	*	74%	-	75%	20%	37%	59%	41%	52%	28%
	2021	57%	53%	55%	51%	53%	68%	-	68%	-	89%	21%	14%	59%	43%	51%	10%
At Masters Grade Level	2022	9%	6%	7%	4%	5%	7%	*	24%	-	19%	5%	0%	9%	2%	6%	1%
	2021	11%	9%	8%	7%	8%	10%	-	12%	-	44%	3%	14%	8%	9%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	79%	66%	82%	81%	-	96%	*	85%	61%	56%	82%	73%	78%	81%
	2021	73%	87%	82%	78%	82%	81%	*	94%	-	71%	63%	79%	82%	80%	81%	80%
At Meets Grade Level or Above	2022	43%	60%	46%	32%	47%	36%	-	81%	*	55%	29%	33%	50%	36%	44%	51%
	2021	41%	57%	43%	34%	43%	32%	*	75%	-	50%	30%	36%	44%	40%	42%	28%
At Masters Grade Level	2022	27%	38%	21%	16%	21%	17%	-	47%	*	35%	7%	11%	24%	15%	20%	22%
	2021	23%	29%	14%	7%	14%	10%	*	46%	-	7%	6%	21%	14%	16%	13%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	86%	80%	86%	89%	-	97%	*	96%	68%	77%	87%	84%	85%	82%
	2021	82%	81%	82%	79%	81%	83%	*	92%	-	76%	51%	82%	85%	74%	81%	61%
At Meets Grade Level or Above	2022	55%	57%	60%	48%	60%	66%	-	80%	*	67%	35%	31%	62%	53%	57%	52%
	2021	55%	54%	54%	43%	51%	58%	*	81%	-	53%	26%	47%	58%	40%	49%	17%
At Masters Grade Level	2022	21%	19%	21%	12%	20%	24%	-	47%	*	29%	10%	15%	24%	14%	19%	15%
	2021	22%	20%	22%	11%	16%	28%	*	65%	-	18%	6%	24%	24%	15%	18%	6%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	89%	85%	89%	93%	-	93%	-	91%	66%	50%	90%	85%	88%	75%
	2021	88%	88%	88%	87%	88%	78%	*	95%	-	93%	57%	*	90%	81%	87%	64%
At Meets Grade Level or Above	2022	68%	65%	66%	60%	64%	80%	-	81%	-	73%	45%	17%	67%	63%	64%	43%
	2021	69%	65%	65%	66%	64%	58%	*	78%	-	86%	36%	*	67%	56%	62%	30%
At Masters Grade Level	2022	42%	37%	37%	28%	35%	49%	-	60%	-	45%	21%	0%	38%	35%	32%	17%
	2021	43%	35%	38%	30%	37%	38%	*	48%	-	71%	13%	*	40%	29%	33%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	92%	89%	89%	93%	-	100%	-	100%	*	-	93%	75%	94%	*
	2021	95%	97%	96%	88%	97%	89%	-	100%	-	*	-	*	97%	82%	97%	*
At Meets Grade Level or Above	2022	64%	57%	59%	41%	52%	64%	-	93%	-	60%	*	-	62%	19%	59%	*
	2021	69%	67%	71%	53%	63%	67%	-	100%	-	*	-	*	73%	36%	69%	*
At Masters Grade Level	2022	13%	4%	5%	0%	5%	0%	-	10%	-	20%	*	-	5%	0%	7%	*
	2021	14%	6%	9%	0%	3%	17%	-	22%	-	*	-	*	9%	0%	8%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	79%	70%	79%	84%	*	91%	*	88%	50%	67%	81%	73%	77%	67%
	2021	67%	61%	78%	73%	77%	78%	*	91%	-	83%	45%	69%	80%	70%	75%	52%
At Meets Grade Level or Above	2022	48%	43%	54%	42%	53%	61%	*	77%	*	65%	28%	30%	57%	45%	51%	39%
	2021	41%	33%	54%	46%	51%	57%	*	79%	-	61%	25%	43%	57%	43%	50%	18%
At Masters Grade Level	2022	23%	18%	17%	11%	16%	21%	*	35%	*	27%	8%	5%	19%	13%	15%	10%
	2021	18%	12%	18%	12%	16%	20%	*	38%	-	28%	7%	17%	19%	14%	15%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	70%	62%	69%	76%	*	84%	*	82%	32%	70%	72%	62%	67%	52%
	2021	68%	61%	66%	60%	64%	73%	*	85%	-	88%	31%	45%	69%	59%	63%	31%
At Meets Grade Level or Above	2022	53%	45%	49%	38%	49%	57%	*	71%	*	68%	18%	30%	52%	40%	47%	28%
	2021	45%	35%	50%	43%	47%	62%	*	73%	-	60%	19%	36%	53%	40%	47%	9%
At Masters Grade Level	2022	25%	18%	7%	4%	5%	9%	*	21%	*	16%	4%	0%	8%	4%	6%	1%
	2021	18%	12%	9%	5%	7%	10%	*	21%	-	24%	5%	5%	9%	8%	7%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	82%	69%	83%	84%	-	98%	*	88%	61%	56%	85%	73%	81%	81%
	2021	66%	61%	85%	79%	85%	84%	*	97%	-	75%	63%	81%	86%	80%	84%	80%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	48%	33%	48%	44%	-	86%	*	56%	29%	33%	53%	35%	47%	51%
	2021	37%	30%	50%	36%	47%	45%	*	88%	-	50%	30%	38%	52%	40%	47%	30%
At Masters Grade Level	2022	20%	16%	18%	14%	18%	12%	-	30%	*	32%	7%	11%	20%	14%	18%	22%
	2021	18%	11%	13%	6%	11%	12%	*	34%	-	6%	6%	19%	12%	15%	13%	10%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	86%	80%	86%	89%	-	97%	*	96%	68%	77%	87%	84%	85%	82%
	2021	71%	65%	82%	79%	81%	83%	*	92%	-	76%	51%	82%	85%	74%	81%	61%
At Meets Grade Level or Above	2022	47%	45%	60%	48%	60%	66%	-	80%	*	67%	35%	31%	62%	53%	57%	52%
	2021	44%	35%	54%	43%	51%	58%	*	81%	-	53%	26%	47%	58%	40%	49%	17%
At Masters Grade Level	2022	21%	16%	21%	12%	20%	24%	-	47%	*	29%	10%	15%	24%	14%	19%	15%
	2021	20%	12%	22%	11%	16%	28%	*	65%	-	18%	6%	24%	24%	15%	18%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	89%	85%	89%	93%	-	93%	-	91%	66%	50%	90%	85%	88%	75%
	2021	73%	69%	88%	87%	88%	78%	*	95%	-	93%	57%	*	90%	81%	87%	64%
At Meets Grade Level or Above	2022	50%	47%	66%	60%	64%	80%	-	81%	-	73%	45%	17%	67%	63%	64%	43%
	2021	49%	42%	65%	66%	64%	58%	*	78%	-	86%	36%	*	67%	56%	62%	30%
At Masters Grade Level	2022	30%	26%	37%	28%	35%	49%	-	60%	-	45%	21%	0%	38%	35%	32%	17%
	2021	29%	21%	38%	30%	37%	38%	*	48%	-	71%	13%	*	40%	29%	33%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	83	80	84	80	*	82	-	92	73	63	83	80	83	84
	2019	69	68	72	72	73	68	*	77	-	60	63	81	74	67	73	72
End of Course Algebra I	2022	67	82	72	63	73	58	-	92	*	73	55	80	74	67	70	74
	2019	75	88	88	82	89	83	*	95	-	100	74	60	89	82	88	91
All Grades Both Subjects	2022	74	77	78	72	79	73	*	84	*	82	63	68	79	73	77	78
	2019	69	69	79	76	80	74	*	81	-	75	68	73	80	74	79	82
All Grades ELA/Reading	2022	78	80	83	80	84	80	*	82	-	92	73	63	83	80	83	84
	2019	68	68	72	72	73	68	*	77	-	60	63	81	74	67	73	72
All Grades Mathematics	2022	69	74	72	63	73	58	-	92	*	73	55	80	74	67	70	74
	2019	70	70	88	82	89	83	*	95	-	100	74	60	89	82	88	91

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	79%	-	-	-	-	-	-	59%	-	59%	-	58%	81%	59%	93%
	2021	67%	61%	78%	-	-	-	-	-	-	54%	-	54%	-	40%	81%	51%	98%
At Meets Grade Level or Above	2022	48%	43%	54%	-	-	-	-	-	-	30%	-	30%	-	32%	56%	30%	72%
	2021	41%	33%	54%	-	-	-	-	-	-	18%	-	18%	-	11%	58%	17%	81%
At Masters Grade Level	2022	23%	18%	17%	-	-	-	-	-	-	8%	-	8%	-	6%	18%	7%	21%
	2021	18%	12%	18%	-	-	-	-	-	-	5%	-	5%	-	2%	20%	4%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	70%	-	-	-	-	-	-	44%	-	44%	-	32%	73%	41%	87%
	2021	68%	61%	66%	-	-	-	-	-	-	33%	-	33%	-	24%	71%	31%	*
At Meets Grade Level or Above	2022	53%	45%	49%	-	-	-	-	-	-	18%	-	18%	-	13%	54%	17%	70%
	2021	45%	35%	50%	-	-	-	-	-	-	10%	-	10%	-	4%	56%	9%	*
At Masters Grade Level	2022	25%	18%	7%	-	-	-	-	-	-	0%	-	0%	-	0%	8%	0%	9%
	2021	18%	12%	9%	-	-	-	-	-	-	0%	-	0%	-	0%	10%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	82%	-	-	-	-	-	-	73%	-	73%	-	80%	80%	74%	96%
	2021	66%	61%	85%	-	-	-	-	-	-	82%	-	82%	-	67%	84%	80%	99%
At Meets Grade Level or Above	2022	42%	37%	48%	-	-	-	-	-	-	43%	-	43%	-	56%	45%	45%	65%
	2021	37%	30%	50%	-	-	-	-	-	-	31%	-	31%	-	13%	49%	28%	81%
At Masters Grade Level	2022	20%	16%	18%	-	-	-	-	-	-	17%	-	17%	-	16%	17%	17%	24%
	2021	18%	11%	13%	-	-	-	-	-	-	11%	-	11%	-	7%	13%	10%	14%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	86%	-	-	-	-	-	-	78%	-	78%	-	66%	87%	75%	97%
	2021	71%	65%	82%	-	-	-	-	-	-	64%	-	64%	-	43%	85%	61%	*
At Meets Grade Level or Above	2022	47%	45%	60%	-	-	-	-	-	-	42%	-	42%	-	38%	60%	41%	82%
	2021	44%	35%	54%	-	-	-	-	-	-	18%	-	18%	-	7%	59%	16%	*
At Masters Grade Level	2022	21%	16%	21%	-	-	-	-	-	-	12%	-	12%	-	7%	22%	11%	31%
	2021	20%	12%	22%	-	-	-	-	-	-	6%	-	6%	-	7%	24%	6%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	89%	-	-	-	-	-	-	67%	-	67%	-	88%	91%	73%	100%
	2021	73%	69%	88%	-	-	-	-	-	-	66%	-	66%	-	56%	90%	64%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	66%	-	-	-	-	-	-	36%	-	36%	-	47%	71%	39%	80%
	2021	49%	42%	65%	-	-	-	-	-	-	28%	-	28%	-	31%	68%	29%	*
At Masters Grade Level	2022	30%	26%	37%	-	-	-	-	-	-	15%	-	15%	-	9%	41%	14%	57%
	2021	29%	21%	38%	-	-	-	-	-	-	9%	-	9%	-	0%	40%	7%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	78%	-	-	-	-	-	-	74%	-	74%	-	80%	77%	75%	86%
	2019	69%	69%	79%	-	-	-	-	-	-	73%	-	73%	-	74%	-	73%	-
All Grades ELA/Reading	2022	78%	80%	83%	-	-	-	-	-	-	82%	-	82%	-	90%	82%	83%	87%
	2019	68%	68%	72%	-	-	-	-	-	-	65%	-	65%	-	75%	-	66%	-
All Grades Mathematics	2022	69%	74%	72%	-	-	-	-	-	-	68%	-	68%	-	75%	70%	69%	85%
	2019	70%	70%	88%	-	-	-	-	-	-	83%	-	83%	-	72%	-	81%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	97%	96%	97%	98%	*	98%	*	99%	95%	100%	98%	95%	97%	97%
Included in Accountability	93%	93%	90%	89%	90%	96%	*	89%	*	92%	91%	91%	94%	81%	90%	82%
Not Included in Accountability: Mobile	5%	4%	4%	7%	4%	2%	*	1%	*	7%	3%	9%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	3%	1%	*	8%	*	0%	2%	0%	1%	6%	2%	13%
Not Tested	1%	2%	3%	4%	3%	2%	*	2%	*	1%	5%	0%	2%	5%	3%	3%
Absent	1%	2%	3%	4%	3%	2%	*	1%	*	1%	4%	0%	2%	5%	3%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	97%	97%	97%	98%	*	98%	*	98%	95%	100%	97%	96%	97%	98%
Included in Accountability	92%	91%	88%	90%	88%	93%	*	83%	*	88%	88%	94%	92%	78%	88%	75%
Not Included in Accountability: Mobile	5%	4%	4%	7%	4%	3%	*	1%	*	9%	4%	6%	2%	8%	5%	2%
Not Included in Accountability: Other Exclusions	2%	3%	5%	0%	5%	2%	*	14%	*	0%	4%	0%	3%	10%	4%	20%
Not Tested	1%	2%	3%	3%	3%	2%	*	2%	*	2%	5%	0%	3%	4%	3%	2%
Absent	1%	2%	3%	3%	3%	2%	*	1%	*	2%	4%	0%	3%	4%	3%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	97%	97%	100%	-	97%	*	100%	98%	100%	98%	97%	98%	97%
Included in Accountability	93%	94%	93%	90%	93%	100%	-	94%	*	96%	95%	90%	96%	86%	93%	90%
Not Included in Accountability: Mobile	5%	4%	4%	7%	3%	0%	-	1%	*	4%	2%	10%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	2%	*	0%	1%	0%	0%	3%	1%	5%
Not Tested	1%	1%	2%	3%	3%	0%	-	3%	*	0%	2%	0%	2%	3%	2%	3%
Absent	1%	1%	2%	3%	2%	0%	-	2%	*	0%	2%	0%	2%	3%	2%	3%
Other	0%	0%	0%	0%	0%	0%	-	1%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	97%	95%	98%	100%	-	99%	*	100%	97%	100%	98%	95%	97%	98%
Included in Accountability	93%	94%	92%	87%	93%	100%	-	96%	*	96%	92%	87%	96%	83%	92%	91%
Not Included in Accountability: Mobile	4%	3%	4%	7%	4%	0%	-	1%	*	4%	3%	13%	2%	9%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	2%	*	0%	1%	0%	0%	3%	1%	5%
Not Tested	2%	2%	3%	5%	2%	0%	-	1%	*	0%	3%	0%	2%	5%	3%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	3%	5%	2%	0%	-	1%	*	0%	3%	0%	2%	5%	3%	2%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	96%	96%	95%	95%	-	99%	-	100%	91%	100%	97%	91%	95%	96%
Included in Accountability	94%	93%	91%	90%	91%	93%	-	93%	-	92%	90%	86%	95%	81%	91%	88%
Not Included in Accountability: Mobile	4%	3%	4%	6%	4%	2%	-	2%	-	8%	1%	14%	3%	7%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	4%	-	0%	0%	0%	0%	3%	0%	5%
Not Tested	2%	3%	4%	4%	5%	5%	-	1%	-	0%	9%	0%	3%	9%	5%	4%
Absent	1%	3%	4%	4%	5%	5%	-	1%	-	0%	9%	0%	3%	9%	5%	4%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	98%	100%	98%	100%	-	98%	-	100%	*	-	98%	100%	98%	*
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%
Reading																
Assessment Participant	89%	93%	86%	76%	87%	84%	*	97%	-	81%	76%	88%	86%	85%	85%	95%
Included in Accountability	83%	86%	77%	72%	78%	78%	*	77%	-	81%	68%	85%	80%	67%	77%	53%
Not Included in Accountability: Mobile	3%	3%	2%	4%	2%	4%	*	0%	-	0%	2%	4%	1%	5%	2%	1%
Not Included in Accountability: Other Exclusions	3%	5%	7%	0%	7%	2%	*	20%	-	0%	6%	0%	5%	14%	7%	41%
Not Tested	11%	7%	14%	24%	13%	16%	*	3%	-	19%	24%	12%	14%	15%	15%	5%
Absent	2%	2%	5%	9%	5%	8%	*	1%	-	6%	6%	4%	4%	8%	6%	2%
Other	10%	4%	9%	15%	8%	8%	*	2%	-	13%	19%	8%	10%	7%	9%	3%
Mathematics																
Assessment Participant	88%	95%	89%	89%	89%	85%	*	95%	-	94%	81%	100%	91%	86%	90%	90%
Included in Accountability	84%	89%	86%	82%	86%	82%	*	92%	-	94%	77%	100%	90%	74%	86%	78%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	2%	7%	1%	3%	*	0%	-	0%	4%	0%	1%	6%	2%	2%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	*	3%	-	0%	0%	0%	0%	5%	1%	10%
Not Tested	12%	5%	11%	11%	11%	15%	*	5%	-	6%	19%	0%	9%	14%	10%	10%
Absent	2%	2%	6%	7%	6%	10%	*	1%	-	6%	8%	0%	5%	11%	6%	7%
Other	10%	3%	4%	4%	5%	5%	*	4%	-	0%	12%	0%	5%	3%	4%	3%
Science																
Assessment Participant	87%	92%	92%	91%	93%	90%	*	92%	-	94%	84%	100%	93%	90%	92%	87%
Included in Accountability	84%	88%	89%	86%	90%	84%	*	91%	-	94%	82%	100%	92%	81%	89%	78%
Not Included in Accountability: Mobile	3%	3%	2%	6%	2%	6%	*	0%	-	0%	2%	0%	1%	6%	2%	3%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	*	2%	-	0%	0%	0%	0%	3%	1%	6%
Not Tested	13%	8%	8%	9%	7%	10%	*	8%	-	6%	16%	0%	7%	10%	8%	13%
Absent	2%	3%	4%	4%	4%	6%	*	3%	-	6%	3%	0%	3%	7%	4%	7%
Other	10%	5%	4%	5%	3%	3%	*	5%	-	0%	14%	0%	4%	3%	4%	6%
Social Studies																
Assessment Participant	87%	92%	94%	91%	94%	98%	*	96%	-	93%	87%	*	95%	91%	94%	92%
Included in Accountability	84%	89%	91%	88%	91%	98%	*	92%	-	93%	83%	*	94%	82%	91%	81%
Not Included in Accountability: Mobile	3%	2%	2%	3%	2%	0%	*	0%	-	0%	4%	*	1%	6%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	0%	0%	*	4%	-	0%	0%	*	0%	3%	1%	8%
Not Tested	13%	8%	6%	9%	6%	2%	*	4%	-	7%	13%	*	5%	9%	6%	8%
Absent	3%	4%	4%	7%	3%	2%	*	2%	-	7%	5%	*	3%	6%	5%	5%
Other	10%	4%	2%	1%	2%	0%	*	2%	-	0%	8%	*	2%	3%	2%	3%
Accelerated Testers																
SAT/ACT Participant	85%	93%	89%	100%	86%	86%	-	94%	-	*	-	*	89%	85%	88%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.4%	92.4%	94.3%	95.1%	*	97.8%	*	94.6%	94.0%	93.9%	92.8%
2019-20	98.3%	98.1%	97.9%	97.4%	97.9%	97.8%	*	99.2%	*	96.7%	97.5%	97.9%	97.8%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.5%	23.1%	16.6%	15.5%	*	4.9%	*	20.8%	17.2%	18.3%	22.6%
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%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	2.4%	3.0%	2.5%	2.8%	*	0.5%	*	3.7%	2.6%	2.6%	4.8%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	90.3%	90.4%	89.6%	93.1%	*	92.7%	-	85.7%	85.1%	89.3%	76.9%
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.8%	2.8%	1.7%	3.3%	0.0%	*	2.8%	-	7.1%	9.2%	3.1%	2.6%
Dropped Out	5.8%	6.3%	6.9%	7.9%	7.0%	6.9%	*	4.6%	-	7.1%	5.7%	7.7%	20.5%
Graduates and TxCHSE	90.3%	91.0%	90.3%	90.4%	89.6%	93.1%	*	92.7%	-	85.7%	85.1%	89.3%	76.9%
Graduates, TxCHSE, and Continuers	94.2%	93.7%	93.1%	92.1%	93.0%	93.1%	*	95.4%	-	92.9%	94.3%	92.3%	79.5%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	91.8%	88.8%	91.6%	89.8%	*	97.2%	*	100.0%	89.7%	90.8%	78.8%
Received TxCHSE	0.5%	0.3%	0.4%	0.0%	0.6%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
Continued HS	1.1%	0.7%	0.5%	0.6%	0.5%	0.0%	*	0.9%	*	0.0%	2.9%	0.2%	2.4%
Dropped Out	6.2%	6.5%	7.3%	10.6%	7.3%	10.2%	*	1.9%	*	0.0%	7.4%	8.7%	18.8%
Graduates and TxCHSE	92.7%	92.9%	92.2%	88.8%	92.3%	89.8%	*	97.2%	*	100.0%	89.7%	91.1%	78.8%

Texas Education Agency
2021-22 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
Graduates, TxCHSE, and Continuers	93.8%	93.5%	92.7%	89.4%	92.7%	89.8%	*	98.1%	*	100.0%	92.6%	91.3%	81.2%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	92.5%	91.1%	92.0%	94.1%	-	97.8%	*	86.7%	90.3%	91.9%	80.5%
Received TxCHSE	0.6%	0.4%	0.5%	1.5%	0.3%	0.0%	-	1.1%	*	0.0%	0.0%	0.5%	1.1%
Continued HS	0.6%	0.1%	0.2%	0.0%	0.2%	0.0%	-	0.0%	*	6.7%	0.0%	0.0%	1.1%
Dropped Out	6.2%	6.5%	6.7%	7.4%	7.5%	5.9%	-	1.1%	*	6.7%	9.7%	7.6%	17.2%
Graduates and TxCHSE	93.2%	93.4%	93.0%	92.6%	92.4%	94.1%	-	98.9%	*	86.7%	90.3%	92.4%	81.6%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	93.3%	92.6%	92.5%	94.1%	-	98.9%	*	93.3%	90.3%	92.4%	82.8%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	89.6%	89.9%	89.0%	93.1%	*	91.0%	-	85.7%	82.2%	88.9%	74.4%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	2.9%	4.4%	3.0%	3.7%	*	0.0%	-	0.0%	13.5%	2.3%	3.3%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	74.8%	74.1%	68.1%	73.0%	79.6%	*	89.1%	-	50.0%	47.3%	73.3%	60.0%

Texas Education Agency
2021-22 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	83.5%	77.2%	77.1%	70.2%	75.1%	84.0%	*	93.1%	*	80.0%	37.7%	72.7%	63.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	77.0%	72.5%	76.0%	83.3%	*	89.1%	-	50.0%	60.8%	75.6%	63.3%
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%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	0.0%	*	*	-	-	-	-	-	*	*	-
2019-20	38.6%	17.6%	0.0%	*	*	-	-	*	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	2.8%	4.2%	2.9%	3.4%	*	0.0%	-	0.0%	13.0%	2.2%	2.9%
2019-20	4.4%	4.8%	4.8%	6.2%	5.2%	3.9%	*	2.0%	*	0.0%	16.1%	5.5%	10.9%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	71.6%	65.7%	70.5%	75.9%	*	87.0%	-	46.2%	45.5%	71.9%	62.9%
2019-20	81.8%	74.7%	75.0%	68.3%	73.0%	80.4%	*	93.0%	*	80.0%	37.1%	71.3%	60.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	74.0%	69.0%	73.1%	79.3%	*	87.0%	-	46.2%	56.3%	73.7%	65.7%
2019-20	85.8%	79.0%	79.4%	74.0%	77.8%	84.3%	*	94.1%	*	80.0%	52.4%	76.7%	71.9%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	938	100.0%	3,694	358,842
By Ethnicity:				
African American	168	17.9%	275	44,018
Hispanic	590	62.9%	3,013	183,306
White	58	6.2%	219	103,898
American Indian	1	0.1%	4	1,195
Asian	108	11.5%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	13	1.4%	28	7,842
By Graduation Type:				
Minimum H.S. Program	5	0.5%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	239	25.5%	887	56,281
Foundation H.S. Program (Endorsement)	26	2.8%	131	13,582
Foundation H.S. Program (DLA)	668	71.2%	2,663	287,316
Special Education Graduates	80	8.5%	331	31,028
Economically Disadvantaged Graduates	547	58.3%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	70	7.5%	446	32,809
At-Risk Graduates	397	42.3%	1,881	155,884
CTE Completers	137	14.6%	982	99,076

Texas Education Agency
2021-22 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)													
2020-21	65.2%	54.1%	49.4%	36.3%	49.3%	55.2%	*	67.6%	-	46.2%	83.8%	47.7%	18.6%
2019-20	63.0%	51.0%	50.0%	41.1%	47.8%	56.9%	*	73.3%	*	50.0%	88.9%	48.5%	42.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	40.1%	23.2%	40.8%	41.4%	*	62.0%	-	38.5%	8.8%	39.3%	11.4%
2019-20	53.4%	39.9%	42.1%	29.5%	39.3%	52.9%	*	72.3%	*	40.0%	3.2%	39.9%	34.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	43.4%	31.5%	42.5%	51.7%	*	61.1%	-	53.8%	3.8%	43.3%	8.6%
2019-20	59.7%	51.1%	56.2%	50.0%	52.9%	70.6%	*	78.2%	*	70.0%	4.8%	54.3%	28.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	30.3%	16.1%	27.8%	41.4%	*	62.0%	-	15.4%	2.5%	29.1%	12.9%
2019-20	47.9%	37.5%	37.5%	26.7%	33.0%	47.1%	*	77.2%	*	30.0%	1.6%	34.8%	29.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	26.4%	12.5%	24.7%	34.5%	*	54.6%	-	15.4%	2.5%	26.1%	5.7%
2019-20	43.2%	31.4%	33.9%	25.3%	29.2%	47.1%	*	69.3%	*	30.0%	1.6%	31.1%	21.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	19.5%	6.0%	16.4%	27.6%	*	52.8%	-	23.1%	2.5%	17.4%	10.0%
2019-20	21.1%	18.9%	19.8%	6.2%	18.2%	25.5%	*	45.5%	*	20.0%	1.6%	18.5%	17.2%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	6.7%	6.0%	6.6%	1.7%	*	12.0%	-	0.0%	0.0%	6.6%	0.0%
2019-20	2.1%	2.0%	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)													
2020-21	25.9%	21.5%	19.2%	16.1%	19.3%	13.8%	*	26.9%	-	15.4%	5.0%	18.5%	0.0%
2019-20	24.6%	10.0%	10.2%	8.2%	10.3%	7.8%	*	13.9%	*	10.0%	0.0%	9.6%	1.6%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	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)													
2020-21	24.2%	16.9%	11.6%	14.3%	10.3%	15.5%	*	13.0%	-	7.7%	80.0%	11.2%	10.0%
2019-20	18.7%	16.1%	10.9%	13.7%	11.8%	5.9%	*	5.0%	*	10.0%	88.9%	12.3%	9.4%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 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
2020-21	18.4%	9.4%	4.1%	4.2%	3.2%	5.2%	*	8.3%	-	0.0%	0.0%	4.6%	2.9%
2019-20	13.2%	8.1%	4.0%	4.1%	4.3%	2.0%	*	4.0%	*	0.0%	0.0%	4.6%	1.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.2%	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)													
2020-21	2.4%	4.4%	4.7%	7.1%	4.4%	3.4%	*	2.8%	-	7.7%	46.3%	3.8%	4.3%
2019-20	2.4%	4.6%	4.4%	5.5%	4.8%	3.9%	*	1.0%	*	0.0%	52.4%	4.8%	4.7%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	4.8%	5.4%	4.7%	8.6%	*	2.8%	-	0.0%	56.3%	4.4%	7.1%
2019-20	3.7%	4.6%	3.6%	4.8%	4.1%	0.0%	*	0.0%	*	10.0%	52.4%	4.0%	6.3%

Texas Education Agency
2021-22 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	2020-21	25.9%	21.3%	17.1%	14.3%	17.5%	15.5%	*	20.4%	-	15.4%	2.5%	17.0%	0.0%
	2019-20	30.1%	14.3%	9.3%	8.9%	10.6%	3.9%	*	5.9%	*	0.0%	3.2%	8.3%	4.7%
Mathematics	2020-21	19.4%	15.3%	12.0%	7.7%	11.9%	13.8%	*	20.4%	-	0.0%	2.5%	12.4%	5.7%
	2019-20	21.2%	14.1%	7.7%	6.8%	7.3%	3.9%	*	13.9%	*	0.0%	1.6%	7.3%	4.7%
Both Subjects	2020-21	14.4%	10.6%	7.7%	4.2%	7.5%	5.2%	*	16.7%	-	0.0%	1.3%	7.9%	0.0%
	2019-20	16.4%	6.8%	3.2%	2.7%	3.5%	0.0%	*	4.0%	*	0.0%	1.6%	2.6%	3.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	2.9%	1.8%	3.9%	1.7%	*	0.0%	-	0.0%	0.0%	2.7%	1.4%
	2019-20	7.3%	5.2%	4.9%	5.5%	5.5%	3.9%	*	2.0%	*	0.0%	0.0%	5.1%	12.5%
Mathematics	2020-21	10.3%	7.5%	3.1%	2.4%	4.1%	1.7%	*	0.0%	-	0.0%	0.0%	2.9%	1.4%
	2019-20	9.7%	7.3%	5.4%	5.5%	6.0%	5.9%	*	2.0%	*	0.0%	0.0%	5.5%	12.5%
Both Subjects	2020-21	4.9%	2.3%	2.9%	1.8%	3.9%	1.7%	*	0.0%	-	0.0%	0.0%	2.7%	1.4%
	2019-20	4.2%	3.0%	4.9%	5.5%	5.5%	3.9%	*	2.0%	*	0.0%	0.0%	5.1%	12.5%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	18.2%	10.2%	15.3%	20.8%	*	48.3%	*	20.0%	0.6%	17.0%	5.6%
	2020	22.0%	17.8%	19.4%	9.7%	15.2%	27.0%	*	55.9%	*	27.3%	1.1%	17.6%	7.0%
English Language Arts	2021	12.1%	10.3%	14.3%	8.1%	12.4%	17.5%	*	34.3%	*	20.0%	0.6%	13.2%	0.6%
	2020	12.7%	9.9%	14.1%	7.1%	10.7%	21.6%	*	41.3%	*	22.7%	0.6%	12.1%	0.0%
Mathematics	2021	6.1%	5.3%	7.0%	2.3%	4.9%	8.3%	*	27.5%	*	3.3%	0.6%	6.0%	1.3%
	2020	6.4%	5.9%	6.7%	1.8%	4.3%	9.0%	*	28.6%	*	4.5%	0.6%	6.7%	1.9%
Science	2021	8.7%	8.4%	10.1%	2.6%	7.9%	10.0%	*	35.7%	*	13.3%	0.0%	9.9%	2.5%
	2020	9.4%	8.3%	9.2%	1.8%	6.2%	12.6%	*	38.5%	*	4.5%	0.6%	8.5%	2.5%
Social Studies	2021	11.6%	7.1%	8.1%	3.2%	5.5%	10.8%	*	30.9%	*	10.0%	0.6%	8.5%	0.6%
	2020	12.4%	8.4%	9.2%	3.5%	6.0%	13.5%	*	35.2%	*	13.6%	0.6%	8.3%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	42.5%	31.4%	37.8%	44.0%	-	55.0%	-	50.0%	*	42.8%	77.8%
	2020	59.0%	48.4%	55.8%	27.3%	52.6%	73.3%	-	63.9%	-	66.7%	*	50.2%	63.6%
English Language Arts	2021	42.7%	27.7%	35.1%	35.7%	29.6%	42.9%	-	43.7%	-	50.0%	*	32.7%	*
	2020	50.1%	38.0%	39.9%	20.8%	34.1%	62.5%	-	46.6%	-	60.0%	*	36.5%	-
Mathematics	2021	49.4%	32.4%	35.3%	12.5%	22.2%	40.0%	-	50.9%	-	*	*	42.3%	*
	2020	56.5%	47.6%	54.5%	50.0%	44.4%	60.0%	-	62.3%	-	*	*	54.0%	*
Science	2021	41.4%	20.8%	30.5%	0.0%	22.8%	50.0%	-	41.9%	-	*	-	31.6%	*
	2020	47.6%	32.2%	51.4%	50.0%	43.6%	64.3%	-	56.1%	-	*	*	46.8%	*

Texas Education Agency
2021-22 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	2021	42.2%	25.2%	29.0%	18.2%	23.9%	38.5%	-	34.4%	-	*	*	31.0%	*
	2020	52.3%	32.7%	42.0%	16.7%	30.3%	60.0%	-	53.3%	-	*	*	35.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	81.1%	78.6%	79.8%	81.0%	*	95.4%	-	53.8%	45.8%	80.7%	79.2%
	2019-20	76.7%	94.1%	99.3%	100.0%	97.8%	100.0%	*	100.0%	*	100.0%	84.1%	98.7%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	22.6%	9.8%	18.0%	34.0%	*	54.4%	-	28.6%	2.6%	21.3%	1.8%
	2019-20	35.7%	21.4%	25.0%	14.4%	20.8%	37.0%	*	58.8%	*	25.0%	0.0%	21.8%	5.9%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	932	873	909	1018	*	1068	-	1059	752	923	820
	2019-20	1019	939	958	911	939	1019	765	1108	500	1025	740	940	840
English Language Arts and Writing	2020-21	504	462	466	444	455	504	*	522	-	546	372	462	394
	2019-20	513	469	479	458	470	513	380	539	300	529	360	470	410
Mathematics	2020-21	498	461	466	429	454	515	*	547	-	513	380	461	426
	2019-20	506	470	479	452	469	505	385	569	200	496	380	470	430
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	24.8	*	23.3	*	-	*	-	-	-	25.6	-
	2019-20	20.2	21.0	22.1	18.4	21.8	22.2	-	24.4	-	28.0	-	21.6	13.5
English Language Arts	2020-21	19.6	21.4	25.0	*	23.3	*	-	*	-	-	-	25.9	-
	2019-20	19.9	20.7	21.9	18.2	21.7	21.8	-	24.0	-	29.0	-	21.1	10.5
Mathematics	2020-21	19.9	21.3	24.5	*	23.5	*	-	*	-	-	-	25.1	-
	2019-20	20.1	21.0	22.0	18.1	21.3	22.2	-	25.1	-	25.5	-	22.1	18.0
Science	2020-21	20.3	21.9	24.3	*	22.7	*	-	*	-	-	-	24.7	-
	2019-20	20.5	21.3	22.4	19.2	22.1	23.4	-	24.4	-	27.0	-	21.8	14.5

Texas Education Agency
2021-22 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	2020-21	42.5%	40.1%	38.9%	30.5%	35.5%	43.7%	*	70.1%	*	49.0%	12.0%	36.0%	20.6%
	2019-20	46.3%	41.0%	41.0%	32.7%	38.7%	45.1%	*	65.7%	*	50.0%	13.5%	38.8%	24.0%
English Language Arts	2020-21	16.3%	19.5%	20.3%	16.3%	18.2%	19.0%	*	39.7%	*	29.2%	2.2%	18.6%	9.1%
	2019-20	18.2%	18.8%	20.0%	17.9%	18.0%	21.6%	*	34.8%	*	24.4%	5.2%	18.8%	6.9%
Mathematics	2020-21	19.3%	18.4%	19.6%	16.3%	18.1%	21.6%	*	33.8%	*	14.9%	3.1%	17.8%	7.0%
	2019-20	20.7%	18.2%	20.0%	14.1%	18.9%	20.9%	*	37.0%	*	19.0%	1.4%	19.1%	9.2%
Science	2020-21	20.6%	14.6%	13.7%	8.8%	12.3%	12.9%	*	30.3%	*	18.4%	1.7%	12.4%	1.9%
	2019-20	22.4%	12.4%	9.7%	4.7%	8.0%	11.9%	*	27.0%	*	9.1%	1.2%	9.2%	2.9%
Social Studies	2020-21	22.8%	19.1%	19.4%	12.6%	16.0%	20.4%	*	49.7%	*	29.2%	0.8%	17.2%	1.1%
	2019-20	24.6%	19.2%	18.5%	11.7%	16.0%	20.0%	*	46.0%	*	17.5%	0.3%	17.1%	1.5%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	46.8%	50.0%	47.6%	54.9%	*	34.7%	*	50.0%	38.1%	48.3%	20.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	63.8%	55.5%	62.0%	64.7%	*	86.1%	*	70.0%	18.8%	61.1%	47.8%
	2018-19	52.6%	50.9%	58.7%	51.6%	56.1%	54.0%	*	83.8%	*	64.3%	26.1%	59.1%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 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	3,870	100.0%	49,255	5,402,928	3,873	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	1,014	26.2%	9.1%	8.8%	1,014	26.2%	9.1%	8.8%
Grade 10	942	24.3%	7.7%	7.6%	942	24.3%	7.7%	7.5%
Grade 11	932	24.1%	7.8%	7.2%	932	24.1%	7.8%	7.2%
Grade 12	982	25.4%	7.6%	6.7%	985	25.4%	7.6%	6.7%
Ethnic Distribution:								
African American	671	17.3%	8.1%	12.8%	671	17.3%	8.1%	12.8%
Hispanic	2,564	66.3%	82.8%	52.8%	2,566	66.3%	82.8%	52.7%
White	194	5.0%	5.2%	26.3%	194	5.0%	5.2%	26.3%
American Indian	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Asian	384	9.9%	3.0%	4.8%	385	9.9%	3.0%	4.8%
Pacific Islander	4	0.1%	0.1%	0.2%	4	0.1%	0.1%	0.2%
Two or More Races	51	1.3%	0.7%	2.9%	51	1.3%	0.7%	2.9%
Sex:								
Female	1,936	50.0%	48.3%	48.9%	1,937	50.0%	48.3%	48.8%
Male	1,934	50.0%	51.7%	51.1%	1,936	50.0%	51.7%	51.2%
Economically Disadvantaged	2,265	58.5%	79.4%	60.7%	2,265	58.5%	79.4%	60.6%
Non-Educationally Disadvantaged	1,605	41.5%	20.6%	39.3%	1,608	41.5%	20.6%	39.4%
Section 504 Students	276	7.1%	5.8%	7.4%	276	7.1%	5.8%	7.4%
EB Students/EL	482	12.5%	32.6%	21.7%	483	12.5%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	60	1.5%	0.8%	0.6%				
Students w/ Dyslexia	195	5.0%	4.9%	5.0%	195	5.0%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	21	0.5%	0.7%	1.1%	21	0.5%	0.7%	1.1%
Immigrant	104	2.7%	3.4%	2.0%	104	2.7%	3.4%	2.0%
Migrant	2	0.1%	0.2%	0.3%	2	0.1%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	12	0.3%	0.4%	3.3%	12	0.3%	0.4%	3.3%
At-Risk	2,145	55.4%	69.4%	53.5%	2,147	55.4%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	409	10.6%	30.5%	21.9%	409	10.6%	30.4%	21.8%
Gifted and Talented Education	243	6.3%	5.5%	8.0%	243	6.3%	5.5%	8.0%
Special Education	383	9.9%	12.4%	11.6%	386	10.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	383							
By Type of Primary Disability								
Students with Intellectual Disabilities	211	55.1%	44.4%	43.0%				
Students with Physical Disabilities	24	6.3%	18.2%	20.8%				
Students with Autism	71	18.5%	21.3%	14.7%				
Students with Behavioral Disabilities	77	20.1%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	382	9.5%	14.7%	13.6%				
By Ethnicity:								
African American	113	2.8%	2.1%	2.5%				
Hispanic	218	5.4%	11.1%	6.6%				
White	34	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	12	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.1%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	31	7.8%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	40	9.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	256	9.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	301	10.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	0.7%	6.2%	10.5%	0.0%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	15.0	14.5	16.3
Foreign Languages	15.3	18.9	18.4
Mathematics	17.6	16.1	17.5
Science	17.8	16.1	18.5
Social Studies	16.7	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	326.6	100.0%	100.0%	100.0%
Professional Staff:	293.1	89.7%	59.0%	64.1%
Teachers	245.2	75.1%	45.5%	49.3%
Professional Support	34.1	10.4%	10.1%	10.7%
Campus Administration (School Leadership)	13.8	4.2%	2.3%	2.9%
Educational Aides:	33.5	10.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	11.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	150.8	46.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	37.2	15.2%	10.3%	11.2%
Hispanic	63.7	26.0%	39.2%	28.9%
White	131.7	53.7%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	11.2	4.6%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.4	0.6%	0.9%	1.2%
Teachers by Sex:				
Males	103.3	42.1%	25.0%	24.1%
Females	141.9	57.9%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	176.4	71.9%	75.8%	72.6%
Masters	61.7	25.2%	22.5%	25.2%
Doctorate	7.1	2.9%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	13.2	5.4%	7.9%	7.9%
1-5 Years Experience	49.6	20.2%	27.4%	26.7%
6-10 Years Experience	58.6	23.9%	24.2%	20.6%
11-20 Years Experience	81.7	33.3%	28.7%	28.6%
21-30 Years Experience	31.7	12.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	10.5	4.3%	1.6%	2.9%
Number of Students per Teacher	15.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.0	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
Average Years Experience of Assistant Principals	9.1	7.4	5.5
Average Years Experience of Assistant Principals with District	8.9	7.1	4.8
Average Years Experience of Teachers:	12.5	10.4	11.1
Average Years Experience of Teachers with District:	9.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,270	\$56,914	\$51,054
1-5 Years Experience	\$60,155	\$58,997	\$54,577
6-10 Years Experience	\$61,851	\$61,821	\$57,746
11-20 Years Experience	\$63,822	\$63,221	\$61,377
21-30 Years Experience	\$67,783	\$65,542	\$65,949
Over 30 Years Experience	\$68,918	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,825	\$61,600	\$58,887
Professional Support	\$77,571	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,945	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	0.7%	13.2%	6.2%
Career and Technical Education	24.6	10.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	154.1	62.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	36.9	15.0%	14.2%	9.6%
Other	27.8	11.3%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TEGELER CAREER CENTER

Campus Number: 101917007

2022 Accountability Rating: A
(evaluated with alternative education accountability provisions)

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	76%	*	74%	100%	-	-	-	-	*	*	78%	60%	68%	79%
	2021	69%	62%	45%	*	44%	*	-	-	-	-	-	*	44%	*	43%	40%
At Meets Grade Level or Above	2022	56%	47%	37%	*	34%	60%	-	-	-	-	*	*	39%	20%	23%	42%
	2021	45%	35%	17%	*	16%	*	-	-	-	-	-	*	15%	*	17%	10%
At Masters Grade Level	2022	37%	27%	17%	*	14%	40%	-	-	-	-	*	*	17%	20%	6%	21%
	2021	25%	17%	7%	*	8%	*	-	-	-	-	-	*	4%	*	9%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	56%	*	54%	80%	-	-	-	-	*	*	58%	40%	52%	68%
	2021	55%	48%	14%	*	16%	*	-	-	-	-	-	*	11%	*	17%	10%
At Meets Grade Level or Above	2022	31%	24%	22%	*	20%	40%	-	-	-	-	*	*	22%	20%	13%	26%
	2021	27%	18%	3%	*	4%	*	-	-	-	-	-	*	4%	*	4%	0%
At Masters Grade Level	2022	13%	8%	7%	*	6%	20%	-	-	-	-	*	*	8%	0%	3%	5%
	2021	12%	5%	0%	*	0%	*	-	-	-	-	-	*	0%	*	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	73%	40%	76%	*	-	-	-	-	*	-	78%	50%	70%	70%
	2021	73%	69%	54%	*	52%	*	-	-	-	-	*	*	53%	63%	52%	38%
At Meets Grade Level or Above	2022	58%	54%	33%	20%	32%	*	-	-	-	-	*	-	32%	38%	30%	35%
	2021	46%	39%	16%	*	16%	*	-	-	-	-	*	*	15%	25%	15%	9%
At Masters Grade Level	2022	37%	32%	11%	20%	8%	*	-	-	-	-	*	-	11%	13%	8%	5%
	2021	21%	14%	1%	*	0%	*	-	-	-	-	*	*	0%	13%	2%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	52%	60%	51%	*	-	-	-	-	*	-	47%	75%	46%	45%
	2021	62%	66%	34%	*	37%	*	-	-	-	-	*	-	32%	57%	35%	25%
At Meets Grade Level or Above	2022	40%	40%	9%	0%	11%	*	-	-	-	-	*	-	6%	25%	8%	15%
	2021	36%	35%	4%	*	5%	*	-	-	-	-	*	-	5%	0%	3%	0%
At Masters Grade Level	2022	14%	11%	0%	0%	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2021	11%	8%	0%	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	55%	100%	51%	*	-	-	-	-	*	-	53%	63%	51%	45%
	2021	68%	60%	33%	*	33%	*	-	-	-	-	*	*	31%	50%	34%	25%
At Meets Grade Level or Above	2022	45%	42%	7%	0%	8%	*	-	-	-	-	*	-	6%	13%	5%	5%
	2021	43%	31%	3%	*	2%	*	-	-	-	-	*	*	2%	13%	2%	0%
At Masters Grade Level	2022	24%	17%	0%	0%	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2021	24%	12%	1%	*	0%	*	-	-	-	-	*	*	0%	13%	2%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	32%	0%	38%	*	-	-	-	-	*	-	33%	25%	30%	45%
	2021	57%	51%	31%	*	31%	*	-	-	-	-	*	*	27%	63%	30%	13%
At Meets Grade Level or Above	2022	31%	26%	5%	0%	5%	*	-	-	-	-	*	-	3%	13%	3%	0%
	2021	28%	19%	1%	*	0%	*	-	-	-	-	*	*	0%	13%	2%	0%
At Masters Grade Level	2022	18%	13%	0%	0%	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2021	14%	6%	0%	*	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	51%	20%	51%	*	-	-	-	*	17%	-	50%	67%	51%	45%
	2021	67%	62%	36%	60%	32%	*	-	-	-	-	*	*	38%	*	37%	19%
At Meets Grade Level or Above	2022	47%	42%	22%	20%	19%	*	-	-	-	*	17%	-	19%	67%	23%	14%
	2021	50%	43%	16%	0%	14%	*	-	-	-	-	*	*	17%	*	14%	6%
At Masters Grade Level	2022	11%	7%	1%	0%	1%	*	-	-	-	*	0%	-	0%	17%	1%	0%
	2021	12%	8%	0%	0%	0%	*	-	-	-	-	*	*	0%	*	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	57%	*	57%	*	-	-	-	*	43%	*	55%	*	57%	43%
	2021	71%	69%	59%	80%	56%	*	-	-	-	*	50%	*	59%	60%	61%	26%
At Meets Grade Level or Above	2022	55%	49%	30%	*	30%	*	-	-	-	*	14%	*	29%	*	31%	26%
	2021	57%	53%	38%	80%	32%	*	-	-	-	*	33%	*	36%	60%	36%	9%
At Masters Grade Level	2022	9%	6%	1%	*	1%	*	-	-	-	*	0%	*	0%	*	1%	0%
	2021	11%	9%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	97%	*	97%	*	-	-	-	*	*	-	97%	100%	98%	97%
	2021	73%	87%	97%	*	96%	*	-	-	-	-	*	*	96%	*	96%	93%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	60%	83%	*	81%	*	-	-	-	*	*	-	81%	100%	86%	83%
	2021	41%	57%	77%	*	75%	*	-	-	-	-	*	*	79%	*	77%	69%
At Masters Grade Level	2022	27%	38%	59%	*	60%	*	-	-	-	*	*	-	61%	43%	60%	69%
	2021	23%	29%	37%	*	34%	*	-	-	-	-	*	*	37%	*	36%	21%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	92%	67%	94%	*	-	-	-	*	*	-	93%	86%	93%	91%
	2021	82%	81%	61%	40%	62%	*	-	-	-	-	*	*	63%	*	64%	48%
At Meets Grade Level or Above	2022	55%	57%	48%	33%	48%	*	-	-	-	*	*	-	46%	71%	47%	46%
	2021	55%	54%	24%	40%	22%	*	-	-	-	-	*	*	25%	*	25%	17%
At Masters Grade Level	2022	21%	19%	7%	0%	8%	*	-	-	-	*	*	-	4%	43%	6%	7%
	2021	22%	20%	0%	0%	0%	*	-	-	-	-	*	*	0%	*	0%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	90%	80%	92%	*	-	-	-	*	89%	*	91%	*	92%	81%
	2021	88%	88%	77%	*	75%	*	-	-	-	*	*	*	77%	-	77%	75%
At Meets Grade Level or Above	2022	68%	65%	46%	40%	46%	*	-	-	-	*	44%	*	46%	*	46%	31%
	2021	69%	65%	58%	*	58%	*	-	-	-	*	*	*	58%	-	56%	50%
At Masters Grade Level	2022	42%	37%	25%	40%	23%	*	-	-	-	*	11%	*	24%	*	24%	19%
	2021	43%	35%	19%	*	15%	*	-	-	-	*	*	*	19%	-	13%	6%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2021	95%	97%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	57%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2021	69%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	4%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2021	14%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	68%	53%	69%	76%	-	-	-	83%	54%	*	69%	66%	67%	65%
	2021	67%	61%	50%	50%	49%	66%	-	-	-	*	42%	73%	49%	53%	50%	37%
At Meets Grade Level or Above	2022	48%	43%	34%	22%	33%	55%	-	-	-	50%	26%	*	33%	41%	32%	31%
	2021	41%	33%	23%	28%	21%	44%	-	-	-	*	19%	47%	23%	20%	22%	14%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	23%	18%	12%	11%	12%	18%	-	-	-	17%	3%	*	12%	17%	11%	12%
	2021	18%	12%	5%	8%	4%	16%	-	-	-	*	4%	27%	5%	8%	5%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	60%	33%	60%	81%	-	-	-	*	33%	*	60%	65%	58%	53%
	2021	68%	61%	49%	67%	46%	82%	-	-	-	*	33%	60%	49%	47%	49%	29%
At Meets Grade Level or Above	2022	53%	45%	28%	20%	27%	63%	-	-	-	*	20%	*	27%	43%	26%	24%
	2021	45%	35%	22%	33%	20%	45%	-	-	-	*	17%	40%	22%	32%	21%	8%
At Masters Grade Level	2022	25%	18%	5%	7%	4%	19%	-	-	-	*	0%	*	4%	17%	3%	4%
	2021	18%	12%	1%	0%	1%	9%	-	-	-	*	0%	20%	0%	11%	1%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	74%	67%	74%	82%	-	-	-	*	40%	*	74%	75%	71%	76%
	2021	66%	61%	54%	44%	56%	43%	-	-	-	-	40%	*	53%	67%	56%	51%
At Meets Grade Level or Above	2022	42%	37%	46%	33%	46%	55%	-	-	-	*	20%	*	45%	50%	45%	51%
	2021	37%	30%	32%	33%	31%	43%	-	-	-	-	40%	*	34%	8%	32%	28%
At Masters Grade Level	2022	20%	16%	29%	22%	29%	27%	-	-	-	*	0%	*	31%	15%	29%	35%
	2021	18%	11%	14%	22%	13%	29%	-	-	-	-	0%	*	15%	8%	14%	8%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	80%	82%	80%	67%	-	-	-	*	80%	-	81%	73%	79%	77%
	2021	71%	65%	47%	29%	47%	67%	-	-	-	-	40%	*	47%	40%	48%	36%
At Meets Grade Level or Above	2022	47%	45%	34%	18%	35%	50%	-	-	-	*	20%	-	34%	40%	33%	33%
	2021	44%	35%	13%	29%	11%	33%	-	-	-	-	0%	*	13%	10%	13%	8%
At Masters Grade Level	2022	21%	16%	4%	0%	5%	0%	-	-	-	*	0%	-	3%	20%	4%	5%
	2021	20%	12%	1%	0%	0%	17%	-	-	-	-	0%	*	0%	10%	1%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	68%	40%	71%	60%	-	-	-	*	80%	*	71%	42%	68%	65%
	2021	73%	69%	50%	50%	48%	71%	-	-	-	*	*	*	49%	63%	48%	33%
At Meets Grade Level or Above	2022	50%	47%	30%	20%	31%	40%	-	-	-	*	40%	*	31%	25%	29%	17%
	2021	49%	42%	25%	17%	23%	57%	-	-	-	*	*	*	26%	13%	23%	17%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	30%	26%	16%	20%	14%	20%	-	-	-	*	10%	*	16%	17%	15%	11%
	2021	29%	21%	8%	17%	6%	14%	-	-	-	*	*	*	8%	0%	5%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	17%	*	14%	40%	-	-	-	-	*	*	17%	20%	10%	21%
	2021	26%	18%	0%	*	0%	*	-	-	-	-	-	*	0%	*	0%	0%
Reading and Mathematics Including EOC	2022	33%	23%	17%	*	14%	40%	-	-	-	-	*	*	17%	20%	10%	21%
	2021	27%	18%	0%	*	0%	*	-	-	-	-	-	*	0%	*	0%	0%
Reading Including EOC	2022	56%	47%	37%	*	34%	60%	-	-	-	-	*	*	39%	20%	23%	42%
	2021	45%	35%	17%	*	16%	*	-	-	-	-	-	*	15%	*	17%	10%
Math Including EOC	2022	37%	27%	22%	*	20%	40%	-	-	-	-	*	*	22%	20%	13%	26%
	2021	32%	23%	3%	*	4%	*	-	-	-	-	-	*	4%	*	4%	0%
8th Graders																	
Reading and Mathematics	2022	27%	24%	7%	0%	8%	*	-	-	-	-	*	-	3%	25%	5%	10%
	2021	21%	16%	0%	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	41%	37%	7%	0%	8%	*	-	-	-	-	*	-	3%	25%	5%	10%
	2021	33%	27%	1%	*	0%	*	-	-	-	-	*	*	0%	13%	2%	0%
Reading Including EOC	2022	58%	54%	33%	20%	32%	*	-	-	-	-	*	-	32%	38%	30%	35%
	2021	47%	38%	16%	*	16%	*	-	-	-	-	*	*	15%	25%	15%	9%
Math Including EOC	2022	48%	44%	9%	0%	11%	*	-	-	-	-	*	-	6%	25%	8%	15%
	2021	43%	39%	6%	*	5%	*	-	-	-	-	*	*	5%	13%	5%	0%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	12%	0%	11%	29%	-	-	-	-	*	*	10%	23%	7%	15%
	2021	26%	15%	0%	0%	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	36%	27%	12%	0%	11%	29%	-	-	-	-	*	*	10%	23%	7%	15%
	2021	28%	17%	1%	0%	0%	20%	-	-	-	-	*	*	0%	10%	1%	0%
Reading Including EOC	2022	53%	45%	35%	17%	33%	63%	-	-	-	-	*	*	36%	31%	26%	38%
	2021	41%	30%	16%	20%	16%	20%	-	-	-	-	*	*	15%	30%	15%	10%
Math Including EOC	2022	43%	34%	15%	0%	15%	29%	-	-	-	-	*	*	14%	23%	10%	21%
	2021	37%	25%	5%	0%	5%	20%	-	-	-	-	*	*	5%	10%	5%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	94	*	92	100	-	-	-	-	*	*	96	80	91	94
	2019	77	77	58	*	54	*	-	-	-	-	*	-	54	80	57	57
Grade 7 Mathematics	2022	60	55	65	*	64	*	-	-	-	-	*	*	67	*	63	80
	2019	62	57	66	*	61	*	-	-	-	-	*	-	61	100	66	68
Grade 8 ELA/Reading	2022	83	84	73	40	76	*	-	-	-	-	-	-	83	21	79	78
	2019	77	75	78	67	77	*	-	-	-	*	*	*	75	90	79	77
Grade 8 Mathematics	2022	74	82	89	100	88	*	-	-	-	-	-	-	87	100	90	90
	2019	82	87	67	58	69	*	-	-	-	*	*	*	71	45	67	68
End of Course English II	2022	71	74	79	*	80	*	-	-	-	-	*	-	78	*	77	74
	2019	69	68	57	*	57	*	-	-	-	-	*	*	57	*	56	54
End of Course Algebra I	2022	67	82	98	*	98	*	-	-	-	*	*	-	98	*	100	97
	2019	75	88	95	*	95	*	-	-	-	-	*	*	94	*	94	94
All Grades Both Subjects	2022	74	77	84	76	85	89	-	-	-	*	86	*	86	71	85	86
	2019	69	69	72	75	71	81	-	-	-	*	70	67	71	77	72	73
All Grades ELA/Reading	2022	78	80	81	56	82	94	-	-	-	-	*	*	85	54	81	81
	2019	68	68	67	67	65	90	-	-	-	*	60	*	64	84	66	66
All Grades Mathematics	2022	69	74	87	100	87	83	-	-	-	*	*	*	87	87	88	91
	2019	70	70	76	82	76	75	-	-	-	*	80	*	77	71	77	78

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	68%	-	-	-	-	-	-	61%	-	61%	-	55%	69%	60%	86%
	2021	67%	61%	50%	-	-	-	-	-	-	38%	-	38%	*	33%	59%	37%	-
At Meets Grade Level or Above	2022	48%	43%	34%	-	-	-	-	-	-	25%	-	25%	-	28%	34%	25%	57%
	2021	41%	33%	23%	-	-	-	-	-	-	14%	-	14%	*	18%	29%	14%	-
At Masters Grade Level	2022	23%	18%	12%	-	-	-	-	-	-	7%	-	7%	-	14%	11%	8%	26%
	2021	18%	12%	5%	-	-	-	-	-	-	2%	-	2%	*	9%	7%	3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	60%	-	-	-	-	-	-	44%	-	44%	-	46%	65%	45%	94%
	2021	68%	61%	49%	-	-	-	-	-	-	29%	-	29%	*	25%	64%	29%	-
At Meets Grade Level or Above	2022	53%	45%	28%	-	-	-	-	-	-	19%	-	19%	-	15%	33%	18%	47%
	2021	45%	35%	22%	-	-	-	-	-	-	7%	-	7%	*	17%	33%	8%	-
At Masters Grade Level	2022	25%	18%	5%	-	-	-	-	-	-	1%	-	1%	-	0%	6%	1%	15%
	2021	18%	12%	1%	-	-	-	-	-	-	1%	-	1%	*	0%	1%	1%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	74%	-	-	-	-	-	-	82%	-	82%	-	60%	70%	80%	74%
	2021	66%	61%	54%	-	-	-	-	-	-	50%	-	50%	*	56%	58%	51%	-
At Meets Grade Level or Above	2022	42%	37%	46%	-	-	-	-	-	-	47%	-	47%	-	60%	38%	48%	63%
	2021	37%	30%	32%	-	-	-	-	-	-	27%	-	27%	*	33%	35%	28%	-
At Masters Grade Level	2022	20%	16%	29%	-	-	-	-	-	-	31%	-	31%	-	60%	20%	33%	44%
	2021	18%	11%	14%	-	-	-	-	-	-	5%	-	5%	*	33%	19%	8%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	80%	-	-	-	-	-	-	78%	-	78%	-	67%	81%	77%	85%
	2021	71%	65%	47%	-	-	-	-	-	-	37%	-	37%	*	29%	56%	36%	-
At Meets Grade Level or Above	2022	47%	45%	34%	-	-	-	-	-	-	26%	-	26%	-	33%	29%	27%	70%
	2021	44%	35%	13%	-	-	-	-	-	-	7%	-	7%	*	14%	17%	8%	-
At Masters Grade Level	2022	21%	16%	4%	-	-	-	-	-	-	0%	-	0%	-	17%	3%	2%	15%
	2021	20%	12%	1%	-	-	-	-	-	-	0%	-	0%	*	0%	1%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	68%	-	-	-	-	-	-	56%	-	56%	-	60%	68%	56%	89%
	2021	73%	69%	50%	-	-	-	-	-	-	36%	-	36%	*	*	62%	33%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	30%	-	-	-	-	-	-	4%	-	4%	-	20%	37%	6%	50%
	2021	49%	42%	25%	-	-	-	-	-	-	18%	-	18%	*	*	31%	17%	-
At Masters Grade Level	2022	30%	26%	16%	-	-	-	-	-	-	0%	-	0%	-	0%	18%	0%	33%
	2021	29%	21%	8%	-	-	-	-	-	-	2%	-	2%	*	*	12%	2%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	84%	-	-	-	-	-	-	84%	-	84%	-	89%	83%	84%	90%
	2019	69%	69%	72%	-	-	-	-	-	-	74%	-	74%	-	40%	-	72%	-
All Grades ELA/Reading	2022	78%	80%	81%	-	-	-	-	-	-	78%	-	78%	-	80%	83%	79%	84%
	2019	68%	68%	67%	-	-	-	-	-	-	71%	-	71%	-	*	-	67%	-
All Grades Mathematics	2022	69%	74%	87%	-	-	-	-	-	-	89%	-	89%	-	*	83%	90%	94%
	2019	70%	70%	76%	-	-	-	-	-	-	76%	-	76%	-	*	-	75%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	-	-	100%	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	93%	96%	93%	100%	-	-	-	100%	100%	67%	95%	81%	94%	93%
Not Included in Accountability: Mobile	5%	4%	4%	4%	4%	0%	-	-	-	0%	0%	33%	2%	17%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	-	-	0%	0%	0%	2%	0%	2%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	1%
Absent	1%	2%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	-	-	*	100%	*	99%	100%	100%	99%
Included in Accountability	92%	91%	90%	94%	89%	100%	-	-	-	*	100%	*	91%	82%	91%	87%
Not Included in Accountability: Mobile	5%	4%	4%	6%	4%	0%	-	-	-	*	0%	*	3%	18%	4%	2%
Not Included in Accountability: Other Exclusions	2%	3%	5%	0%	5%	0%	-	-	-	*	0%	*	5%	0%	5%	9%
Not Tested	1%	2%	1%	0%	1%	0%	-	-	-	*	0%	*	1%	0%	0%	1%
Absent	1%	2%	1%	0%	1%	0%	-	-	-	*	0%	*	1%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	90%	95%	100%	-	-	-	*	100%	*	96%	87%	95%	97%
Not Included in Accountability: Mobile	5%	4%	5%	10%	5%	0%	-	-	-	*	0%	*	4%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	97%	100%	97%	100%	-	-	-	*	100%	-	99%	83%	97%	97%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	0%	-	-	-	*	0%	-	1%	17%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	99%	100%	99%	100%	-	-	-	*	100%	*	100%	94%	99%	100%
Included in Accountability	94%	93%	95%	100%	94%	100%	-	-	-	*	100%	*	99%	71%	95%	96%
Not Included in Accountability: Mobile	4%	3%	4%	0%	5%	0%	-	-	-	*	0%	*	1%	24%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	6%	1%	0%
Absent	1%	3%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	6%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
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%
Reading																
Assessment Participant	89%	93%	95%	94%	96%	79%	-	-	-	*	88%	100%	95%	93%	94%	100%
Included in Accountability	83%	86%	83%	88%	84%	79%	-	-	-	*	71%	100%	86%	63%	83%	82%
Not Included in Accountability: Mobile	3%	3%	5%	6%	5%	0%	-	-	-	*	18%	0%	2%	30%	6%	3%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	7%	0%	-	-	-	*	0%	0%	7%	0%	6%	15%
Not Tested	11%	7%	5%	6%	4%	21%	-	-	-	*	12%	0%	5%	7%	6%	0%
Absent	2%	2%	2%	0%	2%	0%	-	-	-	*	0%	0%	2%	0%	2%	0%
Other	10%	4%	3%	6%	2%	21%	-	-	-	*	12%	0%	3%	7%	4%	0%
Mathematics																
Assessment Participant	88%	95%	98%	100%	99%	78%	-	-	-	*	83%	*	99%	83%	97%	100%
Included in Accountability	84%	89%	95%	90%	97%	78%	-	-	-	*	83%	*	98%	67%	94%	99%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	3%	10%	2%	0%	-	-	-	*	0%	*	1%	17%	3%	1%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	12%	5%	2%	0%	1%	22%	-	-	-	*	17%	*	1%	17%	3%	0%
Absent	2%	2%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	6%	1%	0%
Other	10%	3%	2%	0%	1%	22%	-	-	-	*	17%	*	1%	11%	2%	0%
Science																
Assessment Participant	87%	92%	97%	100%	98%	75%	-	-	-	*	100%	*	98%	88%	98%	100%
Included in Accountability	84%	88%	94%	88%	97%	75%	-	-	-	*	100%	*	98%	63%	95%	98%
Not Included in Accountability: Mobile	3%	3%	3%	13%	2%	0%	-	-	-	*	0%	*	0%	25%	2%	2%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	3%	0%	2%	25%	-	-	-	*	0%	*	2%	13%	2%	0%
Absent	2%	3%	2%	0%	2%	13%	-	-	-	*	0%	*	2%	6%	2%	0%
Other	10%	5%	1%	0%	0%	13%	-	-	-	*	0%	*	0%	6%	1%	0%
Social Studies																
Assessment Participant	87%	92%	96%	100%	97%	78%	-	-	-	*	*	*	96%	92%	96%	100%
Included in Accountability	84%	89%	93%	86%	95%	78%	-	-	-	*	*	*	96%	62%	93%	98%
Not Included in Accountability: Mobile	3%	2%	3%	14%	2%	0%	-	-	-	*	*	*	0%	31%	4%	2%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Tested	13%	8%	4%	0%	3%	22%	-	-	-	*	*	*	4%	8%	4%	0%
Absent	3%	4%	3%	0%	3%	11%	-	-	-	*	*	*	4%	0%	3%	0%
Other	10%	4%	1%	0%	0%	11%	-	-	-	*	*	*	0%	8%	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
2021-22 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													
2020-21	95.0%	93.9%	94.0%	95.1%	93.7%	95.6%	-	-	-	*	95.1%	93.8%	94.6%
2019-20	98.3%	98.1%	97.9%	98.0%	98.0%	96.8%	*	-	-	*	98.7%	97.8%	98.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.9%	22.7%	16.9%	13.6%	-	-	-	0.0%	17.6%	16.9%	13.8%
2019-20	6.7%	8.8%	9.5%	13.6%	8.4%	22.7%	*	-	-	*	6.3%	9.9%	5.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.9%	0.0%	0.0%	11.1%	-	-	-	*	*	0.0%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	1.7%	0.0%	2.0%	0.0%	-	-	-	*	0.0%	1.5%	1.3%
2019-20	1.6%	1.4%	1.3%	0.0%	1.5%	0.0%	*	-	-	*	0.0%	1.0%	1.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	59.5%	*	56.8%	*	-	-	-	-	*	62.5%	55.6%
2019-20	4.4%	4.8%	70.8%	*	77.6%	20.0%	*	-	-	-	*	69.8%	73.3%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	23.8%	*	24.3%	*	-	-	-	-	*	18.8%	33.3%
2019-20	81.8%	74.7%	13.8%	*	8.6%	60.0%	*	-	-	-	*	11.6%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	83.3%	*	81.1%	*	-	-	-	-	*	81.3%	88.9%
2019-20	85.8%	79.0%	84.6%	*	86.2%	80.0%	*	-	-	-	*	81.4%	73.3%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	42	100.0%	3,694	358,842
By Ethnicity:				
African American	4	9.5%	275	44,018
Hispanic	37	88.1%	3,013	183,306
White	1	2.4%	219	103,898
American Indian	0	0.0%	4	1,195
Asian	0	0.0%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	28	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	7	16.7%	887	56,281
Foundation H.S. Program (Endorsement)	25	59.5%	131	13,582
Foundation H.S. Program (DLA)	10	23.8%	2,663	287,316
Special Education Graduates	1	2.4%	331	31,028
Economically Disadvantaged Graduates	32	76.2%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	21.4%	446	32,809
At-Risk Graduates	40	95.2%	1,881	155,884
CTE Completers	3	7.1%	982	99,076

Texas Education Agency
2021-22 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)													
2020-21	65.2%	54.1%	83.3%	*	81.1%	*	-	-	-	-	*	81.3%	77.8%
2019-20	63.0%	51.0%	80.0%	*	82.8%	80.0%	*	-	-	-	*	76.7%	80.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	83.3%	*	81.1%	*	-	-	-	-	*	81.3%	77.8%
2019-20	53.4%	39.9%	75.4%	*	81.0%	40.0%	*	-	-	-	*	74.4%	73.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	92.9%	*	91.9%	*	-	-	-	-	*	93.8%	100.0%
2019-20	59.7%	51.1%	89.2%	*	89.7%	100.0%	*	-	-	-	*	86.0%	80.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	83.3%	*	81.1%	*	-	-	-	-	*	81.3%	77.8%
2019-20	47.9%	37.5%	80.0%	*	86.2%	40.0%	*	-	-	-	*	81.4%	86.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	83.3%	*	81.1%	*	-	-	-	-	*	81.3%	77.8%
2019-20	43.2%	31.4%	73.8%	*	79.3%	40.0%	*	-	-	-	*	72.1%	73.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	2.4%	*	2.7%	*	-	-	-	-	*	0.0%	0.0%
2019-20	21.1%	18.9%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
2019-20	2.1%	2.0%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	21.5%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
2019-20	24.6%	10.0%	1.5%	*	1.7%	0.0%	*	-	-	-	*	2.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
2019-20	4.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	16.9%	4.8%	*	5.4%	*	-	-	-	-	*	3.1%	0.0%
2019-20	18.7%	16.1%	16.9%	*	12.1%	80.0%	*	-	-	-	*	11.6%	20.0%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 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
2020-21	18.4%	9.4%	2.4%	*	2.7%	*	-	-	-	-	*	0.0%	0.0%
2019-20	13.2%	8.1%	12.3%	*	12.1%	20.0%	*	-	-	-	*	9.3%	20.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
2019-20	0.7%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	4.4%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
2019-20	2.4%	4.6%	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)													
2020-21	4.4%	4.4%	2.4%	*	2.7%	*	-	-	-	-	*	3.1%	0.0%
2019-20	3.7%	4.6%	6.2%	*	1.7%	60.0%	*	-	-	-	*	2.3%	0.0%

Texas Education Agency
2021-22 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	2020-21	25.9%	21.3%	11.9%	*	13.5%	*	-	-	-	-	*	12.5%	0.0%
	2019-20	30.1%	14.3%	15.4%	*	13.8%	40.0%	*	-	-	-	*	14.0%	0.0%
Mathematics	2020-21	19.4%	15.3%	4.8%	*	5.4%	*	-	-	-	-	*	0.0%	0.0%
	2019-20	21.2%	14.1%	3.1%	*	3.4%	0.0%	*	-	-	-	*	4.7%	0.0%
Both Subjects	2020-21	14.4%	10.6%	2.4%	*	2.7%	*	-	-	-	-	*	0.0%	0.0%
	2019-20	16.4%	6.8%	3.1%	*	3.4%	0.0%	*	-	-	-	*	4.7%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	92.9%	*	91.9%	*	-	-	-	-	*	93.8%	100.0%
	2019-20	7.3%	5.2%	73.8%	*	75.9%	60.0%	*	-	-	-	*	72.1%	80.0%
Mathematics	2020-21	10.3%	7.5%	81.0%	*	78.4%	*	-	-	-	-	*	81.3%	77.8%
	2019-20	9.7%	7.3%	76.9%	*	84.5%	20.0%	*	-	-	-	*	79.1%	86.7%
Both Subjects	2020-21	4.9%	2.3%	81.0%	*	78.4%	*	-	-	-	-	*	81.3%	77.8%
	2019-20	4.2%	3.0%	60.0%	*	65.5%	20.0%	*	-	-	-	*	58.1%	73.3%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
	2020	22.0%	17.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
English Language Arts	2021	12.1%	10.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
	2020	12.7%	9.9%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	5.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
	2020	6.4%	5.9%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Science	2021	8.7%	8.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
	2020	9.4%	8.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Social Studies	2021	11.6%	7.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
	2020	12.4%	8.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	48.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	38.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	32.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	47.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	32.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	2021	42.2%	25.2%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	32.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	14.3%	*	10.8%	*	-	-	-	-	*	18.8%	0.0%
	2019-20	76.7%	94.1%	7.7%	*	6.9%	20.0%	*	-	-	-	*	9.3%	0.0%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2019-20	35.7%	21.4%	40.0%	-	*	*	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	773	*	*	-	-	-	-	-	-	773	-
	2019-20	1019	939	974	-	943	1100	-	-	-	-	-	943	-
English Language Arts and Writing	2020-21	504	462	375	*	*	-	-	-	-	-	-	375	-
	2019-20	513	469	490	-	473	560	-	-	-	-	-	473	-
Mathematics	2020-21	498	461	398	*	*	-	-	-	-	-	-	398	-
	2019-20	506	470	484	-	470	540	-	-	-	-	-	470	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.2	21.0	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	21.4	-	-	-	-	-	-	-	-	-	-	-
	2019-20	19.9	20.7	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	21.3	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.1	21.0	-	-	-	-	-	-	-	-	-	-	-
Science	2020-21	20.3	21.9	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.5	21.3	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	2020-21	42.5%	40.1%	8.3%	0.0%	8.6%	18.2%	-	-	-	*	0.0%	8.4%	9.9%
	2019-20	46.3%	41.0%	9.8%	11.8%	9.5%	14.3%	*	-	-	*	7.7%	8.6%	5.7%
English Language Arts	2020-21	16.3%	19.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2019-20	18.2%	18.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	19.3%	18.4%	0.9%	0.0%	1.1%	0.0%	-	-	-	*	0.0%	1.1%	1.4%
	2019-20	20.7%	18.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Science	2020-21	20.6%	14.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2019-20	22.4%	12.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Social Studies	2020-21	22.8%	19.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2019-20	24.6%	19.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019-20	58.5%	57.1%	47.7%	*	48.3%	40.0%	*	-	-	-	*	46.5%	53.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	26.2%	*	25.9%	40.0%	*	-	-	-	*	23.3%	13.3%
	2018-19	52.6%	50.9%	31.0%	*	31.3%	33.3%	-	-	-	-	*	35.0%	36.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	335	100.0%	49,255	5,402,928	335	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	43	12.8%	7.8%	7.7%	43	12.8%	7.8%	7.7%
Grade 8	48	14.3%	7.8%	7.9%	48	14.3%	7.8%	7.8%
Grade 9	69	20.6%	9.1%	8.8%	69	20.6%	9.1%	8.8%
Grade 10	57	17.0%	7.7%	7.6%	57	17.0%	7.7%	7.5%
Grade 11	70	20.9%	7.8%	7.2%	70	20.9%	7.8%	7.2%
Grade 12	48	14.3%	7.6%	6.7%	48	14.3%	7.6%	6.7%
Ethnic Distribution:								
African American	20	6.0%	8.1%	12.8%	20	6.0%	8.1%	12.8%
Hispanic	290	86.6%	82.8%	52.8%	290	86.6%	82.8%	52.7%
White	22	6.6%	5.2%	26.3%	22	6.6%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	3	0.9%	0.7%	2.9%
Sex:								
Female	185	55.2%	48.3%	48.9%	185	55.2%	48.3%	48.8%
Male	150	44.8%	51.7%	51.1%	150	44.8%	51.7%	51.2%
Economically Disadvantaged	265	79.1%	79.4%	60.7%	265	79.1%	79.4%	60.6%
Non-Educationally Disadvantaged	70	20.9%	20.6%	39.3%	70	20.9%	20.6%	39.4%
Section 504 Students	56	16.7%	5.8%	7.4%	56	16.7%	5.8%	7.4%
EB Students/EL	113	33.7%	32.6%	21.7%	113	33.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	4	1.1%	0.8%	0.6%				
Students w/ Dyslexia	28	8.4%	4.9%	5.0%	28	8.4%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.6%	0.7%	1.1%	2	0.6%	0.7%	1.1%
Immigrant	0	0.0%	3.4%	2.0%	0	0.0%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	90	26.9%	67.8%	64.3%	90	26.9%	67.7%	64.3%
Military Connected	1	0.3%	0.4%	3.3%	1	0.3%	0.4%	3.3%
At-Risk	315	94.0%	69.4%	53.5%	315	94.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	100	29.9%	30.5%	21.9%	100	29.9%	30.4%	21.8%
Gifted and Talented Education	1	0.3%	5.5%	8.0%	1	0.3%	5.5%	8.0%
Special Education	18	5.4%	12.4%	11.6%	18	5.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	66.7%	44.4%	43.0%				
Students with Physical Disabilities	0	0.0%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	40	11.5%	14.7%	13.6%				
By Ethnicity:								
African American	2	0.6%	2.1%	2.5%				
Hispanic	31	8.9%	11.1%	6.6%				
White	4	1.1%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.9%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	22.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	12	9.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	32	10.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	56	19.8%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.0%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	3.4%	6.2%	10.5%	0.0%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	11.3	14.5	16.3
Foreign Languages	11.3	18.9	18.4
Mathematics	11.8	16.1	17.5
Science	11.3	16.1	18.5
Social Studies	11.4	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	47.2	100.0%	100.0%	100.0%
Professional Staff:	45.2	95.8%	59.0%	64.1%
Teachers	38.2	80.9%	45.5%	49.3%
Professional Support	5.0	10.6%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	4.2%	2.3%	2.9%
Educational Aides:	2.0	4.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	15.5	32.9%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.6	12.1%	10.3%	11.2%
Hispanic	5.9	15.5%	39.2%	28.9%
White	25.6	67.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	12.4	32.4%	25.0%	24.1%
Females	25.8	67.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.9	2.4%	0.9%	1.4%
Bachelors	19.4	50.8%	75.8%	72.6%
Masters	15.6	40.9%	22.5%	25.2%
Doctorate	2.3	5.9%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.3	0.7%	7.9%	7.9%
1-5 Years Experience	5.5	14.5%	27.4%	26.7%
6-10 Years Experience	12.0	31.5%	24.2%	20.6%
11-20 Years Experience	13.7	35.9%	28.7%	28.6%
21-30 Years Experience	6.4	16.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.3	0.7%	1.6%	2.9%
Number of Students per Teacher	8.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	8.0	6.3
Average Years Experience of Principals with District	23.0	7.7	5.4
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:	13.0	10.4	11.1
Average Years Experience of Teachers with District:	9.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,422	\$56,914	\$51,054
1-5 Years Experience	\$59,579	\$58,997	\$54,577
6-10 Years Experience	\$64,859	\$61,821	\$57,746
11-20 Years Experience	\$64,911	\$63,221	\$61,377
21-30 Years Experience	\$70,811	\$65,542	\$65,949
Over 30 Years Experience	\$95,464	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$65,278	\$61,600	\$58,887
Professional Support	\$72,063	\$76,167	\$69,505
Campus Administration (School Leadership)	\$113,826	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	4.1	10.7%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	34.1	89.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	0.0	0.0%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: EXCEL ACADEMY (JJAEP)

Campus Number: 101917012

2022 Accountability Rating: Not Rated

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	51%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	30%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	54%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	28%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	36%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	25%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	38%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	39%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	16%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	56%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	14%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	45%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	61%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	11%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	27%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	68%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	42%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
2021-22 Progress (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2021-22 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	56%	44%	60%	-	-	-	-	-	67%	*	61%	45%	51%	36%
Included in Accountability	93%	93%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Mobile	5%	4%	56%	44%	60%	-	-	-	-	-	67%	*	61%	45%	51%	36%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	44%	56%	40%	-	-	-	-	-	33%	*	39%	55%	49%	64%
Absent	1%	2%	44%	56%	40%	-	-	-	-	-	33%	*	39%	55%	49%	64%
Other	0%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	58%	40%	64%	-	-	-	-	-	*	*	73%	38%	57%	*
Included in Accountability	92%	91%	0%	0%	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Included in Accountability: Mobile	5%	4%	58%	40%	64%	-	-	-	-	-	*	*	73%	38%	57%	*
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Tested	1%	2%	42%	60%	36%	-	-	-	-	-	*	*	27%	63%	43%	*
Absent	1%	2%	42%	60%	36%	-	-	-	-	-	*	*	27%	63%	43%	*
Other	0%	0%	0%	0%	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	53%	*	64%	-	-	-	-	-	*	*	56%	50%	46%	*
Included in Accountability	93%	94%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Included in Accountability: Mobile	5%	4%	53%	*	64%	-	-	-	-	-	*	*	56%	50%	46%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Tested	1%	1%	47%	*	36%	-	-	-	-	-	*	*	44%	50%	54%	*
Absent	1%	1%	47%	*	36%	-	-	-	-	-	*	*	44%	50%	54%	*
Other	0%	0%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Science																
Assessment Participant	98%	98%	50%	*	50%	-	-	-	-	-	*	*	50%	50%	46%	*
Included in Accountability	93%	94%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Included in Accountability: Mobile	4%	3%	50%	*	50%	-	-	-	-	-	*	*	50%	50%	46%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Not Tested	2%	2%	50%	*	50%	-	-	-	-	-	*	*	50%	50%	54%	*

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	50%	*	50%	-	-	-	-	-	*	*	50%	50%	54%	*
Other	0%	0%	0%	*	0%	-	-	-	-	-	*	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	97%	62%	*	60%	-	-	-	-	-	*	-	64%	*	56%	*
Included in Accountability	94%	93%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	*
Not Included in Accountability: Mobile	4%	3%	62%	*	60%	-	-	-	-	-	*	-	64%	*	56%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	*
Not Tested	2%	3%	38%	*	40%	-	-	-	-	-	*	-	36%	*	44%	*
Absent	1%	3%	38%	*	40%	-	-	-	-	-	*	-	36%	*	44%	*
Other	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
2021-22 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													
2020-21	95.0%	93.9%	*	-	*	*	-	-	-	-	-	*	*
2019-20	98.3%	98.1%	93.5%	*	*	*	-	*	-	-	*	*	*
Chronic Absenteeism													
2020-21	15.0%	18.0%	*	-	*	*	-	-	-	-	-	*	*
2019-20	6.7%	8.8%	35.7%	*	27.3%	*	-	*	-	-	*	41.7%	*
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	*	-	*	-	-	-	-	-	-	*	-
2019-20	0.5%	0.3%	0.0%	*	*	-	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	*	-	*	*	-	-	-	-	-	*	*
2019-20	1.6%	1.4%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	3	100.0%	49,255	5,402,928	3	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	1	33.3%	7.7%	7.6%	1	33.3%	7.7%	7.5%
Grade 11	1	33.3%	7.8%	7.2%	1	33.3%	7.8%	7.2%
Grade 12	1	33.3%	7.6%	6.7%	1	33.3%	7.6%	6.7%
Ethnic Distribution:								
African American	1	33.3%	8.1%	12.8%	1	33.3%	8.1%	12.8%
Hispanic	1	33.3%	82.8%	52.8%	1	33.3%	82.8%	52.7%
White	1	33.3%	5.2%	26.3%	1	33.3%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	0	0.0%	0.7%	2.9%
Sex:								
Female	1	33.3%	48.3%	48.9%	1	33.3%	48.3%	48.8%
Male	2	66.7%	51.7%	51.1%	2	66.7%	51.7%	51.2%
Economically Disadvantaged	2	66.7%	79.4%	60.7%	2	66.7%	79.4%	60.6%
Non-Educationally Disadvantaged	1	33.3%	20.6%	39.3%	1	33.3%	20.6%	39.4%
Section 504 Students	2	66.7%	5.8%	7.4%	2	66.7%	5.8%	7.4%
EB Students/EL	1	33.3%	32.6%	21.7%	1	33.3%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	1	25.0%	0.8%	0.6%				
Students w/ Dyslexia	1	33.3%	4.9%	5.0%	1	33.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	0	0.0%	3.4%	2.0%	0	0.0%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	3	100.0%	69.4%	53.5%	3	100.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	1	33.3%	30.5%	21.9%	1	33.3%	30.4%	21.8%
Gifted and Talented Education	0	0.0%	5.5%	8.0%	0	0.0%	5.5%	8.0%
Special Education	0	0.0%	12.4%	11.6%	0	0.0%	12.5%	11.7%
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%	44.4%	43.0%				
Students with Physical Disabilities	0	0.0%	18.2%	20.8%				
Students with Autism	0	0.0%	21.3%	14.7%				
Students with Behavioral Disabilities	0	0.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	4	100.0%	14.7%	13.6%				
By Ethnicity:								
African American	0	0.0%	2.1%	2.5%				
Hispanic	3	75.0%	11.1%	6.6%				
White	1	25.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	0	-	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	100.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	3	100.0%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	0	0.0%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.0%	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 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:	-	-	59.0%	64.1%
Teachers	-	-	45.5%	49.3%
Professional Support	-	-	10.1%	10.7%
Campus Administration (School Leadership)	-	-	2.3%	2.9%
Educational Aides:	-	-	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	59.0	4,194.0
Part-time Librarians	-	n/a	11.0	607.0
Full-time Counselors	-	n/a	116.0	13,550.0
Part-time Counselors	-	n/a	14.0	1,176.0
Total Minority Staff:	-	-	65.4%	52.1%
Teachers by Ethnicity:				
African American	-	-	10.3%	11.2%
Hispanic	-	-	39.2%	28.9%
White	-	-	46.5%	56.4%
American Indian	-	-	0.2%	0.3%
Asian	-	-	2.8%	1.9%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.9%	1.2%
Teachers by Sex:				
Males	-	-	25.0%	24.1%
Females	-	-	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	-	-	0.9%	1.4%
Bachelors	-	-	75.8%	72.6%
Masters	-	-	22.5%	25.2%
Doctorate	-	-	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	-	-	7.9%	7.9%
1-5 Years Experience	-	-	27.4%	26.7%
6-10 Years Experience	-	-	24.2%	20.6%
11-20 Years Experience	-	-	28.7%	28.6%
21-30 Years Experience	-	-	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	-	-	1.6%	2.9%
Number of Students per Teacher	-	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	8.0	6.3
Average Years Experience of Principals with District	-	7.7	5.4
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:	-	10.4	11.1
Average Years Experience of Teachers with District:	-	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$56,914	\$51,054
1-5 Years Experience	-	\$58,997	\$54,577
6-10 Years Experience	-	\$61,821	\$57,746
11-20 Years Experience	-	\$63,221	\$61,377
21-30 Years Experience	-	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	-	\$61,600	\$58,887
Professional Support	-	\$76,167	\$69,505
Campus Administration (School Leadership)	-	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	-	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	13.2%	6.2%
Career and Technical Education	-	-	3.7%	5.2%
Compensatory Education	-	-	0.0%	3.0%
Gifted and Talented Education	-	-	0.5%	1.7%
Regular Education	-	-	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	-	-	14.2%	9.6%
Other	-	-	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PASADENA MEMORIAL H S

Campus Number: 101917013

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	75%	69%	73%	90%	-	88%	-	90%	37%	100%	77%	65%	72%	59%
	2021	67%	62%	77%	61%	77%	90%	-	86%	-	*	35%	80%	80%	64%	75%	40%
At Meets Grade Level or Above	2022	47%	42%	60%	46%	59%	73%	-	84%	-	80%	18%	73%	62%	51%	56%	39%
	2021	50%	43%	59%	39%	57%	80%	-	83%	-	*	17%	40%	62%	46%	55%	18%
At Masters Grade Level	2022	11%	7%	16%	6%	15%	24%	-	41%	-	40%	5%	9%	17%	12%	14%	5%
	2021	12%	8%	15%	11%	13%	20%	-	34%	-	*	0%	0%	16%	6%	12%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	75%	65%	75%	80%	-	81%	-	43%	28%	*	78%	59%	73%	48%
	2021	71%	69%	82%	81%	81%	84%	*	85%	-	75%	47%	*	83%	77%	78%	52%
At Meets Grade Level or Above	2022	55%	49%	62%	52%	61%	71%	-	76%	-	43%	15%	*	66%	42%	61%	28%
	2021	57%	53%	68%	61%	67%	82%	*	74%	-	58%	32%	*	70%	60%	64%	26%
At Masters Grade Level	2022	9%	6%	10%	6%	9%	14%	-	26%	-	14%	4%	*	11%	3%	9%	2%
	2021	11%	9%	17%	8%	15%	23%	*	41%	-	17%	8%	*	18%	11%	14%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	90%	91%	89%	96%	-	100%	-	83%	63%	100%	92%	82%	88%	90%
	2021	73%	87%	90%	90%	90%	91%	-	100%	-	*	77%	*	91%	86%	90%	85%
At Meets Grade Level or Above	2022	43%	60%	73%	65%	72%	81%	-	100%	-	50%	46%	78%	77%	54%	71%	70%
	2021	41%	57%	60%	38%	60%	68%	-	93%	-	*	33%	*	61%	54%	59%	52%
At Masters Grade Level	2022	27%	38%	46%	35%	46%	44%	-	90%	-	17%	24%	56%	49%	34%	45%	46%
	2021	23%	29%	28%	14%	27%	32%	-	60%	-	*	3%	*	29%	21%	25%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	86%	77%	85%	98%	-	100%	-	91%	57%	100%	88%	79%	85%	78%
	2021	82%	81%	85%	71%	84%	95%	-	100%	-	*	44%	*	86%	80%	84%	59%
At Meets Grade Level or Above	2022	55%	57%	62%	40%	60%	81%	-	100%	-	82%	28%	83%	65%	49%	57%	45%
	2021	55%	54%	63%	46%	60%	83%	-	89%	-	*	23%	*	65%	52%	58%	29%
At Masters Grade Level	2022	21%	19%	22%	7%	20%	30%	-	57%	-	36%	7%	42%	23%	16%	19%	11%
	2021	22%	20%	26%	21%	24%	35%	-	56%	-	*	7%	*	28%	18%	22%	5%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	92%	79%	92%	94%	*	93%	-	100%	61%	*	93%	86%	91%	82%
	2021	88%	88%	90%	72%	90%	97%	-	90%	-	*	72%	100%	91%	82%	89%	69%
At Meets Grade Level or Above	2022	68%	65%	75%	59%	75%	78%	*	78%	-	89%	48%	*	76%	68%	70%	47%
	2021	69%	65%	72%	48%	71%	88%	-	83%	-	*	54%	80%	74%	59%	67%	42%
At Masters Grade Level	2022	42%	37%	49%	32%	49%	49%	*	68%	-	56%	15%	*	50%	45%	45%	21%
	2021	43%	35%	43%	28%	40%	67%	-	72%	-	*	17%	20%	44%	38%	37%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	96%	*	96%	100%	-	100%	-	*	-	-	96%	95%	94%	*
	2021	95%	97%	99%	*	99%	100%	-	100%	-	*	*	-	99%	100%	100%	*
At Meets Grade Level or Above	2022	64%	57%	64%	*	62%	68%	-	87%	-	*	-	-	66%	52%	55%	*
	2021	69%	67%	66%	*	63%	63%	-	100%	-	*	*	-	67%	50%	65%	*
At Masters Grade Level	2022	13%	4%	5%	*	3%	12%	-	20%	-	*	-	-	6%	0%	4%	*
	2021	14%	6%	6%	*	4%	4%	-	31%	-	*	*	-	6%	7%	5%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	83%	75%	83%	92%	*	91%	-	84%	48%	100%	85%	74%	82%	70%
	2021	67%	61%	85%	75%	85%	93%	*	92%	-	74%	54%	88%	87%	78%	83%	59%
At Meets Grade Level or Above	2022	48%	43%	65%	51%	64%	76%	*	84%	-	73%	29%	81%	68%	52%	62%	45%
	2021	41%	33%	65%	48%	63%	80%	*	84%	-	59%	31%	63%	67%	54%	61%	32%
At Masters Grade Level	2022	23%	18%	26%	16%	25%	29%	*	47%	-	34%	10%	36%	27%	20%	24%	15%
	2021	18%	12%	24%	17%	23%	35%	*	49%	-	19%	6%	19%	26%	18%	21%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	67%	74%	85%	-	84%	-	71%	32%	100%	77%	62%	73%	54%
	2021	68%	61%	80%	72%	79%	87%	*	85%	-	79%	41%	71%	81%	71%	77%	46%
At Meets Grade Level or Above	2022	53%	45%	61%	48%	60%	72%	-	80%	-	65%	17%	77%	64%	47%	58%	34%
	2021	45%	35%	64%	52%	62%	81%	*	78%	-	57%	24%	43%	66%	53%	59%	22%
At Masters Grade Level	2022	25%	18%	13%	6%	12%	19%	-	32%	-	29%	4%	15%	14%	8%	11%	4%
	2021	18%	12%	16%	9%	14%	21%	*	38%	-	21%	4%	0%	17%	9%	13%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	92%	88%	91%	98%	-	100%	-	86%	63%	100%	93%	84%	89%	90%
	2021	66%	61%	93%	92%	92%	96%	-	100%	-	83%	77%	*	93%	88%	92%	85%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	71%	62%	70%	75%	-	92%	-	57%	46%	78%	74%	54%	68%	70%
	2021	37%	30%	62%	42%	61%	65%	-	96%	-	67%	34%	*	63%	54%	61%	52%
At Masters Grade Level	2022	20%	16%	36%	31%	37%	29%	-	48%	-	14%	24%	56%	38%	29%	38%	45%
	2021	18%	11%	22%	21%	21%	16%	-	46%	-	0%	3%	*	22%	19%	21%	18%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	86%	77%	85%	98%	-	100%	-	91%	57%	100%	88%	79%	85%	78%
	2021	71%	65%	85%	71%	84%	95%	-	100%	-	*	44%	*	86%	80%	84%	59%
At Meets Grade Level or Above	2022	47%	45%	62%	40%	60%	81%	-	100%	-	82%	28%	83%	65%	49%	57%	45%
	2021	44%	35%	63%	46%	60%	83%	-	89%	-	*	23%	*	65%	52%	58%	29%
At Masters Grade Level	2022	21%	16%	22%	7%	20%	30%	-	57%	-	36%	7%	42%	23%	16%	19%	11%
	2021	20%	12%	26%	21%	24%	35%	-	56%	-	*	7%	*	28%	18%	22%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	92%	79%	92%	94%	*	93%	-	100%	61%	*	93%	86%	91%	82%
	2021	73%	69%	90%	72%	90%	97%	-	90%	-	*	72%	100%	91%	82%	89%	69%
At Meets Grade Level or Above	2022	50%	47%	75%	59%	75%	78%	*	78%	-	89%	48%	*	76%	68%	70%	47%
	2021	49%	42%	72%	48%	71%	88%	-	83%	-	*	54%	80%	74%	59%	67%	42%
At Masters Grade Level	2022	30%	26%	49%	32%	49%	49%	*	68%	-	56%	15%	*	50%	45%	45%	21%
	2021	29%	21%	43%	28%	40%	67%	-	72%	-	*	17%	20%	44%	38%	37%	12%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	74	83	73	76	-	82	-	*	65	*	73	76	74	71
	2019	69	68	69	65	70	71	*	59	-	75	62	*	69	69	68	70
End of Course Algebra I	2022	67	82	89	85	89	82	-	100	-	70	65	94	90	80	89	87
	2019	75	88	90	88	90	89	-	100	*	*	69	79	90	90	90	88
All Grades Both Subjects	2022	74	77	80	84	79	78	-	86	-	67	65	95	80	78	80	79
	2019	69	69	78	75	79	78	*	68	*	75	65	83	78	78	78	81
All Grades ELA/Reading	2022	78	80	74	83	73	76	-	82	-	*	65	*	73	76	74	71
	2019	68	68	69	65	70	71	*	59	-	75	62	*	69	69	68	70
All Grades Mathematics	2022	69	74	89	85	89	82	-	100	-	70	65	94	90	80	89	87
	2019	70	70	90	88	90	89	-	100	*	*	69	79	90	90	90	88

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	83%	100%	-	-	100%	-	-	67%	-	67%	-	56%	87%	62%	96%
	2021	67%	61%	85%	73%	-	-	73%	-	-	58%	-	58%	-	59%	90%	58%	98%
At Meets Grade Level or Above	2022	48%	43%	65%	83%	-	-	83%	-	-	38%	-	38%	-	26%	72%	33%	82%
	2021	41%	33%	65%	40%	-	-	40%	-	-	31%	-	31%	-	29%	71%	31%	72%
At Masters Grade Level	2022	23%	18%	26%	17%	-	-	17%	-	-	13%	-	13%	-	8%	30%	11%	30%
	2021	18%	12%	24%	0%	-	-	0%	-	-	7%	-	7%	-	5%	28%	7%	12%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	*	-	-	*	-	-	45%	-	45%	-	39%	81%	42%	95%
	2021	68%	61%	80%	50%	-	-	50%	-	-	44%	-	44%	-	51%	87%	46%	*
At Meets Grade Level or Above	2022	53%	45%	61%	*	-	-	*	-	-	23%	-	23%	-	17%	69%	20%	85%
	2021	45%	35%	64%	50%	-	-	50%	-	-	20%	-	20%	-	26%	73%	22%	*
At Masters Grade Level	2022	25%	18%	13%	*	-	-	*	-	-	1%	-	1%	-	1%	16%	1%	19%
	2021	18%	12%	16%	0%	-	-	0%	-	-	1%	-	1%	-	2%	19%	1%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	92%	*	-	-	*	-	-	90%	-	90%	-	82%	91%	87%	96%
	2021	66%	61%	93%	*	-	-	*	-	-	82%	-	82%	-	100%	93%	85%	99%
At Meets Grade Level or Above	2022	42%	37%	71%	*	-	-	*	-	-	73%	-	73%	-	53%	71%	64%	75%
	2021	37%	30%	62%	*	-	-	*	-	-	55%	-	55%	-	45%	62%	52%	70%
At Masters Grade Level	2022	20%	16%	36%	*	-	-	*	-	-	41%	-	41%	-	33%	34%	38%	39%
	2021	18%	11%	22%	*	-	-	*	-	-	21%	-	21%	-	9%	25%	18%	8%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	86%	*	-	-	*	-	-	76%	-	76%	-	65%	89%	71%	97%
	2021	71%	65%	85%	80%	-	-	80%	-	-	57%	-	57%	-	64%	90%	59%	-
At Meets Grade Level or Above	2022	47%	45%	62%	*	-	-	*	-	-	36%	-	36%	-	21%	66%	29%	85%
	2021	44%	35%	63%	40%	-	-	40%	-	-	29%	-	29%	-	27%	69%	29%	-
At Masters Grade Level	2022	21%	16%	22%	*	-	-	*	-	-	11%	-	11%	-	3%	25%	7%	29%
	2021	20%	12%	26%	0%	-	-	0%	-	-	4%	-	4%	-	9%	30%	5%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	92%	*	-	-	*	-	-	82%	-	82%	-	77%	94%	80%	96%
	2021	73%	69%	90%	-	-	-	-	-	-	71%	-	71%	-	50%	93%	69%	95%

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	75%	*	-	-	*	-	-	45%	-	45%	-	40%	83%	44%	80%
	2021	49%	42%	72%	-	-	-	-	-	-	42%	-	42%	-	25%	77%	41%	82%
At Masters Grade Level	2022	30%	26%	49%	*	-	-	*	-	-	18%	-	18%	-	19%	57%	18%	56%
	2021	29%	21%	43%	-	-	-	-	-	-	13%	-	13%	-	13%	48%	13%	32%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	*	-	-	*	-	-	86%	-	86%	-	69%	79%	78%	84%
	2019	69%	69%	78%	*	-	-	*	-	-	75%	88%	74%	-	80%	-	76%	-
All Grades ELA/Reading	2022	78%	80%	74%	-	-	-	-	-	-	84%	-	84%	-	61%	74%	70%	76%
	2019	68%	68%	69%	-	-	-	-	-	-	65%	*	65%	-	69%	-	65%	-
All Grades Mathematics	2022	69%	74%	89%	*	-	-	*	-	-	87%	-	87%	-	81%	88%	85%	94%
	2019	70%	70%	90%	*	-	-	*	-	-	84%	*	83%	-	85%	-	85%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	95%	98%	97%	*	98%	-	100%	97%	98%	98%	95%	97%	98%
Included in Accountability	93%	93%	90%	81%	90%	89%	*	92%	-	98%	89%	86%	93%	79%	90%	81%
Not Included in Accountability: Mobile	5%	4%	4%	15%	4%	7%	*	0%	-	2%	4%	12%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	4%	0%	4%	1%	*	6%	-	0%	4%	0%	3%	6%	4%	13%
Not Tested	1%	2%	2%	5%	2%	3%	*	2%	-	0%	3%	2%	2%	5%	3%	2%
Absent	1%	2%	2%	5%	2%	3%	*	1%	-	0%	3%	2%	2%	5%	3%	2%
Other	0%	0%	0%	0%	0%	0%	*	1%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	94%	98%	95%	-	99%	-	100%	98%	94%	98%	95%	97%	99%
Included in Accountability	92%	91%	85%	83%	85%	89%	-	87%	-	100%	86%	81%	88%	74%	85%	71%
Not Included in Accountability: Mobile	5%	4%	4%	11%	4%	5%	-	0%	-	0%	3%	13%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	8%	0%	9%	1%	-	12%	-	0%	9%	0%	7%	11%	8%	24%
Not Tested	1%	2%	2%	6%	2%	5%	-	1%	-	0%	2%	6%	2%	5%	3%	1%
Absent	1%	2%	2%	6%	2%	5%	-	1%	-	0%	2%	6%	2%	5%	3%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	97%	97%	97%	98%	-	96%	-	100%	95%	100%	99%	92%	96%	96%
Included in Accountability	93%	94%	93%	79%	93%	90%	-	93%	-	100%	88%	90%	96%	78%	91%	89%
Not Included in Accountability: Mobile	5%	4%	4%	18%	4%	7%	-	0%	-	0%	7%	10%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	0%	2%	-	4%	-	0%	0%	0%	0%	3%	0%	2%
Not Tested	1%	1%	3%	3%	3%	2%	-	4%	-	0%	5%	0%	1%	8%	4%	4%
Absent	1%	1%	2%	3%	3%	2%	-	0%	-	0%	5%	0%	1%	7%	4%	4%
Other	0%	0%	0%	0%	0%	0%	-	4%	-	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	98%	98%	98%	95%	98%	95%	-	100%	-	100%	97%	100%	99%	95%	97%	98%
Included in Accountability	93%	94%	94%	77%	95%	85%	-	100%	-	100%	90%	86%	96%	87%	93%	94%
Not Included in Accountability: Mobile	4%	3%	4%	18%	3%	9%	-	0%	-	0%	6%	14%	3%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	2%	5%	2%	5%	-	0%	-	0%	3%	0%	1%	5%	3%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	2%	5%	2%	5%	-	0%	-	0%	3%	0%	1%	5%	3%	2%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	98%	98%	98%	100%	*	98%	-	100%	98%	*	98%	97%	97%	97%
Included in Accountability	94%	93%	94%	83%	94%	91%	*	98%	-	90%	95%	*	96%	82%	94%	94%
Not Included in Accountability: Mobile	4%	3%	4%	15%	3%	9%	*	0%	-	10%	2%	*	2%	12%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	2%	0%	2%
Not Tested	2%	3%	2%	2%	2%	0%	*	2%	-	0%	2%	*	2%	3%	3%	3%
Absent	1%	3%	2%	2%	2%	0%	*	2%	-	0%	2%	*	2%	3%	3%	3%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	99%	*	100%	100%	-	94%	-	*	-	-	100%	95%	100%	*
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%
Reading																
Assessment Participant	89%	93%	94%	91%	94%	95%	*	100%	*	93%	93%	100%	95%	91%	94%	92%
Included in Accountability	83%	86%	84%	85%	84%	87%	*	80%	*	93%	75%	100%	88%	69%	84%	62%
Not Included in Accountability: Mobile	3%	3%	3%	5%	3%	6%	*	4%	*	0%	4%	0%	2%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	7%	0%	7%	2%	*	16%	*	0%	14%	0%	6%	12%	7%	27%
Not Tested	11%	7%	6%	9%	6%	5%	*	0%	*	7%	7%	0%	5%	9%	6%	8%
Absent	2%	2%	3%	5%	3%	4%	*	0%	*	7%	4%	0%	2%	6%	3%	4%
Other	10%	4%	3%	4%	3%	1%	*	0%	*	0%	3%	0%	3%	3%	3%	3%
Mathematics																
Assessment Participant	88%	95%	96%	87%	96%	96%	-	100%	-	100%	94%	*	97%	91%	96%	96%
Included in Accountability	84%	89%	92%	80%	92%	92%	-	97%	-	100%	87%	*	96%	75%	92%	84%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	4%	7%	4%	4%	-	3%	-	0%	7%	*	2%	13%	4%	8%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	0%	-	0%	0%	*	0%	3%	0%	4%
Not Tested	12%	5%	4%	13%	4%	4%	-	0%	-	0%	6%	*	3%	9%	4%	4%
Absent	2%	2%	3%	10%	3%	2%	-	0%	-	0%	4%	*	2%	6%	3%	3%
Other	10%	3%	1%	3%	1%	2%	-	0%	-	0%	1%	*	1%	2%	1%	2%
Science																
Assessment Participant	87%	92%	94%	93%	94%	98%	-	100%	-	*	88%	*	95%	90%	94%	90%
Included in Accountability	84%	88%	89%	83%	90%	91%	-	86%	-	*	81%	*	93%	75%	89%	79%
Not Included in Accountability: Mobile	3%	3%	4%	10%	3%	7%	-	7%	-	*	7%	*	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	7%	-	*	0%	*	0%	5%	1%	6%
Not Tested	13%	8%	6%	7%	6%	2%	-	0%	-	*	12%	*	5%	10%	6%	10%
Absent	2%	3%	4%	7%	5%	2%	-	0%	-	*	8%	*	4%	7%	5%	6%
Other	10%	5%	1%	0%	1%	0%	-	0%	-	*	4%	*	1%	3%	1%	4%
Social Studies																
Assessment Participant	87%	92%	94%	94%	95%	90%	*	97%	-	*	86%	100%	95%	91%	93%	89%
Included in Accountability	84%	89%	92%	94%	92%	89%	*	94%	-	*	82%	100%	94%	80%	90%	83%
Not Included in Accountability: Mobile	3%	2%	2%	0%	2%	1%	*	3%	-	*	5%	0%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	*	0%	-	*	0%	0%	0%	4%	1%	4%
Not Tested	13%	8%	6%	6%	5%	10%	*	3%	-	*	14%	0%	5%	9%	7%	11%
Absent	3%	4%	5%	6%	4%	10%	*	3%	-	*	11%	0%	4%	8%	6%	8%
Other	10%	4%	1%	0%	1%	0%	*	0%	-	*	3%	0%	1%	1%	1%	3%
Accelerated Testers																
SAT/ACT Participant	85%	93%	98%	*	98%	96%	-	100%	-	*	*	-	99%	88%	97%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.1%	93.0%	93.9%	94.8%	*	97.2%	*	91.4%	93.3%	93.3%	91.4%
2019-20	98.3%	98.1%	97.7%	97.4%	97.6%	97.7%	*	99.4%	*	98.2%	97.5%	97.5%	96.8%
Chronic Absenteeism													
2020-21	15.0%	18.0%	17.8%	23.0%	18.4%	14.1%	20.0%	9.0%	*	26.1%	19.9%	20.0%	23.8%
2019-20	6.7%	8.8%	12.4%	16.0%	12.2%	15.4%	*	3.1%	*	12.5%	13.9%	13.3%	15.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	2.1%	3.4%	2.1%	1.5%	*	0.7%	*	4.2%	3.8%	2.4%	4.4%
2019-20	1.6%	1.4%	1.4%	2.4%	1.3%	1.7%	*	0.0%	*	4.0%	2.4%	1.4%	2.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	93.0%	83.9%	93.4%	89.2%	*	100.0%	-	100.0%	84.1%	92.3%	85.5%
Received TxCHSE	0.3%	0.1%	0.1%	0.0%	0.0%	1.2%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.8%	1.5%	3.2%	1.8%	0.0%	*	0.0%	-	0.0%	7.3%	1.3%	0.0%
Dropped Out	5.8%	6.3%	5.4%	12.9%	4.8%	9.6%	*	0.0%	-	0.0%	8.5%	6.4%	14.5%
Graduates and TxCHSE	90.3%	91.0%	93.1%	83.9%	93.4%	90.4%	*	100.0%	-	100.0%	84.1%	92.3%	85.5%
Graduates, TxCHSE, and Continuers	94.2%	93.7%	94.6%	87.1%	95.2%	90.4%	*	100.0%	-	100.0%	91.5%	93.6%	85.5%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	92.7%	88.1%	93.0%	92.4%	*	95.2%	*	100.0%	88.5%	90.6%	86.7%
Received TxCHSE	0.5%	0.3%	0.2%	0.0%	0.1%	0.0%	*	4.8%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	1.1%	0.7%	0.6%	2.4%	0.4%	1.5%	*	0.0%	*	0.0%	5.1%	0.6%	0.0%
Dropped Out	6.2%	6.5%	6.5%	9.5%	6.4%	6.1%	*	0.0%	*	0.0%	6.4%	8.6%	13.3%
Graduates and TxCHSE	92.7%	92.9%	92.9%	88.1%	93.1%	92.4%	*	100.0%	*	100.0%	88.5%	90.8%	86.7%

Texas Education Agency
2021-22 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
Graduates, TxCHSE, and Continuers	93.8%	93.5%	93.5%	90.5%	93.6%	93.9%	*	100.0%	*	100.0%	93.6%	91.4%	86.7%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	94.2%	100.0%	94.3%	91.9%	*	92.9%	*	87.5%	91.7%	93.6%	87.6%
Received TxCHSE	0.6%	0.4%	0.6%	0.0%	0.3%	0.0%	*	3.6%	*	12.5%	0.0%	0.6%	1.1%
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	6.2%	6.5%	5.2%	0.0%	5.3%	8.1%	*	3.6%	*	0.0%	8.3%	5.8%	11.2%
Graduates and TxCHSE	93.2%	93.4%	94.8%	100.0%	94.7%	91.9%	*	96.4%	*	100.0%	91.7%	94.2%	88.8%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	94.8%	100.0%	94.7%	91.9%	*	96.4%	*	100.0%	91.7%	94.2%	88.8%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	91.3%	83.9%	91.3%	89.2%	*	100.0%	-	100.0%	76.7%	90.7%	84.4%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	*	-	-	-	-	*	-	-	-	-	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	6.2%	7.7%	7.2%	1.4%	*	0.0%	-	0.0%	4.3%	7.2%	18.5%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	74.8%	71.7%	69.2%	70.3%	75.7%	*	91.7%	-	60.0%	33.3%	71.2%	41.5%

Texas Education Agency
2021-22 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	83.5%	77.2%	73.7%	72.2%	73.5%	74.6%	*	94.7%	*	20.0%	27.7%	70.6%	45.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	77.9%	76.9%	77.6%	77.0%	*	91.7%	-	60.0%	37.7%	78.4%	60.0%
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%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	*	-	*	-	-	-	-	-	-	*	-
2019-20	38.6%	17.6%	*	-	*	-	-	*	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	5.8%	7.1%	6.7%	1.3%	*	0.0%	-	0.0%	4.0%	6.9%	16.1%
2019-20	4.4%	4.8%	4.2%	2.7%	4.5%	4.9%	*	0.0%	*	0.0%	1.4%	3.7%	8.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	69.3%	64.3%	68.1%	73.4%	*	90.9%	-	60.0%	30.7%	69.8%	38.7%
2019-20	81.8%	74.7%	71.9%	70.3%	71.7%	72.1%	*	95.7%	*	16.7%	26.1%	69.7%	44.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	75.0%	71.4%	74.7%	74.7%	*	90.9%	-	60.0%	34.7%	76.6%	54.8%
2019-20	85.8%	79.0%	76.0%	73.0%	75.9%	77.0%	*	95.8%	*	16.7%	26.8%	73.4%	52.0%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	748	100.0%	3,694	358,842
By Ethnicity:				
African American	28	3.7%	275	44,018
Hispanic	596	79.7%	3,013	183,306
White	79	10.6%	219	103,898
American Indian	2	0.3%	4	1,195
Asian	33	4.4%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	10	1.3%	28	7,842
By Graduation Type:				
Minimum H.S. Program	1	0.1%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	186	24.9%	887	56,281
Foundation H.S. Program (Endorsement)	43	5.7%	131	13,582
Foundation H.S. Program (DLA)	518	69.3%	2,663	287,316
Special Education Graduates	75	10.0%	331	31,028
Economically Disadvantaged Graduates	435	58.2%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	62	8.3%	446	32,809
At-Risk Graduates	340	45.5%	1,881	155,884
CTE Completers	215	28.7%	982	99,076

Texas Education Agency
2021-22 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)													
2020-21	65.2%	54.1%	55.7%	42.9%	55.4%	57.0%	*	78.8%	-	40.0%	52.0%	53.3%	37.1%
2019-20	63.0%	51.0%	52.4%	45.9%	51.0%	67.2%	*	70.8%	*	33.3%	74.6%	50.6%	34.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	46.9%	35.7%	46.5%	45.6%	*	72.7%	-	40.0%	2.7%	45.5%	24.2%
2019-20	53.4%	39.9%	44.8%	37.8%	43.1%	60.7%	*	70.8%	*	16.7%	4.2%	44.0%	18.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	56.0%	39.3%	54.5%	64.6%	*	81.8%	-	50.0%	6.7%	53.6%	32.3%
2019-20	59.7%	51.1%	54.5%	51.4%	52.0%	77.0%	*	79.2%	*	33.3%	4.2%	53.3%	22.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	44.4%	39.3%	44.0%	38.0%	*	72.7%	-	40.0%	5.3%	44.6%	25.8%
2019-20	47.9%	37.5%	51.5%	45.9%	50.7%	65.6%	*	58.3%	*	16.7%	8.5%	48.8%	24.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	36.4%	28.6%	34.6%	38.0%	*	72.7%	-	40.0%	2.7%	35.2%	14.5%
2019-20	43.2%	31.4%	41.0%	37.8%	39.0%	60.7%	*	58.3%	*	16.7%	4.2%	38.8%	10.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	19.9%	14.3%	19.1%	15.2%	*	51.5%	-	20.0%	0.0%	20.7%	11.3%
2019-20	21.1%	18.9%	17.5%	16.2%	16.5%	18.0%	*	45.8%	*	16.7%	0.0%	18.5%	12.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	11.9%	10.7%	11.6%	12.7%	*	18.2%	-	10.0%	0.0%	10.8%	0.0%
2019-20	2.1%	2.0%	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)													
2020-21	25.9%	21.5%	26.3%	21.4%	25.8%	24.1%	*	48.5%	-	20.0%	0.0%	26.2%	0.0%
2019-20	24.6%	10.0%	6.8%	8.1%	4.9%	18.0%	*	29.2%	*	0.0%	0.0%	4.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	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)													
2020-21	24.2%	16.9%	11.5%	7.1%	11.2%	15.2%	*	15.2%	-	0.0%	52.0%	9.9%	14.5%
2019-20	18.7%	16.1%	9.2%	8.1%	9.8%	6.6%	*	0.0%	*	16.7%	74.6%	7.9%	17.3%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 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
2020-21	18.4%	9.4%	5.6%	0.0%	5.2%	8.9%	*	12.1%	-	0.0%	2.7%	4.8%	3.2%
2019-20	13.2%	8.1%	1.6%	0.0%	1.9%	0.0%	*	0.0%	*	0.0%	1.4%	1.7%	1.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.2%	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)													
2020-21	2.4%	4.4%	2.5%	0.0%	2.7%	3.8%	*	0.0%	-	0.0%	16.0%	1.4%	3.2%
2019-20	2.4%	4.6%	5.5%	8.1%	5.4%	6.6%	*	0.0%	*	16.7%	50.7%	4.6%	12.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	3.5%	7.1%	3.5%	2.5%	*	3.0%	-	0.0%	34.7%	3.9%	9.7%
2019-20	3.7%	4.6%	2.5%	0.0%	3.0%	0.0%	*	0.0%	*	0.0%	26.8%	1.9%	6.7%

Texas Education Agency
2021-22 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	2020-21	25.9%	21.3%	28.1%	21.4%	28.9%	24.1%	*	30.3%	-	30.0%	1.3%	28.5%	1.6%
	2019-20	30.1%	14.3%	13.4%	13.5%	11.6%	24.6%	*	37.5%	*	0.0%	1.4%	11.4%	1.3%
Mathematics	2020-21	19.4%	15.3%	21.8%	17.9%	21.6%	19.0%	*	36.4%	-	20.0%	1.3%	22.3%	0.0%
	2019-20	21.2%	14.1%	23.3%	21.6%	22.3%	31.1%	*	37.5%	*	0.0%	2.8%	21.0%	5.3%
Both Subjects	2020-21	14.4%	10.6%	17.2%	17.9%	16.8%	16.5%	*	27.3%	-	20.0%	0.0%	17.0%	0.0%
	2019-20	16.4%	6.8%	8.0%	10.8%	6.7%	14.8%	*	25.0%	*	0.0%	1.4%	5.6%	1.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	3.2%	0.0%	3.9%	1.3%	*	0.0%	-	0.0%	0.0%	2.8%	25.8%
	2019-20	7.3%	5.2%	1.6%	5.4%	1.1%	3.3%	*	0.0%	*	16.7%	0.0%	1.9%	1.3%
Mathematics	2020-21	10.3%	7.5%	8.4%	10.7%	9.7%	1.3%	*	0.0%	-	0.0%	4.0%	9.9%	22.6%
	2019-20	9.7%	7.3%	10.5%	8.1%	11.1%	11.5%	*	0.0%	*	0.0%	4.2%	10.2%	14.7%
Both Subjects	2020-21	4.9%	2.3%	1.5%	0.0%	1.8%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	11.3%
	2019-20	4.2%	3.0%	0.7%	2.7%	0.5%	1.6%	*	0.0%	*	0.0%	0.0%	0.6%	1.3%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	18.6%	12.5%	17.6%	21.5%	*	41.0%	-	7.1%	1.3%	16.7%	3.7%
	2020	22.0%	17.8%	16.0%	12.3%	14.8%	15.9%	*	50.0%	*	14.3%	0.5%	15.2%	7.4%
English Language Arts	2021	12.1%	10.3%	10.5%	9.4%	9.9%	14.8%	*	16.4%	-	0.0%	0.0%	8.8%	0.0%
	2020	12.7%	9.9%	8.5%	9.2%	7.4%	10.3%	*	25.0%	*	14.3%	0.0%	7.6%	0.0%
Mathematics	2021	6.1%	5.3%	5.3%	4.7%	4.7%	5.4%	*	19.7%	-	7.1%	1.3%	5.1%	0.0%
	2020	6.4%	5.9%	5.8%	4.6%	4.6%	5.5%	*	33.9%	*	7.1%	0.0%	5.2%	2.2%
Science	2021	8.7%	8.4%	7.5%	7.8%	6.4%	9.4%	*	24.6%	-	7.1%	0.0%	6.7%	1.2%
	2020	9.4%	8.3%	6.6%	6.2%	5.7%	6.2%	*	28.6%	*	7.1%	0.5%	6.3%	1.5%
Social Studies	2021	11.6%	7.1%	5.6%	6.3%	4.7%	8.1%	*	19.7%	-	0.0%	0.0%	4.8%	0.6%
	2020	12.4%	8.4%	6.9%	9.2%	6.0%	6.2%	*	26.8%	*	7.1%	0.0%	6.6%	1.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	45.5%	37.5%	43.6%	46.9%	-	64.0%	-	*	*	41.7%	83.3%
	2020	59.0%	48.4%	65.9%	87.5%	64.9%	56.5%	-	75.0%	-	*	*	68.0%	100.0%
English Language Arts	2021	42.7%	27.7%	39.1%	50.0%	33.3%	50.0%	-	80.0%	-	-	-	30.5%	-
	2020	50.1%	38.0%	54.6%	83.3%	52.7%	53.3%	-	64.3%	-	*	-	52.1%	-
Mathematics	2021	49.4%	32.4%	39.0%	*	37.9%	37.5%	-	50.0%	-	*	*	27.1%	-
	2020	56.5%	47.6%	59.6%	*	51.7%	75.0%	-	78.9%	-	*	-	58.0%	*
Science	2021	41.4%	20.8%	26.1%	40.0%	22.5%	21.4%	-	46.7%	-	*	-	27.0%	*
	2020	47.6%	32.2%	39.6%	*	40.8%	44.4%	-	25.0%	-	*	*	37.7%	*

Texas Education Agency
2021-22 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	2021	42.2%	25.2%	46.5%	*	41.4%	50.0%	-	58.3%	-	-	-	46.7%	*
	2020	52.3%	32.7%	51.9%	50.0%	48.0%	44.4%	-	73.3%	-	*	-	40.6%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	92.6%	89.3%	92.1%	94.9%	*	100.0%	-	80.0%	72.0%	92.5%	79.4%
	2019-20	76.7%	94.1%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	83.3%	84.5%	100.0%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	26.0%	20.0%	23.1%	30.7%	*	61.8%	-	50.0%	0.0%	25.4%	4.0%
	2019-20	35.7%	21.4%	24.3%	17.1%	22.3%	38.1%	*	52.0%	*	20.0%	3.3%	21.6%	4.9%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	957	934	945	994	*	1091	-	986	782	945	791
	2019-20	1019	939	962	945	951	1031	770	1112	970	912	783	950	835
English Language Arts and Writing	2020-21	504	462	478	468	473	499	*	535	-	473	391	472	398
	2019-20	513	469	480	472	474	523	380	530	450	462	397	474	412
Mathematics	2020-21	498	461	478	466	472	495	*	556	-	514	391	473	393
	2019-20	506	470	482	473	476	509	390	582	520	450	386	476	423
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	23.1	*	*	*	-	-	-	-	-	*	-
	2019-20	20.2	21.0	20.7	16.3	20.4	32.5	-	-	-	-	19.0	18.8	13.0
English Language Arts	2020-21	19.6	21.4	22.9	*	*	*	-	-	-	-	-	*	-
	2019-20	19.9	20.7	20.7	15.9	20.4	32.5	-	-	-	-	18.5	19.1	11.5
Mathematics	2020-21	19.9	21.3	22.6	*	*	*	-	-	-	-	-	*	-
	2019-20	20.1	21.0	20.4	17.3	19.8	32.5	-	-	-	-	16.0	18.6	14.0
Science	2020-21	20.3	21.9	23.0	*	*	*	-	-	-	-	-	*	-
	2019-20	20.5	21.3	20.5	15.0	20.5	31.5	-	-	-	-	22.0	17.6	13.0

Texas Education Agency
2021-22 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	2020-21	42.5%	40.1%	43.2%	27.9%	42.3%	46.8%	0.0%	68.3%	*	35.0%	8.7%	41.0%	20.5%
	2019-20	46.3%	41.0%	41.1%	30.7%	40.8%	40.4%	*	61.9%	*	37.5%	8.4%	38.4%	22.3%
English Language Arts	2020-21	16.3%	19.5%	23.1%	17.3%	22.3%	25.8%	0.0%	38.1%	*	25.0%	1.4%	21.2%	10.6%
	2019-20	18.2%	18.8%	19.1%	16.0%	18.1%	20.2%	*	38.1%	*	25.0%	0.9%	17.8%	9.6%
Mathematics	2020-21	19.3%	18.4%	18.3%	13.2%	17.2%	25.7%	0.0%	29.4%	*	18.8%	1.9%	15.8%	2.0%
	2019-20	20.7%	18.2%	18.9%	13.1%	18.5%	20.7%	*	28.0%	*	27.3%	1.4%	17.3%	2.9%
Science	2020-21	20.6%	14.6%	14.1%	14.2%	13.3%	16.5%	*	23.9%	*	17.6%	1.2%	12.4%	2.0%
	2019-20	22.4%	12.4%	12.0%	8.4%	11.6%	12.5%	*	23.6%	*	9.5%	2.0%	11.0%	2.6%
Social Studies	2020-21	22.8%	19.1%	20.7%	14.3%	18.7%	29.8%	*	44.3%	*	31.6%	0.4%	18.0%	2.7%
	2019-20	24.6%	19.2%	19.1%	14.7%	17.7%	23.6%	*	43.1%	*	18.2%	1.0%	16.5%	1.6%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	58.7%	32.4%	61.2%	57.4%	*	37.5%	*	50.0%	52.1%	58.9%	61.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	50.6%	43.2%	51.0%	45.9%	*	66.7%	*	33.3%	26.8%	47.9%	18.7%
	2018-19	52.6%	50.9%	59.6%	63.0%	58.6%	55.2%	*	90.0%	*	85.7%	28.8%	56.1%	40.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 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	2,972	100.0%	49,255	5,402,928	2,979	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	785	26.4%	9.1%	8.8%	785	26.4%	9.1%	8.8%
Grade 10	715	24.1%	7.7%	7.6%	715	24.0%	7.7%	7.5%
Grade 11	748	25.2%	7.8%	7.2%	748	25.1%	7.8%	7.2%
Grade 12	724	24.4%	7.6%	6.7%	731	24.5%	7.6%	6.7%
Ethnic Distribution:								
African American	123	4.1%	8.1%	12.8%	123	4.1%	8.1%	12.8%
Hispanic	2,470	83.1%	82.8%	52.8%	2,477	83.1%	82.8%	52.7%
White	225	7.6%	5.2%	26.3%	225	7.6%	5.2%	26.3%
American Indian	1	0.0%	0.1%	0.3%	1	0.0%	0.1%	0.3%
Asian	133	4.5%	3.0%	4.8%	133	4.5%	3.0%	4.8%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	18	0.6%	0.7%	2.9%	18	0.6%	0.7%	2.9%
Sex:								
Female	1,474	49.6%	48.3%	48.9%	1,475	49.5%	48.3%	48.8%
Male	1,498	50.4%	51.7%	51.1%	1,504	50.5%	51.7%	51.2%
Economically Disadvantaged	1,799	60.5%	79.4%	60.7%	1,801	60.5%	79.4%	60.6%
Non-Educationally Disadvantaged	1,173	39.5%	20.6%	39.3%	1,178	39.5%	20.6%	39.4%
Section 504 Students	185	6.2%	5.8%	7.4%	185	6.2%	5.8%	7.4%
EB Students/EL	494	16.6%	32.6%	21.7%	494	16.6%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	30	0.9%	0.8%	0.6%				
Students w/ Dyslexia	114	3.8%	4.9%	5.0%	114	3.8%	4.8%	5.0%
Foster Care	1	0.0%	0.1%	0.3%	1	0.0%	0.1%	0.3%
Homeless	24	0.8%	0.7%	1.1%	24	0.8%	0.7%	1.1%
Immigrant	63	2.1%	3.4%	2.0%	63	2.1%	3.4%	2.0%
Migrant	6	0.2%	0.2%	0.3%	6	0.2%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	11	0.4%	0.4%	3.3%	11	0.4%	0.4%	3.3%
At-Risk	1,639	55.1%	69.4%	53.5%	1,641	55.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	475	16.0%	30.5%	21.9%	475	15.9%	30.4%	21.8%
Gifted and Talented Education	260	8.7%	5.5%	8.0%	260	8.7%	5.5%	8.0%
Special Education	259	8.7%	12.4%	11.6%	266	8.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	259							
By Type of Primary Disability								
Students with Intellectual Disabilities	148	57.1%	44.4%	43.0%				
Students with Physical Disabilities	5	1.9%	18.2%	20.8%				
Students with Autism	59	22.8%	21.3%	14.7%				
Students with Behavioral Disabilities	47	18.1%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	345	10.8%	14.7%	13.6%				
By Ethnicity:								
African American	26	0.8%	2.1%	2.5%				
Hispanic	266	8.3%	11.1%	6.6%				
White	34	1.1%	1.0%	3.5%				
American Indian	3	0.1%	0.0%	0.1%				
Asian	11	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	37	11.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	65	14.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	250	12.1%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	269	11.7%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	4.5%	6.2%	10.5%	1.5%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	16.3	14.5	16.3
Foreign Languages	23.0	18.9	18.4
Mathematics	17.4	16.1	17.5
Science	17.2	16.1	18.5
Social Studies	17.7	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	256.6	100.0%	100.0%	100.0%
Professional Staff:	231.3	90.2%	59.0%	64.1%
Teachers	198.9	77.5%	45.5%	49.3%
Professional Support	23.2	9.0%	10.1%	10.7%
Campus Administration (School Leadership)	9.2	3.6%	2.3%	2.9%
Educational Aides:	25.3	9.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	8.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	107.2	41.8%	65.4%	52.1%
Teachers by Ethnicity:				
African American	13.9	7.0%	10.3%	11.2%
Hispanic	51.3	25.8%	39.2%	28.9%
White	122.5	61.6%	46.5%	56.4%
American Indian	2.0	1.0%	0.2%	0.3%
Asian	7.9	4.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.3	0.7%	0.9%	1.2%
Teachers by Sex:				
Males	77.6	39.0%	25.0%	24.1%
Females	121.3	61.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	3.9	2.0%	0.9%	1.4%
Bachelors	131.6	66.2%	75.8%	72.6%
Masters	60.7	30.5%	22.5%	25.2%
Doctorate	2.6	1.3%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	9.5	4.8%	7.9%	7.9%
1-5 Years Experience	47.6	23.9%	27.4%	26.7%
6-10 Years Experience	51.9	26.1%	24.2%	20.6%
11-20 Years Experience	60.1	30.2%	28.7%	28.6%
21-30 Years Experience	26.0	13.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	3.8	1.9%	1.6%	2.9%
Number of Students per Teacher	14.9	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.5	8.0	6.3
Average Years Experience of Principals with District	5.5	7.7	5.4
Average Years Experience of Assistant Principals	7.3	7.4	5.5
Average Years Experience of Assistant Principals with District	6.5	7.1	4.8
Average Years Experience of Teachers:	11.6	10.4	11.1
Average Years Experience of Teachers with District:	8.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,719	\$56,914	\$51,054
1-5 Years Experience	\$59,360	\$58,997	\$54,577
6-10 Years Experience	\$62,118	\$61,821	\$57,746
11-20 Years Experience	\$64,384	\$63,221	\$61,377
21-30 Years Experience	\$65,733	\$65,542	\$65,949
Over 30 Years Experience	\$73,691	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,436	\$61,600	\$58,887
Professional Support	\$81,431	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,327	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.6	1.3%	13.2%	6.2%
Career and Technical Education	22.9	11.5%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	117.7	59.2%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	33.7	17.0%	14.2%	9.6%
Other	22.0	11.1%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THE SUMMIT (HIGH SCHOOL)

Campus Number: 101917014

2022 Accountability Rating: Not Rated

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	25%	-	27%	*	-	-	-	-	0%	-	25%	*	27%	*
	2021	67%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	42%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	*
	2021	50%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	11%	7%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	*
	2021	12%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	-
	2021	71%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	49%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	-
	2021	57%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	9%	6%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	-
	2021	11%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	7%	*	0%	*	-	-	-	*	0%	-	10%	*	0%	*
	2021	73%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	60%	0%	*	0%	*	-	-	-	*	0%	-	0%	*	0%	*
	2021	41%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	27%	38%	0%	*	0%	*	-	-	-	*	0%	-	0%	*	0%	*
	2021	23%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	20%	-	20%	-	-	-	-	-	*	-	*	*	*	-
	2021	82%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	57%	20%	-	20%	-	-	-	-	-	*	-	*	*	*	-
	2021	55%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	19%	0%	-	0%	-	-	-	-	-	*	-	*	*	*	-
	2021	22%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	50%	*	*	-	-	*	-	-	*	-	*	*	60%	-
	2021	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	68%	65%	17%	*	*	-	-	*	-	-	*	-	*	*	20%	-
	2021	69%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	42%	37%	0%	*	*	-	-	*	-	-	*	-	*	*	0%	-
	2021	43%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	18%	*	14%	*	-	*	-	*	0%	-	16%	23%	16%	0%
At Meets Grade Level or Above	2022	48%	43%	5%	*	3%	*	-	*	-	*	0%	-	3%	8%	3%	0%
At Masters Grade Level	2022	23%	18%	0%	*	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	16%	*	18%	*	-	-	-	-	0%	-	15%	17%	18%	*
At Meets Grade Level or Above	2022	53%	45%	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	*
At Masters Grade Level	2022	25%	18%	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	7%	*	0%	*	-	-	-	*	0%	-	10%	*	0%	*
At Meets Grade Level or Above	2022	42%	37%	0%	*	0%	*	-	-	-	*	0%	-	0%	*	0%	*
At Masters Grade Level	2022	20%	16%	0%	*	0%	*	-	-	-	*	0%	-	0%	*	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	20%	-	20%	-	-	-	-	-	*	-	*	*	*	-
At Meets Grade Level or Above	2022	47%	45%	20%	-	20%	-	-	-	-	-	*	-	*	*	*	-
At Masters Grade Level	2022	21%	16%	0%	-	0%	-	-	-	-	-	*	-	*	*	*	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	50%	*	*	-	-	*	-	-	*	-	*	*	60%	-
At Meets Grade Level or Above	2022	50%	47%	17%	*	*	-	-	*	-	-	*	-	*	*	20%	-
At Masters Grade Level	2022	30%	26%	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
2021-22 Progress (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	*	*	*	-	-	-	-	-	*	-	*	*	*	-
	2019	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2022	67	82	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	75	88	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	77	0	*	0	-	-	-	-	-	*	-	*	*	0	*
	2019	69	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78	80	*	*	*	-	-	-	-	-	*	-	*	*	*	-
	2019	68	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	74	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	70	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	18%	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	-
	2021	67%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	43%	5%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	-
	2021	41%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	18%	0%	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-
	2021	18%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	16%	-	-	-	-	-	-	*	-	*	-	-	20%	*	-
	2021	68%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	53%	45%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2021	45%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	25%	18%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2021	18%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	7%	-	-	-	-	-	-	*	-	*	-	-	8%	*	-
	2021	66%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	42%	37%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2021	37%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	20%	16%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2021	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	20%	-	-	-	-	-	-	-	-	-	-	-	20%	-	-
	2021	71%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	45%	20%	-	-	-	-	-	-	-	-	-	-	-	20%	-	-
	2021	44%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	16%	0%	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2021	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	50%	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2021	73%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	17%	-	-	-	-	-	-	-	-	-	-	-	17%	-	-
	2021	49%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	30%	26%	0%	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2021	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2019	69%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	68%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69%	74%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2019	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	76%	69%	77%	*	*	*	*	60%	72%	78%	79%	70%	73%	80%
Included in Accountability	93%	93%	12%	5%	12%	*	*	*	*	20%	24%	0%	13%	9%	12%	4%
Not Included in Accountability: Mobile	5%	4%	61%	65%	61%	*	*	*	*	40%	45%	78%	64%	57%	58%	67%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	4%	*	*	*	*	0%	3%	0%	3%	4%	3%	9%
Not Tested	1%	2%	24%	31%	23%	*	*	*	*	40%	28%	22%	21%	30%	27%	20%
Absent	1%	2%	24%	31%	23%	*	*	*	*	40%	28%	22%	21%	30%	27%	20%
Other	0%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	81%	74%	83%	*	*	*	*	*	79%	*	82%	79%	79%	87%
Included in Accountability	92%	91%	12%	4%	14%	*	*	*	*	*	24%	*	13%	11%	13%	7%
Not Included in Accountability: Mobile	5%	4%	61%	70%	58%	*	*	*	*	*	48%	*	61%	60%	59%	58%
Not Included in Accountability: Other Exclusions	2%	3%	8%	0%	10%	*	*	*	*	*	6%	*	7%	9%	8%	22%
Not Tested	1%	2%	19%	26%	18%	*	*	*	*	*	21%	*	18%	21%	21%	13%
Absent	1%	2%	19%	26%	18%	*	*	*	*	*	21%	*	18%	21%	21%	13%
Other	0%	0%	0%	0%	0%	*	*	*	*	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	83%	82%	83%	*	-	-	*	*	76%	*	85%	80%	81%	90%
Included in Accountability	93%	94%	17%	9%	15%	*	-	-	*	*	35%	*	19%	13%	16%	3%
Not Included in Accountability: Mobile	5%	4%	66%	73%	68%	*	-	-	*	*	41%	*	65%	67%	65%	87%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	17%	18%	17%	*	-	-	*	*	24%	*	15%	20%	19%	10%
Absent	1%	1%	17%	18%	17%	*	-	-	*	*	24%	*	15%	20%	19%	10%
Other	0%	0%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	72%	67%	73%	-	-	-	*	*	62%	*	79%	60%	67%	72%
Included in Accountability	93%	94%	7%	0%	9%	-	-	-	*	*	15%	*	9%	4%	7%	0%
Not Included in Accountability: Mobile	4%	3%	65%	67%	64%	-	-	-	*	*	46%	*	70%	56%	60%	72%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	-	-	-	*	*	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	28%	33%	27%	-	-	-	*	*	38%	*	21%	40%	33%	28%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	28%	33%	27%	-	-	-	*	*	38%	*	21%	40%	33%	28%
Other	0%	0%	0%	0%	0%	-	-	-	*	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	63%	53%	64%	*	-	*	-	*	55%	*	69%	50%	57%	53%
Included in Accountability	94%	93%	8%	7%	7%	*	-	*	-	*	18%	*	8%	8%	8%	0%
Not Included in Accountability: Mobile	4%	3%	55%	47%	56%	*	-	*	-	*	36%	*	61%	42%	49%	53%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	37%	47%	36%	*	-	*	-	*	45%	*	31%	50%	43%	47%
Absent	1%	3%	37%	47%	36%	*	-	*	-	*	45%	*	31%	50%	43%	47%
Other	0%	0%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	90%	*	88%	*	-	-	-	-	100%	*	93%	83%	90%	86%
Included in Accountability	83%	86%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Mobile	3%	3%	85%	*	82%	*	-	-	-	-	100%	*	86%	83%	85%	71%
Not Included in Accountability: Other Exclusions	3%	5%	5%	*	6%	*	-	-	-	-	0%	*	7%	0%	5%	14%
Not Tested	11%	7%	10%	*	12%	*	-	-	-	-	0%	*	7%	17%	10%	14%
Absent	2%	2%	10%	*	12%	*	-	-	-	-	0%	*	7%	17%	10%	14%
Other	10%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	83%	*	*	*	-	-	-	-	-	*	80%	*	83%	*
Included in Accountability	84%	89%	0%	*	*	*	-	-	-	-	-	*	0%	*	0%	*
Not Included in Accountability: Mobile	4%	3%	83%	*	*	*	-	-	-	-	-	*	80%	*	83%	*

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	0%	*	*	*	-	-	-	-	-	*	0%	*	0%	*
Not Tested	12%	5%	17%	*	*	*	-	-	-	-	-	*	20%	*	17%	*
Absent	2%	2%	17%	*	*	*	-	-	-	-	-	*	20%	*	17%	*
Other	10%	3%	0%	*	*	*	-	-	-	-	-	*	0%	*	0%	*
Science																
Assessment Participant	87%	92%	91%	-	89%	*	-	-	-	-	*	*	89%	*	91%	*
Included in Accountability	84%	88%	0%	-	0%	*	-	-	-	-	*	*	0%	*	0%	*
Not Included in Accountability: Mobile	3%	3%	91%	-	89%	*	-	-	-	-	*	*	89%	*	91%	*
Not Included in Accountability: Other Exclusions	0%	2%	0%	-	0%	*	-	-	-	-	*	*	0%	*	0%	*
Not Tested	13%	8%	9%	-	11%	*	-	-	-	-	*	*	11%	*	9%	*
Absent	2%	3%	9%	-	11%	*	-	-	-	-	*	*	11%	*	9%	*
Other	10%	5%	0%	-	0%	*	-	-	-	-	*	*	0%	*	0%	*
Social Studies																
Assessment Participant	87%	92%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Included in Accountability	84%	89%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Not Included in Accountability: Mobile	3%	2%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Not Included in Accountability: Other Exclusions	0%	1%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Not Tested	13%	8%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Absent	3%	4%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Other	10%	4%	*	-	*	-	-	-	-	-	-	-	*	*	*	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	74.4%	*	74.4%	*	-	*	*	*	67.2%	74.9%	75.6%
2019-20	98.3%	98.1%	85.6%	84.8%	85.7%	86.8%	*	*	*	*	82.6%	85.4%	85.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	67.6%	65.0%	67.8%	81.8%	-	*	*	*	83.9%	68.2%	72.1%
2019-20	6.7%	8.8%	49.2%	46.6%	49.4%	52.0%	*	*	*	66.7%	56.0%	51.1%	50.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	1.6%	1.4%	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 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	2020-21	42.5%	40.1%	2.4%	0.0%	2.9%	0.0%	-	*	-	*	0.0%	1.9%	4.8%
	2019-20	46.3%	41.0%	4.0%	7.1%	3.9%	0.0%	*	*	*	*	0.0%	3.8%	2.6%
English Language Arts	2020-21	16.3%	19.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2019-20	18.2%	18.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Mathematics	2020-21	19.3%	18.4%	1.6%	0.0%	2.0%	*	-	*	-	*	0.0%	1.0%	0.0%
	2019-20	20.7%	18.2%	3.6%	8.0%	3.4%	0.0%	*	*	*	*	0.0%	3.2%	0.0%
Science	2020-21	20.6%	14.6%	0.0%	0.0%	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
	2019-20	22.4%	12.4%	0.5%	0.0%	0.6%	0.0%	-	*	*	*	0.0%	0.6%	0.0%
Social Studies	2020-21	22.8%	19.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2019-20	24.6%	19.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	58.5%	57.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	52.6%	50.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	152	100.0%	49,255	5,402,928	152	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	56	36.8%	9.1%	8.8%	56	36.8%	9.1%	8.8%
Grade 10	39	25.7%	7.7%	7.6%	39	25.7%	7.7%	7.5%
Grade 11	31	20.4%	7.8%	7.2%	31	20.4%	7.8%	7.2%
Grade 12	26	17.1%	7.6%	6.7%	26	17.1%	7.6%	6.7%
Ethnic Distribution:								
African American	14	9.2%	8.1%	12.8%	14	9.2%	8.1%	12.8%
Hispanic	126	82.9%	82.8%	52.8%	126	82.9%	82.8%	52.7%
White	7	4.6%	5.2%	26.3%	7	4.6%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.7%	3.0%	4.8%	1	0.7%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	2.6%	0.7%	2.9%	4	2.6%	0.7%	2.9%
Sex:								
Female	39	25.7%	48.3%	48.9%	39	25.7%	48.3%	48.8%
Male	113	74.3%	51.7%	51.1%	113	74.3%	51.7%	51.2%
Economically Disadvantaged	119	78.3%	79.4%	60.7%	119	78.3%	79.4%	60.6%
Non-Educationally Disadvantaged	33	21.7%	20.6%	39.3%	33	21.7%	20.6%	39.4%
Section 504 Students	19	12.5%	5.8%	7.4%	19	12.5%	5.8%	7.4%
EB Students/EL	33	21.7%	32.6%	21.7%	33	21.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	75	33.8%	0.8%	0.6%				
Students w/ Dyslexia	14	9.2%	4.9%	5.0%	14	9.2%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	3.3%	0.7%	1.1%	5	3.3%	0.7%	1.1%
Immigrant	3	2.0%	3.4%	2.0%	3	2.0%	3.4%	2.0%
Migrant	1	0.7%	0.2%	0.3%	1	0.7%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	1	0.7%	0.4%	3.3%	1	0.7%	0.4%	3.3%
At-Risk	152	100.0%	69.4%	53.5%	152	100.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	30	19.7%	30.5%	21.9%	30	19.7%	30.4%	21.8%
Gifted and Talented Education	4	2.6%	5.5%	8.0%	4	2.6%	5.5%	8.0%
Special Education	26	17.1%	12.4%	11.6%	26	17.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	26							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	53.8%	44.4%	43.0%				
Students with Physical Disabilities	0	0.0%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	221	99.5%	14.7%	13.6%				
By Ethnicity:								
African American	22	9.9%	2.1%	2.5%				
Hispanic	182	82.0%	11.1%	6.6%				
White	11	5.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.9%	0.2%	0.3%				
Pacific Islander	1	0.5%	0.0%	0.0%				
Two or More Races	3	1.4%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	35	97.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	46	100.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	178	99.4%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	0	0.0%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	30.2%	6.2%	10.5%	20.0%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	6.1	14.5	16.3
Foreign Languages	4.6	18.9	18.4
Mathematics	3.9	16.1	17.5
Science	3.4	16.1	18.5
Social Studies	4.6	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	30.3	100.0%	100.0%	100.0%
Professional Staff:	22.5	74.4%	59.0%	64.1%
Teachers	15.9	52.4%	45.5%	49.3%
Professional Support	3.8	12.4%	10.1%	10.7%
Campus Administration (School Leadership)	2.9	9.6%	2.3%	2.9%
Educational Aides:	7.8	25.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	15.4	50.7%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.8	23.8%	10.3%	11.2%
Hispanic	3.0	18.9%	39.2%	28.9%
White	8.1	51.0%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	6.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	8.1	51.2%	25.0%	24.1%
Females	7.8	48.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	9.2	58.1%	75.8%	72.6%
Masters	6.7	41.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.3%	7.9%	7.9%
1-5 Years Experience	4.1	26.0%	27.4%	26.7%
6-10 Years Experience	2.5	15.9%	24.2%	20.6%
11-20 Years Experience	8.1	51.2%	28.7%	28.6%
21-30 Years Experience	0.1	0.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	9.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	8.0	6.3
Average Years Experience of Principals with District	14.0	7.7	5.4
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:	10.0	10.4	11.1
Average Years Experience of Teachers with District:	7.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$59,175	\$58,997	\$54,577
6-10 Years Experience	\$61,724	\$61,821	\$57,746
11-20 Years Experience	\$64,374	\$63,221	\$61,377
21-30 Years Experience	\$93,166	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,367	\$61,600	\$58,887
Professional Support	\$70,418	\$76,167	\$69,505
Campus Administration (School Leadership)	\$103,363	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	1.2	7.5%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	9.7	60.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.0	31.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL H S

Campus Number: 101917016

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	76%	77%	77%	73%	-	*	-	*	45%	100%	76%	79%	74%	63%
	2021	67%	62%	77%	67%	77%	75%	-	93%	-	*	39%	*	77%	79%	75%	43%
At Meets Grade Level or Above	2022	47%	42%	56%	46%	55%	59%	-	*	-	*	18%	80%	55%	58%	54%	35%
	2021	50%	43%	58%	53%	57%	60%	-	86%	-	*	18%	*	56%	68%	54%	18%
At Masters Grade Level	2022	11%	7%	8%	15%	7%	18%	-	*	-	*	0%	20%	8%	16%	7%	2%
	2021	12%	8%	9%	13%	7%	20%	-	50%	-	*	4%	*	10%	8%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	66%	82%	92%	81%	80%	-	100%	-	*	44%	*	82%	83%	80%	66%
	2021	71%	69%	86%	100%	84%	97%	-	100%	-	*	58%	100%	86%	85%	85%	60%
At Meets Grade Level or Above	2022	55%	49%	66%	69%	65%	70%	-	100%	-	*	19%	*	66%	67%	63%	47%
	2021	57%	53%	72%	58%	72%	82%	-	100%	-	*	35%	100%	72%	85%	72%	38%
At Masters Grade Level	2022	9%	6%	7%	8%	5%	10%	-	55%	-	*	3%	*	7%	3%	5%	1%
	2021	11%	9%	10%	0%	10%	12%	-	40%	-	*	8%	0%	10%	15%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	95%	100%	95%	100%	-	*	-	*	92%	*	96%	88%	95%	95%
	2021	73%	87%	92%	89%	93%	89%	-	89%	-	*	82%	*	93%	90%	94%	86%
At Meets Grade Level or Above	2022	43%	60%	65%	63%	65%	70%	-	*	-	*	54%	*	66%	58%	64%	58%
	2021	41%	57%	57%	56%	56%	67%	-	78%	-	*	23%	*	56%	60%	55%	41%
At Masters Grade Level	2022	27%	38%	34%	38%	35%	30%	-	*	-	*	25%	*	36%	23%	35%	29%
	2021	23%	29%	27%	33%	25%	33%	-	78%	-	*	9%	*	25%	40%	25%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	96%	100%	96%	100%	-	*	-	*	85%	*	97%	94%	96%	93%
	2021	82%	81%	92%	93%	92%	89%	-	93%	-	*	78%	*	92%	92%	92%	77%
At Meets Grade Level or Above	2022	55%	57%	75%	89%	74%	88%	-	*	-	*	54%	*	76%	68%	74%	61%
	2021	55%	54%	74%	79%	71%	89%	-	93%	-	*	43%	*	73%	77%	71%	41%
At Masters Grade Level	2022	21%	19%	30%	44%	28%	47%	-	*	-	*	15%	*	30%	26%	28%	14%
	2021	22%	20%	25%	43%	21%	42%	-	71%	-	*	13%	*	24%	33%	19%	5%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	96%	100%	95%	100%	*	100%	-	*	87%	*	96%	100%	95%	90%
	2021	88%	88%	97%	100%	97%	100%	-	100%	-	*	100%	*	97%	100%	97%	77%
At Meets Grade Level or Above	2022	68%	65%	85%	90%	83%	97%	*	100%	-	*	65%	*	84%	90%	84%	66%
	2021	69%	65%	83%	71%	83%	85%	-	100%	-	*	59%	*	84%	78%	81%	40%
At Masters Grade Level	2022	42%	37%	56%	40%	54%	72%	*	100%	-	*	43%	*	56%	70%	54%	30%
	2021	43%	35%	50%	14%	49%	60%	-	86%	-	*	47%	*	50%	39%	48%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	92%	-	91%	*	-	100%	-	*	-	-	92%	-	91%	*
	2021	95%	97%	97%	-	96%	100%	-	*	-	*	-	-	98%	*	96%	*
At Meets Grade Level or Above	2022	64%	57%	56%	-	54%	*	-	83%	-	*	-	-	56%	-	54%	*
	2021	69%	67%	63%	-	57%	86%	-	*	-	*	-	-	64%	*	62%	*
At Masters Grade Level	2022	13%	4%	1%	-	0%	*	-	17%	-	*	-	-	1%	-	2%	*
	2021	14%	6%	7%	-	4%	14%	-	*	-	*	-	-	8%	*	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	89%	92%	88%	90%	*	97%	-	100%	67%	94%	89%	87%	88%	80%
	2021	67%	61%	89%	88%	88%	92%	-	94%	-	83%	68%	100%	89%	88%	88%	66%
At Meets Grade Level or Above	2022	48%	43%	68%	70%	67%	79%	*	87%	-	83%	39%	88%	69%	65%	67%	51%
	2021	41%	33%	69%	63%	67%	79%	-	90%	-	67%	34%	83%	68%	71%	66%	34%
At Masters Grade Level	2022	23%	18%	24%	26%	23%	38%	*	55%	-	50%	15%	59%	25%	20%	23%	13%
	2021	18%	12%	23%	21%	21%	30%	-	65%	-	17%	14%	8%	23%	26%	20%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	79%	85%	79%	76%	-	93%	-	*	45%	100%	79%	81%	77%	64%
	2021	68%	61%	81%	81%	80%	89%	-	95%	-	60%	48%	100%	81%	81%	80%	50%
At Meets Grade Level or Above	2022	53%	45%	61%	58%	60%	64%	-	93%	-	*	18%	83%	60%	62%	58%	40%
	2021	45%	35%	65%	56%	64%	74%	-	89%	-	60%	26%	86%	64%	73%	62%	27%
At Masters Grade Level	2022	25%	18%	7%	12%	6%	14%	-	53%	-	*	2%	17%	7%	9%	6%	1%
	2021	18%	12%	10%	7%	8%	15%	-	47%	-	0%	6%	0%	10%	10%	7%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	95%	100%	95%	100%	-	100%	-	*	92%	*	95%	88%	95%	95%
	2021	66%	61%	93%	89%	93%	94%	-	92%	-	*	82%	*	94%	88%	94%	85%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	63%	63%	63%	73%	-	71%	-	*	54%	*	64%	58%	62%	57%
	2021	37%	30%	58%	56%	56%	75%	-	83%	-	*	23%	*	58%	59%	56%	41%
At Masters Grade Level	2022	20%	16%	28%	38%	28%	27%	-	14%	-	*	25%	*	28%	23%	29%	28%
	2021	18%	11%	24%	33%	22%	25%	-	75%	-	*	9%	*	22%	39%	22%	18%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	96%	100%	96%	100%	-	*	-	*	85%	*	97%	94%	96%	93%
	2021	71%	65%	92%	93%	92%	89%	-	93%	-	*	78%	*	92%	92%	92%	77%
At Meets Grade Level or Above	2022	47%	45%	75%	89%	74%	88%	-	*	-	*	54%	*	76%	68%	74%	61%
	2021	44%	35%	74%	79%	71%	89%	-	93%	-	*	43%	*	73%	77%	71%	41%
At Masters Grade Level	2022	21%	16%	30%	44%	28%	47%	-	*	-	*	15%	*	30%	26%	28%	14%
	2021	20%	12%	25%	43%	21%	42%	-	71%	-	*	13%	*	24%	33%	19%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	96%	100%	95%	100%	*	100%	-	*	87%	*	96%	100%	95%	90%
	2021	73%	69%	97%	100%	97%	100%	-	100%	-	*	100%	*	97%	100%	97%	77%
At Meets Grade Level or Above	2022	50%	47%	85%	90%	83%	97%	*	100%	-	*	65%	*	84%	90%	84%	66%
	2021	49%	42%	83%	71%	83%	85%	-	100%	-	*	59%	*	84%	78%	81%	40%
At Masters Grade Level	2022	30%	26%	56%	40%	54%	72%	*	100%	-	*	43%	*	56%	70%	54%	30%
	2021	29%	21%	50%	14%	49%	60%	-	86%	-	*	47%	*	50%	39%	48%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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																	
End of Course English II	2022	71	74	74	85	73	83	-	82	-	*	53	*	74	77	75	71
	2019	69	68	67	88	65	72	-	69	-	100	84	*	67	68	65	59
End of Course Algebra I	2022	67	82	81	86	81	86	-	-	-	-	72	*	82	76	81	79
	2019	75	88	87	86	88	78	*	*	-	-	70	*	89	76	89	85
All Grades Both Subjects	2022	74	77	77	85	76	84	-	82	-	*	62	*	77	77	78	75
	2019	69	69	76	87	76	75	*	72	-	100	76	57	76	72	76	73
All Grades ELA/Reading	2022	78	80	74	85	73	83	-	82	-	*	53	*	74	77	75	71
	2019	68	68	67	88	65	72	-	69	-	100	84	*	67	68	65	59
All Grades Mathematics	2022	69	74	81	86	81	86	-	-	-	-	72	*	82	76	81	79
	2019	70	70	87	86	88	78	*	*	-	-	70	*	89	76	89	85

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	89%	-	-	-	-	-	-	73%	-	73%	-	64%	93%	72%	94%
	2021	67%	61%	89%	-	-	-	-	-	-	67%	-	67%	-	62%	93%	66%	100%
At Meets Grade Level or Above	2022	48%	43%	68%	-	-	-	-	-	-	39%	-	39%	-	32%	78%	38%	75%
	2021	41%	33%	69%	-	-	-	-	-	-	34%	-	34%	-	31%	77%	34%	57%
At Masters Grade Level	2022	23%	18%	24%	-	-	-	-	-	-	8%	-	8%	-	8%	31%	8%	26%
	2021	18%	12%	23%	-	-	-	-	-	-	7%	-	7%	-	0%	27%	6%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	79%	-	-	-	-	-	-	54%	-	54%	-	54%	87%	54%	89%
	2021	68%	61%	81%	-	-	-	-	-	-	51%	-	51%	-	38%	89%	50%	-
At Meets Grade Level or Above	2022	53%	45%	61%	-	-	-	-	-	-	26%	-	26%	-	23%	72%	26%	72%
	2021	45%	35%	65%	-	-	-	-	-	-	27%	-	27%	-	23%	74%	27%	-
At Masters Grade Level	2022	25%	18%	7%	-	-	-	-	-	-	1%	-	1%	-	0%	12%	0%	6%
	2021	18%	12%	10%	-	-	-	-	-	-	1%	-	1%	-	0%	12%	1%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	95%	-	-	-	-	-	-	95%	-	95%	-	*	97%	95%	93%
	2021	66%	61%	93%	-	-	-	-	-	-	85%	-	85%	-	*	95%	84%	100%
At Meets Grade Level or Above	2022	42%	37%	63%	-	-	-	-	-	-	47%	-	47%	-	*	72%	48%	64%
	2021	37%	30%	58%	-	-	-	-	-	-	41%	-	41%	-	*	63%	40%	57%
At Masters Grade Level	2022	20%	16%	28%	-	-	-	-	-	-	21%	-	21%	-	*	28%	21%	32%
	2021	18%	11%	24%	-	-	-	-	-	-	20%	-	20%	-	*	28%	19%	10%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	96%	-	-	-	-	-	-	88%	-	88%	-	*	98%	87%	100%
	2021	71%	65%	92%	-	-	-	-	-	-	77%	-	77%	-	*	96%	77%	-
At Meets Grade Level or Above	2022	47%	45%	75%	-	-	-	-	-	-	46%	-	46%	-	*	82%	47%	86%
	2021	44%	35%	74%	-	-	-	-	-	-	39%	-	39%	-	*	81%	41%	-
At Masters Grade Level	2022	21%	16%	30%	-	-	-	-	-	-	6%	-	6%	-	*	37%	6%	35%
	2021	20%	12%	25%	-	-	-	-	-	-	6%	-	6%	-	*	30%	5%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	96%	-	-	-	-	-	-	88%	-	88%	-	*	98%	86%	100%
	2021	73%	69%	97%	-	-	-	-	-	-	73%	-	73%	-	100%	100%	77%	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	85%	-	-	-	-	-	-	60%	-	60%	-	*	90%	58%	91%
	2021	49%	42%	83%	-	-	-	-	-	-	43%	-	43%	-	20%	88%	40%	-
At Masters Grade Level	2022	30%	26%	56%	-	-	-	-	-	-	20%	-	20%	-	*	63%	20%	70%
	2021	29%	21%	50%	-	-	-	-	-	-	10%	-	10%	-	0%	54%	9%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	77%	-	-	-	-	-	-	72%	-	72%	-	57%	80%	71%	77%
	2019	69%	69%	76%	-	-	-	-	-	-	65%	-	65%	-	63%	-	65%	-
All Grades ELA/Reading	2022	78%	80%	74%	-	-	-	-	-	-	72%	-	72%	-	*	79%	70%	65%
	2019	68%	68%	67%	-	-	-	-	-	-	51%	-	51%	-	*	-	54%	-
All Grades Mathematics	2022	69%	74%	81%	-	-	-	-	-	-	71%	-	71%	-	*	82%	72%	87%
	2019	70%	70%	87%	-	-	-	-	-	-	83%	-	83%	-	50%	-	77%	-

* 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
2021-22 STAAR Participation (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	97%	100%	96%	98%	*	94%	-	100%	95%	100%	97%	97%	96%	92%
Not Included in Accountability: Mobile	5%	4%	0%	0%	0%	1%	*	0%	-	0%	1%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	3%	0%	*	6%	-	0%	4%	0%	3%	1%	3%	8%
Not Tested	1%	2%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	98%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	100%	93%	98%	-	88%	-	*	92%	100%	93%	97%	93%	84%
Not Included in Accountability: Mobile	5%	4%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	3%	7%	0%	7%	0%	-	12%	-	*	8%	0%	7%	3%	7%	16%
Not Tested	1%	2%	0%	0%	0%	2%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	2%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	99%	100%	99%	92%	-	100%	-	*	100%	*	99%	93%	99%	100%
Not Included in Accountability: Mobile	5%	4%	1%	0%	1%	8%	-	0%	-	*	0%	*	0%	7%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	99%	100%	99%	100%	*	100%	-	*	96%	*	100%	91%	100%	100%
Not Included in Accountability: Mobile	4%	3%	1%	0%	1%	0%	*	0%	-	*	4%	*	0%	9%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	98%	99%	-	98%	*	-	100%	-	*	-	-	99%	-	98%	*
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%
Reading																
Assessment Participant	89%	93%	96%	90%	96%	96%	-	100%	-	100%	98%	100%	96%	98%	96%	95%
Included in Accountability	83%	86%	91%	90%	91%	95%	-	86%	-	100%	95%	100%	91%	91%	91%	75%
Not Included in Accountability: Mobile	3%	3%	0%	0%	0%	2%	-	0%	-	0%	0%	0%	0%	3%	0%	0%
Not Included in Accountability: Other Exclusions	3%	5%	5%	0%	5%	0%	-	14%	-	0%	4%	0%	5%	4%	5%	20%
Not Tested	11%	7%	4%	10%	4%	4%	-	0%	-	0%	2%	0%	4%	3%	4%	5%
Absent	2%	2%	1%	0%	1%	2%	-	0%	-	0%	0%	0%	0%	3%	1%	1%
Other	10%	4%	3%	10%	3%	2%	-	0%	-	0%	2%	0%	4%	0%	3%	4%
Mathematics																
Assessment Participant	88%	95%	99%	100%	98%	100%	-	100%	-	*	100%	*	99%	96%	98%	97%
Included in Accountability	84%	89%	98%	100%	98%	94%	-	100%	-	*	100%	*	99%	91%	98%	96%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	0%	0%	0%	6%	-	0%	-	*	0%	*	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	2%	0%	1%
Not Tested	12%	5%	1%	0%	2%	0%	-	0%	-	*	0%	*	1%	4%	2%	3%
Absent	2%	2%	1%	0%	1%	0%	-	0%	-	*	0%	*	0%	4%	1%	3%
Other	10%	3%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	0%
Science																
Assessment Participant	87%	92%	98%	93%	99%	100%	-	100%	-	*	100%	*	99%	96%	98%	99%
Included in Accountability	84%	88%	98%	93%	98%	95%	-	100%	-	*	100%	*	99%	93%	98%	97%
Not Included in Accountability: Mobile	3%	3%	0%	0%	0%	5%	-	0%	-	*	0%	*	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	2%	0%	1%
Not Tested	13%	8%	2%	7%	1%	0%	-	0%	-	*	0%	*	1%	4%	2%	1%
Absent	2%	3%	1%	7%	1%	0%	-	0%	-	*	0%	*	1%	2%	1%	1%
Other	10%	5%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	2%	1%	0%
Social Studies																
Assessment Participant	87%	92%	99%	100%	99%	100%	-	100%	-	*	100%	*	99%	100%	99%	95%
Included in Accountability	84%	89%	99%	100%	99%	95%	-	100%	-	*	100%	*	99%	95%	98%	95%
Not Included in Accountability: Mobile	3%	2%	0%	0%	0%	5%	-	0%	-	*	0%	*	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	5%
Absent	3%	4%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	5%
Other	10%	4%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	93%	100%	-	100%	100%	-	*	-	*	-	-	100%	*	100%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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													
2020-21	95.0%	93.9%	96.4%	96.8%	96.3%	96.5%	*	99.6%	-	97.7%	96.5%	96.1%	94.1%
2019-20	98.3%	98.1%	99.1%	98.9%	99.1%	98.7%	*	99.7%	-	99.7%	99.2%	99.0%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	9.5%	10.9%	9.7%	9.4%	*	0.0%	-	12.5%	10.2%	9.8%	16.4%
2019-20	6.7%	8.8%	4.5%	5.0%	4.6%	4.3%	*	0.0%	-	0.0%	3.4%	4.5%	3.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	0.3%	0.0%	0.4%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	1.0%
2019-20	1.6%	1.4%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	4.4%	4.8%	0.6%	0.0%	0.7%	0.0%	-	*	-	*	8.7%	0.4%	11.8%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	92.1%	100.0%	91.3%	93.9%	-	100.0%	-	*	100.0%	93.4%	75.0%
2019-20	81.8%	74.7%	93.7%	100.0%	93.3%	95.0%	-	*	-	*	91.3%	93.8%	82.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	92.1%	100.0%	91.3%	93.9%	-	100.0%	-	*	100.0%	93.4%	75.0%
2019-20	85.8%	79.0%	94.3%	100.0%	94.0%	95.0%	-	*	-	*	100.0%	94.3%	94.1%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	328	100.0%	3,694	358,842
By Ethnicity:				
African American	7	2.1%	275	44,018
Hispanic	277	84.5%	3,013	183,306
White	33	10.1%	219	103,898
American Indian	0	0.0%	4	1,195
Asian	7	2.1%	155	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	4	1.2%	28	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	13	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	26	7.9%	887	56,281
Foundation H.S. Program (Endorsement)	0	0.0%	131	13,582
Foundation H.S. Program (DLA)	302	92.1%	2,663	287,316
Special Education Graduates	14	4.3%	331	31,028
Economically Disadvantaged Graduates	226	68.9%	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	32	9.8%	446	32,809
At-Risk Graduates	107	32.6%	1,881	155,884
CTE Completers	307	93.6%	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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)													
2020-21	65.2%	54.1%	73.2%	42.9%	73.3%	69.7%	-	100.0%	-	*	100.0%	73.9%	62.5%
2019-20	63.0%	51.0%	74.6%	40.0%	75.0%	80.0%	-	*	-	*	100.0%	73.1%	70.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	41.8%	47.0%	14.3%	45.1%	54.5%	-	100.0%	-	*	14.3%	45.1%	28.1%
2019-20	53.4%	39.9%	48.1%	30.0%	47.7%	50.0%	-	*	-	*	17.4%	49.8%	17.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	45.0%	47.0%	28.6%	42.6%	72.7%	-	85.7%	-	*	28.6%	43.8%	12.5%
2019-20	59.7%	51.1%	58.5%	60.0%	56.3%	80.0%	-	*	-	*	17.4%	59.0%	17.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	34.2%	38.7%	42.9%	35.4%	51.5%	-	100.0%	-	*	42.9%	36.7%	28.1%
2019-20	47.9%	37.5%	42.4%	30.0%	41.0%	55.0%	-	*	-	*	47.8%	42.3%	17.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	27.1%	27.4%	14.3%	23.8%	45.5%	-	85.7%	-	*	14.3%	25.2%	12.5%
2019-20	43.2%	31.4%	34.3%	30.0%	32.3%	50.0%	-	*	-	*	0.0%	34.8%	5.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	19.2%	32.3%	14.3%	30.3%	36.4%	-	85.7%	-	*	7.1%	31.0%	21.9%
2019-20	21.1%	18.9%	31.6%	10.0%	31.3%	35.0%	-	*	-	*	17.4%	32.2%	17.6%
Associate Degree (Annual Graduates)													
2020-21	2.6%	9.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	2.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	21.5%	11.3%	0.0%	9.4%	15.2%	-	85.7%	-	*	0.0%	11.1%	9.4%
2019-20	24.6%	10.0%	12.5%	0.0%	12.3%	20.0%	-	*	-	*	0.0%	12.8%	5.9%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	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)													
2020-21	24.2%	16.9%	54.3%	28.6%	55.2%	42.4%	-	85.7%	-	*	100.0%	55.8%	50.0%
2019-20	18.7%	16.1%	51.0%	20.0%	51.3%	60.0%	-	*	-	*	100.0%	48.0%	58.8%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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
2020-21	18.4%	9.4%	50.9%	28.6%	52.0%	39.4%	-	85.7%	-	*	28.6%	52.7%	43.8%
2019-20	13.2%	8.1%	47.2%	20.0%	47.0%	60.0%	-	*	-	*	43.5%	46.3%	41.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.1%	0.9%	0.0%	1.1%	0.0%	-	0.0%	-	*	0.0%	1.3%	0.0%
2019-20	0.7%	0.2%	1.8%	0.0%	2.0%	0.0%	-	*	-	*	0.0%	0.9%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	4.4%	0.3%	0.0%	0.4%	0.0%	-	0.0%	-	*	7.1%	0.4%	0.0%
2019-20	2.4%	4.6%	0.9%	0.0%	0.7%	5.0%	-	*	-	*	13.0%	0.9%	11.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.4%	4.3%	0.0%	4.3%	3.0%	-	0.0%	-	*	100.0%	4.0%	6.3%
2019-20	3.7%	4.6%	6.9%	0.0%	7.3%	5.0%	-	*	-	*	100.0%	5.3%	29.4%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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	2020-21	25.9%	21.3%	11.0%	14.3%	10.8%	12.1%	-	0.0%	-	*	21.4%	11.9%	3.1%
	2019-20	30.1%	14.3%	21.2%	40.0%	20.3%	25.0%	-	*	-	*	8.7%	21.6%	5.9%
Mathematics	2020-21	19.4%	15.3%	11.6%	0.0%	11.9%	12.1%	-	14.3%	-	*	0.0%	11.1%	6.3%
	2019-20	21.2%	14.1%	22.7%	20.0%	22.7%	20.0%	-	*	-	*	0.0%	23.8%	5.9%
Both Subjects	2020-21	14.4%	10.6%	2.4%	0.0%	2.5%	3.0%	-	0.0%	-	*	0.0%	2.7%	0.0%
	2019-20	16.4%	6.8%	9.9%	10.0%	9.3%	15.0%	-	*	-	*	0.0%	11.0%	5.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	7.3%	5.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	7.5%	10.1%	28.6%	10.8%	3.0%	-	0.0%	-	*	42.9%	10.2%	15.6%
	2019-20	9.7%	7.3%	4.8%	0.0%	5.0%	5.0%	-	*	-	*	47.8%	4.0%	11.8%
Both Subjects	2020-21	4.9%	2.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	4.2%	3.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	28.2%	21.4%	26.9%	26.4%	*	92.9%	-	40.0%	3.0%	28.2%	7.1%
	2020	22.0%	17.8%	27.3%	11.1%	25.0%	41.1%	-	90.9%	-	60.0%	5.1%	24.9%	9.4%
English Language Arts	2021	12.1%	10.3%	14.2%	0.0%	14.0%	15.1%	*	28.6%	-	40.0%	0.0%	14.3%	1.4%
	2020	12.7%	9.9%	13.4%	5.6%	10.6%	28.6%	-	72.7%	-	60.0%	0.0%	12.9%	3.8%
Mathematics	2021	6.1%	5.3%	10.8%	14.3%	9.2%	15.1%	*	50.0%	-	40.0%	0.0%	9.9%	4.3%
	2020	6.4%	5.9%	10.1%	0.0%	9.6%	12.5%	-	36.4%	-	20.0%	0.0%	9.7%	1.9%
Science	2021	8.7%	8.4%	13.6%	14.3%	11.9%	17.0%	*	71.4%	-	20.0%	0.0%	14.5%	5.7%
	2020	9.4%	8.3%	16.2%	5.6%	14.2%	25.0%	-	90.9%	-	20.0%	0.0%	13.3%	7.5%
Social Studies	2021	11.6%	7.1%	13.5%	7.1%	13.1%	15.1%	*	21.4%	-	40.0%	3.0%	13.9%	1.4%
	2020	12.4%	8.4%	15.6%	11.1%	13.7%	19.6%	-	81.8%	-	60.0%	2.6%	14.4%	7.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	37.4%	*	33.5%	57.1%	-	53.8%	-	*	*	32.8%	20.0%
	2020	59.0%	48.4%	58.2%	*	54.1%	73.9%	-	80.0%	-	*	*	56.8%	60.0%
English Language Arts	2021	42.7%	27.7%	31.3%	-	26.8%	50.0%	-	*	-	*	-	26.5%	*
	2020	50.1%	38.0%	58.9%	*	51.6%	75.0%	-	75.0%	-	*	-	52.5%	*
Mathematics	2021	49.4%	32.4%	24.7%	*	25.9%	12.5%	-	42.9%	-	*	-	21.3%	*
	2020	56.5%	47.6%	63.2%	-	57.1%	100.0%	-	*	-	*	-	63.0%	*
Science	2021	41.4%	20.8%	25.0%	*	17.1%	55.6%	-	40.0%	-	*	-	20.3%	*
	2020	47.6%	32.2%	38.5%	*	32.5%	71.4%	-	40.0%	-	*	-	34.9%	*

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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	2021	42.2%	25.2%	28.6%	*	23.4%	62.5%	-	*	-	*	*	22.7%	*
	2020	52.3%	32.7%	34.3%	*	31.3%	27.3%	-	66.7%	-	*	*	38.2%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	99.4%	100.0%	99.3%	100.0%	-	100.0%	-	*	100.0%	100.0%	90.6%
	2019-20	76.7%	94.1%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	17.8%	14.3%	13.1%	39.4%	-	85.7%	-	*	0.0%	16.2%	6.9%
	2019-20	35.7%	21.4%	22.4%	9.1%	20.3%	42.9%	-	*	-	*	0.0%	22.0%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	940	883	921	1034	-	1223	-	*	807	927	829
	2019-20	1019	939	958	911	951	1024	-	1170	-	1340	782	957	813
English Language Arts and Writing	2020-21	504	462	471	454	460	527	-	591	-	*	409	462	408
	2019-20	513	469	483	465	479	517	-	575	-	670	403	481	405
Mathematics	2020-21	498	461	469	429	460	508	-	631	-	*	398	465	421
	2019-20	506	470	475	446	472	507	-	595	-	670	379	476	408
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	*	-	-	-	-	*	-	-	-	-	-
	2019-20	20.2	21.0	23.3	-	23.0	-	-	21.5	-	29.0	-	22.8	-
English Language Arts	2020-21	19.6	21.4	*	-	-	-	-	*	-	-	-	-	-
	2019-20	19.9	20.7	23.8	-	23.1	-	-	21.8	-	32.0	-	23.2	-
Mathematics	2020-21	19.9	21.3	*	-	-	-	-	*	-	-	-	-	-
	2019-20	20.1	21.0	21.9	-	21.6	-	-	20.5	-	27.0	-	21.4	-
Science	2020-21	20.3	21.9	*	-	-	-	-	*	-	-	-	-	-
	2019-20	20.5	21.3	23.5	-	23.9	-	-	21.5	-	25.0	-	22.9	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (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	2020-21	42.5%	40.1%	45.1%	31.0%	44.5%	43.9%	*	84.8%	-	75.0%	25.0%	43.0%	23.8%
	2019-20	46.3%	41.0%	45.7%	32.4%	45.5%	46.4%	*	77.3%	-	44.4%	25.3%	44.1%	22.8%
English Language Arts	2020-21	16.3%	19.5%	8.7%	0.0%	8.2%	10.3%	*	30.3%	-	25.0%	0.0%	7.9%	2.0%
	2019-20	18.2%	18.8%	10.7%	10.8%	9.3%	19.3%	*	40.9%	-	33.3%	0.0%	10.5%	6.7%
Mathematics	2020-21	19.3%	18.4%	22.2%	9.5%	22.0%	24.0%	*	37.5%	-	42.9%	3.6%	20.4%	7.1%
	2019-20	20.7%	18.2%	21.7%	21.6%	21.1%	21.5%	*	47.6%	-	44.4%	8.0%	20.0%	8.8%
Science	2020-21	20.6%	14.6%	29.1%	16.7%	28.9%	32.7%	*	34.4%	-	62.5%	19.0%	27.4%	15.3%
	2019-20	22.4%	12.4%	28.1%	27.0%	27.6%	29.4%	*	59.1%	-	22.2%	18.4%	26.3%	12.2%
Social Studies	2020-21	22.8%	19.1%	17.7%	11.9%	16.3%	19.0%	*	71.0%	-	37.5%	6.0%	16.6%	3.0%
	2019-20	24.6%	19.2%	22.5%	8.3%	21.7%	25.0%	*	72.7%	-	33.3%	2.3%	22.5%	6.8%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	57.1%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	47.3%	46.6%	50.0%	45.7%	45.0%	-	*	-	*	43.5%	44.9%	23.5%
	2018-19	52.6%	50.9%	53.7%	83.3%	51.3%	61.9%	*	69.2%	-	*	16.7%	50.9%	11.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1,458	100.0%	49,255	5,402,928	1,458	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	29	2.0%	4.2%	4.1%	29	2.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	15	1.0%	0.0%	0.6%	15	1.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	14	1.0%	4.2%	3.5%	14	1.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	376	25.8%	9.1%	8.8%	376	25.8%	9.1%	8.8%
Grade 10	368	25.2%	7.7%	7.6%	368	25.2%	7.7%	7.5%
Grade 11	347	23.8%	7.8%	7.2%	347	23.8%	7.8%	7.2%
Grade 12	338	23.2%	7.6%	6.7%	338	23.2%	7.6%	6.7%
Ethnic Distribution:								
African American	41	2.8%	8.1%	12.8%	41	2.8%	8.1%	12.8%
Hispanic	1,276	87.5%	82.8%	52.8%	1,276	87.5%	82.8%	52.7%
White	107	7.3%	5.2%	26.3%	107	7.3%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	28	1.9%	3.0%	4.8%	28	1.9%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	4	0.3%	0.7%	2.9%	4	0.3%	0.7%	2.9%
Sex:								
Female	714	49.0%	48.3%	48.9%	714	49.0%	48.3%	48.8%
Male	744	51.0%	51.7%	51.1%	744	51.0%	51.7%	51.2%
Economically Disadvantaged	1,008	69.1%	79.4%	60.7%	1,008	69.1%	79.4%	60.6%
Non-Educationally Disadvantaged	450	30.9%	20.6%	39.3%	450	30.9%	20.6%	39.4%
Section 504 Students	132	9.1%	5.8%	7.4%	132	9.1%	5.8%	7.4%
EB Students/EL	240	16.5%	32.6%	21.7%	240	16.5%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	5	0.3%	0.8%	0.6%				
Students w/ Dyslexia	80	5.5%	4.9%	5.0%	80	5.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.2%	0.7%	1.1%	3	0.2%	0.7%	1.1%
Immigrant	2	0.1%	3.4%	2.0%	2	0.1%	3.4%	2.0%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	5	0.3%	0.4%	3.3%	5	0.3%	0.4%	3.3%
At-Risk	731	50.1%	69.4%	53.5%	731	50.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	224	15.4%	30.5%	21.9%	224	15.4%	30.4%	21.8%
Gifted and Talented Education	104	7.1%	5.5%	8.0%	104	7.1%	5.5%	8.0%
Special Education	85	5.8%	12.4%	11.6%	85	5.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability								
Students with Intellectual Disabilities	46	54.1%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	19	22.4%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	57	3.9%	14.7%	13.6%				
By Ethnicity:								
African American	4	0.3%	2.1%	2.5%				
Hispanic	40	2.7%	11.1%	6.6%				
White	12	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	4.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	12	5.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	35	3.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	77	6.8%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	1.4%	6.2%	10.5%	0.0%	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	18.5	14.5	16.3
Foreign Languages	16.5	18.9	18.4
Mathematics	20.1	16.1	17.5
Science	19.7	16.1	18.5
Social Studies	19.2	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	121.9	100.0%	100.0%	100.0%
Professional Staff:	114.7	94.0%	59.0%	64.1%
Teachers	93.5	76.7%	45.5%	49.3%
Professional Support	16.1	13.2%	10.1%	10.7%
Campus Administration (School Leadership)	5.0	4.1%	2.3%	2.9%
Educational Aides:	7.3	6.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	3.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	43.4	35.6%	65.4%	52.1%
Teachers by Ethnicity:				
African American	5.9	6.3%	10.3%	11.2%
Hispanic	26.3	28.1%	39.2%	28.9%
White	59.4	63.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.1%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.1%	0.9%	1.2%
Teachers by Sex:				
Males	41.1	44.0%	25.0%	24.1%
Females	52.4	56.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	13.2	14.2%	0.9%	1.4%
Bachelors	57.3	61.3%	75.8%	72.6%
Masters	21.9	23.5%	22.5%	25.2%
Doctorate	1.0	1.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.2	2.4%	7.9%	7.9%
1-5 Years Experience	19.2	20.5%	27.4%	26.7%
6-10 Years Experience	38.3	40.9%	24.2%	20.6%
11-20 Years Experience	24.7	26.4%	28.7%	28.6%
21-30 Years Experience	9.1	9.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	15.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.0	6.3
Average Years Experience of Principals with District	10.0	7.7	5.4
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:	10.8	10.4	11.1
Average Years Experience of Teachers with District:	8.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,064	\$56,914	\$51,054
1-5 Years Experience	\$59,523	\$58,997	\$54,577
6-10 Years Experience	\$61,776	\$61,821	\$57,746
11-20 Years Experience	\$64,508	\$63,221	\$61,377
21-30 Years Experience	\$69,392	\$65,542	\$65,949
Over 30 Years Experience	\$83,839	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,572	\$61,600	\$58,887
Professional Support	\$80,906	\$76,167	\$69,505
Campus Administration (School Leadership)	\$108,848	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	36.7	39.3%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	46.2	49.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.4	5.8%	14.2%	9.6%
Other	5.2	5.6%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BEVERLY HILLS INT

Campus Number: 101917041

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	81%	73%	82%	100%	-	87%	*	73%	54%	*	87%	61%	79%	79%
	2021	69%	62%	59%	47%	58%	61%	-	88%	*	*	33%	80%	63%	44%	58%	41%
At Meets Grade Level or Above	2022	56%	47%	55%	44%	54%	89%	-	82%	*	64%	41%	*	61%	39%	51%	54%
	2021	45%	35%	34%	24%	31%	44%	-	68%	*	*	24%	80%	36%	27%	32%	16%
At Masters Grade Level	2022	37%	27%	33%	21%	30%	56%	-	74%	*	55%	8%	*	36%	24%	29%	31%
	2021	25%	17%	17%	11%	13%	28%	-	53%	*	*	9%	0%	19%	12%	16%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	61%	54%	64%	33%	-	63%	*	63%	53%	*	63%	56%	59%	56%
	2021	55%	48%	41%	23%	44%	40%	-	71%	*	*	26%	60%	43%	35%	39%	43%
At Meets Grade Level or Above	2022	31%	24%	22%	16%	23%	0%	-	56%	*	25%	31%	*	23%	21%	22%	19%
	2021	27%	18%	8%	5%	8%	7%	-	29%	*	*	13%	0%	8%	10%	7%	9%
At Masters Grade Level	2022	13%	8%	5%	3%	5%	0%	-	19%	*	13%	10%	*	5%	4%	4%	6%
	2021	12%	5%	2%	0%	1%	0%	-	24%	*	*	2%	0%	2%	2%	3%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	87%	87%	86%	90%	-	93%	-	*	60%	*	91%	75%	86%	83%
	2021	73%	69%	65%	65%	63%	71%	-	79%	*	75%	39%	*	69%	54%	62%	33%
At Meets Grade Level or Above	2022	58%	54%	61%	52%	60%	80%	-	78%	-	*	30%	*	65%	50%	59%	55%
	2021	46%	39%	35%	36%	32%	29%	-	54%	*	50%	26%	*	39%	24%	32%	12%
At Masters Grade Level	2022	37%	32%	36%	25%	35%	60%	-	56%	-	*	18%	*	39%	25%	35%	31%
	2021	21%	14%	14%	15%	12%	14%	-	26%	*	25%	2%	*	17%	7%	12%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	83%	81%	80%	100%	-	100%	-	80%	51%	*	86%	75%	82%	82%
	2021	62%	66%	63%	50%	64%	70%	-	86%	*	58%	40%	*	68%	49%	62%	54%
At Meets Grade Level or Above	2022	40%	40%	51%	51%	45%	50%	-	84%	-	80%	22%	*	53%	43%	49%	49%
	2021	36%	35%	39%	31%	36%	50%	-	71%	*	42%	24%	*	43%	26%	37%	20%
At Masters Grade Level	2022	14%	11%	14%	10%	11%	0%	-	43%	-	40%	8%	*	16%	11%	14%	15%
	2021	11%	8%	10%	7%	8%	20%	-	40%	*	17%	9%	*	12%	6%	10%	1%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	81%	75%	80%	90%	-	95%	-	*	54%	*	85%	69%	80%	77%
	2021	68%	60%	52%	50%	50%	57%	-	79%	*	50%	35%	*	58%	38%	49%	32%
At Meets Grade Level or Above	2022	45%	42%	47%	39%	45%	30%	-	80%	-	*	30%	*	51%	35%	46%	39%
	2021	43%	31%	25%	26%	20%	29%	-	61%	*	42%	28%	*	30%	12%	21%	7%
At Masters Grade Level	2022	24%	17%	15%	3%	13%	20%	-	49%	-	*	8%	*	17%	9%	15%	12%
	2021	24%	12%	10%	9%	8%	14%	-	29%	*	25%	11%	*	13%	2%	7%	1%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	61%	58%	58%	60%	-	90%	-	*	35%	*	66%	46%	58%	52%
	2021	57%	51%	40%	46%	34%	29%	-	74%	*	50%	29%	*	46%	24%	36%	17%
At Meets Grade Level or Above	2022	31%	26%	26%	21%	23%	20%	-	59%	-	*	24%	*	28%	19%	24%	19%
	2021	28%	19%	13%	18%	8%	14%	-	34%	*	42%	20%	*	15%	6%	10%	6%
At Masters Grade Level	2022	18%	13%	12%	6%	10%	20%	-	34%	-	*	10%	*	14%	6%	11%	8%
	2021	14%	6%	4%	4%	3%	14%	-	11%	*	8%	9%	*	5%	2%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	100%	100%	*	-	100%	-	-	*	-	100%	*	100%	100%
	2021	73%	87%	100%	100%	100%	-	-	100%	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	43%	60%	100%	100%	100%	*	-	100%	-	-	*	-	100%	*	100%	100%
	2021	41%	57%	97%	100%	94%	-	-	100%	-	*	*	-	97%	100%	98%	*
At Masters Grade Level	2022	27%	38%	92%	80%	92%	*	-	100%	-	-	*	-	92%	*	91%	93%
	2021	23%	29%	83%	91%	72%	-	-	95%	-	*	*	-	83%	83%	77%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	77%	72%	76%	83%	-	92%	*	70%	52%	86%	81%	64%	75%	73%
	2021	67%	61%	55%	48%	54%	51%	-	82%	57%	55%	32%	70%	60%	42%	53%	37%
At Meets Grade Level or Above	2022	48%	43%	46%	38%	44%	48%	-	77%	*	53%	31%	50%	50%	35%	44%	42%
	2021	41%	33%	27%	25%	23%	26%	-	58%	43%	43%	21%	25%	31%	17%	25%	11%
At Masters Grade Level	2022	23%	18%	22%	12%	20%	26%	-	53%	*	33%	11%	14%	25%	13%	21%	20%
	2021	18%	12%	11%	9%	8%	12%	-	35%	14%	20%	7%	0%	13%	6%	9%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	84%	79%	84%	95%	-	90%	*	77%	57%	*	89%	69%	82%	81%
	2021	68%	61%	62%	57%	60%	64%	-	84%	*	71%	36%	83%	67%	50%	60%	37%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	58%	48%	57%	84%	-	80%	*	62%	36%	*	63%	45%	55%	55%
	2021	45%	35%	34%	31%	31%	40%	-	60%	*	50%	25%	83%	38%	25%	32%	14%
At Masters Grade Level	2022	25%	18%	35%	23%	32%	58%	-	65%	*	46%	13%	*	38%	24%	32%	31%
	2021	18%	12%	15%	13%	12%	24%	-	38%	*	29%	5%	0%	18%	9%	14%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	76%	69%	76%	79%	-	92%	*	69%	53%	*	79%	67%	74%	74%
	2021	66%	61%	58%	43%	58%	52%	-	86%	*	53%	34%	57%	62%	45%	56%	49%
At Meets Grade Level or Above	2022	42%	37%	44%	36%	42%	37%	-	82%	*	46%	28%	*	48%	34%	43%	43%
	2021	37%	30%	32%	26%	29%	24%	-	70%	*	40%	20%	0%	36%	21%	30%	16%
At Masters Grade Level	2022	20%	16%	18%	9%	16%	0%	-	52%	*	23%	11%	*	21%	9%	17%	19%
	2021	18%	11%	13%	11%	9%	8%	-	52%	*	20%	7%	0%	16%	7%	12%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	81%	75%	80%	90%	-	95%	-	*	54%	*	85%	69%	80%	77%
	2021	71%	65%	52%	50%	50%	57%	-	79%	*	50%	35%	*	58%	38%	49%	32%
At Meets Grade Level or Above	2022	47%	45%	47%	39%	45%	30%	-	80%	-	*	30%	*	51%	35%	46%	39%
	2021	44%	35%	25%	26%	20%	29%	-	61%	*	42%	28%	*	30%	12%	21%	7%
At Masters Grade Level	2022	21%	16%	15%	3%	13%	20%	-	49%	-	*	8%	*	17%	9%	15%	12%
	2021	20%	12%	10%	9%	8%	14%	-	29%	*	25%	11%	*	13%	2%	7%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	61%	58%	58%	60%	-	90%	-	*	35%	*	66%	46%	58%	52%
	2021	73%	69%	40%	46%	34%	29%	-	74%	*	50%	29%	*	46%	24%	36%	17%
At Meets Grade Level or Above	2022	50%	47%	26%	21%	23%	20%	-	59%	-	*	24%	*	28%	19%	24%	19%
	2021	49%	42%	13%	18%	8%	14%	-	34%	*	42%	20%	*	15%	6%	10%	6%
At Masters Grade Level	2022	30%	26%	12%	6%	10%	20%	-	34%	-	*	10%	*	14%	6%	11%	8%
	2021	29%	21%	4%	4%	3%	14%	-	11%	*	8%	9%	*	5%	2%	3%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	33%	19%	29%	33%	-	82%	*	45%	31%	*	36%	20%	31%	35%
	2021	26%	18%	17%	10%	14%	11%	-	56%	*	*	13%	0%	19%	11%	15%	10%
Reading and Mathematics Including EOC	2022	33%	23%	33%	19%	29%	33%	-	82%	*	45%	31%	*	36%	20%	31%	35%
	2021	27%	18%	17%	10%	14%	11%	-	56%	*	*	13%	0%	19%	11%	15%	10%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	55%	44%	54%	89%	-	82%	*	64%	41%	*	61%	39%	51%	54%
	2021	45%	35%	34%	24%	31%	44%	-	68%	*	*	24%	80%	36%	27%	32%	16%
Math Including EOC	2022	37%	27%	36%	23%	32%	33%	-	82%	*	45%	31%	*	39%	25%	34%	37%
	2021	32%	23%	22%	11%	20%	17%	-	65%	*	*	15%	0%	25%	14%	21%	13%
8th Graders																	
Reading and Mathematics	2022	27%	24%	33%	35%	31%	22%	-	50%	-	*	21%	*	34%	31%	31%	28%
	2021	21%	16%	18%	19%	17%	29%	-	22%	*	27%	20%	*	21%	12%	17%	6%
Reading and Mathematics Including EOC	2022	41%	37%	44%	39%	42%	30%	-	73%	-	*	24%	*	48%	32%	42%	40%
	2021	33%	27%	26%	26%	22%	29%	-	51%	*	33%	20%	*	30%	14%	23%	6%
Reading Including EOC	2022	58%	54%	61%	52%	60%	80%	-	78%	-	*	30%	*	65%	50%	59%	55%
	2021	47%	38%	35%	36%	32%	29%	-	54%	*	50%	26%	*	39%	24%	32%	12%
Math Including EOC	2022	48%	44%	52%	51%	49%	40%	-	83%	-	*	26%	*	56%	42%	51%	49%
	2021	43%	39%	40%	38%	37%	43%	-	74%	*	42%	26%	*	45%	27%	38%	19%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	33%	27%	30%	28%	-	70%	*	46%	26%	*	35%	26%	31%	31%
	2021	26%	15%	18%	15%	16%	16%	-	44%	*	31%	17%	0%	20%	12%	16%	8%
Reading and Mathematics Including EOC	2022	36%	27%	39%	28%	36%	32%	-	77%	*	46%	28%	*	42%	27%	36%	37%
	2021	28%	17%	22%	19%	18%	16%	-	53%	*	36%	16%	0%	25%	13%	19%	8%
Reading Including EOC	2022	53%	45%	58%	48%	57%	84%	-	80%	*	62%	36%	*	63%	45%	55%	55%
	2021	41%	30%	34%	31%	31%	40%	-	60%	*	50%	25%	83%	38%	25%	32%	14%
Math Including EOC	2022	43%	34%	44%	36%	42%	37%	-	82%	*	46%	28%	*	48%	34%	43%	43%
	2021	37%	25%	32%	26%	29%	24%	-	70%	*	40%	20%	0%	36%	21%	30%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	89	88	89	89	-	91	*	89	76	*	92	76	89	88
	2019	77	77	79	66	79	86	-	89	-	83	79	100	81	69	77	86
Grade 7 Mathematics	2022	60	55	61	66	61	25	-	67	*	64	60	*	58	72	63	57
	2019	62	57	66	61	66	50	-	86	-	83	47	83	67	64	67	68
Grade 8 ELA/Reading	2022	83	84	88	85	89	100	-	81	-	-	73	*	90	79	87	86
	2019	77	75	71	71	70	77	-	80	-	*	67	*	70	73	71	70
Grade 8 Mathematics	2022	74	82	89	90	87	90	-	94	-	*	74	*	89	88	89	89
	2019	82	87	86	87	85	80	-	95	-	*	86	50	86	85	85	84
End of Course Algebra I	2022	67	82	100	100	100	*	-	100	-	-	*	-	100	*	100	100
	2019	75	88	98	100	97	100	-	100	-	-	*	-	98	100	98	100
All Grades Both Subjects	2022	74	77	84	83	83	81	-	88	*	82	71	69	85	79	84	83
	2019	69	69	77	73	76	77	-	90	-	88	71	75	78	74	76	79
All Grades ELA/Reading	2022	78	80	88	87	89	94	-	86	*	89	75	*	91	78	88	87
	2019	68	68	75	69	74	82	-	86	-	88	72	82	76	71	74	79
All Grades Mathematics	2022	69	74	79	79	78	68	-	90	*	75	66	*	78	81	79	78
	2019	70	70	79	76	78	73	-	94	-	88	69	68	80	76	79	79

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	77%	-	-	-	-	-	-	62%	-	62%	-	56%	78%	61%	93%
	2021	67%	61%	55%	-	-	-	-	-	-	36%	-	36%	-	35%	59%	36%	100%
At Meets Grade Level or Above	2022	48%	43%	46%	-	-	-	-	-	-	29%	-	29%	-	27%	47%	29%	66%
	2021	41%	33%	27%	-	-	-	-	-	-	11%	-	11%	-	6%	31%	10%	100%
At Masters Grade Level	2022	23%	18%	22%	-	-	-	-	-	-	11%	-	11%	-	5%	21%	10%	41%
	2021	18%	12%	11%	-	-	-	-	-	-	2%	-	2%	-	2%	13%	2%	29%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	84%	-	-	-	-	-	-	70%	-	70%	-	71%	85%	70%	99%
	2021	68%	61%	62%	-	-	-	-	-	-	38%	-	38%	-	30%	68%	36%	*
At Meets Grade Level or Above	2022	53%	45%	58%	-	-	-	-	-	-	36%	-	36%	-	40%	58%	36%	87%
	2021	45%	35%	34%	-	-	-	-	-	-	15%	-	15%	-	4%	39%	13%	*
At Masters Grade Level	2022	25%	18%	35%	-	-	-	-	-	-	17%	-	17%	-	6%	34%	15%	61%
	2021	18%	12%	15%	-	-	-	-	-	-	3%	-	3%	-	0%	18%	3%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	76%	-	-	-	-	-	-	63%	-	63%	-	54%	76%	61%	95%
	2021	66%	61%	58%	-	-	-	-	-	-	48%	-	48%	-	52%	60%	48%	*
At Meets Grade Level or Above	2022	42%	37%	44%	-	-	-	-	-	-	28%	-	28%	-	29%	43%	28%	71%
	2021	37%	30%	32%	-	-	-	-	-	-	15%	-	15%	-	15%	36%	15%	*
At Masters Grade Level	2022	20%	16%	18%	-	-	-	-	-	-	10%	-	10%	-	6%	14%	9%	41%
	2021	18%	11%	13%	-	-	-	-	-	-	3%	-	3%	-	4%	15%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	81%	-	-	-	-	-	-	67%	-	67%	-	62%	82%	66%	94%
	2021	71%	65%	52%	-	-	-	-	-	-	31%	-	31%	-	33%	56%	32%	*
At Meets Grade Level or Above	2022	47%	45%	47%	-	-	-	-	-	-	29%	-	29%	-	19%	49%	27%	61%
	2021	44%	35%	25%	-	-	-	-	-	-	5%	-	5%	-	7%	29%	5%	*
At Masters Grade Level	2022	21%	16%	15%	-	-	-	-	-	-	6%	-	6%	-	5%	13%	5%	31%
	2021	20%	12%	10%	-	-	-	-	-	-	0%	-	0%	-	7%	12%	1%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	61%	-	-	-	-	-	-	40%	-	40%	-	29%	64%	38%	78%
	2021	73%	69%	40%	-	-	-	-	-	-	14%	-	14%	-	20%	45%	15%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	26%	-	-	-	-	-	-	18%	-	18%	-	10%	28%	16%	30%
	2021	49%	42%	13%	-	-	-	-	-	-	5%	-	5%	-	0%	14%	4%	*
At Masters Grade Level	2022	30%	26%	12%	-	-	-	-	-	-	8%	-	8%	-	5%	13%	8%	15%
	2021	29%	21%	4%	-	-	-	-	-	-	2%	-	2%	-	0%	5%	1%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	84%	-	-	-	-	-	-	77%	-	77%	-	83%	84%	78%	92%
	2019	69%	69%	77%	-	-	-	-	-	-	74%	-	74%	-	74%	-	74%	-
All Grades ELA/Reading	2022	78%	80%	88%	-	-	-	-	-	-	81%	-	81%	-	95%	89%	83%	94%
	2019	68%	68%	75%	-	-	-	-	-	-	76%	-	76%	-	78%	-	76%	-
All Grades Mathematics	2022	69%	74%	79%	-	-	-	-	-	-	73%	-	73%	-	71%	78%	73%	89%
	2019	70%	70%	79%	-	-	-	-	-	-	72%	-	72%	-	70%	-	71%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	90%	95%	91%	-	94%	*	75%	94%	64%	97%	83%	94%	93%
Not Included in Accountability: Mobile	5%	4%	6%	10%	5%	9%	-	2%	*	25%	5%	36%	3%	14%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	0%	0%	-	3%	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	90%	94%	90%	-	94%	*	81%	95%	57%	97%	83%	94%	93%
Not Included in Accountability: Mobile	5%	4%	6%	10%	5%	10%	-	2%	*	19%	5%	43%	3%	14%	6%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	4%	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	90%	94%	90%	-	94%	*	81%	95%	57%	97%	83%	94%	93%
Not Included in Accountability: Mobile	5%	4%	6%	10%	5%	10%	-	2%	*	19%	5%	43%	3%	14%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	4%	*	0%	0%	0%	0%	2%	0%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	91%	95%	91%	-	95%	-	*	94%	*	98%	83%	94%	92%
Not Included in Accountability: Mobile	4%	3%	6%	9%	5%	9%	-	2%	-	*	6%	*	2%	15%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	2%	-	*	0%	*	0%	2%	0%	1%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	99%	100%	-	100%	-	*	98%	*	99%	100%	99%	99%
Included in Accountability	94%	93%	93%	91%	94%	91%	-	95%	-	*	92%	*	97%	83%	94%	92%
Not Included in Accountability: Mobile	4%	3%	6%	9%	5%	9%	-	2%	-	*	6%	*	2%	15%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	2%	-	*	0%	*	0%	2%	0%	1%
Not Tested	2%	3%	0%	0%	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	1%
Absent	1%	3%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	1%
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%
Reading																
Assessment Participant	89%	93%	91%	87%	92%	96%	-	96%	*	78%	90%	88%	91%	92%	91%	99%
Included in Accountability	83%	86%	87%	81%	88%	93%	-	92%	*	78%	85%	75%	89%	82%	87%	90%
Not Included in Accountability: Mobile	3%	3%	3%	6%	3%	4%	-	0%	*	0%	3%	13%	2%	7%	4%	2%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	4%	*	0%	2%	0%	1%	3%	1%	7%
Not Tested	11%	7%	9%	13%	8%	4%	-	4%	*	22%	10%	13%	9%	8%	9%	1%
Absent	2%	2%	2%	3%	1%	0%	-	0%	*	6%	2%	13%	1%	3%	2%	1%
Other	10%	4%	7%	10%	7%	4%	-	4%	*	17%	8%	0%	7%	6%	7%	0%
Mathematics																
Assessment Participant	88%	95%	93%	87%	93%	96%	-	97%	*	88%	91%	100%	93%	92%	93%	97%
Included in Accountability	84%	89%	88%	81%	89%	93%	-	95%	*	88%	87%	88%	90%	83%	89%	89%
Not Included in Accountability: Mobile	4%	3%	3%	6%	3%	4%	-	0%	*	0%	3%	13%	2%	6%	4%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	3%	*	0%	1%	0%	0%	3%	1%	5%
Not Tested	12%	5%	7%	13%	7%	4%	-	3%	*	12%	9%	0%	7%	8%	7%	3%
Absent	2%	2%	2%	3%	1%	0%	-	1%	*	0%	0%	0%	1%	3%	2%	2%
Other	10%	3%	6%	10%	5%	4%	-	1%	*	12%	9%	0%	6%	5%	6%	1%
Science																
Assessment Participant	87%	92%	90%	85%	91%	89%	-	93%	*	92%	91%	*	89%	92%	90%	98%
Included in Accountability	84%	88%	85%	77%	86%	78%	-	88%	*	92%	84%	*	87%	79%	85%	89%
Not Included in Accountability: Mobile	3%	3%	5%	8%	4%	11%	-	0%	*	0%	5%	*	2%	10%	4%	2%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	5%	*	0%	2%	*	0%	3%	1%	6%
Not Tested	13%	8%	10%	15%	9%	11%	-	7%	*	8%	9%	*	11%	8%	10%	2%
Absent	2%	3%	3%	6%	3%	0%	-	0%	*	0%	2%	*	3%	4%	3%	1%
Other	10%	5%	7%	10%	6%	11%	-	7%	*	8%	7%	*	8%	4%	7%	1%
Social Studies																
Assessment Participant	87%	92%	89%	85%	91%	89%	-	86%	*	92%	89%	*	89%	91%	89%	95%
Included in Accountability	84%	89%	84%	77%	86%	78%	-	81%	*	92%	82%	*	86%	78%	84%	87%
Not Included in Accountability: Mobile	3%	2%	5%	8%	4%	11%	-	0%	*	0%	5%	*	2%	10%	4%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	-	5%	*	0%	2%	*	0%	3%	1%	6%
Not Tested	13%	8%	11%	15%	9%	11%	-	14%	*	8%	11%	*	11%	9%	11%	5%
Absent	3%	4%	3%	6%	3%	0%	-	2%	*	0%	2%	*	2%	5%	4%	2%
Other	10%	4%	8%	10%	6%	11%	-	12%	*	8%	9%	*	9%	4%	7%	2%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	97.4%	96.9%	97.4%	97.1%	-	99.5%	*	96.0%	96.9%	97.3%	97.3%
2019-20	98.3%	98.1%	98.7%	98.4%	98.6%	99.2%	-	99.8%	*	99.1%	98.5%	98.6%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	6.5%	9.7%	5.9%	7.3%	-	0.0%	*	21.4%	6.8%	6.7%	6.8%
2019-20	6.7%	8.8%	5.7%	8.2%	5.6%	7.9%	-	1.0%	*	0.0%	7.0%	6.7%	3.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.8%	1.5%	0.7%	0.0%	-	0.0%	*	0.0%	0.8%	0.9%	0.6%
2019-20	0.5%	0.3%	0.3%	0.5%	0.1%	2.6%	-	0.0%	*	0.0%	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	887	100.0%	49,255	5,402,928	887	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	432	48.7%	7.8%	7.7%	432	48.7%	7.8%	7.7%
Grade 8	455	51.3%	7.8%	7.9%	455	51.3%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	161	18.2%	8.1%	12.8%	161	18.2%	8.1%	12.8%
Hispanic	595	67.1%	82.8%	52.8%	595	67.1%	82.8%	52.7%
White	37	4.2%	5.2%	26.3%	37	4.2%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	83	9.4%	3.0%	4.8%	83	9.4%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	10	1.1%	0.7%	2.9%	10	1.1%	0.7%	2.9%
Sex:								
Female	399	45.0%	48.3%	48.9%	399	45.0%	48.3%	48.8%
Male	488	55.0%	51.7%	51.1%	488	55.0%	51.7%	51.2%
Economically Disadvantaged	656	74.0%	79.4%	60.7%	656	74.0%	79.4%	60.6%
Non-Educationally Disadvantaged	231	26.0%	20.6%	39.3%	231	26.0%	20.6%	39.4%
Section 504 Students	64	7.2%	5.8%	7.4%	64	7.2%	5.8%	7.4%
EB Students/EL	201	22.7%	32.6%	21.7%	201	22.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	5	0.5%	0.8%	0.6%				
Students w/ Dyslexia	61	6.9%	4.9%	5.0%	61	6.9%	4.8%	5.0%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	3	0.3%	0.7%	1.1%	3	0.3%	0.7%	1.1%
Immigrant	22	2.5%	3.4%	2.0%	22	2.5%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	887	100.0%	67.8%	64.3%	887	100.0%	67.7%	64.3%
Military Connected	3	0.3%	0.4%	3.3%	3	0.3%	0.4%	3.3%
At-Risk	604	68.1%	69.4%	53.5%	604	68.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	171	19.3%	30.5%	21.9%	171	19.3%	30.4%	21.8%
Gifted and Talented Education	63	7.1%	5.5%	8.0%	63	7.1%	5.5%	8.0%
Special Education	120	13.5%	12.4%	11.6%	120	13.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	120							
By Type of Primary Disability								
Students with Intellectual Disabilities	70	58.3%	44.4%	43.0%				
Students with Physical Disabilities	14	11.7%	18.2%	20.8%				
Students with Autism	22	18.3%	21.3%	14.7%				
Students with Behavioral Disabilities	14	11.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	95	9.3%	14.7%	13.6%				
By Ethnicity:								
African American	29	2.8%	2.1%	2.5%				
Hispanic	56	5.5%	11.1%	6.6%				
White	6	0.6%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	2	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	13	11.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	13	7.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	79	10.4%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	60	13.3%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.3%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.2%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	10.8	14.5	16.3
Foreign Languages	24.5	18.9	18.4
Mathematics	15.3	16.1	17.5
Science	14.1	16.1	18.5
Social Studies	15.9	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	97.2	100.0%	100.0%	100.0%
Professional Staff:	86.3	88.8%	59.0%	64.1%
Teachers	77.1	79.4%	45.5%	49.3%
Professional Support	6.0	6.2%	10.1%	10.7%
Campus Administration (School Leadership)	3.1	3.2%	2.3%	2.9%
Educational Aides:	10.9	11.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	0.0	n/a	116.0	13,550.0
Part-time Counselors	2.0	n/a	14.0	1,176.0
Total Minority Staff:	43.7	45.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	14.0	18.2%	10.3%	11.2%
Hispanic	15.3	19.8%	39.2%	28.9%
White	42.8	55.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.6%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	3.0	3.9%	0.9%	1.2%
Teachers by Sex:				
Males	25.0	32.4%	25.0%	24.1%
Females	52.1	67.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.3	0.3%	0.9%	1.4%
Bachelors	60.2	78.1%	75.8%	72.6%
Masters	14.6	19.0%	22.5%	25.2%
Doctorate	2.0	2.6%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.3	6.8%	7.9%	7.9%
1-5 Years Experience	17.0	22.0%	27.4%	26.7%
6-10 Years Experience	14.9	19.3%	24.2%	20.6%
11-20 Years Experience	24.1	31.2%	28.7%	28.6%
21-30 Years Experience	12.9	16.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	3.0	3.9%	1.6%	2.9%
Number of Students per Teacher	11.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	9.0	7.7	5.4
Average Years Experience of Assistant Principals	5.7	7.4	5.5
Average Years Experience of Assistant Principals with District	5.7	7.1	4.8
Average Years Experience of Teachers:	12.3	10.4	11.1
Average Years Experience of Teachers with District:	9.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$59,823	\$56,914	\$51,054
1-5 Years Experience	\$59,102	\$58,997	\$54,577
6-10 Years Experience	\$63,283	\$61,821	\$57,746
11-20 Years Experience	\$65,446	\$63,221	\$61,377
21-30 Years Experience	\$63,529	\$65,542	\$65,949
Over 30 Years Experience	\$65,775	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,939	\$61,600	\$58,887
Professional Support	\$65,600	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,814	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.3	4.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	4.9	6.3%	0.5%	1.7%
Regular Education	53.3	69.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	15.7	20.3%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JACKSON INT

Campus Number: 101917042

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	69%	80%	69%	80%	-	-	-	*	49%	55%	74%	46%	69%	66%
	2021	69%	62%	58%	40%	58%	63%	-	-	-	*	42%	-	59%	48%	58%	33%
At Meets Grade Level or Above	2022	56%	47%	42%	60%	41%	60%	-	-	-	*	37%	27%	45%	24%	41%	33%
	2021	45%	35%	31%	20%	30%	38%	-	-	-	*	36%	-	32%	23%	30%	10%
At Masters Grade Level	2022	37%	27%	21%	20%	20%	20%	-	-	-	*	16%	9%	23%	9%	20%	20%
	2021	25%	17%	15%	10%	14%	25%	-	-	-	*	17%	-	16%	5%	15%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	45%	60%	45%	*	-	-	-	-	46%	57%	47%	39%	43%	40%
	2021	55%	48%	36%	22%	38%	*	-	-	-	*	39%	-	37%	33%	37%	29%
At Meets Grade Level or Above	2022	31%	24%	16%	40%	15%	*	-	-	-	-	38%	14%	15%	18%	15%	9%
	2021	27%	18%	9%	11%	9%	*	-	-	-	*	33%	-	8%	13%	9%	12%
At Masters Grade Level	2022	13%	8%	4%	40%	3%	*	-	-	-	-	16%	0%	3%	4%	3%	3%
	2021	12%	5%	3%	0%	3%	*	-	-	-	*	14%	-	3%	0%	3%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	79%	54%	79%	100%	-	-	-	*	60%	*	79%	76%	78%	78%
	2021	73%	69%	65%	*	65%	50%	-	-	*	*	44%	*	69%	44%	65%	45%
At Meets Grade Level or Above	2022	58%	54%	48%	23%	49%	71%	-	-	-	*	43%	*	49%	40%	47%	48%
	2021	46%	39%	34%	*	34%	25%	-	-	*	*	28%	*	37%	15%	34%	14%
At Masters Grade Level	2022	37%	32%	28%	15%	28%	57%	-	-	-	*	14%	*	30%	20%	27%	28%
	2021	21%	14%	13%	*	13%	13%	-	-	*	*	3%	*	14%	5%	13%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	77%	58%	77%	80%	-	-	-	*	67%	*	79%	65%	76%	77%
	2021	62%	66%	67%	*	68%	64%	-	-	-	*	46%	*	70%	49%	68%	44%
At Meets Grade Level or Above	2022	40%	40%	47%	25%	48%	40%	-	-	-	*	58%	*	49%	37%	49%	46%
	2021	36%	35%	36%	*	36%	36%	-	-	-	*	29%	*	39%	16%	36%	16%
At Masters Grade Level	2022	14%	11%	15%	8%	16%	0%	-	-	-	*	39%	*	16%	13%	16%	14%
	2021	11%	8%	10%	*	10%	18%	-	-	-	*	11%	*	12%	2%	10%	3%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	77%	58%	78%	100%	-	-	-	*	66%	*	79%	70%	77%	77%
	2021	68%	60%	63%	*	65%	57%	-	-	*	*	50%	*	68%	39%	64%	49%
At Meets Grade Level or Above	2022	45%	42%	47%	17%	47%	86%	-	-	-	*	57%	*	48%	43%	48%	45%
	2021	43%	31%	32%	*	32%	14%	-	-	*	*	28%	*	36%	3%	31%	16%
At Masters Grade Level	2022	24%	17%	19%	8%	19%	29%	-	-	-	*	29%	*	20%	9%	18%	17%
	2021	24%	12%	12%	*	12%	0%	-	-	*	*	17%	*	14%	0%	13%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	60%	46%	60%	86%	-	-	-	*	51%	*	61%	52%	60%	59%
	2021	57%	51%	43%	*	43%	43%	-	-	*	*	44%	*	48%	16%	43%	24%
At Meets Grade Level or Above	2022	31%	26%	26%	15%	25%	57%	-	-	-	*	46%	*	27%	16%	25%	24%
	2021	28%	19%	16%	*	16%	14%	-	-	*	*	29%	*	18%	3%	17%	6%
At Masters Grade Level	2022	18%	13%	12%	15%	11%	43%	-	-	-	*	17%	*	13%	5%	11%	13%
	2021	14%	6%	3%	*	3%	0%	-	-	*	*	12%	*	4%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	*	100%	*	-	-	-	*	-	*	100%	*	100%	100%
	2021	73%	87%	100%	-	100%	*	-	-	*	-	*	*	100%	*	100%	100%
At Meets Grade Level or Above	2022	43%	60%	99%	*	98%	*	-	-	-	*	-	*	100%	*	98%	98%
	2021	41%	57%	83%	-	84%	*	-	-	*	-	*	*	85%	*	82%	89%
At Masters Grade Level	2022	27%	38%	93%	*	92%	*	-	-	-	*	-	*	94%	*	92%	93%
	2021	23%	29%	62%	-	62%	*	-	-	*	-	*	*	63%	*	60%	89%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	70%	57%	69%	87%	-	-	-	100%	55%	62%	72%	58%	69%	68%
	2021	67%	61%	56%	26%	57%	54%	-	-	*	54%	44%	67%	59%	40%	57%	36%
At Meets Grade Level or Above	2022	48%	43%	40%	26%	40%	63%	-	-	-	70%	45%	19%	42%	30%	40%	38%
	2021	41%	33%	28%	11%	28%	28%	-	-	*	31%	32%	50%	30%	13%	28%	13%
At Masters Grade Level	2022	23%	18%	20%	16%	19%	37%	-	-	-	40%	21%	8%	21%	11%	19%	20%
	2021	18%	12%	10%	3%	10%	9%	-	-	*	15%	12%	17%	12%	2%	10%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	74%	61%	73%	92%	-	-	-	*	53%	58%	76%	60%	73%	71%
	2021	68%	61%	61%	42%	61%	56%	-	-	*	*	43%	*	64%	46%	61%	38%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	45%	33%	44%	67%	-	-	-	*	40%	25%	47%	31%	44%	40%
	2021	45%	35%	32%	17%	32%	31%	-	-	*	*	32%	*	34%	19%	32%	12%
At Masters Grade Level	2022	25%	18%	24%	17%	24%	42%	-	-	-	*	15%	8%	26%	14%	24%	24%
	2021	18%	12%	14%	8%	13%	19%	-	-	*	*	10%	*	15%	5%	14%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	66%	61%	66%	75%	-	-	-	*	55%	67%	69%	53%	66%	65%
	2021	66%	61%	58%	25%	60%	50%	-	-	*	*	43%	*	61%	42%	59%	39%
At Meets Grade Level or Above	2022	42%	37%	40%	33%	40%	50%	-	-	-	*	47%	17%	42%	29%	40%	38%
	2021	37%	30%	30%	8%	31%	25%	-	-	*	*	32%	*	33%	14%	30%	18%
At Masters Grade Level	2022	20%	16%	19%	22%	19%	33%	-	-	-	*	26%	8%	21%	10%	19%	20%
	2021	18%	11%	13%	0%	13%	13%	-	-	*	*	14%	*	15%	1%	13%	8%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	77%	58%	78%	100%	-	-	-	*	66%	*	79%	70%	77%	77%
	2021	71%	65%	63%	*	65%	57%	-	-	*	*	50%	*	68%	39%	64%	49%
At Meets Grade Level or Above	2022	47%	45%	47%	17%	47%	86%	-	-	-	*	57%	*	48%	43%	48%	45%
	2021	44%	35%	32%	*	32%	14%	-	-	*	*	28%	*	36%	3%	31%	16%
At Masters Grade Level	2022	21%	16%	19%	8%	19%	29%	-	-	-	*	29%	*	20%	9%	18%	17%
	2021	20%	12%	12%	*	12%	0%	-	-	*	*	17%	*	14%	0%	13%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	60%	46%	60%	86%	-	-	-	*	51%	*	61%	52%	60%	59%
	2021	73%	69%	43%	*	43%	43%	-	-	*	*	44%	*	48%	16%	43%	24%
At Meets Grade Level or Above	2022	50%	47%	26%	15%	25%	57%	-	-	-	*	46%	*	27%	16%	25%	24%
	2021	49%	42%	16%	*	16%	14%	-	-	*	*	29%	*	18%	3%	17%	6%
At Masters Grade Level	2022	30%	26%	12%	15%	11%	43%	-	-	-	*	17%	*	13%	5%	11%	13%
	2021	29%	21%	3%	*	3%	0%	-	-	*	*	12%	*	4%	0%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	25%	40%	24%	20%	-	-	-	*	33%	0%	27%	15%	24%	19%
	2021	26%	18%	17%	10%	17%	38%	-	-	-	*	31%	-	18%	9%	16%	8%
Reading and Mathematics Including EOC	2022	33%	23%	25%	40%	25%	20%	-	-	-	*	33%	9%	27%	15%	25%	20%
	2021	27%	18%	17%	10%	17%	38%	-	-	-	*	31%	-	18%	9%	16%	8%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	42%	60%	41%	60%	-	-	-	*	37%	27%	45%	24%	41%	33%
	2021	45%	35%	31%	20%	30%	38%	-	-	-	*	36%	-	32%	23%	30%	10%
Math Including EOC	2022	37%	27%	29%	40%	29%	20%	-	-	-	*	39%	18%	31%	21%	29%	26%
	2021	32%	23%	23%	10%	24%	38%	-	-	-	*	33%	-	25%	16%	23%	11%
8th Graders																	
Reading and Mathematics	2022	27%	24%	24%	17%	25%	*	-	-	-	*	40%	*	23%	29%	24%	21%
	2021	21%	16%	14%	*	15%	14%	-	-	-	*	23%	*	16%	8%	15%	5%
Reading and Mathematics Including EOC	2022	41%	37%	38%	23%	38%	57%	-	-	-	*	40%	*	39%	29%	37%	37%
	2021	33%	27%	25%	*	25%	13%	-	-	*	*	25%	*	28%	8%	25%	11%
Reading Including EOC	2022	58%	54%	48%	23%	49%	71%	-	-	-	*	43%	*	49%	40%	47%	48%
	2021	47%	38%	34%	*	34%	25%	-	-	*	*	28%	*	37%	15%	34%	14%
Math Including EOC	2022	48%	44%	53%	31%	53%	71%	-	-	-	*	57%	*	55%	38%	53%	52%
	2021	43%	39%	38%	*	38%	13%	-	-	*	*	31%	*	42%	13%	38%	24%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	24%	24%	24%	25%	-	-	-	*	36%	0%	25%	21%	24%	20%
	2021	26%	15%	16%	8%	16%	27%	-	-	-	*	27%	*	17%	9%	16%	7%
Reading and Mathematics Including EOC	2022	36%	27%	31%	28%	31%	42%	-	-	-	*	36%	8%	33%	21%	31%	28%
	2021	28%	17%	21%	8%	21%	25%	-	-	*	*	28%	*	23%	8%	20%	9%
Reading Including EOC	2022	53%	45%	45%	33%	44%	67%	-	-	-	*	40%	25%	47%	31%	44%	40%
	2021	41%	30%	32%	17%	32%	31%	-	-	*	*	32%	*	34%	19%	32%	12%
Math Including EOC	2022	43%	34%	40%	33%	40%	50%	-	-	-	*	47%	17%	42%	29%	40%	38%
	2021	37%	25%	30%	8%	31%	25%	-	-	*	*	32%	*	33%	14%	30%	18%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	83	*	83	80	-	-	-	*	70	73	86	62	83	82
	2019	77	77	79	94	78	*	-	-	-	-	62	83	80	75	78	80
Grade 7 Mathematics	2022	60	55	61	*	60	*	-	-	-	-	67	71	60	67	60	58
	2019	62	57	69	63	69	*	-	-	-	-	71	40	71	61	69	69
Grade 8 ELA/Reading	2022	83	84	83	58	83	100	-	-	-	*	61	*	84	76	82	83
	2019	77	75	81	71	81	90	*	-	*	*	82	*	81	82	81	80
Grade 8 Mathematics	2022	74	82	86	100	85	100	-	-	-	*	82	*	86	89	87	86
	2019	82	87	91	79	91	94	*	-	-	*	79	*	90	99	91	93
End of Course Algebra I	2022	67	82	100	*	100	*	-	-	-	*	-	*	100	*	100	100
	2019	75	88	99	-	99	*	-	-	*	-	-	-	99	100	99	99
All Grades Both Subjects	2022	74	77	80	82	80	96	-	-	-	*	70	77	81	74	80	80
	2019	69	69	81	77	81	89	*	-	*	*	74	72	82	79	81	82
All Grades ELA/Reading	2022	78	80	83	67	83	92	-	-	-	*	66	75	85	69	82	83
	2019	68	68	80	84	80	86	*	-	*	*	73	89	80	78	80	80
All Grades Mathematics	2022	69	74	77	97	76	100	-	-	-	*	73	79	77	79	77	77
	2019	70	70	83	70	83	92	*	-	*	*	75	56	83	79	82	84

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	-	-	-	-	-	-	49%	-	49%	-	59%	70%	51%	91%
	2021	67%	61%	56%	-	-	-	-	-	-	34%	-	33%	100%	10%	65%	32%	100%
At Meets Grade Level or Above	2022	48%	43%	40%	-	-	-	-	-	-	15%	-	15%	-	19%	42%	18%	65%
	2021	41%	33%	28%	-	-	-	-	-	-	9%	-	8%	100%	7%	35%	9%	82%
At Masters Grade Level	2022	23%	18%	20%	-	-	-	-	-	-	4%	-	4%	-	6%	19%	6%	38%
	2021	18%	12%	10%	-	-	-	-	-	-	2%	-	1%	71%	0%	13%	2%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	74%	-	-	-	-	-	-	53%	-	53%	-	82%	76%	55%	97%
	2021	68%	61%	61%	-	-	-	-	-	-	37%	-	36%	*	15%	71%	35%	100%
At Meets Grade Level or Above	2022	53%	45%	45%	-	-	-	-	-	-	15%	-	15%	-	45%	49%	19%	74%
	2021	45%	35%	32%	-	-	-	-	-	-	8%	-	7%	*	8%	41%	8%	89%
At Masters Grade Level	2022	25%	18%	24%	-	-	-	-	-	-	7%	-	7%	-	18%	25%	8%	46%
	2021	18%	12%	14%	-	-	-	-	-	-	1%	-	1%	*	0%	18%	1%	33%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	66%	-	-	-	-	-	-	49%	-	49%	-	36%	67%	50%	90%
	2021	66%	61%	58%	-	-	-	-	-	-	39%	-	38%	*	8%	67%	36%	100%
At Meets Grade Level or Above	2022	42%	37%	40%	-	-	-	-	-	-	18%	-	18%	-	0%	41%	20%	68%
	2021	37%	30%	30%	-	-	-	-	-	-	14%	-	12%	*	8%	36%	13%	100%
At Masters Grade Level	2022	20%	16%	19%	-	-	-	-	-	-	2%	-	2%	-	0%	18%	4%	44%
	2021	18%	11%	13%	-	-	-	-	-	-	4%	-	3%	*	0%	15%	4%	78%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	77%	-	-	-	-	-	-	59%	-	59%	-	60%	76%	60%	94%
	2021	71%	65%	63%	-	-	-	-	-	-	47%	-	46%	*	*	70%	45%	100%
At Meets Grade Level or Above	2022	47%	45%	47%	-	-	-	-	-	-	20%	-	20%	-	20%	48%	24%	66%
	2021	44%	35%	32%	-	-	-	-	-	-	11%	-	10%	*	*	38%	11%	83%
At Masters Grade Level	2022	21%	16%	19%	-	-	-	-	-	-	4%	-	4%	-	0%	19%	6%	29%
	2021	20%	12%	12%	-	-	-	-	-	-	3%	-	1%	*	*	15%	3%	17%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	60%	-	-	-	-	-	-	31%	-	31%	-	60%	60%	36%	81%
	2021	73%	69%	43%	-	-	-	-	-	-	19%	-	18%	*	*	52%	18%	100%

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	26%	-	-	-	-	-	-	3%	-	3%	-	0%	25%	6%	44%
	2021	49%	42%	16%	-	-	-	-	-	-	4%	-	3%	*	*	21%	4%	33%
At Masters Grade Level	2022	30%	26%	12%	-	-	-	-	-	-	1%	-	1%	-	0%	8%	4%	25%
	2021	29%	21%	3%	-	-	-	-	-	-	0%	-	0%	*	*	5%	0%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	-	-	-	-	-	-	72%	-	72%	-	78%	80%	72%	91%
	2019	69%	69%	81%	*	-	*	-	-	-	82%	-	82%	-	66%		80%	
All Grades ELA/Reading	2022	78%	80%	83%	-	-	-	-	-	-	76%	-	76%	-	75%	83%	76%	93%
	2019	68%	68%	80%	*	-	*	-	-	-	83%	-	83%	-	63%		82%	
All Grades Mathematics	2022	69%	74%	77%	-	-	-	-	-	-	68%	-	68%	-	80%	77%	69%	90%
	2019	70%	70%	83%	*	-	*	-	-	-	80%	-	80%	-	68%		78%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	100%	93%	100%	-	-	-	71%	95%	100%	97%	75%	94%	91%
Not Included in Accountability: Mobile	5%	4%	5%	0%	5%	0%	-	-	-	29%	5%	0%	3%	16%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	-	-	0%	0%	0%	0%	8%	1%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	100%	93%	100%	-	-	-	*	95%	100%	98%	73%	94%	90%
Not Included in Accountability: Mobile	5%	4%	5%	0%	5%	0%	-	-	-	*	5%	0%	2%	17%	4%	6%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	0%	-	-	-	*	0%	0%	0%	10%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	100%	93%	100%	-	-	-	*	95%	100%	98%	75%	94%	91%
Not Included in Accountability: Mobile	5%	4%	5%	0%	5%	0%	-	-	-	*	5%	0%	2%	18%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	-	-	*	0%	0%	0%	8%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	100%	93%	100%	-	-	-	*	95%	*	96%	79%	93%	91%
Not Included in Accountability: Mobile	4%	3%	6%	0%	5%	0%	-	-	-	*	5%	*	4%	14%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	7%	1%	2%
Not Tested	2%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	93%	100%	93%	100%	-	-	-	*	95%	*	96%	79%	93%	91%
Not Included in Accountability: Mobile	4%	3%	5%	0%	5%	0%	-	-	-	*	5%	*	4%	14%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	7%	1%	2%
Not Tested	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	97%	87%	97%	94%	-	-	*	*	99%	*	98%	91%	97%	99%
Included in Accountability	83%	86%	92%	80%	92%	89%	-	-	*	*	94%	*	96%	71%	92%	90%
Not Included in Accountability: Mobile	3%	3%	4%	7%	4%	6%	-	-	*	*	3%	*	2%	15%	3%	5%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	-	*	*	3%	*	0%	6%	1%	4%
Not Tested	11%	7%	3%	13%	3%	6%	-	-	*	*	1%	*	2%	9%	3%	1%
Absent	2%	2%	2%	7%	2%	6%	-	-	*	*	1%	*	1%	7%	2%	0%
Other	10%	4%	1%	7%	1%	0%	-	-	*	*	0%	*	1%	2%	1%	1%
Mathematics																
Assessment Participant	88%	95%	96%	87%	96%	94%	-	-	*	*	95%	*	97%	93%	96%	98%
Included in Accountability	84%	89%	91%	80%	91%	89%	-	-	*	*	92%	*	95%	72%	92%	89%
Not Included in Accountability: Mobile	4%	3%	4%	7%	4%	6%	-	-	*	*	3%	*	1%	16%	4%	6%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	-	*	*	0%	*	0%	4%	1%	3%
Not Tested	12%	5%	4%	13%	4%	6%	-	-	*	*	5%	*	3%	7%	4%	2%
Absent	2%	2%	2%	7%	2%	6%	-	-	*	*	3%	*	2%	5%	3%	2%
Other	10%	3%	1%	7%	1%	0%	-	-	*	*	3%	*	1%	2%	1%	1%
Science																
Assessment Participant	87%	92%	94%	*	95%	78%	-	-	*	*	97%	*	96%	85%	94%	96%
Included in Accountability	84%	88%	90%	*	90%	78%	-	-	*	*	95%	*	94%	70%	90%	90%
Not Included in Accountability: Mobile	3%	3%	4%	*	4%	0%	-	-	*	*	3%	*	2%	13%	4%	4%
Not Included in Accountability: Other Exclusions	0%	2%	0%	*	0%	0%	-	-	*	*	0%	*	0%	2%	0%	1%
Not Tested	13%	8%	6%	*	5%	22%	-	-	*	*	3%	*	4%	15%	6%	4%
Absent	2%	3%	2%	*	2%	22%	-	-	*	*	3%	*	1%	7%	3%	2%
Other	10%	5%	3%	*	3%	0%	-	-	*	*	0%	*	3%	7%	3%	2%
Social Studies																
Assessment Participant	87%	92%	93%	*	95%	78%	-	-	*	*	92%	*	96%	83%	94%	97%
Included in Accountability	84%	89%	89%	*	90%	78%	-	-	*	*	89%	*	94%	69%	90%	91%
Not Included in Accountability: Mobile	3%	2%	4%	*	4%	0%	-	-	*	*	3%	*	2%	13%	4%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	*	0%	0%	-	-	*	*	0%	*	0%	2%	0%	1%
Not Tested	13%	8%	7%	*	5%	22%	-	-	*	*	8%	*	4%	17%	6%	3%
Absent	3%	4%	5%	*	4%	22%	-	-	*	*	8%	*	3%	13%	4%	3%
Other	10%	4%	2%	*	1%	0%	-	-	*	*	0%	*	1%	4%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	91.2%	86.4%	91.6%	82.2%	*	-	*	-	90.8%	91.2%	90.6%
2019-20	98.3%	98.1%	97.9%	96.4%	98.0%	95.6%	*	-	*	*	97.4%	97.8%	98.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	28.5%	50.0%	27.6%	40.9%	*	-	*	-	22.9%	27.9%	29.9%
2019-20	6.7%	8.8%	11.0%	18.8%	10.3%	28.6%	*	-	*	*	11.1%	11.6%	8.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.7%	0.0%	0.8%	0.0%	*	-	*	-	2.4%	0.6%	1.5%
2019-20	0.5%	0.3%	0.6%	0.0%	0.5%	4.8%	*	-	*	*	1.2%	0.6%	0.8%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	662	100.0%	49,255	5,402,928	662	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	355	53.6%	7.8%	7.7%	355	53.6%	7.8%	7.7%
Grade 8	307	46.4%	7.8%	7.9%	307	46.4%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	21	3.2%	8.1%	12.8%	21	3.2%	8.1%	12.8%
Hispanic	624	94.3%	82.8%	52.8%	624	94.3%	82.8%	52.7%
White	15	2.3%	5.2%	26.3%	15	2.3%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	2	0.3%	0.7%	2.9%
Sex:								
Female	307	46.4%	48.3%	48.9%	307	46.4%	48.3%	48.8%
Male	355	53.6%	51.7%	51.1%	355	53.6%	51.7%	51.2%
Economically Disadvantaged	611	92.3%	79.4%	60.7%	611	92.3%	79.4%	60.6%
Non-Educationally Disadvantaged	51	7.7%	20.6%	39.3%	51	7.7%	20.6%	39.4%
Section 504 Students	58	8.8%	5.8%	7.4%	58	8.8%	5.8%	7.4%
EB Students/EL	231	34.9%	32.6%	21.7%	231	34.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	5	0.7%	0.8%	0.6%				
Students w/ Dyslexia	39	5.9%	4.9%	5.0%	39	5.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	8	1.2%	0.7%	1.1%	8	1.2%	0.7%	1.1%
Immigrant	21	3.2%	3.4%	2.0%	21	3.2%	3.4%	2.0%
Migrant	6	0.9%	0.2%	0.3%	6	0.9%	0.2%	0.3%
Title I	662	100.0%	67.8%	64.3%	662	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	492	74.3%	69.4%	53.5%	492	74.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	211	31.9%	30.5%	21.9%	211	31.9%	30.4%	21.8%
Gifted and Talented Education	47	7.1%	5.5%	8.0%	47	7.1%	5.5%	8.0%
Special Education	94	14.2%	12.4%	11.6%	94	14.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	94							
By Type of Primary Disability								
Students with Intellectual Disabilities	59	62.8%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	23	24.5%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	105	15.3%	14.7%	13.6%				
By Ethnicity:								
African American	5	0.7%	2.1%	2.5%				
Hispanic	92	13.4%	11.1%	6.6%				
White	8	1.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	7.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	34	17.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	92	14.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	67	19.8%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	1.1%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	11.5	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	16.7	16.1	17.5
Science	11.8	16.1	18.5
Social Studies	12.9	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	74.4	100.0%	100.0%	100.0%
Professional Staff:	61.6	82.7%	59.0%	64.1%
Teachers	50.9	68.3%	45.5%	49.3%
Professional Support	7.7	10.3%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	4.0%	2.3%	2.9%
Educational Aides:	12.9	17.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	44.3	59.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	8.7	17.1%	10.3%	11.2%
Hispanic	18.1	35.5%	39.2%	28.9%
White	22.1	43.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.0%	0.9%	1.2%
Teachers by Sex:				
Males	15.0	29.4%	25.0%	24.1%
Females	35.9	70.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	38.0	74.7%	75.8%	72.6%
Masters	12.9	25.3%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.1	2.1%	7.9%	7.9%
1-5 Years Experience	21.0	41.3%	27.4%	26.7%
6-10 Years Experience	15.0	29.5%	24.2%	20.6%
11-20 Years Experience	10.8	21.2%	28.7%	28.6%
21-30 Years Experience	2.1	4.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	2.0%	1.6%	2.9%
Number of Students per Teacher	13.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.0	6.3
Average Years Experience of Principals with District	2.0	7.7	5.4
Average Years Experience of Assistant Principals	12.5	7.4	5.5
Average Years Experience of Assistant Principals with District	12.5	7.1	4.8
Average Years Experience of Teachers:	8.5	10.4	11.1
Average Years Experience of Teachers with District:	6.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,726	\$56,914	\$51,054
1-5 Years Experience	\$59,153	\$58,997	\$54,577
6-10 Years Experience	\$61,352	\$61,821	\$57,746
11-20 Years Experience	\$64,185	\$63,221	\$61,377
21-30 Years Experience	\$57,837	\$65,542	\$65,949
Over 30 Years Experience	\$72,707	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,071	\$61,600	\$58,887
Professional Support	\$72,146	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,720	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	4.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	2.9	5.8%	0.5%	1.7%
Regular Education	36.5	71.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	9.1	18.0%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PARK VIEW INT

Campus Number: 101917043

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	75%	76%	74%	89%	-	-	-	*	43%	90%	77%	67%	75%	72%
	2021	69%	62%	61%	41%	63%	59%	-	*	-	*	31%	*	65%	46%	61%	43%
At Meets Grade Level or Above	2022	56%	47%	41%	19%	41%	67%	-	-	-	*	28%	60%	44%	28%	39%	39%
	2021	45%	35%	38%	23%	40%	41%	-	*	-	*	23%	*	40%	31%	37%	20%
At Masters Grade Level	2022	37%	27%	21%	14%	22%	33%	-	-	-	*	5%	30%	23%	16%	19%	19%
	2021	25%	17%	17%	9%	18%	24%	-	*	-	*	5%	*	19%	10%	17%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	39%	28%	38%	78%	-	-	-	*	36%	50%	41%	33%	39%	36%
	2021	55%	48%	35%	5%	38%	36%	-	*	-	*	31%	*	37%	26%	34%	23%
At Meets Grade Level or Above	2022	31%	24%	10%	0%	10%	33%	-	-	-	*	31%	13%	12%	4%	10%	13%
	2021	27%	18%	8%	0%	7%	18%	-	*	-	*	23%	*	9%	2%	8%	4%
At Masters Grade Level	2022	13%	8%	1%	0%	1%	0%	-	-	-	*	5%	0%	2%	0%	1%	2%
	2021	12%	5%	1%	0%	1%	0%	-	*	-	*	3%	*	1%	0%	1%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	75%	59%	76%	80%	-	*	-	*	41%	*	78%	63%	74%	69%
	2021	73%	69%	65%	54%	66%	79%	-	*	-	-	59%	*	67%	59%	64%	40%
At Meets Grade Level or Above	2022	58%	54%	48%	37%	48%	53%	-	*	-	*	26%	*	51%	35%	46%	43%
	2021	46%	39%	36%	19%	37%	57%	-	*	-	-	44%	*	36%	36%	35%	16%
At Masters Grade Level	2022	37%	32%	27%	19%	26%	47%	-	*	-	*	8%	*	26%	28%	25%	23%
	2021	21%	14%	16%	0%	17%	36%	-	*	-	-	9%	*	17%	15%	17%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	77%	60%	78%	73%	-	*	-	*	35%	100%	79%	67%	76%	76%
	2021	62%	66%	68%	52%	68%	80%	-	*	-	-	62%	*	68%	64%	67%	54%
At Meets Grade Level or Above	2022	40%	40%	39%	20%	41%	36%	-	*	-	*	25%	67%	40%	35%	37%	37%
	2021	36%	35%	33%	26%	33%	47%	-	*	-	-	41%	*	32%	39%	32%	20%
At Masters Grade Level	2022	14%	11%	7%	8%	7%	9%	-	*	-	*	10%	17%	7%	9%	7%	6%
	2021	11%	8%	4%	7%	4%	7%	-	*	-	-	7%	*	4%	5%	3%	4%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	73%	59%	74%	80%	-	*	-	*	38%	*	76%	63%	73%	71%
	2021	68%	60%	62%	35%	63%	77%	-	*	-	-	55%	*	64%	52%	61%	40%
At Meets Grade Level or Above	2022	45%	42%	43%	30%	44%	53%	-	*	-	*	26%	*	44%	39%	42%	38%
	2021	43%	31%	35%	19%	35%	54%	-	*	-	-	45%	*	34%	35%	33%	12%
At Masters Grade Level	2022	24%	17%	14%	15%	13%	20%	-	*	-	*	10%	*	14%	13%	13%	10%
	2021	24%	12%	10%	8%	10%	15%	-	*	-	-	10%	*	11%	7%	10%	1%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	71%	63%	71%	87%	-	*	-	*	46%	*	72%	67%	71%	61%
	2021	57%	51%	59%	46%	59%	71%	-	*	-	-	59%	*	59%	57%	59%	43%
At Meets Grade Level or Above	2022	31%	26%	33%	22%	33%	40%	-	*	-	*	28%	*	33%	31%	31%	25%
	2021	28%	19%	27%	15%	27%	43%	-	*	-	-	44%	*	27%	26%	26%	14%
At Masters Grade Level	2022	18%	13%	14%	7%	14%	20%	-	*	-	*	13%	*	12%	19%	13%	8%
	2021	14%	6%	9%	0%	9%	14%	-	*	-	-	9%	*	8%	11%	9%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	100%	100%	*	-	-	-	-	-	-	100%	100%	100%	100%
	2021	73%	87%	97%	*	97%	*	-	-	-	-	*	-	99%	86%	97%	80%
At Meets Grade Level or Above	2022	43%	60%	92%	100%	91%	*	-	-	-	-	-	-	91%	100%	91%	91%
	2021	41%	57%	77%	*	75%	*	-	-	-	-	*	-	76%	86%	77%	60%
At Masters Grade Level	2022	27%	38%	72%	80%	70%	*	-	-	-	-	-	-	68%	100%	67%	64%
	2021	23%	29%	49%	*	49%	*	-	-	-	-	*	-	49%	57%	50%	40%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	70%	60%	70%	82%	-	*	-	90%	40%	86%	72%	61%	70%	66%
	2021	67%	61%	60%	42%	61%	69%	-	100%	-	*	44%	80%	62%	50%	59%	40%
At Meets Grade Level or Above	2022	48%	43%	38%	25%	38%	50%	-	*	-	50%	27%	53%	40%	30%	36%	35%
	2021	41%	33%	31%	20%	31%	46%	-	57%	-	*	33%	50%	32%	28%	30%	14%
At Masters Grade Level	2022	23%	18%	16%	13%	16%	26%	-	*	-	0%	8%	25%	16%	15%	15%	13%
	2021	18%	12%	11%	6%	11%	16%	-	0%	-	*	7%	10%	11%	8%	11%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	67%	75%	83%	-	*	-	*	42%	93%	77%	65%	75%	71%
	2021	68%	61%	63%	48%	64%	68%	-	*	-	*	44%	*	66%	53%	63%	41%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	44%	29%	44%	58%	-	*	-	*	27%	64%	47%	31%	42%	41%
	2021	45%	35%	37%	21%	38%	48%	-	*	-	*	32%	*	38%	34%	36%	18%
At Masters Grade Level	2022	25%	18%	24%	17%	24%	42%	-	*	-	*	6%	43%	25%	21%	22%	21%
	2021	18%	12%	17%	4%	17%	29%	-	*	-	*	7%	*	18%	12%	17%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	63%	52%	63%	79%	-	*	-	*	35%	71%	66%	53%	62%	61%
	2021	66%	61%	59%	37%	61%	67%	-	*	-	*	46%	*	62%	49%	59%	43%
At Meets Grade Level or Above	2022	42%	37%	32%	21%	32%	46%	-	*	-	*	28%	36%	34%	23%	30%	32%
	2021	37%	30%	30%	20%	30%	43%	-	*	-	*	33%	*	31%	26%	29%	16%
At Masters Grade Level	2022	20%	16%	11%	13%	11%	17%	-	*	-	*	8%	7%	11%	9%	10%	10%
	2021	18%	11%	9%	6%	9%	13%	-	*	-	*	7%	*	10%	6%	9%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	73%	59%	74%	80%	-	*	-	*	38%	*	76%	63%	73%	71%
	2021	71%	65%	62%	35%	63%	77%	-	*	-	-	55%	*	64%	52%	61%	40%
At Meets Grade Level or Above	2022	47%	45%	43%	30%	44%	53%	-	*	-	*	26%	*	44%	39%	42%	38%
	2021	44%	35%	35%	19%	35%	54%	-	*	-	-	45%	*	34%	35%	33%	12%
At Masters Grade Level	2022	21%	16%	14%	15%	13%	20%	-	*	-	*	10%	*	14%	13%	13%	10%
	2021	20%	12%	10%	8%	10%	15%	-	*	-	-	10%	*	11%	7%	10%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	71%	63%	71%	87%	-	*	-	*	46%	*	72%	67%	71%	61%
	2021	73%	69%	59%	46%	59%	71%	-	*	-	-	59%	*	59%	57%	59%	43%
At Meets Grade Level or Above	2022	50%	47%	33%	22%	33%	40%	-	*	-	*	28%	*	33%	31%	31%	25%
	2021	49%	42%	27%	15%	27%	43%	-	*	-	-	44%	*	27%	26%	26%	14%
At Masters Grade Level	2022	30%	26%	14%	7%	14%	20%	-	*	-	*	13%	*	12%	19%	13%	8%
	2021	29%	21%	9%	0%	9%	14%	-	*	-	-	9%	*	8%	11%	9%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	16%	10%	16%	33%	-	-	-	*	23%	20%	19%	5%	15%	21%
	2021	26%	18%	14%	9%	12%	35%	-	*	-	*	18%	*	15%	8%	13%	8%
Reading and Mathematics Including EOC	2022	33%	23%	16%	10%	16%	33%	-	-	-	*	23%	20%	19%	5%	15%	21%
	2021	27%	18%	14%	9%	12%	35%	-	*	-	*	18%	*	15%	8%	13%	8%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	41%	19%	41%	67%	-	-	-	*	28%	60%	44%	28%	39%	39%
	2021	45%	35%	38%	23%	39%	41%	-	*	-	*	21%	*	40%	29%	37%	18%
Math Including EOC	2022	37%	27%	19%	10%	20%	33%	-	-	-	*	33%	20%	23%	6%	18%	24%
	2021	32%	23%	18%	9%	17%	41%	-	*	-	*	23%	*	21%	8%	18%	12%
8th Graders																	
Reading and Mathematics	2022	27%	24%	26%	9%	28%	27%	-	*	-	*	23%	*	26%	25%	26%	20%
	2021	21%	16%	15%	8%	16%	22%	-	*	-	-	38%	*	14%	21%	16%	9%
Reading and Mathematics Including EOC	2022	41%	37%	36%	22%	37%	47%	-	*	-	*	23%	*	37%	31%	34%	30%
	2021	33%	27%	26%	8%	28%	38%	-	*	-	-	42%	*	26%	27%	25%	8%
Reading Including EOC	2022	58%	54%	48%	37%	48%	53%	-	*	-	*	26%	*	51%	35%	46%	43%
	2021	47%	38%	36%	19%	37%	57%	-	*	-	-	44%	*	36%	36%	35%	16%
Math Including EOC	2022	48%	44%	45%	30%	46%	53%	-	*	-	*	23%	*	45%	43%	43%	41%
	2021	43%	39%	40%	30%	40%	46%	-	*	-	-	45%	*	39%	42%	39%	18%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	20%	9%	21%	30%	-	*	-	*	23%	29%	22%	13%	20%	21%
	2021	26%	15%	15%	9%	14%	31%	-	*	-	*	26%	*	15%	14%	14%	8%
Reading and Mathematics Including EOC	2022	36%	27%	25%	17%	26%	42%	-	*	-	*	23%	29%	28%	17%	24%	25%
	2021	28%	17%	20%	8%	21%	37%	-	*	-	*	29%	*	21%	18%	20%	8%
Reading Including EOC	2022	53%	45%	44%	29%	44%	58%	-	*	-	*	27%	64%	47%	31%	42%	41%
	2021	41%	30%	37%	21%	38%	48%	-	*	-	*	31%	*	38%	33%	36%	17%
Math Including EOC	2022	43%	34%	32%	21%	32%	46%	-	*	-	*	28%	36%	34%	23%	30%	32%
	2021	37%	25%	30%	20%	30%	43%	-	*	-	*	33%	*	31%	26%	29%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	92	89	92	100	-	-	-	*	68	100	93	86	92	93
	2019	77	77	75	85	75	60	-	-	-	*	66	60	76	74	75	79
Grade 7 Mathematics	2022	60	55	46	66	44	57	-	-	-	*	70	50	46	47	44	39
	2019	62	57	58	58	58	61	-	-	-	*	48	*	59	55	57	60
Grade 8 ELA/Reading	2022	83	84	76	63	78	65	-	*	-	*	69	*	77	70	76	76
	2019	77	75	75	68	76	80	-	*	-	*	76	50	74	79	75	75
Grade 8 Mathematics	2022	74	82	80	79	80	83	-	*	-	*	62	80	80	83	81	79
	2019	82	87	88	89	89	81	-	*	-	*	81	100	87	92	88	92
End of Course Algebra I	2022	67	82	95	100	94	*	-	-	-	-	-	-	95	100	94	95
	2019	75	88	99	*	100	*	-	*	-	*	-	*	100	94	98	100
All Grades Both Subjects	2022	74	77	76	76	76	78	-	*	-	67	67	81	76	73	76	75
	2019	69	69	76	76	76	75	-	*	-	83	67	70	76	77	76	77
All Grades ELA/Reading	2022	78	80	84	75	85	79	-	*	-	*	68	100	85	79	84	85
	2019	68	68	75	75	75	72	-	*	-	83	70	55	75	77	75	77
All Grades Mathematics	2022	69	74	68	76	66	78	-	*	-	*	66	63	68	67	67	64
	2019	70	70	77	77	76	78	-	*	-	83	64	85	76	78	76	78

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	-	-	-	-	-	-	54%	-	54%	-	54%	72%	53%	88%
	2021	67%	61%	60%	-	-	-	-	-	-	41%	-	41%	-	36%	67%	39%	*
At Meets Grade Level or Above	2022	48%	43%	38%	-	-	-	-	-	-	17%	-	17%	-	26%	39%	19%	64%
	2021	41%	33%	31%	-	-	-	-	-	-	14%	-	14%	-	12%	37%	13%	*
At Masters Grade Level	2022	23%	18%	16%	-	-	-	-	-	-	4%	-	4%	-	12%	18%	6%	28%
	2021	18%	12%	11%	-	-	-	-	-	-	4%	-	4%	-	3%	13%	4%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	-	-	-	-	-	-	50%	-	50%	-	66%	78%	55%	96%
	2021	68%	61%	63%	-	-	-	-	-	-	44%	-	44%	-	36%	71%	41%	*
At Meets Grade Level or Above	2022	53%	45%	44%	-	-	-	-	-	-	18%	-	18%	-	29%	47%	20%	75%
	2021	45%	35%	37%	-	-	-	-	-	-	18%	-	18%	-	16%	44%	17%	*
At Masters Grade Level	2022	25%	18%	24%	-	-	-	-	-	-	4%	-	4%	-	11%	26%	5%	46%
	2021	18%	12%	17%	-	-	-	-	-	-	8%	-	8%	-	4%	20%	6%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	63%	-	-	-	-	-	-	53%	-	53%	-	49%	64%	50%	80%
	2021	66%	61%	59%	-	-	-	-	-	-	47%	-	47%	-	36%	65%	43%	*
At Meets Grade Level or Above	2022	42%	37%	32%	-	-	-	-	-	-	15%	-	15%	-	23%	31%	17%	59%
	2021	37%	30%	30%	-	-	-	-	-	-	18%	-	18%	-	10%	35%	15%	*
At Masters Grade Level	2022	20%	16%	11%	-	-	-	-	-	-	4%	-	4%	-	13%	12%	6%	16%
	2021	18%	11%	9%	-	-	-	-	-	-	4%	-	4%	-	2%	11%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	73%	-	-	-	-	-	-	70%	-	70%	-	50%	74%	59%	97%
	2021	71%	65%	62%	-	-	-	-	-	-	35%	-	35%	-	46%	69%	39%	*
At Meets Grade Level or Above	2022	47%	45%	43%	-	-	-	-	-	-	24%	-	24%	-	31%	45%	27%	64%
	2021	44%	35%	35%	-	-	-	-	-	-	11%	-	11%	-	11%	43%	11%	*
At Masters Grade Level	2022	21%	16%	14%	-	-	-	-	-	-	5%	-	5%	-	12%	15%	7%	18%
	2021	20%	12%	10%	-	-	-	-	-	-	0%	-	0%	-	4%	13%	1%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	71%	-	-	-	-	-	-	51%	-	51%	-	50%	77%	51%	82%
	2021	73%	69%	59%	-	-	-	-	-	-	42%	-	42%	-	43%	64%	42%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	33%	-	-	-	-	-	-	16%	-	16%	-	19%	37%	16%	49%
	2021	49%	42%	27%	-	-	-	-	-	-	9%	-	9%	-	18%	31%	12%	*
At Masters Grade Level	2022	30%	26%	14%	-	-	-	-	-	-	0%	-	0%	-	12%	16%	4%	21%
	2021	29%	21%	9%	-	-	-	-	-	-	4%	-	4%	-	0%	11%	3%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	76%	-	-	-	-	-	-	67%	-	67%	-	77%	77%	70%	82%
	2019	69%	69%	76%	-	-	-	-	-	-	72%	-	72%	-	85%	-	74%	-
All Grades ELA/Reading	2022	78%	80%	84%	-	-	-	-	-	-	81%	-	81%	-	82%	83%	81%	91%
	2019	68%	68%	75%	-	-	-	-	-	-	73%	-	73%	-	94%	-	75%	-
All Grades Mathematics	2022	69%	74%	68%	-	-	-	-	-	-	53%	-	53%	-	71%	70%	60%	72%
	2019	70%	70%	77%	-	-	-	-	-	-	71%	-	71%	-	76%	-	72%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	*	-	100%	100%	95%	100%	99%	99%	100%
Included in Accountability	93%	93%	90%	89%	90%	93%	-	*	-	71%	87%	95%	96%	72%	91%	88%
Not Included in Accountability: Mobile	5%	4%	7%	11%	7%	0%	-	*	-	29%	7%	0%	2%	20%	6%	8%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	3%	7%	-	*	-	0%	7%	0%	1%	8%	2%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	*	-	0%	0%	5%	0%	1%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	*	-	0%	0%	5%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	*	-	*	100%	93%	100%	99%	99%	100%
Included in Accountability	92%	91%	90%	91%	91%	92%	-	*	-	*	89%	93%	96%	74%	91%	89%
Not Included in Accountability: Mobile	5%	4%	6%	9%	6%	0%	-	*	-	*	6%	0%	2%	18%	6%	7%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	8%	-	*	-	*	6%	0%	1%	8%	2%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	*	-	*	0%	7%	0%	1%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	*	-	*	0%	7%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	*	-	*	100%	93%	100%	99%	99%	100%
Included in Accountability	93%	94%	90%	91%	91%	92%	-	*	-	*	89%	93%	96%	74%	91%	89%
Not Included in Accountability: Mobile	5%	4%	6%	9%	6%	0%	-	*	-	*	6%	0%	2%	18%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	8%	-	*	-	*	6%	0%	1%	8%	2%	4%
Not Tested	1%	1%	1%	0%	1%	0%	-	*	-	*	0%	7%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	*	-	*	0%	7%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	87%	89%	94%	-	*	-	*	83%	*	96%	68%	90%	85%
Not Included in Accountability: Mobile	4%	3%	8%	13%	8%	0%	-	*	-	*	9%	*	2%	24%	7%	11%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	6%	-	*	-	*	9%	*	1%	8%	3%	4%
Not Tested	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	89%	87%	89%	94%	-	*	-	*	83%	*	96%	68%	90%	85%
Not Included in Accountability: Mobile	4%	3%	8%	13%	8%	0%	-	*	-	*	9%	*	2%	24%	7%	11%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	6%	-	*	-	*	9%	*	1%	8%	3%	4%
Not Tested	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	98%	100%	98%	97%	-	*	-	*	93%	*	98%	99%	98%	97%
Included in Accountability	83%	86%	88%	86%	88%	94%	-	*	-	*	85%	*	95%	70%	89%	79%
Not Included in Accountability: Mobile	3%	3%	7%	14%	6%	0%	-	*	-	*	4%	*	2%	18%	6%	7%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	4%	3%	-	*	-	*	5%	*	1%	11%	4%	12%
Not Tested	11%	7%	2%	0%	2%	3%	-	*	-	*	7%	*	2%	1%	2%	3%
Absent	2%	2%	1%	0%	1%	3%	-	*	-	*	7%	*	2%	1%	1%	1%
Other	10%	4%	0%	0%	1%	0%	-	*	-	*	0%	*	0%	1%	1%	2%
Mathematics																
Assessment Participant	88%	95%	96%	100%	96%	91%	-	*	-	*	93%	*	97%	93%	96%	97%
Included in Accountability	84%	89%	87%	86%	88%	88%	-	*	-	*	85%	*	95%	67%	88%	82%
Not Included in Accountability: Mobile	4%	3%	6%	14%	6%	0%	-	*	-	*	4%	*	2%	17%	6%	7%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	3%	-	*	-	*	4%	*	0%	9%	3%	9%
Not Tested	12%	5%	4%	0%	4%	9%	-	*	-	*	7%	*	3%	7%	4%	3%
Absent	2%	2%	4%	0%	4%	9%	-	*	-	*	7%	*	3%	7%	4%	3%
Other	10%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	92%	98%	100%	99%	93%	-	*	-	-	90%	*	98%	100%	99%	100%
Included in Accountability	84%	88%	91%	84%	92%	93%	-	*	-	-	79%	*	95%	78%	91%	86%
Not Included in Accountability: Mobile	3%	3%	6%	16%	6%	0%	-	*	-	-	5%	*	3%	16%	6%	8%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	0%	-	*	-	-	5%	*	0%	6%	2%	6%
Not Tested	13%	8%	2%	0%	1%	7%	-	*	-	-	10%	*	2%	0%	1%	0%
Absent	2%	3%	2%	0%	1%	7%	-	*	-	-	10%	*	2%	0%	1%	0%
Other	10%	5%	0%	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	92%	98%	100%	99%	93%	-	*	-	-	90%	*	98%	100%	99%	100%
Included in Accountability	84%	89%	91%	84%	92%	93%	-	*	-	-	80%	*	95%	78%	91%	86%
Not Included in Accountability: Mobile	3%	2%	6%	16%	6%	0%	-	*	-	-	5%	*	3%	15%	6%	8%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	2%	0%	-	*	-	-	5%	*	0%	6%	2%	6%
Not Tested	13%	8%	2%	0%	1%	7%	-	*	-	-	10%	*	2%	0%	1%	0%
Absent	3%	4%	2%	0%	1%	7%	-	*	-	-	10%	*	2%	0%	1%	0%
Other	10%	4%	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
2021-22 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													
2020-21	95.0%	93.9%	92.5%	91.7%	92.6%	91.7%	-	*	*	*	89.8%	92.2%	93.3%
2019-20	98.3%	98.1%	98.2%	98.3%	98.2%	98.3%	-	*	-	*	97.0%	98.2%	98.5%
Chronic Absenteeism													
2020-21	15.0%	18.0%	22.7%	28.2%	21.5%	32.6%	-	*	*	*	29.4%	23.5%	18.5%
2019-20	6.7%	8.8%	8.3%	10.2%	7.8%	5.6%	-	*	-	50.0%	14.7%	8.9%	5.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.7%	1.4%	0.7%	0.0%	-	*	*	*	0.0%	0.8%	0.0%
2019-20	0.5%	0.3%	0.4%	0.0%	0.5%	0.0%	-	*	-	0.0%	0.0%	0.5%	0.6%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	609	100.0%	49,255	5,402,928	611	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	322	52.9%	7.8%	7.7%	324	53.0%	7.8%	7.7%
Grade 8	287	47.1%	7.8%	7.9%	287	47.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	61	10.0%	8.1%	12.8%	62	10.1%	8.1%	12.8%
Hispanic	520	85.4%	82.8%	52.8%	521	85.3%	82.8%	52.7%
White	26	4.3%	5.2%	26.3%	26	4.3%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	3.0%	4.8%	1	0.2%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	278	45.6%	48.3%	48.9%	279	45.7%	48.3%	48.8%
Male	331	54.4%	51.7%	51.1%	332	54.3%	51.7%	51.2%
Economically Disadvantaged	524	86.0%	79.4%	60.7%	525	85.9%	79.4%	60.6%
Non-Educationally Disadvantaged	85	14.0%	20.6%	39.3%	86	14.1%	20.6%	39.4%
Section 504 Students	59	9.7%	5.8%	7.4%	59	9.7%	5.8%	7.4%
EB Students/EL	172	28.2%	32.6%	21.7%	173	28.3%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	7	1.0%	0.8%	0.6%				
Students w/ Dyslexia	30	4.9%	4.9%	5.0%	30	4.9%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	8	1.3%	0.7%	1.1%	8	1.3%	0.7%	1.1%
Immigrant	16	2.6%	3.4%	2.0%	16	2.6%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	609	100.0%	67.8%	64.3%	611	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	443	72.7%	69.4%	53.5%	445	72.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	148	24.3%	30.5%	21.9%	149	24.4%	30.4%	21.8%
Gifted and Talented Education	30	4.9%	5.5%	8.0%	30	4.9%	5.5%	8.0%
Special Education	91	14.9%	12.4%	11.6%	93	15.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	38	41.8%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	27	29.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	129	17.7%	14.7%	13.6%				
By Ethnicity:								
African American	18	2.5%	2.1%	2.5%				
Hispanic	99	13.6%	11.1%	6.6%				
White	10	1.4%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	19	17.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	32	16.8%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	111	17.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	71	23.0%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.0%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	14.0	14.5	16.3
Foreign Languages	15.9	18.9	18.4
Mathematics	16.4	16.1	17.5
Science	17.0	16.1	18.5
Social Studies	18.5	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	81.5	100.0%	100.0%	100.0%
Professional Staff:	66.6	81.8%	59.0%	64.1%
Teachers	54.8	67.3%	45.5%	49.3%
Professional Support	8.8	10.8%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	2.9%
Educational Aides:	14.9	18.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	39.6	48.6%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.5	11.8%	10.3%	11.2%
Hispanic	14.0	25.6%	39.2%	28.9%
White	30.3	55.4%	46.5%	56.4%
American Indian	2.0	3.7%	0.2%	0.3%
Asian	1.0	1.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	22.2	40.4%	25.0%	24.1%
Females	32.6	59.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	40.5	73.8%	75.8%	72.6%
Masters	14.3	26.0%	22.5%	25.2%
Doctorate	0.1	0.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.3%	7.9%	7.9%
1-5 Years Experience	19.5	35.6%	27.4%	26.7%
6-10 Years Experience	16.0	29.3%	24.2%	20.6%
11-20 Years Experience	11.2	20.5%	28.7%	28.6%
21-30 Years Experience	3.0	5.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	1.8%	1.6%	2.9%
Number of Students per Teacher	11.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
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:	8.8	10.4	11.1
Average Years Experience of Teachers with District:	7.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,869	\$56,914	\$51,054
1-5 Years Experience	\$59,007	\$58,997	\$54,577
6-10 Years Experience	\$61,406	\$61,821	\$57,746
11-20 Years Experience	\$60,974	\$63,221	\$61,377
21-30 Years Experience	\$69,902	\$65,542	\$65,949
Over 30 Years Experience	\$51,373	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,491	\$61,600	\$58,887
Professional Support	\$67,785	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,695	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	4.1%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	36.4	66.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	13.8	25.2%	14.2%	9.6%
Other	2.3	4.2%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: QUEENS INT

Campus Number: 101917044

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	77%	40%	77%	80%	-	-	-	-	44%	*	78%	72%	77%	72%
	2021	69%	62%	62%	*	62%	50%	-	*	-	-	9%	*	62%	58%	62%	34%
At Meets Grade Level or Above	2022	56%	47%	48%	40%	48%	80%	-	-	-	-	29%	*	47%	53%	46%	43%
	2021	45%	35%	34%	*	34%	33%	-	*	-	-	0%	*	34%	36%	33%	10%
At Masters Grade Level	2022	37%	27%	27%	20%	26%	60%	-	-	-	-	15%	*	25%	36%	26%	24%
	2021	25%	17%	18%	*	18%	33%	-	*	-	-	0%	*	20%	11%	18%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	44%	20%	44%	*	-	-	-	-	27%	*	45%	42%	43%	47%
	2021	55%	48%	34%	*	34%	60%	-	*	-	-	14%	*	34%	30%	35%	24%
At Meets Grade Level or Above	2022	31%	24%	18%	20%	17%	*	-	-	-	-	25%	*	15%	31%	17%	14%
	2021	27%	18%	7%	*	7%	20%	-	*	-	-	5%	*	7%	5%	7%	3%
At Masters Grade Level	2022	13%	8%	5%	20%	5%	*	-	-	-	-	13%	*	4%	9%	5%	5%
	2021	12%	5%	2%	*	1%	20%	-	*	-	-	5%	*	2%	3%	2%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	84%	*	84%	80%	-	-	-	-	52%	*	87%	70%	83%	80%
	2021	73%	69%	70%	*	71%	-	-	-	-	-	48%	*	70%	73%	70%	47%
At Meets Grade Level or Above	2022	58%	54%	51%	*	51%	60%	-	-	-	-	24%	*	55%	32%	51%	45%
	2021	46%	39%	37%	*	37%	-	-	-	-	-	29%	*	36%	41%	37%	12%
At Masters Grade Level	2022	37%	32%	30%	*	29%	60%	-	-	-	-	14%	*	34%	13%	28%	21%
	2021	21%	14%	10%	*	11%	-	-	-	-	-	5%	*	11%	9%	11%	1%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	70%	*	71%	*	-	-	-	-	45%	*	76%	48%	69%	69%
	2021	62%	66%	59%	*	59%	*	-	*	-	-	40%	*	59%	62%	59%	36%
At Meets Grade Level or Above	2022	40%	40%	31%	*	31%	*	-	-	-	-	24%	*	33%	24%	30%	29%
	2021	36%	35%	21%	*	21%	*	-	*	-	-	20%	*	20%	26%	21%	5%
At Masters Grade Level	2022	14%	11%	5%	*	5%	*	-	-	-	-	17%	*	5%	6%	5%	5%
	2021	11%	8%	4%	*	5%	*	-	*	-	-	15%	*	5%	4%	4%	2%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	74%	*	74%	80%	-	-	-	-	52%	*	78%	58%	72%	73%
	2021	68%	60%	57%	*	57%	-	-	-	-	-	45%	*	57%	59%	57%	39%
At Meets Grade Level or Above	2022	45%	42%	45%	*	45%	60%	-	-	-	-	31%	*	49%	28%	43%	38%
	2021	43%	31%	23%	*	23%	-	-	-	-	-	35%	*	22%	30%	23%	7%
At Masters Grade Level	2022	24%	17%	21%	*	21%	40%	-	-	-	-	17%	*	24%	11%	19%	17%
	2021	24%	12%	6%	*	6%	-	-	-	-	-	15%	*	4%	14%	6%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	50%	*	50%	60%	-	-	-	-	28%	*	53%	36%	50%	41%
	2021	57%	51%	35%	*	35%	-	-	-	-	-	42%	*	32%	52%	36%	12%
At Meets Grade Level or Above	2022	31%	26%	16%	*	16%	40%	-	-	-	-	21%	*	17%	13%	15%	10%
	2021	28%	19%	9%	*	9%	-	-	-	-	-	26%	*	8%	11%	9%	5%
At Masters Grade Level	2022	18%	13%	9%	*	9%	40%	-	-	-	-	17%	*	9%	8%	8%	7%
	2021	14%	6%	1%	*	1%	-	-	-	-	-	11%	*	0%	5%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	-	100%	*	-	-	-	-	-	-	100%	100%	100%	100%
	2021	73%	87%	100%	-	100%	-	-	-	-	-	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	43%	60%	98%	-	98%	*	-	-	-	-	-	-	98%	100%	98%	100%
	2021	41%	57%	79%	-	79%	-	-	-	-	-	-	-	79%	80%	80%	*
At Masters Grade Level	2022	27%	38%	89%	-	88%	*	-	-	-	-	-	-	90%	80%	86%	90%
	2021	23%	29%	46%	-	46%	-	-	-	-	-	-	-	47%	40%	46%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	68%	32%	68%	77%	-	-	-	-	40%	79%	70%	55%	66%	65%
	2021	67%	61%	54%	40%	54%	50%	-	50%	-	-	30%	32%	53%	55%	54%	31%
At Meets Grade Level or Above	2022	48%	43%	37%	27%	37%	60%	-	-	-	-	26%	14%	38%	31%	35%	32%
	2021	41%	33%	23%	12%	23%	17%	-	33%	-	-	17%	16%	22%	25%	22%	7%
At Masters Grade Level	2022	23%	18%	19%	14%	18%	40%	-	-	-	-	15%	7%	19%	15%	17%	15%
	2021	18%	12%	7%	0%	7%	17%	-	17%	-	-	7%	5%	7%	7%	7%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	80%	38%	81%	80%	-	-	-	-	47%	*	82%	71%	79%	76%
	2021	68%	61%	66%	57%	66%	50%	-	*	-	-	28%	60%	66%	65%	66%	40%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	50%	38%	49%	70%	-	-	-	-	27%	*	51%	42%	48%	44%
	2021	45%	35%	35%	14%	36%	33%	-	*	-	-	14%	60%	35%	38%	35%	11%
At Masters Grade Level	2022	25%	18%	28%	25%	28%	60%	-	-	-	-	14%	*	29%	24%	27%	22%
	2021	18%	12%	14%	0%	14%	33%	-	*	-	-	2%	20%	15%	10%	14%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	25%	60%	80%	-	-	-	-	34%	*	63%	48%	59%	61%
	2021	66%	61%	52%	29%	52%	50%	-	*	-	-	27%	20%	52%	51%	52%	31%
At Meets Grade Level or Above	2022	42%	37%	31%	25%	30%	60%	-	-	-	-	25%	*	31%	31%	29%	27%
	2021	37%	30%	19%	14%	20%	17%	-	*	-	-	12%	0%	19%	20%	19%	6%
At Masters Grade Level	2022	20%	16%	12%	13%	12%	20%	-	-	-	-	14%	*	13%	11%	11%	10%
	2021	18%	11%	6%	0%	6%	17%	-	*	-	-	10%	0%	6%	6%	6%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	74%	*	74%	80%	-	-	-	-	52%	*	78%	58%	72%	73%
	2021	71%	65%	57%	*	57%	-	-	-	-	-	45%	*	57%	59%	57%	39%
At Meets Grade Level or Above	2022	47%	45%	45%	*	45%	60%	-	-	-	-	31%	*	49%	28%	43%	38%
	2021	44%	35%	23%	*	23%	-	-	-	-	-	35%	*	22%	30%	23%	7%
At Masters Grade Level	2022	21%	16%	21%	*	21%	40%	-	-	-	-	17%	*	24%	11%	19%	17%
	2021	20%	12%	6%	*	6%	-	-	-	-	-	15%	*	4%	14%	6%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	50%	*	50%	60%	-	-	-	-	28%	*	53%	36%	50%	41%
	2021	73%	69%	35%	*	35%	-	-	-	-	-	42%	*	32%	52%	36%	12%
At Meets Grade Level or Above	2022	50%	47%	16%	*	16%	40%	-	-	-	-	21%	*	17%	13%	15%	10%
	2021	49%	42%	9%	*	9%	-	-	-	-	-	26%	*	8%	11%	9%	5%
At Masters Grade Level	2022	30%	26%	9%	*	9%	40%	-	-	-	-	17%	*	9%	8%	8%	7%
	2021	29%	21%	1%	*	1%	-	-	-	-	-	11%	*	0%	5%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	22%	20%	21%	60%	-	-	-	-	25%	*	20%	34%	20%	17%
	2021	26%	18%	13%	*	13%	0%	-	*	-	-	0%	*	14%	9%	12%	3%
Reading and Mathematics Including EOC	2022	33%	23%	22%	20%	21%	60%	-	-	-	-	25%	*	20%	34%	20%	17%
	2021	27%	18%	13%	*	13%	0%	-	*	-	-	0%	*	14%	9%	12%	3%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	48%	40%	48%	80%	-	-	-	-	29%	*	47%	53%	46%	43%
	2021	45%	35%	34%	*	34%	33%	-	*	-	-	0%	*	34%	36%	33%	10%
Math Including EOC	2022	37%	27%	23%	20%	23%	60%	-	-	-	-	25%	*	21%	34%	21%	19%
	2021	32%	23%	15%	*	16%	17%	-	*	-	-	5%	*	16%	11%	15%	4%
8th Graders																	
Reading and Mathematics	2022	27%	24%	19%	*	19%	*	-	-	-	-	21%	*	21%	10%	19%	20%
	2021	21%	16%	10%	*	10%	-	-	-	-	-	20%	*	9%	15%	10%	3%
Reading and Mathematics Including EOC	2022	41%	37%	33%	*	33%	40%	-	-	-	-	21%	*	36%	19%	32%	29%
	2021	33%	27%	18%	*	18%	-	-	-	-	-	20%	*	18%	20%	19%	7%
Reading Including EOC	2022	58%	54%	51%	*	51%	60%	-	-	-	-	24%	*	55%	32%	51%	45%
	2021	47%	38%	37%	*	37%	-	-	-	-	-	29%	*	36%	41%	37%	12%
Math Including EOC	2022	48%	44%	39%	*	39%	60%	-	-	-	-	24%	*	42%	28%	38%	34%
	2021	43%	39%	23%	*	23%	-	-	-	-	-	20%	*	22%	30%	23%	8%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	21%	25%	20%	38%	-	-	-	-	23%	*	20%	22%	19%	18%
	2021	26%	15%	11%	0%	12%	0%	-	*	-	-	10%	0%	11%	12%	11%	3%
Reading and Mathematics Including EOC	2022	36%	27%	27%	25%	27%	50%	-	-	-	-	23%	*	27%	26%	26%	23%
	2021	28%	17%	15%	0%	16%	0%	-	*	-	-	10%	0%	16%	15%	15%	5%
Reading Including EOC	2022	53%	45%	50%	38%	49%	70%	-	-	-	-	27%	*	51%	42%	48%	44%
	2021	41%	30%	35%	14%	36%	33%	-	*	-	-	14%	60%	35%	38%	35%	11%
Math Including EOC	2022	43%	34%	31%	25%	30%	60%	-	-	-	-	25%	*	31%	31%	29%	27%
	2021	37%	25%	19%	14%	20%	17%	-	*	-	-	12%	0%	19%	20%	19%	6%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	92	*	92	*	-	-	-	-	79	*	92	90	92	90
	2019	77	77	74	*	74	58	-	-	-	*	58	50	74	75	74	73
Grade 7 Mathematics	2022	60	55	47	*	47	*	-	-	-	-	46	*	45	61	47	45
	2019	62	57	65	*	65	*	-	-	-	*	51	*	65	65	65	66
Grade 8 ELA/Reading	2022	83	84	84	*	83	*	-	-	-	-	81	*	85	79	82	85
	2019	77	75	78	*	78	*	-	-	-	-	77	*	79	77	78	75
Grade 8 Mathematics	2022	74	82	79	*	79	*	-	-	-	-	55	*	80	74	77	79
	2019	82	87	84	*	84	*	-	-	-	-	70	*	87	70	84	83
End of Course Algebra I	2022	67	82	100	-	100	*	-	-	-	-	-	-	100	*	100	100
	2019	75	88	95	-	95	*	-	-	-	-	*	*	96	80	96	94
All Grades Both Subjects	2022	74	77	77	83	77	75	-	-	-	-	65	81	77	77	76	77
	2019	69	69	77	68	77	69	-	-	-	*	64	57	78	72	77	76
All Grades ELA/Reading	2022	78	80	88	100	88	88	-	-	-	-	80	*	89	84	87	88
	2019	68	68	76	86	76	50	-	-	-	*	68	43	76	76	76	74
All Grades Mathematics	2022	69	74	66	67	66	63	-	-	-	-	49	*	66	70	65	66
	2019	70	70	77	50	78	88	-	-	-	*	61	71	79	68	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
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	68%	-	-	-	-	-	-	54%	-	54%	-	50%	68%	54%	87%
	2021	67%	61%	54%	-	-	-	-	-	-	29%	-	29%	-	31%	64%	30%	*
At Meets Grade Level or Above	2022	48%	43%	37%	-	-	-	-	-	-	17%	-	17%	-	21%	40%	19%	59%
	2021	41%	33%	23%	-	-	-	-	-	-	7%	-	7%	-	6%	30%	7%	*
At Masters Grade Level	2022	23%	18%	19%	-	-	-	-	-	-	5%	-	5%	-	10%	20%	6%	34%
	2021	18%	12%	7%	-	-	-	-	-	-	1%	-	1%	-	2%	10%	1%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	80%	-	-	-	-	-	-	69%	-	69%	-	50%	83%	66%	96%
	2021	68%	61%	66%	-	-	-	-	-	-	43%	-	43%	-	35%	79%	40%	*
At Meets Grade Level or Above	2022	53%	45%	50%	-	-	-	-	-	-	26%	-	26%	-	24%	53%	26%	80%
	2021	45%	35%	35%	-	-	-	-	-	-	12%	-	12%	-	8%	48%	10%	*
At Masters Grade Level	2022	25%	18%	28%	-	-	-	-	-	-	8%	-	8%	-	11%	33%	8%	50%
	2021	18%	12%	14%	-	-	-	-	-	-	1%	-	1%	-	1%	21%	1%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	-	-	-	-	-	-	49%	-	49%	-	47%	57%	49%	84%
	2021	66%	61%	52%	-	-	-	-	-	-	29%	-	29%	-	34%	62%	31%	*
At Meets Grade Level or Above	2022	42%	37%	31%	-	-	-	-	-	-	14%	-	14%	-	18%	33%	16%	50%
	2021	37%	30%	19%	-	-	-	-	-	-	5%	-	5%	-	6%	26%	6%	*
At Masters Grade Level	2022	20%	16%	12%	-	-	-	-	-	-	3%	-	3%	-	8%	11%	4%	27%
	2021	18%	11%	6%	-	-	-	-	-	-	1%	-	1%	-	4%	8%	2%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	74%	-	-	-	-	-	-	60%	-	60%	-	65%	71%	62%	93%
	2021	71%	65%	57%	-	-	-	-	-	-	36%	-	36%	-	41%	65%	38%	*
At Meets Grade Level or Above	2022	47%	45%	45%	-	-	-	-	-	-	20%	-	20%	-	30%	48%	23%	69%
	2021	44%	35%	23%	-	-	-	-	-	-	10%	-	10%	-	3%	30%	6%	*
At Masters Grade Level	2022	21%	16%	21%	-	-	-	-	-	-	5%	-	5%	-	17%	23%	8%	36%
	2021	20%	12%	6%	-	-	-	-	-	-	2%	-	2%	-	3%	7%	2%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	50%	-	-	-	-	-	-	26%	-	26%	-	39%	55%	30%	70%
	2021	73%	69%	35%	-	-	-	-	-	-	7%	-	7%	-	15%	44%	11%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	16%	-	-	-	-	-	-	3%	-	3%	-	13%	17%	6%	28%
	2021	49%	42%	9%	-	-	-	-	-	-	2%	-	2%	-	5%	10%	4%	*
At Masters Grade Level	2022	30%	26%	9%	-	-	-	-	-	-	3%	-	3%	-	4%	8%	4%	17%
	2021	29%	21%	1%	-	-	-	-	-	-	0%	-	0%	-	0%	2%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	77%	-	-	-	-	-	-	74%	-	74%	-	72%	77%	74%	82%
	2019	69%	69%	77%	*	-	*	-	-	-	72%	-	72%	-	65%		72%	
All Grades ELA/Reading	2022	78%	80%	88%	-	-	-	-	-	-	88%	-	88%	-	73%	89%	86%	89%
	2019	68%	68%	76%	*	-	*	-	-	-	72%	-	72%	-	80%		73%	
All Grades Mathematics	2022	69%	74%	66%	-	-	-	-	-	-	60%	-	60%	-	70%	65%	61%	75%
	2019	70%	70%	77%	*	-	*	-	-	-	73%	-	73%	-	50%		71%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	79%	94%	94%	-	-	-	-	97%	70%	97%	81%	95%	94%
Not Included in Accountability: Mobile	5%	4%	6%	21%	5%	6%	-	-	-	-	3%	30%	3%	18%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	80%	95%	91%	-	-	-	-	97%	67%	98%	81%	95%	94%
Not Included in Accountability: Mobile	5%	4%	5%	20%	5%	9%	-	-	-	-	3%	33%	2%	17%	4%	5%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	80%	95%	91%	-	-	-	-	97%	67%	98%	81%	96%	94%
Not Included in Accountability: Mobile	5%	4%	5%	20%	5%	9%	-	-	-	-	3%	33%	2%	17%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	2%	0%	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%
Science																
Assessment Participant	98%	98%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	*	93%	100%	-	-	-	-	97%	*	96%	79%	94%	93%
Not Included in Accountability: Mobile	4%	3%	7%	*	7%	0%	-	-	-	-	3%	*	4%	19%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	1%	0%	1%
Not Tested	2%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	93%	*	93%	100%	-	-	-	-	97%	*	96%	79%	94%	93%
Not Included in Accountability: Mobile	4%	3%	7%	*	7%	0%	-	-	-	-	3%	*	4%	19%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	1%	0%	1%
Not Tested	2%	3%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	88%	-	*	-	-	90%	100%	98%	100%	99%	99%
Included in Accountability	83%	86%	94%	78%	94%	75%	-	*	-	-	74%	100%	96%	84%	94%	92%
Not Included in Accountability: Mobile	3%	3%	3%	22%	3%	13%	-	*	-	-	9%	0%	1%	11%	3%	2%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	2%	0%	-	*	-	-	7%	0%	1%	5%	2%	6%
Not Tested	11%	7%	1%	0%	1%	13%	-	*	-	-	10%	0%	2%	0%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	13%	-	*	-	-	10%	0%	1%	0%	1%	1%
Mathematics																
Assessment Participant	88%	95%	96%	100%	97%	78%	-	*	-	-	81%	83%	96%	99%	96%	97%
Included in Accountability	84%	89%	93%	78%	94%	67%	-	*	-	-	72%	83%	95%	85%	93%	94%
Not Included in Accountability: Mobile	4%	3%	3%	22%	3%	11%	-	*	-	-	9%	0%	1%	12%	3%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	2%	0%	1%
Not Tested	12%	5%	4%	0%	3%	22%	-	*	-	-	19%	17%	4%	1%	4%	3%
Absent	2%	2%	2%	0%	2%	11%	-	*	-	-	2%	17%	2%	1%	2%	0%
Other	10%	3%	2%	0%	2%	11%	-	*	-	-	18%	0%	2%	0%	2%	3%
Science																
Assessment Participant	87%	92%	99%	100%	99%	*	-	-	-	-	89%	*	99%	100%	99%	98%
Included in Accountability	84%	88%	95%	80%	96%	*	-	-	-	-	74%	*	98%	85%	96%	95%
Not Included in Accountability: Mobile	3%	3%	3%	20%	3%	*	-	-	-	-	15%	*	1%	13%	3%	1%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	*	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	13%	8%	1%	0%	1%	*	-	-	-	-	11%	*	1%	0%	1%	2%
Absent	2%	3%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	5%	1%	0%	1%	*	-	-	-	-	11%	*	1%	0%	1%	2%
Social Studies																
Assessment Participant	87%	92%	99%	100%	99%	*	-	-	-	-	88%	*	99%	100%	99%	98%
Included in Accountability	84%	89%	96%	80%	96%	*	-	-	-	-	76%	*	98%	86%	96%	95%
Not Included in Accountability: Mobile	3%	2%	3%	20%	2%	*	-	-	-	-	12%	*	1%	12%	3%	1%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	*	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	13%	8%	1%	0%	1%	*	-	-	-	-	12%	*	1%	0%	1%	2%
Absent	3%	4%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	*	-	-	-	-	12%	*	1%	0%	1%	2%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.5%	89.4%	94.6%	91.5%	*	*	-	*	92.5%	94.5%	94.3%
2019-20	98.3%	98.1%	98.4%	97.7%	98.5%	96.6%	*	-	*	*	97.4%	98.4%	98.5%
Chronic Absenteeism													
2020-21	15.0%	18.0%	17.9%	63.6%	17.0%	15.4%	*	*	-	*	23.5%	17.9%	19.3%
2019-20	6.7%	8.8%	8.2%	7.1%	8.2%	14.3%	*	-	*	*	17.6%	7.2%	8.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.5%	18.2%	0.2%	0.0%	*	*	-	*	1.5%	0.5%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	628	100.0%	49,255	5,402,928	628	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	335	53.3%	7.8%	7.7%	335	53.3%	7.8%	7.7%
Grade 8	293	46.7%	7.8%	7.9%	293	46.7%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	10	1.6%	8.1%	12.8%	10	1.6%	8.1%	12.8%
Hispanic	608	96.8%	82.8%	52.8%	608	96.8%	82.8%	52.7%
White	10	1.6%	5.2%	26.3%	10	1.6%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	0	0.0%	0.7%	2.9%
Sex:								
Female	287	45.7%	48.3%	48.9%	287	45.7%	48.3%	48.8%
Male	341	54.3%	51.7%	51.1%	341	54.3%	51.7%	51.2%
Economically Disadvantaged	531	84.6%	79.4%	60.7%	531	84.6%	79.4%	60.6%
Non-Educationally Disadvantaged	97	15.4%	20.6%	39.3%	97	15.4%	20.6%	39.4%
Section 504 Students	41	6.5%	5.8%	7.4%	41	6.5%	5.8%	7.4%
EB Students/EL	222	35.4%	32.6%	21.7%	222	35.4%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	5	0.8%	0.8%	0.6%				
Students w/ Dyslexia	37	5.9%	4.9%	5.0%	37	5.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.3%	0.7%	1.1%	2	0.3%	0.7%	1.1%
Immigrant	12	1.9%	3.4%	2.0%	12	1.9%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	628	100.0%	67.8%	64.3%	628	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	509	81.1%	69.4%	53.5%	509	81.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	207	33.0%	30.5%	21.9%	207	33.0%	30.4%	21.8%
Gifted and Talented Education	34	5.4%	5.5%	8.0%	34	5.4%	5.5%	8.0%
Special Education	79	12.6%	12.4%	11.6%	79	12.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	62.0%	44.4%	43.0%				
Students with Physical Disabilities	0	0.0%	18.2%	20.8%				
Students with Autism	16	20.3%	21.3%	14.7%				
Students with Behavioral Disabilities	14	17.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	76	11.5%	14.7%	13.6%				
By Ethnicity:								
African American	6	0.9%	2.1%	2.5%				
Hispanic	65	9.8%	11.1%	6.6%				
White	5	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	12	17.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	24	11.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	68	11.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	48	15.4%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	4.0%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	1.1%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	17.8	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	19.0	16.1	17.5
Science	21.4	16.1	18.5
Social Studies	18.5	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	70.1	100.0%	100.0%	100.0%
Professional Staff:	57.5	81.9%	59.0%	64.1%
Teachers	46.9	66.8%	45.5%	49.3%
Professional Support	8.1	11.5%	10.1%	10.7%
Campus Administration (School Leadership)	2.5	3.6%	2.3%	2.9%
Educational Aides:	12.7	18.1%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	43.2	61.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	11.0	23.5%	10.3%	11.2%
Hispanic	14.5	30.9%	39.2%	28.9%
White	19.4	41.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	4.3%	0.9%	1.2%
Teachers by Sex:				
Males	16.0	34.1%	25.0%	24.1%
Females	30.9	65.9%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	27.0	57.6%	75.8%	72.6%
Masters	19.9	42.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.5%	7.9%	7.9%
1-5 Years Experience	13.0	27.7%	27.4%	26.7%
6-10 Years Experience	9.5	20.3%	24.2%	20.6%
11-20 Years Experience	17.0	36.3%	28.7%	28.6%
21-30 Years Experience	2.4	5.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	2.1%	1.6%	2.9%
Number of Students per Teacher	13.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
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:	10.1	10.4	11.1
Average Years Experience of Teachers with District:	7.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,719	\$56,914	\$51,054
1-5 Years Experience	\$59,190	\$58,997	\$54,577
6-10 Years Experience	\$63,104	\$61,821	\$57,746
11-20 Years Experience	\$65,013	\$63,221	\$61,377
21-30 Years Experience	\$72,885	\$65,542	\$65,949
Over 30 Years Experience	\$51,100	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,490	\$61,600	\$58,887
Professional Support	\$69,290	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,186	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.7%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.3	0.6%	0.5%	1.7%
Regular Education	38.8	82.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.4	15.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SAN JACINTO INT

Campus Number: 101917045

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	72%	80%	71%	94%	-	-	-	*	46%	*	74%	62%	71%	70%
	2021	69%	62%	68%	50%	69%	73%	-	-	-	*	41%	83%	70%	58%	68%	43%
At Meets Grade Level or Above	2022	56%	47%	40%	60%	37%	81%	-	-	-	*	22%	*	41%	36%	39%	35%
	2021	45%	35%	39%	36%	39%	45%	-	-	-	*	22%	50%	40%	29%	38%	18%
At Masters Grade Level	2022	37%	27%	23%	0%	21%	63%	-	-	-	*	16%	*	23%	22%	23%	19%
	2021	25%	17%	14%	21%	14%	9%	-	-	-	*	4%	33%	14%	18%	13%	3%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	29%	40%	27%	58%	-	-	-	*	31%	*	30%	28%	28%	28%
	2021	55%	48%	39%	42%	39%	43%	-	-	-	*	30%	*	40%	35%	38%	31%
At Meets Grade Level or Above	2022	31%	24%	6%	0%	6%	8%	-	-	-	*	13%	*	5%	8%	6%	5%
	2021	27%	18%	9%	17%	9%	14%	-	-	-	*	17%	*	9%	11%	9%	4%
At Masters Grade Level	2022	13%	8%	3%	0%	2%	8%	-	-	-	*	6%	*	2%	5%	3%	2%
	2021	12%	5%	2%	8%	1%	0%	-	-	-	*	4%	*	1%	5%	2%	1%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	87%	80%	87%	92%	-	*	-	*	70%	*	87%	86%	87%	85%
	2021	73%	69%	72%	60%	73%	80%	-	-	-	*	37%	*	73%	70%	72%	42%
At Meets Grade Level or Above	2022	58%	54%	58%	60%	59%	50%	-	*	-	*	34%	*	59%	52%	58%	54%
	2021	46%	39%	45%	20%	46%	60%	-	-	-	*	17%	*	46%	33%	44%	23%
At Masters Grade Level	2022	37%	32%	32%	33%	33%	17%	-	*	-	*	11%	*	34%	25%	33%	33%
	2021	21%	14%	18%	20%	18%	30%	-	-	-	*	3%	*	19%	12%	18%	2%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	72%	45%	73%	64%	-	*	-	*	51%	*	72%	71%	73%	75%
	2021	62%	66%	62%	31%	62%	90%	-	-	-	*	32%	*	64%	50%	61%	45%
At Meets Grade Level or Above	2022	40%	40%	31%	27%	32%	27%	-	*	-	*	23%	*	32%	24%	31%	32%
	2021	36%	35%	36%	8%	37%	60%	-	-	-	*	23%	*	36%	34%	34%	16%
At Masters Grade Level	2022	14%	11%	3%	9%	3%	0%	-	*	-	*	6%	*	3%	2%	3%	3%
	2021	11%	8%	6%	0%	6%	10%	-	-	-	*	3%	*	6%	5%	6%	2%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	78%	93%	77%	75%	-	*	-	*	58%	*	79%	70%	77%	77%
	2021	68%	60%	63%	56%	63%	80%	-	-	-	*	31%	*	63%	59%	62%	35%
At Meets Grade Level or Above	2022	45%	42%	39%	57%	39%	25%	-	*	-	*	34%	*	39%	39%	39%	37%
	2021	43%	31%	34%	19%	34%	60%	-	-	-	*	17%	*	34%	32%	33%	11%
At Masters Grade Level	2022	24%	17%	13%	21%	13%	25%	-	*	-	*	15%	*	13%	14%	13%	12%
	2021	24%	12%	13%	0%	14%	20%	-	-	-	*	3%	*	14%	3%	14%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	65%	67%	64%	75%	-	*	-	*	45%	*	66%	57%	65%	60%
	2021	57%	51%	51%	47%	51%	70%	-	-	-	*	23%	*	52%	41%	49%	21%
At Meets Grade Level or Above	2022	31%	26%	26%	40%	25%	33%	-	*	-	*	21%	*	27%	18%	25%	18%
	2021	28%	19%	19%	20%	17%	60%	-	-	-	*	20%	*	20%	13%	17%	8%
At Masters Grade Level	2022	18%	13%	11%	27%	10%	17%	-	*	-	*	11%	*	11%	7%	10%	7%
	2021	14%	6%	6%	0%	6%	20%	-	-	-	*	3%	*	6%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	*	100%	100%	-	-	-	-	*	*	100%	100%	100%	100%
	2021	73%	87%	100%	100%	100%	*	-	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2022	43%	60%	91%	*	90%	100%	-	-	-	-	*	*	92%	88%	91%	89%
	2021	41%	57%	84%	80%	83%	*	-	-	-	-	*	*	85%	67%	82%	29%
At Masters Grade Level	2022	27%	38%	73%	*	74%	80%	-	-	-	-	*	*	74%	63%	72%	71%
	2021	23%	29%	55%	40%	57%	*	-	-	-	-	*	*	54%	67%	54%	29%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	71%	72%	70%	79%	-	*	-	83%	51%	94%	72%	64%	71%	70%
	2021	67%	61%	61%	50%	61%	72%	-	-	-	43%	30%	77%	63%	52%	60%	36%
At Meets Grade Level or Above	2022	48%	43%	37%	48%	37%	44%	-	*	-	17%	25%	81%	38%	32%	37%	34%
	2021	41%	33%	31%	24%	31%	49%	-	-	-	14%	19%	53%	32%	24%	30%	12%
At Masters Grade Level	2022	23%	18%	18%	22%	17%	28%	-	*	-	8%	12%	19%	18%	14%	17%	16%
	2021	18%	12%	11%	10%	11%	15%	-	-	-	7%	3%	30%	11%	9%	11%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	80%	80%	79%	93%	-	*	-	*	58%	100%	81%	74%	80%	78%
	2021	68%	61%	70%	55%	71%	76%	-	-	-	*	39%	89%	71%	63%	70%	43%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	50%	60%	48%	68%	-	*	-	*	28%	83%	51%	44%	49%	45%
	2021	45%	35%	42%	28%	42%	52%	-	-	-	*	20%	56%	43%	31%	41%	20%
At Masters Grade Level	2022	25%	18%	28%	25%	27%	43%	-	*	-	*	14%	33%	29%	24%	28%	26%
	2021	18%	12%	16%	21%	16%	19%	-	-	-	*	4%	33%	16%	15%	16%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	61%	55%	61%	68%	-	*	-	*	43%	83%	62%	55%	61%	63%
	2021	66%	61%	58%	47%	59%	76%	-	-	-	*	32%	78%	60%	47%	57%	41%
At Meets Grade Level or Above	2022	42%	37%	31%	35%	31%	32%	-	*	-	*	19%	67%	32%	22%	31%	31%
	2021	37%	30%	32%	23%	32%	52%	-	-	-	*	20%	56%	33%	26%	31%	10%
At Masters Grade Level	2022	20%	16%	13%	15%	13%	18%	-	*	-	*	8%	17%	14%	9%	13%	12%
	2021	18%	11%	11%	10%	11%	14%	-	-	-	*	4%	33%	11%	10%	11%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	78%	93%	77%	75%	-	*	-	*	58%	*	79%	70%	77%	77%
	2021	71%	65%	63%	56%	63%	80%	-	-	-	*	31%	*	63%	59%	62%	35%
At Meets Grade Level or Above	2022	47%	45%	39%	57%	39%	25%	-	*	-	*	34%	*	39%	39%	39%	37%
	2021	44%	35%	34%	19%	34%	60%	-	-	-	*	17%	*	34%	32%	33%	11%
At Masters Grade Level	2022	21%	16%	13%	21%	13%	25%	-	*	-	*	15%	*	13%	14%	13%	12%
	2021	20%	12%	13%	0%	14%	20%	-	-	-	*	3%	*	14%	3%	14%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	65%	67%	64%	75%	-	*	-	*	45%	*	66%	57%	65%	60%
	2021	73%	69%	51%	47%	51%	70%	-	-	-	*	23%	*	52%	41%	49%	21%
At Meets Grade Level or Above	2022	50%	47%	26%	40%	25%	33%	-	*	-	*	21%	*	27%	18%	25%	18%
	2021	49%	42%	19%	20%	17%	60%	-	-	-	*	20%	*	20%	13%	17%	8%
At Masters Grade Level	2022	30%	26%	11%	27%	10%	17%	-	*	-	*	11%	*	11%	7%	10%	7%
	2021	29%	21%	6%	0%	6%	20%	-	-	-	*	3%	*	6%	3%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	16%	0%	17%	13%	-	-	-	*	14%	*	17%	11%	15%	17%
	2021	26%	18%	19%	14%	19%	36%	-	-	-	*	17%	33%	20%	13%	18%	5%
Reading and Mathematics Including EOC	2022	33%	23%	16%	0%	17%	13%	-	-	-	*	14%	*	17%	11%	15%	17%
	2021	27%	18%	19%	14%	19%	36%	-	-	-	*	17%	33%	20%	13%	18%	5%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	40%	60%	37%	81%	-	-	-	*	22%	*	41%	36%	39%	35%
	2021	45%	35%	39%	36%	39%	45%	-	-	-	*	22%	50%	40%	29%	38%	18%
Math Including EOC	2022	37%	27%	19%	0%	20%	13%	-	-	-	*	14%	*	20%	13%	18%	22%
	2021	32%	23%	24%	21%	23%	36%	-	-	-	*	19%	33%	25%	17%	22%	6%
8th Graders																	
Reading and Mathematics	2022	27%	24%	20%	27%	20%	14%	-	*	-	*	20%	*	21%	14%	21%	19%
	2021	21%	16%	16%	0%	16%	33%	-	-	-	*	17%	-	15%	22%	15%	9%
Reading and Mathematics Including EOC	2022	41%	37%	37%	47%	36%	42%	-	*	-	*	23%	*	39%	26%	37%	34%
	2021	33%	27%	32%	20%	32%	50%	-	-	-	*	17%	*	32%	24%	31%	11%
Reading Including EOC	2022	58%	54%	59%	60%	59%	50%	-	*	-	*	34%	*	59%	53%	58%	55%
	2021	47%	38%	45%	20%	46%	60%	-	-	-	*	17%	*	46%	33%	44%	23%
Math Including EOC	2022	48%	44%	41%	47%	41%	58%	-	*	-	*	25%	*	43%	33%	42%	39%
	2021	43%	39%	42%	25%	42%	70%	-	-	-	*	23%	*	42%	37%	41%	16%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	18%	19%	18%	13%	-	*	-	*	17%	40%	19%	13%	18%	18%
	2021	26%	15%	18%	8%	18%	35%	-	-	-	*	17%	33%	18%	17%	17%	7%
Reading and Mathematics Including EOC	2022	36%	27%	27%	35%	27%	25%	-	*	-	*	18%	50%	29%	18%	27%	26%
	2021	28%	17%	25%	17%	25%	43%	-	-	-	*	17%	44%	26%	18%	24%	8%
Reading Including EOC	2022	53%	45%	50%	60%	48%	68%	-	*	-	*	28%	83%	51%	44%	49%	45%
	2021	41%	30%	42%	28%	42%	52%	-	-	-	*	20%	56%	43%	31%	41%	20%
Math Including EOC	2022	43%	34%	31%	35%	31%	32%	-	*	-	*	19%	67%	32%	23%	31%	31%
	2021	37%	25%	32%	23%	32%	52%	-	-	-	*	20%	56%	33%	26%	31%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	88	*	89	94	-	-	-	*	78	*	89	83	88	89
	2019	77	77	78	72	78	78	*	-	-	-	68	-	76	83	77	76
Grade 7 Mathematics	2022	60	55	51	*	50	63	-	-	-	*	37	*	53	44	51	48
	2019	62	57	58	50	57	81	-	-	-	-	39	-	57	62	57	60
Grade 8 ELA/Reading	2022	83	84	87	89	86	91	-	*	-	*	79	*	86	87	86	86
	2019	77	75	73	70	73	63	*	*	-	*	70	*	72	75	72	75
Grade 8 Mathematics	2022	74	82	77	65	78	70	-	*	-	*	63	*	78	73	78	77
	2019	82	87	72	61	74	63	*	*	-	*	65	*	73	71	71	73
End of Course Algebra I	2022	67	82	94	*	94	100	-	-	-	-	*	*	93	100	93	96
	2019	75	88	82	*	84	75	*	*	-	-	*	-	84	72	83	81
All Grades Both Subjects	2022	74	77	79	78	79	82	-	*	-	88	66	67	80	74	79	79
	2019	69	69	71	64	72	71	*	*	-	*	61	*	71	73	71	72
All Grades ELA/Reading	2022	78	80	87	86	87	93	-	*	-	*	79	75	88	85	87	88
	2019	68	68	75	71	76	70	*	*	-	*	69	*	74	80	75	76
All Grades Mathematics	2022	69	74	71	69	71	72	-	*	-	*	53	58	72	63	71	70
	2019	70	70	68	58	68	71	*	*	-	*	53	*	68	67	67	69

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	71%	-	-	-	-	-	-	55%	-	55%	-	58%	71%	56%	92%
	2021	67%	61%	61%	-	-	-	-	-	-	36%	-	36%	-	34%	68%	36%	*
At Meets Grade Level or Above	2022	48%	43%	37%	-	-	-	-	-	-	21%	-	21%	-	13%	39%	18%	63%
	2021	41%	33%	31%	-	-	-	-	-	-	12%	-	12%	-	10%	37%	11%	*
At Masters Grade Level	2022	23%	18%	18%	-	-	-	-	-	-	7%	-	7%	-	4%	18%	6%	34%
	2021	18%	12%	11%	-	-	-	-	-	-	3%	-	3%	-	0%	13%	2%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	80%	-	-	-	-	-	-	62%	-	62%	-	73%	81%	67%	99%
	2021	68%	61%	70%	-	-	-	-	-	-	43%	-	43%	-	40%	79%	42%	*
At Meets Grade Level or Above	2022	53%	45%	50%	-	-	-	-	-	-	29%	-	29%	-	19%	52%	25%	86%
	2021	45%	35%	42%	-	-	-	-	-	-	19%	-	19%	-	25%	48%	20%	*
At Masters Grade Level	2022	25%	18%	28%	-	-	-	-	-	-	13%	-	13%	-	8%	29%	12%	56%
	2021	18%	12%	16%	-	-	-	-	-	-	2%	-	2%	-	0%	20%	2%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	61%	-	-	-	-	-	-	52%	-	52%	-	46%	58%	50%	89%
	2021	66%	61%	58%	-	-	-	-	-	-	39%	-	39%	-	45%	64%	40%	*
At Meets Grade Level or Above	2022	42%	37%	31%	-	-	-	-	-	-	24%	-	24%	-	8%	30%	18%	58%
	2021	37%	30%	32%	-	-	-	-	-	-	11%	-	11%	-	5%	39%	10%	*
At Masters Grade Level	2022	20%	16%	13%	-	-	-	-	-	-	5%	-	5%	-	0%	13%	3%	30%
	2021	18%	11%	11%	-	-	-	-	-	-	3%	-	3%	-	0%	14%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	78%	-	-	-	-	-	-	61%	-	61%	-	62%	77%	61%	96%
	2021	71%	65%	63%	-	-	-	-	-	-	33%	-	33%	-	43%	70%	34%	*
At Meets Grade Level or Above	2022	47%	45%	39%	-	-	-	-	-	-	16%	-	16%	-	18%	38%	18%	63%
	2021	44%	35%	34%	-	-	-	-	-	-	11%	-	11%	-	0%	40%	10%	*
At Masters Grade Level	2022	21%	16%	13%	-	-	-	-	-	-	2%	-	2%	-	9%	11%	5%	26%
	2021	20%	12%	13%	-	-	-	-	-	-	6%	-	6%	-	0%	15%	5%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	65%	-	-	-	-	-	-	36%	-	36%	-	44%	68%	40%	84%
	2021	73%	69%	51%	-	-	-	-	-	-	22%	-	22%	-	0%	59%	19%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	26%	-	-	-	-	-	-	5%	-	5%	-	6%	30%	6%	37%
	2021	49%	42%	19%	-	-	-	-	-	-	7%	-	7%	-	0%	22%	6%	*
At Masters Grade Level	2022	30%	26%	11%	-	-	-	-	-	-	0%	-	0%	-	3%	13%	1%	17%
	2021	29%	21%	6%	-	-	-	-	-	-	0%	-	0%	-	0%	7%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	79%	-	-	-	-	-	-	75%	-	75%	-	72%	79%	74%	89%
	2019	69%	69%	71%	*	-	*	-	-	-	72%	-	72%	-	65%		70%	
All Grades ELA/Reading	2022	78%	80%	87%	-	-	-	-	-	-	84%	-	84%	-	86%	87%	85%	93%
	2019	68%	68%	75%	*	-	*	-	-	-	80%	-	80%	-	72%		79%	
All Grades Mathematics	2022	69%	74%	71%	-	-	-	-	-	-	66%	-	66%	-	59%	71%	63%	86%
	2019	70%	70%	68%	*	-	*	-	-	-	63%	-	63%	-	58%		62%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	91%	82%	92%	91%	-	50%	-	100%	95%	100%	97%	70%	92%	92%
Not Included in Accountability: Mobile	5%	4%	6%	17%	6%	5%	-	0%	-	0%	5%	0%	3%	20%	6%	4%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	5%	-	50%	-	0%	1%	0%	0%	10%	2%	4%
Not Tested	1%	2%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	80%	91%	93%	-	*	-	*	94%	100%	97%	68%	91%	91%
Not Included in Accountability: Mobile	5%	4%	7%	20%	7%	3%	-	*	-	*	5%	0%	3%	22%	7%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	3%	-	*	-	*	1%	0%	0%	9%	2%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	80%	91%	93%	-	*	-	*	94%	100%	97%	68%	91%	91%
Not Included in Accountability: Mobile	5%	4%	7%	20%	7%	3%	-	*	-	*	5%	0%	3%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	3%	-	*	-	*	1%	0%	0%	9%	2%	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%
Science																
Assessment Participant	98%	98%	100%	94%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	92%	82%	93%	86%	-	*	-	*	95%	*	96%	75%	92%	92%
Not Included in Accountability: Mobile	4%	3%	5%	12%	5%	7%	-	*	-	*	5%	*	4%	14%	6%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	7%	-	*	-	*	0%	*	0%	12%	2%	4%
Not Tested	2%	2%	0%	6%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	6%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	92%	88%	93%	86%	-	*	-	*	95%	*	96%	75%	92%	92%
Not Included in Accountability: Mobile	4%	3%	5%	12%	5%	7%	-	*	-	*	5%	*	4%	14%	6%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	7%	-	*	-	*	0%	*	0%	12%	2%	4%
Not Tested	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	97%	97%	98%	89%	-	*	-	100%	97%	100%	98%	93%	97%	99%
Included in Accountability	83%	86%	92%	94%	93%	75%	-	*	-	80%	92%	100%	95%	76%	93%	92%
Not Included in Accountability: Mobile	3%	3%	4%	3%	4%	14%	-	*	-	20%	3%	0%	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	*	-	0%	1%	0%	0%	4%	1%	4%
Not Tested	11%	7%	3%	3%	2%	11%	-	*	-	0%	3%	0%	2%	7%	3%	1%
Absent	2%	2%	1%	0%	1%	4%	-	*	-	0%	1%	0%	1%	2%	1%	1%
Other	10%	4%	2%	3%	2%	7%	-	*	-	0%	2%	0%	1%	5%	2%	0%
Mathematics																
Assessment Participant	88%	95%	97%	100%	98%	89%	-	*	-	100%	95%	100%	98%	96%	97%	98%
Included in Accountability	84%	89%	93%	97%	93%	75%	-	*	-	80%	92%	100%	95%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	4%	3%	4%	14%	-	*	-	20%	3%	0%	3%	14%	4%	4%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	*	-	0%	0%	0%	0%	4%	1%	3%
Not Tested	12%	5%	3%	0%	2%	11%	-	*	-	0%	5%	0%	2%	4%	3%	2%
Absent	2%	2%	1%	0%	1%	4%	-	*	-	0%	2%	0%	1%	0%	1%	1%
Other	10%	3%	2%	0%	2%	7%	-	*	-	0%	2%	0%	1%	4%	2%	1%
Science																
Assessment Participant	87%	92%	98%	100%	97%	100%	-	-	-	*	91%	*	97%	98%	97%	96%
Included in Accountability	84%	88%	93%	94%	93%	83%	-	-	-	*	88%	*	96%	76%	93%	89%
Not Included in Accountability: Mobile	3%	3%	4%	6%	3%	17%	-	-	-	*	3%	*	2%	18%	3%	4%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	4%	1%	3%
Not Tested	13%	8%	2%	0%	3%	0%	-	-	-	*	9%	*	3%	2%	3%	4%
Absent	2%	3%	1%	0%	1%	0%	-	-	-	*	3%	*	1%	0%	1%	1%
Other	10%	5%	2%	0%	2%	0%	-	-	-	*	6%	*	2%	2%	2%	3%
Social Studies																
Assessment Participant	87%	92%	97%	94%	97%	100%	-	-	-	*	94%	*	97%	93%	97%	97%
Included in Accountability	84%	89%	92%	88%	93%	83%	-	-	-	*	91%	*	96%	71%	92%	90%
Not Included in Accountability: Mobile	3%	2%	4%	6%	3%	17%	-	-	-	*	3%	*	2%	18%	3%	4%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	4%	1%	3%
Not Tested	13%	8%	3%	6%	3%	0%	-	-	-	*	6%	*	3%	7%	3%	3%
Absent	3%	4%	1%	0%	1%	0%	-	-	-	*	3%	*	1%	2%	1%	1%
Other	10%	4%	2%	6%	2%	0%	-	-	-	*	3%	*	2%	4%	2%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.8%	90.9%	94.1%	91.5%	*	*	-	-	91.3%	93.7%	93.2%
2019-20	98.3%	98.1%	98.3%	96.9%	98.5%	96.5%	*	-	-	*	97.8%	98.4%	98.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.1%	34.3%	17.7%	27.0%	*	*	-	-	25.8%	19.2%	20.1%
2019-20	6.7%	8.8%	8.6%	23.5%	7.0%	17.8%	*	-	-	*	14.8%	7.7%	8.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.7%	2.9%	0.5%	2.6%	*	*	-	-	1.1%	0.8%	1.2%
2019-20	0.5%	0.3%	0.8%	2.9%	0.2%	8.7%	*	-	-	*	1.2%	0.9%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	630	100.0%	49,255	5,402,928	630	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	295	46.8%	7.8%	7.7%	295	46.8%	7.8%	7.7%
Grade 8	335	53.2%	7.8%	7.9%	335	53.2%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	26	4.1%	8.1%	12.8%	26	4.1%	8.1%	12.8%
Hispanic	561	89.0%	82.8%	52.8%	561	89.0%	82.8%	52.7%
White	38	6.0%	5.2%	26.3%	38	6.0%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.3%	3.0%	4.8%	2	0.3%	3.0%	4.8%
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%	2.9%	3	0.5%	0.7%	2.9%
Sex:								
Female	280	44.4%	48.3%	48.9%	280	44.4%	48.3%	48.8%
Male	350	55.6%	51.7%	51.1%	350	55.6%	51.7%	51.2%
Economically Disadvantaged	568	90.2%	79.4%	60.7%	568	90.2%	79.4%	60.6%
Non-Educationally Disadvantaged	62	9.8%	20.6%	39.3%	62	9.8%	20.6%	39.4%
Section 504 Students	62	9.8%	5.8%	7.4%	62	9.8%	5.8%	7.4%
EB Students/EL	211	33.5%	32.6%	21.7%	211	33.5%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	20	2.8%	0.8%	0.6%				
Students w/ Dyslexia	58	9.2%	4.9%	5.0%	58	9.2%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	4	0.6%	0.7%	1.1%	4	0.6%	0.7%	1.1%
Immigrant	14	2.2%	3.4%	2.0%	14	2.2%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	630	100.0%	67.8%	64.3%	630	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	458	72.7%	69.4%	53.5%	458	72.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	185	29.4%	30.5%	21.9%	185	29.4%	30.4%	21.8%
Gifted and Talented Education	53	8.4%	5.5%	8.0%	53	8.4%	5.5%	8.0%
Special Education	108	17.1%	12.4%	11.6%	108	17.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	108							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	49.1%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	32	29.6%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	104	14.4%	14.7%	13.6%				
By Ethnicity:								
African American	3	0.4%	2.1%	2.5%				
Hispanic	88	12.2%	11.1%	6.6%				
White	10	1.4%	1.0%	3.5%				
American Indian	2	0.3%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	14	15.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	18	11.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	88	14.0%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	45	13.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.7%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	1.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	15.7	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	16.6	16.1	17.5
Science	17.2	16.1	18.5
Social Studies	17.2	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	76.0	100.0%	100.0%	100.0%
Professional Staff:	61.6	81.0%	59.0%	64.1%
Teachers	51.3	67.5%	45.5%	49.3%
Professional Support	7.3	9.6%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.9%	2.3%	2.9%
Educational Aides:	14.4	19.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	29.2	38.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.0	5.8%	10.3%	11.2%
Hispanic	13.0	25.3%	39.2%	28.9%
White	34.3	66.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	19.6	38.2%	25.0%	24.1%
Females	31.7	61.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	39.6	77.1%	75.8%	72.6%
Masters	11.2	21.8%	22.5%	25.2%
Doctorate	0.5	1.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.1	8.0%	7.9%	7.9%
1-5 Years Experience	13.5	26.2%	27.4%	26.7%
6-10 Years Experience	17.8	34.7%	24.2%	20.6%
11-20 Years Experience	14.9	29.1%	28.7%	28.6%
21-30 Years Experience	1.0	2.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	8.0	6.3
Average Years Experience of Principals with District	14.0	7.7	5.4
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	10.4	11.1
Average Years Experience of Teachers with District:	5.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,857	\$56,914	\$51,054
1-5 Years Experience	\$58,683	\$58,997	\$54,577
6-10 Years Experience	\$61,183	\$61,821	\$57,746
11-20 Years Experience	\$63,863	\$63,221	\$61,377
21-30 Years Experience	\$67,815	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,173	\$61,600	\$58,887
Professional Support	\$71,228	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,270	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.5	1.0%	0.0%	3.0%
Gifted and Talented Education	1.4	2.7%	0.5%	1.7%
Regular Education	41.3	80.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.6	14.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON INT

Campus Number: 101917046

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	69%	61%	70%	71%	-	*	*	*	40%	83%	71%	64%	68%	67%
	2021	69%	62%	60%	63%	60%	*	*	*	-	*	31%	*	65%	44%	59%	45%
At Meets Grade Level or Above	2022	56%	47%	37%	29%	39%	14%	-	*	*	*	20%	50%	37%	38%	37%	37%
	2021	45%	35%	31%	30%	31%	*	*	*	-	*	26%	*	34%	21%	29%	18%
At Masters Grade Level	2022	37%	27%	19%	13%	20%	0%	-	*	*	*	3%	0%	19%	18%	19%	21%
	2021	25%	17%	12%	15%	12%	*	*	*	-	*	18%	*	15%	5%	11%	3%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	37%	30%	40%	14%	-	*	*	*	30%	40%	36%	41%	36%	36%
	2021	55%	48%	39%	48%	38%	*	*	*	-	-	30%	*	41%	35%	39%	39%
At Meets Grade Level or Above	2022	31%	24%	12%	3%	13%	0%	-	*	*	*	15%	0%	9%	18%	11%	12%
	2021	27%	18%	8%	9%	8%	*	*	*	-	-	22%	*	8%	9%	8%	7%
At Masters Grade Level	2022	13%	8%	3%	3%	3%	0%	-	*	*	*	8%	0%	3%	4%	3%	3%
	2021	12%	5%	4%	4%	4%	*	*	*	-	-	22%	*	5%	3%	4%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	78%	79%	78%	*	-	*	-	*	44%	-	81%	68%	77%	78%
	2021	73%	69%	71%	69%	71%	67%	-	*	-	*	55%	*	74%	61%	71%	52%
At Meets Grade Level or Above	2022	58%	54%	46%	42%	46%	*	-	*	-	*	18%	-	49%	35%	44%	43%
	2021	46%	39%	38%	34%	38%	33%	-	*	-	*	29%	*	41%	29%	38%	18%
At Masters Grade Level	2022	37%	32%	26%	29%	26%	*	-	*	-	*	6%	-	27%	23%	23%	22%
	2021	21%	14%	14%	17%	13%	17%	-	*	-	*	16%	*	14%	11%	13%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	54%	38%	56%	*	-	*	-	*	34%	*	58%	41%	54%	55%
	2021	62%	66%	60%	60%	60%	67%	-	*	-	*	35%	*	64%	46%	59%	47%
At Meets Grade Level or Above	2022	40%	40%	15%	8%	16%	*	-	*	-	*	19%	*	17%	10%	15%	14%
	2021	36%	35%	23%	10%	24%	22%	-	*	-	*	19%	*	26%	13%	22%	12%
At Masters Grade Level	2022	14%	11%	4%	0%	4%	*	-	*	-	*	6%	*	4%	3%	3%	2%
	2021	11%	8%	5%	7%	4%	11%	-	*	-	*	16%	*	5%	3%	5%	2%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	67%	68%	66%	*	-	*	-	*	48%	-	71%	53%	65%	63%
	2021	68%	60%	62%	52%	63%	67%	-	*	-	*	58%	*	65%	52%	61%	50%
At Meets Grade Level or Above	2022	45%	42%	37%	32%	37%	*	-	*	-	*	27%	-	40%	27%	36%	34%
	2021	43%	31%	29%	17%	30%	50%	-	*	-	*	35%	*	33%	18%	28%	16%
At Masters Grade Level	2022	24%	17%	11%	8%	11%	*	-	*	-	*	3%	-	12%	7%	9%	8%
	2021	24%	12%	11%	10%	11%	33%	-	*	-	*	16%	*	12%	7%	11%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	67%	56%	68%	*	-	*	-	*	35%	-	70%	59%	65%	68%
	2021	57%	51%	67%	54%	69%	43%	-	*	-	*	53%	*	69%	60%	67%	49%
At Meets Grade Level or Above	2022	31%	26%	32%	16%	33%	*	-	*	-	*	23%	-	36%	20%	30%	30%
	2021	28%	19%	30%	29%	30%	29%	-	*	-	*	28%	*	30%	29%	30%	16%
At Masters Grade Level	2022	18%	13%	13%	4%	14%	*	-	*	-	*	3%	-	17%	0%	11%	12%
	2021	14%	6%	10%	4%	11%	14%	-	*	-	*	19%	*	10%	12%	10%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	97%	*	100%	*	-	*	-	-	-	-	97%	*	97%	100%
	2021	73%	87%	100%	-	100%	-	-	-	-	-	*	-	100%	*	100%	*
At Meets Grade Level or Above	2022	43%	60%	86%	*	88%	*	-	*	-	-	-	-	86%	*	83%	80%
	2021	41%	57%	71%	-	71%	-	-	-	-	-	*	-	75%	*	72%	*
At Masters Grade Level	2022	27%	38%	75%	*	78%	*	-	*	-	-	-	-	74%	*	73%	67%
	2021	23%	29%	46%	-	46%	-	-	-	-	-	*	-	54%	*	44%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	63%	55%	65%	50%	-	75%	*	17%	39%	67%	66%	54%	62%	62%
	2021	67%	61%	59%	58%	59%	51%	*	87%	-	50%	40%	29%	62%	48%	58%	45%
At Meets Grade Level or Above	2022	48%	43%	31%	22%	32%	19%	-	50%	*	0%	20%	25%	33%	25%	30%	30%
	2021	41%	33%	26%	22%	26%	29%	*	67%	-	17%	26%	0%	28%	19%	25%	14%
At Masters Grade Level	2022	23%	18%	14%	10%	15%	0%	-	25%	*	0%	5%	0%	15%	9%	13%	12%
	2021	18%	12%	9%	9%	9%	17%	*	20%	-	0%	18%	0%	10%	6%	9%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	74%	69%	74%	70%	-	100%	*	*	42%	83%	76%	66%	73%	73%
	2021	68%	61%	65%	66%	66%	56%	*	80%	-	*	41%	*	70%	52%	65%	48%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	42%	35%	43%	20%	-	40%	*	*	19%	50%	43%	36%	41%	40%
	2021	45%	35%	34%	32%	34%	33%	*	60%	-	*	27%	*	38%	25%	33%	18%
At Masters Grade Level	2022	25%	18%	23%	20%	23%	0%	-	20%	*	*	4%	0%	23%	21%	21%	21%
	2021	18%	12%	13%	16%	12%	22%	*	40%	-	*	17%	*	15%	8%	12%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	49%	36%	52%	20%	-	40%	*	*	32%	50%	52%	41%	48%	49%
	2021	66%	61%	53%	55%	52%	60%	*	*	-	*	33%	*	56%	42%	52%	44%
At Meets Grade Level or Above	2022	42%	37%	18%	9%	19%	0%	-	40%	*	*	17%	0%	19%	14%	17%	16%
	2021	37%	30%	19%	9%	19%	20%	*	*	-	*	22%	*	21%	12%	18%	10%
At Masters Grade Level	2022	20%	16%	8%	4%	8%	0%	-	20%	*	*	7%	0%	9%	4%	7%	5%
	2021	18%	11%	6%	6%	6%	10%	*	*	-	*	20%	*	7%	3%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	67%	68%	66%	*	-	*	-	*	48%	-	71%	53%	65%	63%
	2021	71%	65%	62%	52%	63%	67%	-	*	-	*	58%	*	65%	52%	61%	50%
At Meets Grade Level or Above	2022	47%	45%	37%	32%	37%	*	-	*	-	*	27%	-	40%	27%	36%	34%
	2021	44%	35%	29%	17%	30%	50%	-	*	-	*	35%	*	33%	18%	28%	16%
At Masters Grade Level	2022	21%	16%	11%	8%	11%	*	-	*	-	*	3%	-	12%	7%	9%	8%
	2021	20%	12%	11%	10%	11%	33%	-	*	-	*	16%	*	12%	7%	11%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	67%	56%	68%	*	-	*	-	*	35%	-	70%	59%	65%	68%
	2021	73%	69%	67%	54%	69%	43%	-	*	-	*	53%	*	69%	60%	67%	49%
At Meets Grade Level or Above	2022	50%	47%	32%	16%	33%	*	-	*	-	*	23%	-	36%	20%	30%	30%
	2021	49%	42%	30%	29%	30%	29%	-	*	-	*	28%	*	30%	29%	30%	16%
At Masters Grade Level	2022	30%	26%	13%	4%	14%	*	-	*	-	*	3%	-	17%	0%	11%	12%
	2021	29%	21%	10%	4%	11%	14%	-	*	-	*	19%	*	10%	12%	10%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	11%	3%	12%	0%	-	*	*	*	15%	0%	10%	13%	11%	11%
	2021	26%	18%	9%	8%	9%	*	*	*	-	-	22%	*	10%	9%	9%	5%
Reading and Mathematics Including EOC	2022	33%	23%	11%	3%	12%	0%	-	*	*	*	15%	0%	10%	13%	11%	11%
	2021	27%	18%	9%	8%	9%	*	*	*	-	-	22%	*	10%	9%	9%	5%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	37%	29%	39%	14%	-	*	*	*	20%	50%	37%	37%	37%	36%
	2021	45%	35%	31%	30%	31%	*	*	*	-	*	26%	*	34%	21%	29%	18%
Math Including EOC	2022	37%	27%	13%	3%	15%	0%	-	*	*	*	15%	0%	12%	17%	13%	13%
	2021	32%	23%	11%	8%	11%	*	*	*	-	-	22%	*	12%	9%	10%	7%
8th Graders																	
Reading and Mathematics	2022	27%	24%	11%	5%	12%	*	-	*	-	*	16%	-	13%	7%	11%	10%
	2021	21%	16%	16%	11%	17%	33%	-	*	-	*	20%	*	18%	12%	16%	7%
Reading and Mathematics Including EOC	2022	41%	37%	19%	13%	19%	*	-	*	-	*	16%	-	22%	8%	17%	15%
	2021	33%	27%	20%	11%	21%	33%	-	*	-	*	23%	*	22%	13%	19%	8%
Reading Including EOC	2022	58%	54%	46%	42%	46%	*	-	*	-	*	18%	-	49%	35%	44%	43%
	2021	47%	38%	38%	34%	38%	33%	-	*	-	*	29%	*	41%	28%	37%	17%
Math Including EOC	2022	48%	44%	22%	16%	22%	*	-	*	-	*	19%	-	25%	11%	20%	18%
	2021	43%	39%	26%	11%	27%	29%	-	*	-	*	22%	*	29%	15%	25%	14%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	11%	4%	12%	0%	-	*	*	*	15%	0%	11%	10%	11%	11%
	2021	26%	15%	13%	9%	13%	22%	*	*	-	*	21%	*	14%	10%	12%	6%
Reading and Mathematics Including EOC	2022	36%	27%	15%	7%	16%	0%	-	40%	*	*	15%	0%	16%	10%	14%	13%
	2021	28%	17%	15%	9%	15%	22%	*	*	-	*	22%	*	16%	10%	14%	7%
Reading Including EOC	2022	53%	45%	42%	35%	43%	20%	-	40%	*	*	19%	50%	43%	36%	41%	40%
	2021	41%	30%	34%	32%	34%	33%	*	60%	-	*	27%	*	38%	24%	33%	18%
Math Including EOC	2022	43%	34%	18%	9%	19%	0%	-	40%	*	*	17%	0%	19%	14%	17%	16%
	2021	37%	25%	19%	9%	19%	20%	*	*	-	*	22%	*	21%	12%	18%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	89	96	89	*	-	*	*	*	88	100	89	90	89	89
	2019	77	77	79	77	78	*	-	*	-	*	85	78	81	72	78	79
Grade 7 Mathematics	2022	60	55	54	55	55	*	-	*	*	*	47	*	53	59	53	59
	2019	62	57	64	58	64	*	-	*	-	*	63	72	63	68	64	63
Grade 8 ELA/Reading	2022	83	84	81	76	81	*	-	*	-	*	64	-	79	86	80	84
	2019	77	75	75	75	75	67	-	*	*	*	76	58	73	81	75	73
Grade 8 Mathematics	2022	74	82	70	73	70	*	-	*	-	-	57	*	72	63	70	70
	2019	82	87	93	88	94	100	-	*	*	*	90	75	94	91	93	96
End of Course Algebra I	2022	67	82	94	*	97	*	-	*	-	-	-	-	94	*	93	97
	2019	75	88	93	-	93	-	-	*	-	-	-	-	93	*	92	93
All Grades Both Subjects	2022	74	77	75	76	75	38	-	89	*	*	64	82	75	75	74	77
	2019	69	69	78	75	78	85	-	95	*	*	79	72	79	78	78	79
All Grades ELA/Reading	2022	78	80	85	86	85	43	-	100	*	*	76	100	84	88	84	86
	2019	68	68	77	76	77	80	-	100	*	*	79	70	77	76	77	76
All Grades Mathematics	2022	69	74	65	65	66	33	-	*	*	*	52	60	66	62	64	67
	2019	70	70	80	75	80	90	-	90	*	*	80	73	80	80	80	81

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	63%	-	-	-	-	-	-	55%	-	55%	-	48%	64%	53%	84%
	2021	67%	61%	59%	-	-	-	-	-	-	44%	-	44%	-	51%	66%	45%	100%
At Meets Grade Level or Above	2022	48%	43%	31%	-	-	-	-	-	-	22%	-	22%	-	15%	33%	20%	52%
	2021	41%	33%	26%	-	-	-	-	-	-	13%	-	13%	-	20%	32%	13%	100%
At Masters Grade Level	2022	23%	18%	14%	-	-	-	-	-	-	8%	-	8%	-	5%	16%	7%	24%
	2021	18%	12%	9%	-	-	-	-	-	-	3%	-	3%	-	3%	12%	3%	100%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	74%	-	-	-	-	-	-	66%	-	66%	-	64%	75%	64%	94%
	2021	68%	61%	65%	-	-	-	-	-	-	46%	-	46%	-	74%	74%	48%	*
At Meets Grade Level or Above	2022	53%	45%	42%	-	-	-	-	-	-	29%	-	29%	-	24%	43%	27%	74%
	2021	45%	35%	34%	-	-	-	-	-	-	17%	-	17%	-	21%	43%	17%	*
At Masters Grade Level	2022	25%	18%	23%	-	-	-	-	-	-	14%	-	14%	-	13%	24%	14%	41%
	2021	18%	12%	13%	-	-	-	-	-	-	4%	-	4%	-	0%	17%	4%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	49%	-	-	-	-	-	-	44%	-	44%	-	25%	49%	39%	73%
	2021	66%	61%	53%	-	-	-	-	-	-	45%	-	45%	-	26%	57%	43%	*
At Meets Grade Level or Above	2022	42%	37%	18%	-	-	-	-	-	-	11%	-	11%	-	0%	19%	10%	34%
	2021	37%	30%	19%	-	-	-	-	-	-	10%	-	10%	-	11%	23%	10%	*
At Masters Grade Level	2022	20%	16%	8%	-	-	-	-	-	-	2%	-	2%	-	0%	10%	2%	14%
	2021	18%	11%	6%	-	-	-	-	-	-	3%	-	3%	-	5%	8%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	67%	-	-	-	-	-	-	49%	-	49%	-	55%	71%	51%	85%
	2021	71%	65%	62%	-	-	-	-	-	-	51%	-	51%	-	42%	68%	50%	-
At Meets Grade Level or Above	2022	47%	45%	37%	-	-	-	-	-	-	26%	-	26%	-	30%	39%	27%	50%
	2021	44%	35%	29%	-	-	-	-	-	-	14%	-	14%	-	33%	36%	16%	-
At Masters Grade Level	2022	21%	16%	11%	-	-	-	-	-	-	7%	-	7%	-	0%	14%	5%	15%
	2021	20%	12%	11%	-	-	-	-	-	-	2%	-	2%	-	0%	16%	2%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	67%	-	-	-	-	-	-	61%	-	61%	-	53%	65%	59%	85%
	2021	73%	69%	67%	-	-	-	-	-	-	49%	-	49%	-	50%	76%	49%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	32%	-	-	-	-	-	-	24%	-	24%	-	11%	34%	21%	47%
	2021	49%	42%	30%	-	-	-	-	-	-	15%	-	15%	-	25%	36%	16%	-
At Masters Grade Level	2022	30%	26%	13%	-	-	-	-	-	-	8%	-	8%	-	5%	14%	7%	21%
	2021	29%	21%	10%	-	-	-	-	-	-	5%	-	5%	-	8%	13%	6%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	75%	-	-	-	-	-	-	74%	-	74%	-	73%	73%	74%	82%
	2019	69%	69%	78%	*	-	*	-	-	-	79%	-	79%	-	58%		78%	
All Grades ELA/Reading	2022	78%	80%	85%	-	-	-	-	-	-	85%	-	85%	-	88%	83%	85%	87%
	2019	68%	68%	77%	*	-	*	-	-	-	81%	-	81%	-	61%		79%	
All Grades Mathematics	2022	69%	74%	65%	-	-	-	-	-	-	63%	-	63%	-	58%	63%	62%	77%
	2019	70%	70%	80%	*	-	*	-	-	-	77%	-	77%	-	56%		76%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	96%	98%	100%	-	100%	*	100%	96%	100%	99%	97%	98%	99%
Included in Accountability	93%	93%	92%	77%	94%	100%	-	100%	*	100%	84%	100%	97%	78%	93%	94%
Not Included in Accountability: Mobile	5%	4%	5%	20%	3%	0%	-	0%	*	0%	13%	0%	1%	15%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	4%	1%	2%
Not Tested	1%	2%	2%	4%	2%	0%	-	0%	*	0%	4%	0%	1%	3%	2%	1%
Absent	1%	2%	2%	4%	2%	0%	-	0%	*	0%	4%	0%	1%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	96%	99%	100%	-	100%	*	*	98%	100%	99%	96%	99%	99%
Included in Accountability	92%	91%	91%	76%	93%	100%	-	100%	*	*	85%	100%	97%	76%	92%	93%
Not Included in Accountability: Mobile	5%	4%	5%	19%	4%	0%	-	0%	*	*	13%	0%	2%	15%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	0%	-	0%	*	*	0%	0%	0%	5%	2%	3%
Not Tested	1%	2%	2%	4%	1%	0%	-	0%	*	*	2%	0%	1%	4%	1%	1%
Absent	1%	2%	2%	4%	1%	0%	-	0%	*	*	2%	0%	1%	4%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	96%	98%	100%	-	100%	*	*	97%	100%	98%	96%	98%	99%
Included in Accountability	93%	94%	91%	78%	93%	100%	-	100%	*	*	84%	100%	97%	77%	92%	93%
Not Included in Accountability: Mobile	5%	4%	5%	18%	4%	0%	-	0%	*	*	13%	0%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	*	*	0%	0%	0%	4%	1%	2%
Not Tested	1%	1%	2%	4%	2%	0%	-	0%	*	*	3%	0%	2%	4%	2%	1%
Absent	1%	1%	2%	4%	2%	0%	-	0%	*	*	3%	0%	2%	4%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	97%	99%	*	-	*	-	*	97%	-	99%	98%	99%	99%
Included in Accountability	93%	94%	94%	76%	95%	*	-	*	-	*	85%	-	98%	80%	94%	95%
Not Included in Accountability: Mobile	4%	3%	5%	21%	3%	*	-	*	-	*	13%	-	1%	15%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	*	-	*	-	*	0%	-	0%	2%	1%	1%
Not Tested	2%	2%	1%	3%	1%	*	-	*	-	*	3%	-	1%	2%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	3%	1%	*	-	*	-	*	3%	-	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	98%	97%	98%	*	-	*	-	*	92%	-	98%	98%	98%	99%
Included in Accountability	94%	93%	93%	76%	95%	*	-	*	-	*	79%	-	98%	82%	94%	95%
Not Included in Accountability: Mobile	4%	3%	4%	21%	2%	*	-	*	-	*	13%	-	0%	14%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	*	-	*	-	*	0%	-	0%	2%	1%	1%
Not Tested	2%	3%	2%	3%	2%	*	-	*	-	*	8%	-	2%	2%	2%	1%
Absent	1%	3%	2%	3%	2%	*	-	*	-	*	8%	-	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	97%	91%	97%	91%	*	100%	-	*	91%	*	97%	95%	97%	99%
Included in Accountability	83%	86%	91%	82%	92%	82%	*	100%	-	*	88%	*	95%	81%	93%	91%
Not Included in Accountability: Mobile	3%	3%	5%	9%	4%	9%	*	0%	-	*	4%	*	2%	13%	4%	5%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	*	0%	-	*	0%	*	1%	1%	1%	2%
Not Tested	11%	7%	3%	9%	3%	9%	*	0%	-	*	9%	*	3%	5%	3%	1%
Absent	2%	2%	3%	4%	2%	9%	*	0%	-	*	9%	*	2%	3%	3%	1%
Other	10%	4%	1%	4%	0%	0%	*	0%	-	*	0%	*	0%	2%	1%	0%
Mathematics																
Assessment Participant	88%	95%	96%	88%	97%	100%	*	*	-	*	90%	*	97%	93%	96%	98%
Included in Accountability	84%	89%	91%	78%	93%	91%	*	*	-	*	87%	*	95%	80%	92%	92%
Not Included in Accountability: Mobile	4%	3%	4%	10%	4%	9%	*	*	-	*	3%	*	2%	12%	3%	5%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	1%	0%	1%
Not Tested	12%	5%	4%	12%	3%	0%	*	*	-	*	10%	*	3%	7%	4%	2%
Absent	2%	2%	3%	4%	3%	0%	*	*	-	*	9%	*	2%	4%	3%	2%
Other	10%	3%	1%	7%	1%	0%	*	*	-	*	1%	*	1%	3%	1%	0%
Science																
Assessment Participant	87%	92%	96%	92%	97%	86%	-	*	-	*	92%	*	97%	96%	97%	99%
Included in Accountability	84%	88%	91%	78%	92%	86%	-	*	-	*	86%	*	94%	79%	92%	94%
Not Included in Accountability: Mobile	3%	3%	6%	14%	5%	0%	-	*	-	*	6%	*	2%	16%	5%	5%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	4%	8%	3%	14%	-	*	-	*	8%	*	3%	4%	3%	1%
Absent	2%	3%	2%	0%	2%	14%	-	*	-	*	8%	*	2%	2%	2%	1%
Other	10%	5%	1%	8%	1%	0%	-	*	-	*	0%	*	1%	2%	1%	0%
Social Studies																
Assessment Participant	87%	92%	96%	86%	97%	100%	-	*	-	*	94%	*	96%	95%	96%	97%
Included in Accountability	84%	89%	91%	76%	92%	100%	-	*	-	*	89%	*	94%	79%	92%	92%
Not Included in Accountability: Mobile	3%	2%	5%	11%	5%	0%	-	*	-	*	6%	*	2%	15%	4%	5%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	4%	14%	3%	0%	-	*	-	*	6%	*	4%	5%	4%	3%
Absent	3%	4%	3%	5%	3%	0%	-	*	-	*	6%	*	3%	3%	3%	2%
Other	10%	4%	1%	8%	1%	0%	-	*	-	*	0%	*	1%	2%	1%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.2%	88.1%	93.7%	95.2%	*	*	*	-	89.9%	93.1%	94.2%
2019-20	98.3%	98.1%	98.3%	96.4%	98.5%	98.5%	*	*	-	*	97.8%	98.3%	98.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	21.8%	40.0%	20.0%	19.2%	0.0%	0.0%	*	-	37.6%	21.5%	16.8%
2019-20	6.7%	8.8%	8.4%	12.2%	8.0%	4.8%	*	0.0%	-	*	10.9%	8.1%	6.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	1.4%	3.5%	1.2%	0.0%	0.0%	0.0%	*	-	6.3%	1.4%	1.6%
2019-20	0.5%	0.3%	0.9%	4.5%	0.5%	0.0%	*	0.0%	-	*	4.7%	0.8%	0.5%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON INT (101917046) - 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	2020-21	25.9%	21.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	30.1%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.4%	15.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	21.2%	14.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2020-21	14.4%	10.6%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	16.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	7.3%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	10.3%	7.5%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	9.7%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2020-21	4.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	4.2%	3.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	?	-	?	-	-	-	-	-	-	?	-
	2020	22.0%	17.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	12.1%	10.3%	-	-	-	-	-	-	-	-	-	-	-
	2020	12.7%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	6.1%	5.3%	-	-	-	-	-	-	-	-	-	-	-
	2020	6.4%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	8.7%	8.4%	?	-	?	-	-	-	-	-	-	?	-
	2020	9.4%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2021	11.6%	7.1%	-	-	-	-	-	-	-	-	-	-	-
	2020	12.4%	8.4%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	*	-	*	-	-	-	-	-	-	*	-
	2020	59.0%	48.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	38.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	32.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	47.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	20.8%	*	-	*	-	-	-	-	-	-	*	-
	2020	47.6%	32.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON INT (101917046) - 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	2021	42.2%	25.2%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	32.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	76.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	35.7%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	-	-	-	-	-	-	-	-	-	-	-
	2019-20	1019	939	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2020-21	504	462	-	-	-	-	-	-	-	-	-	-	-
	2019-20	513	469	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	498	461	-	-	-	-	-	-	-	-	-	-	-
	2019-20	506	470	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.2	21.0	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	21.4	-	-	-	-	-	-	-	-	-	-	-
	2019-20	19.9	20.7	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	21.3	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.1	21.0	-	-	-	-	-	-	-	-	-	-	-
Science	2020-21	20.3	21.9	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.5	21.3	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	688	100.0%	49,255	5,402,928	688	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	331	48.1%	7.8%	7.7%	331	48.1%	7.8%	7.7%
Grade 8	357	51.9%	7.8%	7.9%	357	51.9%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	75	10.9%	8.1%	12.8%	75	10.9%	8.1%	12.8%
Hispanic	587	85.3%	82.8%	52.8%	587	85.3%	82.8%	52.7%
White	16	2.3%	5.2%	26.3%	16	2.3%	5.2%	26.3%
American Indian	3	0.4%	0.1%	0.3%	3	0.4%	0.1%	0.3%
Asian	5	0.7%	3.0%	4.8%	5	0.7%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	1	0.1%	0.7%	2.9%	1	0.1%	0.7%	2.9%
Sex:								
Female	320	46.5%	48.3%	48.9%	320	46.5%	48.3%	48.8%
Male	368	53.5%	51.7%	51.1%	368	53.5%	51.7%	51.2%
Economically Disadvantaged	646	93.9%	79.4%	60.7%	646	93.9%	79.4%	60.6%
Non-Educationally Disadvantaged	42	6.1%	20.6%	39.3%	42	6.1%	20.6%	39.4%
Section 504 Students	45	6.5%	5.8%	7.4%	45	6.5%	5.8%	7.4%
EB Students/EL	268	39.0%	32.6%	21.7%	268	39.0%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	5	0.6%	0.8%	0.6%				
Students w/ Dyslexia	43	6.3%	4.9%	5.0%	43	6.3%	4.8%	5.0%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	2	0.3%	0.7%	1.1%	2	0.3%	0.7%	1.1%
Immigrant	32	4.7%	3.4%	2.0%	32	4.7%	3.4%	2.0%
Migrant	4	0.6%	0.2%	0.3%	4	0.6%	0.2%	0.3%
Title I	688	100.0%	67.8%	64.3%	688	100.0%	67.7%	64.3%
Military Connected	1	0.1%	0.4%	3.3%	1	0.1%	0.4%	3.3%
At-Risk	533	77.5%	69.4%	53.5%	533	77.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	252	36.6%	30.5%	21.9%	252	36.6%	30.4%	21.8%
Gifted and Talented Education	27	3.9%	5.5%	8.0%	27	3.9%	5.5%	8.0%
Special Education	87	12.6%	12.4%	11.6%	87	12.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	59.8%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	22	25.3%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	124	15.6%	14.7%	13.6%				
By Ethnicity:								
African American	29	3.6%	2.1%	2.5%				
Hispanic	86	10.8%	11.1%	6.6%				
White	7	0.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	19	19.8%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	37	14.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	108	15.1%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	66	17.8%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	1.3%	0.8%	0.7%	4.7%	0.4%	0.7%
Grade 8	1.2%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	17.8	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	14.8	16.1	17.5
Science	18.5	16.1	18.5
Social Studies	17.9	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	79.2	100.0%	100.0%	100.0%
Professional Staff:	67.5	85.2%	59.0%	64.1%
Teachers	55.2	69.6%	45.5%	49.3%
Professional Support	9.4	11.8%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	2.9%
Educational Aides:	11.7	14.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	41.2	52.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	15.0	27.2%	10.3%	11.2%
Hispanic	11.0	19.9%	39.2%	28.9%
White	24.2	43.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	7.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	23.0	41.7%	25.0%	24.1%
Females	32.2	58.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	1.8%	0.9%	1.4%
Bachelors	48.0	87.0%	75.8%	72.6%
Masters	6.2	11.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	10.0	18.1%	7.9%	7.9%
1-5 Years Experience	15.0	27.2%	27.4%	26.7%
6-10 Years Experience	11.0	19.9%	24.2%	20.6%
11-20 Years Experience	13.1	23.8%	28.7%	28.6%
21-30 Years Experience	5.0	9.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	1.9%	1.6%	2.9%
Number of Students per Teacher	12.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.0	6.3
Average Years Experience of Principals with District	3.0	7.7	5.4
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:	9.1	10.4	11.1
Average Years Experience of Teachers with District:	8.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,859	\$56,914	\$51,054
1-5 Years Experience	\$59,428	\$58,997	\$54,577
6-10 Years Experience	\$61,321	\$61,821	\$57,746
11-20 Years Experience	\$64,266	\$63,221	\$61,377
21-30 Years Experience	\$63,615	\$65,542	\$65,949
Over 30 Years Experience	\$73,983	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,328	\$61,600	\$58,887
Professional Support	\$72,437	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,134	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.8%	13.2%	6.2%
Career and Technical Education	0.6	1.2%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	3.6	6.5%	0.5%	1.7%
Regular Education	35.6	64.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	14.3	26.0%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTHMORE INT

Campus Number: 101917047

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	73%	100%	74%	50%	-	-	-	40%	49%	60%	75%	66%	73%	70%
	2021	69%	62%	59%	33%	60%	67%	*	-	-	*	24%	29%	61%	49%	58%	40%
At Meets Grade Level or Above	2022	56%	47%	39%	50%	38%	50%	-	-	-	40%	11%	40%	39%	35%	37%	35%
	2021	45%	35%	30%	22%	30%	33%	*	-	-	*	5%	29%	30%	27%	28%	9%
At Masters Grade Level	2022	37%	27%	19%	25%	19%	13%	-	-	-	20%	2%	40%	20%	11%	17%	17%
	2021	25%	17%	13%	11%	13%	33%	*	-	-	*	0%	14%	14%	10%	13%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	42%	20%	42%	50%	-	-	-	*	26%	*	41%	45%	42%	41%
	2021	55%	48%	29%	33%	29%	40%	*	-	-	*	14%	33%	26%	45%	27%	25%
At Meets Grade Level or Above	2022	31%	24%	10%	0%	9%	25%	-	-	-	*	7%	*	10%	7%	10%	11%
	2021	27%	18%	6%	0%	6%	0%	*	-	-	*	5%	17%	6%	8%	6%	6%
At Masters Grade Level	2022	13%	8%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	3%	1%	2%
	2021	12%	5%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	81%	80%	81%	75%	*	-	-	-	29%	80%	83%	69%	81%	77%
	2021	73%	69%	65%	20%	65%	75%	*	-	-	67%	12%	*	67%	50%	65%	35%
At Meets Grade Level or Above	2022	58%	54%	51%	40%	52%	50%	*	-	-	-	5%	40%	56%	29%	51%	46%
	2021	46%	39%	32%	0%	33%	38%	*	-	-	33%	0%	*	35%	18%	32%	7%
At Masters Grade Level	2022	37%	32%	30%	0%	31%	25%	*	-	-	-	0%	20%	33%	15%	30%	27%
	2021	21%	14%	11%	0%	10%	25%	*	-	-	17%	0%	*	11%	7%	11%	1%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	71%	75%	71%	71%	*	-	-	*	23%	60%	72%	66%	71%	71%
	2021	62%	66%	61%	0%	62%	67%	*	-	-	33%	8%	*	64%	43%	60%	49%
At Meets Grade Level or Above	2022	40%	40%	35%	25%	36%	29%	*	-	-	*	9%	60%	37%	28%	35%	36%
	2021	36%	35%	27%	0%	28%	44%	*	-	-	0%	4%	*	28%	27%	27%	13%
At Masters Grade Level	2022	14%	11%	8%	0%	8%	0%	*	-	-	*	5%	0%	8%	6%	8%	8%
	2021	11%	8%	3%	0%	3%	0%	*	-	-	0%	0%	*	3%	4%	2%	1%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	69%	40%	69%	63%	*	-	-	-	30%	60%	71%	56%	67%	68%
	2021	68%	60%	56%	20%	56%	75%	*	-	-	50%	12%	*	58%	46%	56%	32%
At Meets Grade Level or Above	2022	45%	42%	29%	0%	29%	38%	*	-	-	-	5%	40%	29%	31%	28%	26%
	2021	43%	31%	23%	0%	23%	38%	*	-	-	17%	4%	*	24%	17%	22%	4%
At Masters Grade Level	2022	24%	17%	11%	0%	11%	0%	*	-	-	-	0%	20%	11%	8%	9%	12%
	2021	24%	12%	7%	0%	7%	38%	*	-	-	0%	0%	*	7%	6%	7%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	46%	20%	46%	63%	*	-	-	-	19%	40%	48%	33%	44%	41%
	2021	57%	51%	40%	0%	41%	38%	*	-	-	50%	12%	*	41%	37%	39%	14%
At Meets Grade Level or Above	2022	31%	26%	16%	0%	17%	25%	*	-	-	-	10%	20%	18%	10%	15%	15%
	2021	28%	19%	10%	0%	10%	25%	*	-	-	0%	4%	*	10%	7%	9%	1%
At Masters Grade Level	2022	18%	13%	6%	0%	6%	25%	*	-	-	-	5%	0%	6%	4%	5%	5%
	2021	14%	6%	3%	0%	3%	13%	*	-	-	0%	4%	*	3%	2%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	-	100%	*	-	-	-	-	-	*	100%	*	100%	100%
	2021	73%	87%	97%	-	97%	-	-	-	-	-	*	*	97%	*	97%	100%
At Meets Grade Level or Above	2022	43%	60%	96%	-	96%	*	-	-	-	-	-	*	96%	*	96%	98%
	2021	41%	57%	79%	-	79%	-	-	-	-	-	*	*	80%	*	79%	80%
At Masters Grade Level	2022	27%	38%	76%	-	76%	*	-	-	-	-	-	*	76%	*	74%	76%
	2021	23%	29%	55%	-	55%	-	-	-	-	-	*	*	56%	*	55%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	66%	61%	66%	63%	*	-	-	60%	32%	60%	67%	56%	65%	63%
	2021	67%	61%	53%	21%	54%	58%	57%	-	-	44%	14%	41%	55%	44%	52%	32%
At Meets Grade Level or Above	2022	48%	43%	33%	22%	33%	38%	*	-	-	30%	8%	37%	35%	24%	32%	32%
	2021	41%	33%	23%	4%	23%	28%	14%	-	-	11%	3%	31%	24%	17%	22%	7%
At Masters Grade Level	2022	23%	18%	15%	6%	16%	13%	*	-	-	10%	2%	17%	17%	9%	15%	15%
	2021	18%	12%	7%	2%	7%	16%	0%	-	-	4%	1%	17%	7%	4%	7%	1%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	77%	92%	77%	63%	*	-	-	40%	43%	70%	79%	67%	77%	73%
	2021	68%	61%	62%	29%	63%	71%	*	-	-	57%	17%	33%	64%	49%	62%	37%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	45%	46%	44%	50%	*	-	-	40%	9%	40%	47%	33%	44%	41%
	2021	45%	35%	31%	14%	32%	36%	*	-	-	29%	2%	33%	33%	22%	30%	8%
At Masters Grade Level	2022	25%	18%	24%	15%	24%	19%	*	-	-	20%	1%	30%	26%	13%	23%	22%
	2021	18%	12%	12%	7%	12%	29%	*	-	-	14%	0%	11%	13%	8%	12%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	62%	54%	62%	63%	*	-	-	80%	25%	60%	64%	55%	62%	62%
	2021	66%	61%	54%	21%	54%	57%	*	-	-	29%	13%	44%	55%	45%	53%	40%
At Meets Grade Level or Above	2022	42%	37%	32%	15%	32%	31%	*	-	-	20%	7%	40%	34%	18%	31%	34%
	2021	37%	30%	25%	0%	26%	29%	*	-	-	0%	4%	33%	26%	21%	25%	12%
At Masters Grade Level	2022	20%	16%	13%	0%	14%	6%	*	-	-	0%	1%	10%	15%	6%	13%	14%
	2021	18%	11%	7%	0%	7%	0%	*	-	-	0%	0%	22%	7%	3%	7%	1%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	69%	40%	69%	63%	*	-	-	-	30%	60%	71%	56%	67%	68%
	2021	71%	65%	56%	20%	56%	75%	*	-	-	50%	12%	*	58%	46%	56%	32%
At Meets Grade Level or Above	2022	47%	45%	29%	0%	29%	38%	*	-	-	-	5%	40%	29%	31%	28%	26%
	2021	44%	35%	23%	0%	23%	38%	*	-	-	17%	4%	*	24%	17%	22%	4%
At Masters Grade Level	2022	21%	16%	11%	0%	11%	0%	*	-	-	-	0%	20%	11%	8%	9%	12%
	2021	20%	12%	7%	0%	7%	38%	*	-	-	0%	0%	*	7%	6%	7%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	46%	20%	46%	63%	*	-	-	-	19%	40%	48%	33%	44%	41%
	2021	73%	69%	40%	0%	41%	38%	*	-	-	50%	12%	*	41%	37%	39%	14%
At Meets Grade Level or Above	2022	50%	47%	16%	0%	17%	25%	*	-	-	-	10%	20%	18%	10%	15%	15%
	2021	49%	42%	10%	0%	10%	25%	*	-	-	0%	4%	*	10%	7%	9%	1%
At Masters Grade Level	2022	30%	26%	6%	0%	6%	25%	*	-	-	-	5%	0%	6%	4%	5%	5%
	2021	29%	21%	3%	0%	3%	13%	*	-	-	0%	4%	*	3%	2%	3%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	20%	25%	20%	25%	-	-	-	0%	4%	20%	22%	10%	19%	20%
	2021	26%	18%	14%	0%	15%	0%	*	-	-	*	5%	29%	14%	15%	13%	4%
Reading and Mathematics Including EOC	2022	33%	23%	20%	25%	20%	25%	-	-	-	0%	4%	20%	22%	10%	19%	20%
	2021	27%	18%	14%	0%	15%	0%	*	-	-	*	5%	29%	14%	15%	13%	4%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	38%	50%	38%	50%	-	-	-	40%	11%	40%	39%	35%	37%	35%
	2021	45%	35%	30%	22%	30%	33%	*	-	-	*	5%	29%	30%	27%	28%	9%
Math Including EOC	2022	37%	27%	26%	25%	26%	25%	-	-	-	20%	9%	20%	29%	13%	26%	29%
	2021	32%	23%	20%	0%	21%	0%	*	-	-	*	5%	29%	20%	17%	19%	11%
8th Graders																	
Reading and Mathematics	2022	27%	24%	13%	0%	13%	14%	*	-	-	-	0%	*	13%	13%	14%	11%
	2021	21%	16%	10%	0%	10%	25%	*	-	-	0%	0%	*	11%	6%	10%	1%
Reading and Mathematics Including EOC	2022	41%	37%	31%	0%	32%	25%	*	-	-	-	0%	40%	34%	17%	31%	29%
	2021	33%	27%	20%	0%	20%	25%	*	-	-	0%	0%	*	22%	9%	20%	3%
Reading Including EOC	2022	58%	54%	52%	40%	52%	50%	*	-	-	-	5%	40%	56%	29%	52%	47%
	2021	47%	38%	32%	0%	33%	38%	*	-	-	33%	0%	*	35%	18%	32%	7%
Math Including EOC	2022	48%	44%	38%	0%	39%	38%	*	-	-	-	5%	60%	40%	25%	38%	38%
	2021	43%	39%	30%	0%	31%	50%	*	-	-	0%	4%	*	31%	24%	30%	12%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	17%	15%	17%	20%	*	-	-	0%	3%	22%	19%	11%	17%	17%
	2021	26%	15%	12%	0%	12%	14%	*	-	-	0%	2%	25%	12%	10%	12%	3%
Reading and Mathematics Including EOC	2022	36%	27%	25%	15%	26%	25%	*	-	-	0%	3%	30%	28%	13%	25%	24%
	2021	28%	17%	17%	0%	18%	14%	*	-	-	0%	2%	33%	18%	11%	16%	4%
Reading Including EOC	2022	53%	45%	45%	46%	44%	50%	*	-	-	40%	9%	40%	47%	33%	44%	41%
	2021	41%	30%	31%	14%	32%	36%	*	-	-	29%	2%	33%	33%	22%	30%	8%
Math Including EOC	2022	43%	34%	32%	15%	32%	31%	*	-	-	20%	7%	40%	34%	18%	31%	34%
	2021	37%	25%	25%	0%	26%	29%	*	-	-	0%	4%	33%	26%	21%	25%	12%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	87	100	87	69	-	-	-	80	76	*	89	75	87	84
	2019	77	77	77	56	78	77	-	-	-	*	64	*	77	80	77	78
Grade 7 Mathematics	2022	60	55	49	40	48	71	-	-	-	*	50	*	48	53	49	45
	2019	62	57	62	56	64	19	-	-	-	*	24	*	64	55	62	63
Grade 8 ELA/Reading	2022	83	84	87	100	87	67	*	-	-	-	68	80	89	76	87	86
	2019	77	75	77	70	78	56	*	-	-	*	65	*	78	70	77	78
Grade 8 Mathematics	2022	74	82	84	79	84	50	*	-	-	*	55	*	84	80	84	83
	2019	82	87	89	100	90	63	*	-	-	*	76	*	89	90	89	90
End of Course Algebra I	2022	67	82	97	-	97	*	-	-	-	-	-	*	97	*	97	99
	2019	75	88	98	*	98	*	-	-	-	*	*	-	98	100	98	97
All Grades Both Subjects	2022	74	77	80	81	80	67	*	-	-	80	63	67	81	71	79	78
	2019	69	69	79	71	79	60	*	-	-	83	59	60	79	75	78	79
All Grades ELA/Reading	2022	78	80	87	100	87	68	*	-	-	80	73	78	89	75	87	85
	2019	68	68	77	63	78	68	*	-	-	*	64	80	78	75	77	78
All Grades Mathematics	2022	69	74	72	63	72	65	*	-	-	80	52	56	73	67	72	71
	2019	70	70	80	79	81	53	*	-	-	*	54	40	81	76	79	80

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	66%	-	-	-	-	-	-	49%	-	49%	-	70%	68%	52%	87%
	2021	67%	61%	53%	-	-	-	-	-	-	33%	-	33%	-	29%	64%	32%	-
At Meets Grade Level or Above	2022	48%	43%	33%	-	-	-	-	-	-	17%	-	17%	-	36%	34%	20%	56%
	2021	41%	33%	23%	-	-	-	-	-	-	8%	-	8%	-	3%	31%	7%	-
At Masters Grade Level	2022	23%	18%	15%	-	-	-	-	-	-	6%	-	6%	-	18%	15%	8%	30%
	2021	18%	12%	7%	-	-	-	-	-	-	2%	-	2%	-	0%	10%	1%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	77%	-	-	-	-	-	-	59%	-	59%	-	76%	81%	61%	99%
	2021	68%	61%	62%	-	-	-	-	-	-	41%	-	41%	-	27%	75%	37%	-
At Meets Grade Level or Above	2022	53%	45%	45%	-	-	-	-	-	-	24%	-	24%	-	34%	49%	25%	76%
	2021	45%	35%	31%	-	-	-	-	-	-	10%	-	10%	-	2%	43%	8%	-
At Masters Grade Level	2022	25%	18%	24%	-	-	-	-	-	-	9%	-	9%	-	12%	26%	9%	50%
	2021	18%	12%	12%	-	-	-	-	-	-	4%	-	4%	-	0%	17%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	62%	-	-	-	-	-	-	50%	-	50%	-	68%	61%	52%	84%
	2021	66%	61%	54%	-	-	-	-	-	-	38%	-	38%	-	45%	60%	40%	-
At Meets Grade Level or Above	2022	42%	37%	32%	-	-	-	-	-	-	18%	-	18%	-	46%	28%	23%	57%
	2021	37%	30%	25%	-	-	-	-	-	-	13%	-	13%	-	7%	32%	12%	-
At Masters Grade Level	2022	20%	16%	13%	-	-	-	-	-	-	4%	-	4%	-	29%	12%	8%	27%
	2021	18%	11%	7%	-	-	-	-	-	-	1%	-	1%	-	0%	10%	1%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	69%	-	-	-	-	-	-	52%	-	52%	-	85%	70%	58%	87%
	2021	71%	65%	56%	-	-	-	-	-	-	29%	-	29%	-	38%	67%	32%	-
At Meets Grade Level or Above	2022	47%	45%	29%	-	-	-	-	-	-	14%	-	14%	-	35%	33%	17%	43%
	2021	44%	35%	23%	-	-	-	-	-	-	5%	-	5%	-	2%	31%	4%	-
At Masters Grade Level	2022	21%	16%	11%	-	-	-	-	-	-	6%	-	6%	-	20%	8%	8%	19%
	2021	20%	12%	7%	-	-	-	-	-	-	0%	-	0%	-	0%	10%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	46%	-	-	-	-	-	-	23%	-	23%	-	45%	51%	27%	70%
	2021	73%	69%	40%	-	-	-	-	-	-	19%	-	19%	-	7%	52%	14%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	16%	-	-	-	-	-	-	4%	-	4%	-	20%	18%	7%	30%
	2021	49%	42%	10%	-	-	-	-	-	-	2%	-	2%	-	0%	14%	1%	-
At Masters Grade Level	2022	30%	26%	6%	-	-	-	-	-	-	2%	-	2%	-	5%	7%	3%	10%
	2021	29%	21%	3%	-	-	-	-	-	-	0%	-	0%	-	0%	4%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	-	-	-	-	-	-	72%	-	72%	-	84%	81%	73%	89%
	2019	69%	69%	79%	-	-	-	-	-	-	74%	-	74%	-	80%		75%	
All Grades ELA/Reading	2022	78%	80%	87%	-	-	-	-	-	-	80%	-	80%	-	89%	89%	81%	94%
	2019	68%	68%	77%	-	-	-	-	-	-	73%	-	73%	-	87%		74%	
All Grades Mathematics	2022	69%	74%	72%	-	-	-	-	-	-	62%	-	62%	-	79%	73%	65%	83%
	2019	70%	70%	80%	-	-	-	-	-	-	75%	-	75%	-	73%		75%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	93%	*	-	-	100%	95%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	93%	72%	94%	80%	*	-	-	100%	90%	79%	97%	76%	94%	93%
Not Included in Accountability: Mobile	5%	4%	6%	28%	5%	13%	*	-	-	0%	5%	21%	3%	20%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	*	-	-	0%	0%	0%	0%	4%	1%	1%
Not Tested	1%	2%	0%	0%	0%	7%	*	-	-	0%	5%	0%	1%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	7%	*	-	-	0%	4%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	95%	*	-	-	100%	97%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	76%	93%	84%	*	-	-	100%	92%	83%	97%	76%	93%	93%
Not Included in Accountability: Mobile	5%	4%	6%	24%	6%	11%	*	-	-	0%	5%	17%	3%	20%	6%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	*	-	-	0%	0%	0%	0%	4%	1%	2%
Not Tested	1%	2%	0%	0%	0%	5%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	5%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	95%	*	-	-	100%	97%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	76%	93%	84%	*	-	-	100%	92%	83%	97%	76%	93%	93%
Not Included in Accountability: Mobile	5%	4%	6%	24%	6%	11%	*	-	-	0%	5%	17%	3%	20%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	0%	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	0%	0%	0%	5%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	5%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	91%	*	-	-	-	88%	100%	99%	100%	99%	99%
Included in Accountability	93%	94%	93%	63%	95%	73%	*	-	-	-	83%	71%	97%	76%	94%	94%
Not Included in Accountability: Mobile	4%	3%	5%	38%	4%	18%	*	-	-	-	4%	29%	2%	19%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	2%	2%	1%	0%	1%	9%	*	-	-	-	13%	0%	1%	0%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	0%	0%	9%	*	-	-	-	8%	0%	1%	0%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	4%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	99%	100%	100%	91%	*	-	-	-	92%	100%	99%	100%	99%	99%
Included in Accountability	94%	93%	93%	63%	95%	73%	*	-	-	-	88%	71%	97%	76%	95%	94%
Not Included in Accountability: Mobile	4%	3%	5%	38%	4%	18%	*	-	-	-	4%	29%	2%	19%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	2%	3%	1%	0%	0%	9%	*	-	-	-	8%	0%	1%	0%	1%	1%
Absent	1%	3%	1%	0%	0%	9%	*	-	-	-	8%	0%	1%	0%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	97%	100%	97%	88%	*	-	*	100%	93%	100%	98%	93%	97%	100%
Included in Accountability	83%	86%	89%	82%	90%	82%	*	-	*	100%	87%	100%	94%	70%	90%	89%
Not Included in Accountability: Mobile	3%	3%	5%	18%	5%	6%	*	-	*	0%	4%	0%	3%	13%	5%	6%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	2%	0%	*	-	*	0%	2%	0%	0%	9%	2%	6%
Not Tested	11%	7%	3%	0%	3%	12%	*	-	*	0%	7%	0%	2%	7%	3%	0%
Absent	2%	2%	2%	0%	2%	12%	*	-	*	0%	6%	0%	1%	4%	2%	0%
Other	10%	4%	2%	0%	2%	0%	*	-	*	0%	2%	0%	1%	3%	1%	0%
Mathematics																
Assessment Participant	88%	95%	97%	100%	97%	94%	*	-	*	100%	93%	100%	97%	93%	97%	98%
Included in Accountability	84%	89%	90%	82%	90%	82%	*	-	*	100%	89%	100%	94%	71%	90%	89%
Not Included in Accountability: Mobile	4%	3%	5%	18%	5%	12%	*	-	*	0%	4%	0%	3%	14%	5%	6%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	0%	*	-	*	0%	0%	0%	0%	8%	2%	4%
Not Tested	12%	5%	3%	0%	3%	6%	*	-	*	0%	7%	0%	3%	7%	3%	2%
Absent	2%	2%	2%	0%	2%	6%	*	-	*	0%	4%	0%	1%	3%	2%	1%
Other	10%	3%	2%	0%	2%	0%	*	-	*	0%	4%	0%	1%	4%	2%	1%
Science																
Assessment Participant	87%	92%	99%	100%	99%	100%	*	-	*	100%	93%	*	99%	100%	99%	100%
Included in Accountability	84%	88%	92%	71%	92%	100%	*	-	*	100%	93%	*	95%	77%	92%	89%
Not Included in Accountability: Mobile	3%	3%	6%	29%	5%	0%	*	-	*	0%	0%	*	3%	16%	5%	7%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	*	-	*	0%	0%	*	0%	7%	1%	4%
Not Tested	13%	8%	1%	0%	1%	0%	*	-	*	0%	7%	*	1%	0%	1%	0%
Absent	2%	3%	1%	0%	1%	0%	*	-	*	0%	7%	*	1%	0%	1%	0%
Other	10%	5%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	92%	99%	100%	99%	100%	*	-	*	100%	96%	*	99%	100%	99%	100%
Included in Accountability	84%	89%	92%	71%	92%	100%	*	-	*	100%	96%	*	95%	77%	92%	89%
Not Included in Accountability: Mobile	3%	2%	6%	29%	5%	0%	*	-	*	0%	0%	*	3%	16%	5%	7%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	*	-	*	0%	0%	*	0%	7%	1%	4%
Not Tested	13%	8%	1%	0%	1%	0%	*	-	*	0%	4%	*	1%	0%	1%	0%
Absent	3%	4%	0%	0%	0%	0%	*	-	*	0%	4%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	*	-	*	0%	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.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	91.6%	89.4%	91.8%	85.3%	-	*	-	*	86.2%	91.4%	91.3%
2019-20	98.3%	98.1%	98.0%	95.2%	98.1%	97.9%	*	*	-	*	96.9%	98.1%	98.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	25.3%	36.8%	24.8%	36.0%	-	*	-	16.7%	43.5%	25.6%	29.5%
2019-20	6.7%	8.8%	10.6%	25.0%	10.0%	11.5%	*	*	-	28.6%	18.5%	10.4%	8.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.7%	0.0%	0.8%	0.0%	-	*	-	0.0%	1.6%	0.7%	0.3%
2019-20	0.5%	0.3%	0.3%	0.0%	0.3%	0.0%	*	*	-	0.0%	0.0%	0.3%	0.8%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	709	100.0%	49,255	5,402,928	709	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	372	52.5%	7.8%	7.7%	372	52.5%	7.8%	7.7%
Grade 8	337	47.5%	7.8%	7.9%	337	47.5%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	19	2.7%	8.1%	12.8%	19	2.7%	8.1%	12.8%
Hispanic	668	94.2%	82.8%	52.8%	668	94.2%	82.8%	52.7%
White	20	2.8%	5.2%	26.3%	20	2.8%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.7%	2.9%	1	0.1%	0.7%	2.9%
Sex:								
Female	331	46.7%	48.3%	48.9%	331	46.7%	48.3%	48.8%
Male	378	53.3%	51.7%	51.1%	378	53.3%	51.7%	51.2%
Economically Disadvantaged	658	92.8%	79.4%	60.7%	658	92.8%	79.4%	60.6%
Non-Educationally Disadvantaged	51	7.2%	20.6%	39.3%	51	7.2%	20.6%	39.4%
Section 504 Students	52	7.3%	5.8%	7.4%	52	7.3%	5.8%	7.4%
EB Students/EL	286	40.3%	32.6%	21.7%	286	40.3%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	11	1.3%	0.8%	0.6%				
Students w/ Dyslexia	46	6.5%	4.9%	5.0%	46	6.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	6	0.8%	0.7%	1.1%	6	0.8%	0.7%	1.1%
Immigrant	21	3.0%	3.4%	2.0%	21	3.0%	3.4%	2.0%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	709	100.0%	67.8%	64.3%	709	100.0%	67.7%	64.3%
Military Connected	3	0.4%	0.4%	3.3%	3	0.4%	0.4%	3.3%
At-Risk	621	87.6%	69.4%	53.5%	621	87.6%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	259	36.5%	30.5%	21.9%	259	36.5%	30.4%	21.8%
Gifted and Talented Education	41	5.8%	5.5%	8.0%	41	5.8%	5.5%	8.0%
Special Education	74	10.4%	12.4%	11.6%	74	10.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	44.6%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	139	16.9%	14.7%	13.6%				
By Ethnicity:								
African American	6	0.7%	2.1%	2.5%				
Hispanic	122	14.8%	11.1%	6.6%				
White	10	1.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	12	19.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	54	18.8%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	124	17.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	59	16.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.6%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.3%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	13.2	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	15.1	16.1	17.5
Science	15.1	16.1	18.5
Social Studies	15.9	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	77.6	100.0%	100.0%	100.0%
Professional Staff:	67.7	87.2%	59.0%	64.1%
Teachers	56.8	73.1%	45.5%	49.3%
Professional Support	8.0	10.3%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.9%	2.3%	2.9%
Educational Aides:	9.9	12.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	35.1	45.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	7.0	12.4%	10.3%	11.2%
Hispanic	13.4	23.7%	39.2%	28.9%
White	31.3	55.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	7.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	27.3	48.1%	25.0%	24.1%
Females	29.5	51.9%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	39.2	69.1%	75.8%	72.6%
Masters	17.4	30.7%	22.5%	25.2%
Doctorate	0.1	0.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.0	12.3%	7.9%	7.9%
1-5 Years Experience	11.0	19.4%	27.4%	26.7%
6-10 Years Experience	15.0	26.4%	24.2%	20.6%
11-20 Years Experience	21.4	37.7%	28.7%	28.6%
21-30 Years Experience	2.3	4.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.0	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
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:	10.3	10.4	11.1
Average Years Experience of Teachers with District:	8.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,820	\$56,914	\$51,054
1-5 Years Experience	\$58,857	\$58,997	\$54,577
6-10 Years Experience	\$61,939	\$61,821	\$57,746
11-20 Years Experience	\$64,054	\$63,221	\$61,377
21-30 Years Experience	\$67,783	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,749	\$61,600	\$58,887
Professional Support	\$68,547	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,820	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	2.7%	13.2%	6.2%
Career and Technical Education	0.5	0.9%	3.7%	5.2%
Compensatory Education	0.1	0.2%	0.0%	3.0%
Gifted and Talented Education	1.7	2.9%	0.5%	1.7%
Regular Education	45.1	79.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.8	13.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MILLER INT

Campus Number: 101917048

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	78%	71%	78%	91%	-	-	-	*	54%	*	83%	58%	77%	76%
	2021	69%	62%	69%	60%	69%	70%	-	-	-	*	30%	*	72%	54%	66%	34%
At Meets Grade Level or Above	2022	56%	47%	51%	48%	51%	55%	-	-	-	*	23%	*	54%	36%	48%	43%
	2021	45%	35%	43%	45%	43%	50%	-	-	-	*	23%	*	46%	27%	40%	12%
At Masters Grade Level	2022	37%	27%	33%	29%	32%	55%	-	-	-	*	11%	*	34%	25%	30%	26%
	2021	25%	17%	22%	30%	21%	40%	-	-	-	*	7%	*	24%	10%	19%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	58%	57%	58%	67%	-	-	-	-	47%	*	61%	45%	57%	56%
	2021	55%	48%	51%	31%	52%	*	-	*	-	*	33%	*	51%	48%	48%	33%
At Meets Grade Level or Above	2022	31%	24%	21%	33%	20%	33%	-	-	-	-	29%	*	22%	20%	22%	19%
	2021	27%	18%	18%	0%	19%	*	-	*	-	*	20%	*	20%	10%	18%	5%
At Masters Grade Level	2022	13%	8%	7%	10%	6%	33%	-	-	-	-	12%	*	8%	5%	7%	5%
	2021	12%	5%	4%	0%	5%	*	-	*	-	*	0%	*	5%	3%	4%	1%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	83%	67%	84%	83%	-	-	-	*	52%	*	87%	62%	82%	78%
	2021	73%	69%	75%	71%	75%	81%	-	*	-	*	31%	100%	78%	61%	74%	45%
At Meets Grade Level or Above	2022	58%	54%	65%	67%	64%	58%	-	-	-	*	39%	*	69%	40%	63%	57%
	2021	46%	39%	47%	29%	47%	50%	-	*	-	*	21%	40%	49%	38%	45%	16%
At Masters Grade Level	2022	37%	32%	37%	50%	37%	17%	-	-	-	*	14%	*	41%	18%	35%	30%
	2021	21%	14%	20%	17%	19%	19%	-	*	-	*	0%	20%	21%	14%	18%	4%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	83%	46%	84%	82%	-	-	-	*	42%	*	85%	70%	83%	82%
	2021	62%	66%	80%	71%	80%	94%	-	-	-	*	41%	80%	82%	67%	79%	59%
At Meets Grade Level or Above	2022	40%	40%	56%	31%	57%	45%	-	-	-	*	30%	*	61%	36%	57%	52%
	2021	36%	35%	55%	39%	57%	56%	-	-	-	*	32%	80%	58%	40%	54%	32%
At Masters Grade Level	2022	14%	11%	21%	15%	21%	36%	-	-	-	*	2%	*	23%	15%	21%	17%
	2021	11%	8%	15%	14%	15%	13%	-	-	-	*	7%	0%	16%	6%	13%	5%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	71%	67%	71%	75%	-	-	-	*	49%	*	75%	53%	70%	61%
	2021	68%	60%	68%	58%	68%	81%	-	*	-	*	29%	80%	71%	54%	66%	40%
At Meets Grade Level or Above	2022	45%	42%	44%	33%	44%	50%	-	-	-	*	33%	*	50%	15%	42%	35%
	2021	43%	31%	43%	13%	43%	63%	-	*	-	*	19%	40%	44%	38%	41%	11%
At Masters Grade Level	2022	24%	17%	22%	22%	21%	17%	-	-	-	*	14%	*	25%	7%	20%	17%
	2021	24%	12%	19%	4%	19%	38%	-	*	-	*	5%	20%	19%	21%	18%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	65%	67%	65%	67%	-	-	-	*	48%	*	70%	40%	65%	54%
	2021	57%	51%	66%	63%	66%	63%	-	*	-	*	30%	80%	68%	56%	65%	34%
At Meets Grade Level or Above	2022	31%	26%	34%	39%	33%	42%	-	-	-	*	36%	*	38%	17%	32%	27%
	2021	28%	19%	31%	21%	29%	44%	-	*	-	*	20%	40%	32%	25%	29%	5%
At Masters Grade Level	2022	18%	13%	19%	22%	19%	8%	-	-	-	*	16%	*	21%	8%	18%	15%
	2021	14%	6%	12%	4%	12%	25%	-	*	-	*	8%	20%	13%	10%	12%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	100%	100%	100%	-	-	-	*	*	-	100%	*	100%	100%
	2021	73%	87%	100%	*	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2022	43%	60%	97%	100%	97%	100%	-	-	-	*	*	-	97%	*	97%	95%
	2021	41%	57%	89%	*	89%	83%	-	*	-	*	-	*	89%	88%	89%	67%
At Masters Grade Level	2022	27%	38%	85%	100%	85%	83%	-	-	-	*	*	-	85%	*	87%	78%
	2021	23%	29%	62%	*	61%	67%	-	*	-	*	-	*	62%	63%	64%	50%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	74%	65%	75%	80%	-	-	-	100%	49%	60%	78%	55%	73%	69%
	2021	67%	61%	69%	62%	69%	77%	-	80%	-	91%	32%	79%	72%	55%	67%	38%
At Meets Grade Level or Above	2022	48%	43%	48%	45%	47%	53%	-	-	-	100%	33%	35%	52%	28%	46%	40%
	2021	41%	33%	41%	28%	41%	51%	-	80%	-	77%	23%	41%	44%	28%	39%	13%
At Masters Grade Level	2022	23%	18%	26%	28%	26%	31%	-	-	-	64%	12%	15%	29%	13%	24%	20%
	2021	18%	12%	17%	12%	16%	26%	-	80%	-	41%	5%	14%	18%	10%	15%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	81%	69%	81%	87%	-	-	-	*	53%	67%	85%	60%	79%	77%
	2021	68%	61%	72%	66%	72%	77%	-	*	-	100%	31%	88%	75%	58%	70%	40%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	57%	56%	57%	57%	-	-	-	*	32%	67%	61%	38%	55%	49%
	2021	45%	35%	45%	36%	45%	50%	-	*	-	83%	22%	38%	48%	33%	43%	14%
At Masters Grade Level	2022	25%	18%	35%	38%	34%	35%	-	-	-	*	13%	17%	37%	22%	32%	28%
	2021	18%	12%	21%	23%	20%	27%	-	*	-	50%	4%	13%	22%	12%	19%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	74%	59%	75%	83%	-	-	-	*	46%	67%	77%	58%	73%	71%
	2021	66%	61%	72%	61%	72%	85%	-	*	-	83%	37%	88%	74%	61%	70%	49%
At Meets Grade Level or Above	2022	42%	37%	47%	41%	46%	57%	-	-	-	*	32%	50%	50%	29%	45%	40%
	2021	37%	30%	46%	30%	46%	54%	-	*	-	67%	26%	63%	49%	29%	44%	21%
At Masters Grade Level	2022	20%	16%	23%	23%	22%	48%	-	-	-	*	9%	33%	26%	10%	21%	16%
	2021	18%	11%	17%	11%	17%	23%	-	*	-	50%	4%	13%	19%	8%	16%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	71%	67%	71%	75%	-	-	-	*	49%	*	75%	53%	70%	61%
	2021	71%	65%	68%	58%	68%	81%	-	*	-	*	29%	80%	71%	54%	66%	40%
At Meets Grade Level or Above	2022	47%	45%	44%	33%	44%	50%	-	-	-	*	33%	*	50%	15%	42%	35%
	2021	44%	35%	43%	13%	43%	63%	-	*	-	*	19%	40%	44%	38%	41%	11%
At Masters Grade Level	2022	21%	16%	22%	22%	21%	17%	-	-	-	*	14%	*	25%	7%	20%	17%
	2021	20%	12%	19%	4%	19%	38%	-	*	-	*	5%	20%	19%	21%	18%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	65%	67%	65%	67%	-	-	-	*	48%	*	70%	40%	65%	54%
	2021	73%	69%	66%	63%	66%	63%	-	*	-	*	30%	80%	68%	56%	65%	34%
At Meets Grade Level or Above	2022	50%	47%	34%	39%	33%	42%	-	-	-	*	36%	*	38%	17%	32%	27%
	2021	49%	42%	31%	21%	29%	44%	-	*	-	*	20%	40%	32%	25%	29%	5%
At Masters Grade Level	2022	30%	26%	19%	22%	19%	8%	-	-	-	*	16%	*	21%	8%	18%	15%
	2021	29%	21%	12%	4%	12%	25%	-	*	-	*	8%	20%	13%	10%	12%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	29%	29%	28%	55%	-	-	-	*	23%	*	31%	20%	28%	23%
	2021	26%	18%	28%	30%	28%	40%	-	-	-	*	17%	*	32%	10%	26%	5%
Reading and Mathematics Including EOC	2022	33%	23%	29%	29%	28%	55%	-	-	-	*	23%	*	31%	20%	28%	23%
	2021	27%	18%	28%	30%	28%	40%	-	-	-	*	17%	*	32%	10%	26%	5%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	51%	48%	51%	55%	-	-	-	*	23%	*	54%	36%	48%	43%
	2021	45%	35%	43%	45%	43%	50%	-	-	-	*	23%	*	46%	27%	40%	12%
Math Including EOC	2022	37%	27%	34%	33%	33%	64%	-	-	-	*	29%	*	36%	23%	33%	30%
	2021	32%	23%	34%	35%	33%	40%	-	*	-	*	24%	*	38%	11%	31%	6%
8th Graders																	
Reading and Mathematics	2022	27%	24%	38%	31%	39%	0%	-	-	-	*	29%	*	43%	19%	39%	33%
	2021	21%	16%	27%	19%	27%	40%	-	-	-	*	21%	*	27%	25%	25%	13%
Reading and Mathematics Including EOC	2022	41%	37%	52%	50%	51%	50%	-	-	-	*	32%	*	57%	22%	50%	43%
	2021	33%	27%	38%	21%	38%	50%	-	*	-	*	21%	40%	40%	31%	36%	14%
Reading Including EOC	2022	58%	54%	65%	67%	65%	58%	-	-	-	*	39%	*	70%	40%	63%	57%
	2021	47%	38%	47%	29%	47%	50%	-	*	-	*	21%	40%	49%	38%	45%	16%
Math Including EOC	2022	48%	44%	60%	50%	61%	50%	-	-	-	*	34%	*	65%	35%	59%	53%
	2021	43%	39%	57%	25%	59%	63%	-	*	-	*	29%	80%	60%	46%	57%	34%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	33%	29%	32%	35%	-	-	-	*	26%	50%	35%	20%	32%	27%
	2021	26%	15%	28%	24%	27%	40%	-	-	-	*	19%	29%	30%	17%	26%	9%
Reading and Mathematics Including EOC	2022	36%	27%	40%	38%	39%	52%	-	-	-	*	28%	50%	44%	21%	38%	32%
	2021	28%	17%	34%	25%	33%	46%	-	*	-	67%	19%	38%	36%	21%	32%	10%
Reading Including EOC	2022	53%	45%	58%	56%	57%	57%	-	-	-	*	32%	67%	61%	38%	55%	50%
	2021	41%	30%	45%	36%	45%	50%	-	*	-	83%	22%	38%	48%	33%	43%	14%
Math Including EOC	2022	43%	34%	47%	41%	46%	57%	-	-	-	*	32%	50%	50%	29%	45%	40%
	2021	37%	25%	46%	30%	46%	54%	-	*	-	67%	26%	63%	49%	29%	44%	21%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	91	83	91	86	-	-	-	*	80	*	93	78	90	88
	2019	77	77	78	81	78	83	-	*	-	*	60	81	79	76	77	77
Grade 7 Mathematics	2022	60	55	62	57	62	83	-	-	-	-	55	*	65	51	61	63
	2019	62	57	61	59	62	*	-	*	-	*	45	75	63	57	61	59
Grade 8 ELA/Reading	2022	83	84	84	87	85	65	-	-	-	*	80	*	86	72	84	84
	2019	77	75	76	90	75	83	*	-	-	*	73	67	77	68	76	75
Grade 8 Mathematics	2022	74	82	90	78	90	100	-	-	-	*	66	*	91	86	90	89
	2019	82	87	93	86	93	89	*	-	-	*	88	100	92	95	93	94
End of Course Algebra I	2022	67	82	98	100	98	100	-	-	-	*	*	-	98	*	99	99
	2019	75	88	96	80	97	100	-	-	-	*	-	*	97	86	96	97
All Grades Both Subjects	2022	74	77	84	78	84	86	-	-	-	100	71	100	86	72	83	82
	2019	69	69	79	79	79	84	*	*	-	75	66	82	81	74	79	79
All Grades ELA/Reading	2022	78	80	88	85	88	76	-	-	-	*	80	*	90	76	87	86
	2019	68	68	77	86	76	83	*	*	-	*	66	75	78	72	76	76
All Grades Mathematics	2022	69	74	79	71	79	95	-	-	-	*	62	*	82	67	78	77
	2019	70	70	82	72	83	84	*	*	-	*	66	89	83	77	82	82

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	74%	79%	-	-	79%	-	-	46%	-	46%	-	51%	81%	55%	90%
	2021	67%	61%	69%	56%	-	-	56%	-	-	36%	-	36%	-	35%	80%	38%	80%
At Meets Grade Level or Above	2022	48%	43%	48%	45%	-	-	45%	-	-	20%	-	20%	-	16%	56%	24%	65%
	2021	41%	33%	41%	23%	-	-	23%	-	-	11%	-	11%	-	9%	51%	12%	70%
At Masters Grade Level	2022	23%	18%	26%	23%	-	-	23%	-	-	7%	-	7%	-	6%	33%	10%	36%
	2021	18%	12%	17%	7%	-	-	7%	-	-	4%	-	4%	-	3%	21%	4%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	81%	96%	-	-	96%	-	-	54%	-	54%	-	56%	85%	65%	99%
	2021	68%	61%	72%	68%	-	-	68%	-	-	32%	-	32%	-	44%	84%	39%	*
At Meets Grade Level or Above	2022	53%	45%	57%	63%	-	-	63%	-	-	23%	-	23%	-	20%	67%	32%	80%
	2021	45%	35%	45%	36%	-	-	36%	-	-	11%	-	11%	-	7%	57%	13%	*
At Masters Grade Level	2022	25%	18%	35%	35%	-	-	35%	-	-	9%	-	9%	-	11%	44%	16%	49%
	2021	18%	12%	21%	16%	-	-	16%	-	-	5%	-	5%	-	0%	26%	5%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	74%	76%	-	-	76%	-	-	50%	-	50%	-	67%	78%	60%	91%
	2021	66%	61%	72%	64%	-	-	64%	-	-	48%	-	48%	-	41%	80%	48%	*
At Meets Grade Level or Above	2022	42%	37%	47%	38%	-	-	38%	-	-	23%	-	23%	-	20%	54%	26%	65%
	2021	37%	30%	46%	28%	-	-	28%	-	-	20%	-	20%	-	17%	55%	20%	*
At Masters Grade Level	2022	20%	16%	23%	13%	-	-	13%	-	-	7%	-	7%	-	4%	31%	8%	34%
	2021	18%	11%	17%	4%	-	-	4%	-	-	5%	-	5%	-	4%	22%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	71%	60%	-	-	60%	-	-	24%	-	24%	-	34%	82%	34%	86%
	2021	71%	65%	68%	86%	-	-	86%	-	-	39%	-	39%	-	28%	78%	39%	*
At Meets Grade Level or Above	2022	47%	45%	44%	20%	-	-	20%	-	-	5%	-	5%	-	13%	53%	11%	59%
	2021	44%	35%	43%	14%	-	-	14%	-	-	10%	-	10%	-	6%	55%	9%	*
At Masters Grade Level	2022	21%	16%	22%	20%	-	-	20%	-	-	3%	-	3%	-	3%	26%	5%	30%
	2021	20%	12%	19%	0%	-	-	0%	-	-	4%	-	4%	-	3%	25%	4%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	65%	33%	-	-	33%	-	-	16%	-	16%	-	37%	76%	27%	80%
	2021	73%	69%	66%	29%	-	-	29%	-	-	36%	-	36%	-	28%	77%	33%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	34%	13%	-	-	13%	-	-	5%	-	5%	-	8%	41%	8%	45%
	2021	49%	42%	31%	0%	-	-	0%	-	-	4%	-	4%	-	6%	40%	5%	*
At Masters Grade Level	2022	30%	26%	19%	13%	-	-	13%	-	-	3%	-	3%	-	5%	22%	5%	27%
	2021	29%	21%	12%	0%	-	-	0%	-	-	3%	-	3%	-	6%	15%	4%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	84%	87%	-	-	87%	-	-	70%	-	70%	-	82%	86%	77%	91%
	2019	69%	69%	79%	95%	-	*	95%	-	-	74%	-	74%	-	71%		76%	
All Grades ELA/Reading	2022	78%	80%	88%	96%	-	-	96%	-	-	77%	-	77%	-	85%	89%	83%	92%
	2019	68%	68%	77%	93%	-	*	93%	-	-	74%	-	74%	-	66%		75%	
All Grades Mathematics	2022	69%	74%	79%	77%	-	-	77%	-	-	64%	-	64%	-	78%	82%	70%	90%
	2019	70%	70%	82%	98%	-	*	97%	-	-	74%	-	74%	-	76%		77%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	-	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	91%	83%	91%	100%	*	-	-	78%	91%	100%	96%	70%	91%	90%
Not Included in Accountability: Mobile	5%	4%	7%	17%	6%	0%	*	-	-	22%	6%	0%	3%	20%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	*	-	-	0%	0%	0%	0%	10%	2%	4%
Not Tested	1%	2%	1%	0%	1%	0%	*	-	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	99%	100%	*	-	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	92%	91%	91%	85%	91%	100%	*	-	-	67%	91%	100%	96%	71%	91%	90%
Not Included in Accountability: Mobile	5%	4%	6%	15%	6%	0%	*	-	-	33%	7%	0%	3%	19%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	3%	0%	*	-	-	0%	0%	0%	0%	10%	3%	4%
Not Tested	1%	2%	0%	0%	1%	0%	*	-	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	2%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	*	-	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	91%	85%	92%	100%	*	-	-	67%	91%	100%	96%	71%	92%	90%
Not Included in Accountability: Mobile	5%	4%	6%	15%	6%	0%	*	-	-	33%	7%	0%	3%	19%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	*	-	-	0%	0%	0%	0%	9%	2%	4%
Not Tested	1%	1%	0%	0%	1%	0%	*	-	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	2%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	100%	*	-	-	*	94%	*	99%	100%	99%	100%
Included in Accountability	93%	94%	90%	78%	90%	100%	*	-	-	*	90%	*	96%	68%	90%	89%
Not Included in Accountability: Mobile	4%	3%	8%	22%	7%	0%	*	-	-	*	4%	*	4%	23%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	*	-	-	*	0%	*	0%	9%	2%	4%
Not Tested	2%	2%	1%	0%	1%	0%	*	-	-	*	6%	*	1%	0%	1%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	-	-	*	2%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	*	-	-	*	4%	*	1%	0%	1%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	99%	100%	*	-	-	*	96%	*	99%	100%	99%	100%
Included in Accountability	94%	93%	90%	78%	91%	100%	*	-	-	*	92%	*	96%	68%	90%	89%
Not Included in Accountability: Mobile	4%	3%	8%	22%	7%	0%	*	-	-	*	4%	*	4%	23%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	*	-	-	*	0%	*	0%	9%	2%	4%
Not Tested	2%	3%	0%	0%	1%	0%	*	-	-	*	4%	*	1%	0%	1%	0%
Absent	1%	3%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	*	-	-	*	4%	*	1%	0%	1%	0%
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%
Reading																
Assessment Participant	89%	93%	95%	96%	95%	88%	-	*	-	100%	93%	100%	95%	94%	95%	97%
Included in Accountability	83%	86%	88%	83%	89%	81%	-	*	-	86%	86%	89%	93%	70%	88%	83%
Not Included in Accountability: Mobile	3%	3%	4%	13%	4%	3%	-	*	-	14%	7%	11%	2%	16%	4%	6%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	2%	3%	-	*	-	0%	0%	0%	1%	9%	3%	8%
Not Tested	11%	7%	5%	4%	5%	13%	-	*	-	0%	7%	0%	5%	6%	5%	3%
Absent	2%	2%	1%	2%	1%	0%	-	*	-	0%	1%	0%	1%	3%	1%	2%
Other	10%	4%	4%	2%	4%	13%	-	*	-	0%	6%	0%	5%	3%	4%	2%
Mathematics																
Assessment Participant	88%	95%	95%	96%	95%	88%	-	*	-	100%	92%	100%	95%	96%	95%	96%
Included in Accountability	84%	89%	89%	83%	89%	81%	-	*	-	86%	85%	89%	93%	72%	89%	84%
Not Included in Accountability: Mobile	4%	3%	4%	13%	4%	3%	-	*	-	14%	7%	11%	2%	16%	4%	6%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	3%	-	*	-	0%	0%	0%	0%	8%	2%	7%
Not Tested	12%	5%	5%	4%	5%	13%	-	*	-	0%	8%	0%	5%	4%	5%	4%
Absent	2%	2%	1%	2%	1%	0%	-	*	-	0%	1%	0%	1%	1%	1%	1%
Other	10%	3%	4%	2%	4%	13%	-	*	-	0%	7%	0%	4%	3%	4%	2%
Science																
Assessment Participant	87%	92%	97%	97%	97%	100%	-	*	-	*	98%	100%	97%	96%	97%	96%
Included in Accountability	84%	88%	90%	83%	91%	89%	-	*	-	*	89%	100%	95%	71%	90%	82%
Not Included in Accountability: Mobile	3%	3%	5%	14%	4%	6%	-	*	-	*	9%	0%	1%	16%	4%	7%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	6%	-	*	-	*	0%	0%	0%	9%	2%	7%
Not Tested	13%	8%	3%	3%	3%	0%	-	*	-	*	2%	0%	3%	4%	3%	4%
Absent	2%	3%	1%	3%	1%	0%	-	*	-	*	0%	0%	1%	1%	1%	1%
Other	10%	5%	2%	0%	3%	0%	-	*	-	*	2%	0%	2%	3%	2%	3%
Social Studies																
Assessment Participant	87%	92%	96%	97%	96%	100%	-	*	-	*	94%	100%	96%	95%	96%	95%
Included in Accountability	84%	89%	89%	83%	90%	89%	-	*	-	*	85%	100%	95%	70%	90%	81%
Not Included in Accountability: Mobile	3%	2%	5%	14%	4%	6%	-	*	-	*	9%	0%	1%	16%	4%	7%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	2%	6%	-	*	-	*	0%	0%	0%	9%	2%	7%
Not Tested	13%	8%	4%	3%	4%	0%	-	*	-	*	6%	0%	4%	5%	4%	5%
Absent	3%	4%	2%	3%	1%	0%	-	*	-	*	4%	0%	1%	2%	2%	2%
Other	10%	4%	2%	0%	3%	0%	-	*	-	*	2%	0%	2%	3%	2%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.7%	91.8%	94.9%	94.6%	*	*	-	*	92.5%	94.4%	93.3%
2019-20	98.3%	98.1%	98.5%	96.8%	98.7%	98.2%	-	*	-	*	98.0%	98.6%	98.5%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.8%	29.2%	15.7%	19.5%	*	*	-	20.0%	26.2%	18.2%	21.0%
2019-20	6.7%	8.8%	6.8%	17.9%	5.9%	3.2%	-	*	-	20.0%	10.1%	6.6%	6.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.4%	3.0%	0.2%	0.0%	*	*	-	0.0%	0.0%	0.2%	0.0%
2019-20	0.5%	0.3%	0.2%	1.4%	0.1%	0.0%	-	*	-	0.0%	0.0%	0.1%	0.4%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	880	100.0%	49,255	5,402,928	880	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	451	51.3%	7.8%	7.7%	451	51.3%	7.8%	7.7%
Grade 8	429	48.8%	7.8%	7.9%	429	48.8%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	47	5.3%	8.1%	12.8%	47	5.3%	8.1%	12.8%
Hispanic	803	91.3%	82.8%	52.8%	803	91.3%	82.8%	52.7%
White	25	2.8%	5.2%	26.3%	25	2.8%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	2	0.2%	3.0%	4.8%	2	0.2%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.2%	0.7%	2.9%	2	0.2%	0.7%	2.9%
Sex:								
Female	420	47.7%	48.3%	48.9%	420	47.7%	48.3%	48.8%
Male	460	52.3%	51.7%	51.1%	460	52.3%	51.7%	51.2%
Economically Disadvantaged	752	85.5%	79.4%	60.7%	752	85.5%	79.4%	60.6%
Non-Educationally Disadvantaged	128	14.5%	20.6%	39.3%	128	14.5%	20.6%	39.4%
Section 504 Students	51	5.8%	5.8%	7.4%	51	5.8%	5.8%	7.4%
EB Students/EL	342	38.9%	32.6%	21.7%	342	38.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	13	1.3%	0.8%	0.6%				
Students w/ Dyslexia	41	4.7%	4.9%	5.0%	41	4.7%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	8	0.9%	0.7%	1.1%	8	0.9%	0.7%	1.1%
Immigrant	47	5.3%	3.4%	2.0%	47	5.3%	3.4%	2.0%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	880	100.0%	67.8%	64.3%	880	100.0%	67.7%	64.3%
Military Connected	3	0.3%	0.4%	3.3%	3	0.3%	0.4%	3.3%
At-Risk	678	77.0%	69.4%	53.5%	678	77.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	387	44.0%	30.5%	21.9%	387	44.0%	30.4%	21.8%
Gifted and Talented Education	85	9.7%	5.5%	8.0%	85	9.7%	5.5%	8.0%
Special Education	91	10.3%	12.4%	11.6%	91	10.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	48	52.7%	44.4%	43.0%				
Students with Physical Disabilities	6	6.6%	18.2%	20.8%				
Students with Autism	23	25.3%	21.3%	14.7%				
Students with Behavioral Disabilities	14	15.4%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	121	12.3%	14.7%	13.6%				
By Ethnicity:								
African American	19	1.9%	2.1%	2.5%				
Hispanic	96	9.7%	11.1%	6.6%				
White	4	0.4%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	13	12.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	44	16.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	103	12.6%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	77	17.1%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.8%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	16.7	14.5	16.3
Foreign Languages	24.7	18.9	18.4
Mathematics	17.9	16.1	17.5
Science	18.5	16.1	18.5
Social Studies	20.4	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	91.6	100.0%	100.0%	100.0%
Professional Staff:	76.0	83.0%	59.0%	64.1%
Teachers	63.9	69.8%	45.5%	49.3%
Professional Support	8.9	9.7%	10.1%	10.7%
Campus Administration (School Leadership)	3.2	3.5%	2.3%	2.9%
Educational Aides:	15.6	17.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	63.7	69.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	9.0	14.1%	10.3%	11.2%
Hispanic	32.8	51.3%	39.2%	28.9%
White	21.1	33.1%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.6%	0.9%	1.2%
Teachers by Sex:				
Males	20.6	32.2%	25.0%	24.1%
Females	43.4	67.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	53.6	83.8%	75.8%	72.6%
Masters	8.4	13.1%	22.5%	25.2%
Doctorate	2.0	3.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	10.8	16.8%	7.9%	7.9%
1-5 Years Experience	27.0	42.2%	27.4%	26.7%
6-10 Years Experience	10.6	16.6%	24.2%	20.6%
11-20 Years Experience	12.4	19.3%	28.7%	28.6%
21-30 Years Experience	3.3	5.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	13.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
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:	7.1	10.4	11.1
Average Years Experience of Teachers with District:	5.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,181	\$56,914	\$51,054
1-5 Years Experience	\$58,571	\$58,997	\$54,577
6-10 Years Experience	\$62,008	\$61,821	\$57,746
11-20 Years Experience	\$64,374	\$63,221	\$61,377
21-30 Years Experience	\$62,958	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,418	\$61,600	\$58,887
Professional Support	\$67,436	\$76,167	\$69,505
Campus Administration (School Leadership)	\$97,899	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	45.7	71.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	9.4	14.7%	14.2%	9.6%
Other	8.0	12.5%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THOMPSON INT

Campus Number: 101917049

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	87%	83%	87%	77%	-	100%	-	73%	48%	89%	88%	83%	85%	92%
	2021	69%	62%	63%	39%	63%	87%	-	84%	-	80%	37%	40%	67%	50%	59%	42%
At Meets Grade Level or Above	2022	56%	47%	58%	51%	56%	58%	-	85%	-	64%	25%	56%	62%	46%	55%	55%
	2021	45%	35%	33%	13%	31%	57%	-	58%	-	70%	20%	0%	37%	21%	30%	13%
At Masters Grade Level	2022	37%	27%	35%	25%	34%	38%	-	62%	-	18%	18%	22%	38%	24%	31%	29%
	2021	25%	17%	19%	7%	18%	26%	-	26%	-	60%	10%	0%	22%	6%	16%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	52%	45%	51%	62%	-	79%	-	60%	24%	75%	51%	57%	49%	62%
	2021	55%	48%	48%	33%	47%	73%	-	81%	-	50%	24%	*	50%	41%	45%	33%
At Meets Grade Level or Above	2022	31%	24%	20%	13%	20%	14%	-	47%	-	20%	13%	25%	20%	19%	16%	25%
	2021	27%	18%	16%	8%	14%	33%	-	38%	-	38%	12%	*	16%	15%	15%	6%
At Masters Grade Level	2022	13%	8%	3%	2%	3%	0%	-	11%	-	0%	9%	0%	3%	2%	2%	2%
	2021	12%	5%	5%	0%	3%	20%	-	25%	-	25%	10%	*	5%	4%	5%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	85%	72%	86%	100%	-	92%	-	100%	50%	80%	90%	71%	82%	81%
	2021	73%	69%	65%	55%	66%	68%	-	71%	*	78%	36%	*	69%	49%	60%	37%
At Meets Grade Level or Above	2022	58%	54%	53%	34%	54%	65%	-	62%	-	100%	26%	40%	59%	34%	49%	46%
	2021	46%	39%	34%	31%	32%	45%	-	57%	*	33%	11%	*	37%	21%	30%	20%
At Masters Grade Level	2022	37%	32%	33%	23%	32%	50%	-	41%	-	83%	14%	20%	37%	19%	29%	28%
	2021	21%	14%	13%	11%	12%	18%	-	29%	*	0%	2%	*	16%	1%	10%	2%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	80%	69%	79%	86%	-	95%	-	*	47%	73%	82%	74%	75%	80%
	2021	62%	66%	63%	42%	64%	65%	-	93%	*	70%	35%	60%	66%	48%	62%	52%
At Meets Grade Level or Above	2022	40%	40%	40%	36%	36%	48%	-	68%	-	*	23%	27%	44%	27%	39%	39%
	2021	36%	35%	31%	16%	29%	25%	-	81%	*	50%	16%	20%	34%	18%	28%	14%
At Masters Grade Level	2022	14%	11%	11%	6%	6%	19%	-	48%	-	*	9%	9%	11%	10%	9%	16%
	2021	11%	8%	8%	7%	5%	10%	-	33%	*	20%	5%	20%	9%	4%	7%	2%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	80%	70%	80%	95%	-	87%	-	100%	38%	80%	84%	68%	77%	74%
	2021	68%	60%	59%	46%	60%	60%	-	90%	*	56%	34%	*	61%	54%	56%	39%
At Meets Grade Level or Above	2022	45%	42%	47%	34%	47%	50%	-	64%	-	83%	26%	20%	52%	33%	43%	44%
	2021	43%	31%	31%	19%	29%	50%	-	62%	*	33%	9%	*	33%	20%	24%	7%
At Masters Grade Level	2022	24%	17%	21%	13%	19%	30%	-	38%	-	50%	17%	20%	24%	12%	19%	18%
	2021	24%	12%	13%	2%	11%	35%	-	38%	*	22%	2%	*	15%	6%	9%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	53%	44%	50%	70%	-	72%	-	100%	26%	40%	57%	38%	49%	42%
	2021	57%	51%	46%	37%	45%	55%	-	62%	*	44%	36%	*	50%	30%	41%	22%
At Meets Grade Level or Above	2022	31%	26%	22%	14%	21%	35%	-	33%	-	67%	19%	20%	24%	14%	22%	20%
	2021	28%	19%	16%	11%	14%	32%	-	48%	*	11%	16%	*	19%	7%	12%	5%
At Masters Grade Level	2022	18%	13%	15%	9%	13%	20%	-	31%	-	50%	14%	10%	17%	7%	14%	13%
	2021	14%	6%	6%	9%	3%	23%	-	24%	*	0%	9%	*	8%	1%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	100%	100%	*	-	100%	-	*	-	-	100%	100%	100%	100%
	2021	73%	87%	96%	100%	96%	100%	-	91%	-	*	*	*	96%	*	96%	*
At Meets Grade Level or Above	2022	43%	60%	96%	100%	94%	*	-	100%	-	*	-	-	96%	100%	96%	100%
	2021	41%	57%	81%	50%	80%	100%	-	83%	-	*	*	*	80%	*	76%	*
At Masters Grade Level	2022	27%	38%	84%	83%	83%	*	-	93%	-	*	-	-	84%	86%	80%	100%
	2021	23%	29%	55%	25%	57%	56%	-	61%	-	*	*	*	54%	*	52%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	74%	65%	74%	82%	-	89%	-	85%	39%	72%	77%	65%	71%	73%
	2021	67%	61%	60%	44%	59%	71%	-	83%	*	67%	33%	50%	63%	46%	56%	37%
At Meets Grade Level or Above	2022	48%	43%	42%	32%	41%	47%	-	64%	-	63%	22%	31%	46%	30%	40%	40%
	2021	41%	33%	29%	17%	27%	44%	-	60%	*	46%	14%	16%	32%	19%	25%	11%
At Masters Grade Level	2022	23%	18%	22%	14%	20%	27%	-	44%	-	35%	14%	14%	25%	13%	20%	20%
	2021	18%	12%	12%	6%	9%	24%	-	29%	*	22%	7%	6%	13%	5%	9%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	86%	78%	86%	87%	-	96%	-	82%	49%	84%	89%	77%	83%	86%
	2021	68%	61%	64%	47%	64%	78%	-	79%	*	79%	36%	56%	68%	49%	59%	39%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	56%	43%	55%	61%	-	73%	-	76%	26%	47%	60%	40%	52%	50%
	2021	45%	35%	33%	22%	31%	51%	-	58%	*	53%	15%	22%	37%	21%	30%	16%
At Masters Grade Level	2022	25%	18%	34%	24%	33%	43%	-	51%	-	41%	16%	21%	38%	21%	30%	29%
	2021	18%	12%	16%	9%	15%	22%	-	27%	*	32%	6%	0%	19%	4%	13%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	71%	60%	70%	76%	-	92%	-	76%	34%	74%	72%	67%	66%	75%
	2021	66%	61%	61%	42%	60%	75%	-	89%	*	65%	31%	40%	65%	45%	58%	43%
At Meets Grade Level or Above	2022	42%	37%	37%	29%	35%	37%	-	69%	-	41%	17%	26%	41%	26%	35%	37%
	2021	37%	30%	31%	15%	28%	43%	-	71%	*	50%	14%	20%	34%	19%	27%	11%
At Masters Grade Level	2022	20%	16%	15%	7%	12%	13%	-	47%	-	18%	9%	5%	16%	9%	13%	16%
	2021	18%	11%	12%	5%	9%	23%	-	41%	*	25%	7%	20%	14%	6%	10%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	80%	70%	80%	95%	-	87%	-	100%	38%	80%	84%	68%	77%	74%
	2021	71%	65%	59%	46%	60%	60%	-	90%	*	56%	34%	*	61%	54%	56%	39%
At Meets Grade Level or Above	2022	47%	45%	47%	34%	47%	50%	-	64%	-	83%	26%	20%	52%	33%	43%	44%
	2021	44%	35%	31%	19%	29%	50%	-	62%	*	33%	9%	*	33%	20%	24%	7%
At Masters Grade Level	2022	21%	16%	21%	13%	19%	30%	-	38%	-	50%	17%	20%	24%	12%	19%	18%
	2021	20%	12%	13%	2%	11%	35%	-	38%	*	22%	2%	*	15%	6%	9%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	53%	44%	50%	70%	-	72%	-	100%	26%	40%	57%	38%	49%	42%
	2021	73%	69%	46%	37%	45%	55%	-	62%	*	44%	36%	*	50%	30%	41%	22%
At Meets Grade Level or Above	2022	50%	47%	22%	14%	21%	35%	-	33%	-	67%	19%	20%	24%	14%	22%	20%
	2021	49%	42%	16%	11%	14%	32%	-	48%	*	11%	16%	*	19%	7%	12%	5%
At Masters Grade Level	2022	30%	26%	15%	9%	13%	20%	-	31%	-	50%	14%	10%	17%	7%	14%	13%
	2021	29%	21%	6%	9%	3%	23%	-	24%	*	0%	9%	*	8%	1%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	28%	22%	25%	19%	-	64%	-	27%	13%	22%	30%	19%	25%	28%
	2021	26%	18%	20%	7%	17%	27%	-	53%	-	50%	10%	0%	22%	10%	19%	4%
Reading and Mathematics Including EOC	2022	33%	23%	28%	22%	25%	19%	-	64%	-	27%	13%	22%	30%	19%	25%	28%
	2021	27%	18%	20%	7%	17%	27%	-	53%	-	50%	10%	0%	22%	10%	19%	4%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	58%	51%	56%	58%	-	85%	-	64%	25%	56%	62%	46%	55%	55%
	2021	45%	35%	33%	13%	31%	57%	-	58%	-	70%	20%	0%	37%	21%	30%	13%
Math Including EOC	2022	37%	27%	32%	25%	29%	23%	-	72%	-	27%	14%	33%	34%	23%	29%	36%
	2021	32%	23%	26%	13%	23%	36%	-	63%	-	50%	12%	20%	29%	16%	25%	7%
8th Graders																	
Reading and Mathematics	2022	27%	24%	23%	19%	21%	38%	-	35%	-	*	17%	20%	26%	14%	22%	19%
	2021	21%	16%	13%	12%	13%	0%	-	38%	*	25%	9%	*	15%	7%	12%	0%
Reading and Mathematics Including EOC	2022	41%	37%	34%	23%	33%	45%	-	55%	-	67%	17%	20%	39%	19%	32%	29%
	2021	33%	27%	22%	11%	20%	33%	-	57%	*	33%	9%	*	25%	9%	18%	2%
Reading Including EOC	2022	58%	54%	53%	34%	54%	65%	-	61%	-	100%	26%	40%	59%	34%	49%	46%
	2021	47%	38%	34%	31%	31%	45%	-	57%	*	33%	11%	*	37%	20%	29%	17%
Math Including EOC	2022	48%	44%	43%	33%	41%	55%	-	66%	-	67%	21%	20%	47%	29%	40%	37%
	2021	43%	39%	36%	17%	33%	50%	-	75%	*	50%	16%	20%	39%	19%	28%	12%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	21%	23%	26%	-	53%	-	29%	14%	21%	28%	16%	24%	24%
	2021	26%	15%	17%	9%	15%	17%	-	49%	*	39%	10%	0%	19%	9%	16%	2%
Reading and Mathematics Including EOC	2022	36%	27%	31%	23%	29%	30%	-	60%	-	41%	14%	21%	35%	19%	29%	29%
	2021	28%	17%	21%	9%	18%	30%	-	55%	*	42%	9%	0%	24%	9%	18%	3%
Reading Including EOC	2022	53%	45%	56%	43%	55%	61%	-	73%	-	76%	26%	47%	60%	40%	52%	50%
	2021	41%	30%	33%	22%	31%	51%	-	58%	*	53%	15%	22%	37%	20%	30%	15%
Math Including EOC	2022	43%	34%	37%	29%	35%	37%	-	69%	-	41%	17%	26%	41%	26%	35%	37%
	2021	37%	25%	31%	15%	28%	43%	-	70%	*	50%	14%	20%	34%	18%	26%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	90	84	91	86	-	99	-	89	83	93	90	89	90	94
	2019	77	77	75	72	72	85	-	90	*	71	72	68	75	75	74	73
Grade 7 Mathematics	2022	60	55	37	38	36	47	-	41	-	38	34	42	37	38	36	42
	2019	62	57	54	46	53	64	-	75	*	8	39	58	56	46	52	53
Grade 8 ELA/Reading	2022	83	84	86	85	86	89	-	84	-	100	74	86	87	82	85	87
	2019	77	75	75	72	75	74	-	79	*	60	67	80	78	60	72	77
Grade 8 Mathematics	2022	74	82	79	80	79	79	-	84	-	*	61	94	78	84	77	81
	2019	82	87	87	91	85	91	-	90	*	*	81	83	87	86	86	89
End of Course Algebra I	2022	67	82	97	100	95	*	-	100	-	*	-	-	97	100	96	100
	2019	75	88	96	100	94	100	-	100	-	*	-	*	96	100	96	95
All Grades Both Subjects	2022	74	77	76	73	75	77	-	84	-	71	63	80	76	74	74	79
	2019	69	69	75	72	73	82	-	87	*	58	65	70	77	67	73	74
All Grades ELA/Reading	2022	78	80	88	84	89	88	-	91	-	93	79	89	89	86	87	90
	2019	68	68	75	72	74	79	-	86	*	67	69	71	77	68	74	75
All Grades Mathematics	2022	69	74	64	62	62	66	-	76	-	50	46	71	64	63	61	67
	2019	70	70	75	72	73	85	-	88	*	50	61	68	77	67	72	74

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	74%	-	-	-	-	-	-	65%	-	65%	-	48%	74%	62%	87%
	2021	67%	61%	60%	-	-	-	-	-	-	37%	-	36%	*	35%	63%	37%	-
At Meets Grade Level or Above	2022	48%	43%	42%	-	-	-	-	-	-	28%	-	28%	-	17%	43%	26%	58%
	2021	41%	33%	29%	-	-	-	-	-	-	13%	-	12%	*	5%	32%	11%	-
At Masters Grade Level	2022	23%	18%	22%	-	-	-	-	-	-	10%	-	10%	-	10%	22%	10%	34%
	2021	18%	12%	12%	-	-	-	-	-	-	4%	-	3%	*	2%	13%	3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	86%	-	-	-	-	-	-	80%	-	80%	-	62%	85%	77%	98%
	2021	68%	61%	64%	-	-	-	-	-	-	40%	-	39%	*	38%	68%	39%	-
At Meets Grade Level or Above	2022	53%	45%	56%	-	-	-	-	-	-	37%	-	37%	-	19%	56%	34%	74%
	2021	45%	35%	33%	-	-	-	-	-	-	21%	-	20%	*	6%	36%	16%	-
At Masters Grade Level	2022	25%	18%	34%	-	-	-	-	-	-	17%	-	17%	-	10%	34%	16%	50%
	2021	18%	12%	16%	-	-	-	-	-	-	3%	-	2%	*	6%	18%	4%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	71%	-	-	-	-	-	-	70%	-	70%	-	43%	69%	65%	86%
	2021	66%	61%	61%	-	-	-	-	-	-	47%	-	46%	*	35%	63%	43%	-
At Meets Grade Level or Above	2022	42%	37%	37%	-	-	-	-	-	-	27%	-	27%	-	10%	37%	24%	54%
	2021	37%	30%	31%	-	-	-	-	-	-	15%	-	13%	*	6%	34%	11%	-
At Masters Grade Level	2022	20%	16%	15%	-	-	-	-	-	-	9%	-	9%	-	5%	14%	8%	26%
	2021	18%	11%	12%	-	-	-	-	-	-	8%	-	7%	*	0%	13%	5%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	80%	-	-	-	-	-	-	66%	-	66%	-	44%	82%	63%	91%
	2021	71%	65%	59%	-	-	-	-	-	-	37%	-	37%	-	45%	62%	39%	-
At Meets Grade Level or Above	2022	47%	45%	47%	-	-	-	-	-	-	29%	-	29%	-	22%	47%	28%	68%
	2021	44%	35%	31%	-	-	-	-	-	-	7%	-	7%	-	9%	34%	7%	-
At Masters Grade Level	2022	21%	16%	21%	-	-	-	-	-	-	5%	-	5%	-	22%	21%	7%	32%
	2021	20%	12%	13%	-	-	-	-	-	-	3%	-	3%	-	0%	14%	2%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	53%	-	-	-	-	-	-	29%	-	29%	-	33%	55%	29%	64%
	2021	73%	69%	46%	-	-	-	-	-	-	20%	-	20%	-	27%	49%	22%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	22%	-	-	-	-	-	-	12%	-	12%	-	22%	22%	13%	29%
	2021	49%	42%	16%	-	-	-	-	-	-	7%	-	7%	-	0%	18%	5%	-
At Masters Grade Level	2022	30%	26%	15%	-	-	-	-	-	-	5%	-	5%	-	11%	16%	6%	21%
	2021	29%	21%	6%	-	-	-	-	-	-	0%	-	0%	-	0%	7%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	76%	-	-	-	-	-	-	78%	-	78%	-	71%	75%	77%	81%
	2019	69%	69%	75%	-	-	-	-	-	-	64%	-	64%	-	82%		68%	
All Grades ELA/Reading	2022	78%	80%	88%	-	-	-	-	-	-	88%	-	88%	-	94%	88%	89%	91%
	2019	68%	68%	75%	-	-	-	-	-	-	67%	-	67%	-	88%		73%	
All Grades Mathematics	2022	69%	74%	64%	-	-	-	-	-	-	67%	-	67%	-	50%	61%	65%	72%
	2019	70%	70%	75%	-	-	-	-	-	-	60%	-	60%	-	75%		64%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	88%	96%	93%	-	97%	-	96%	94%	100%	98%	87%	95%	95%
Not Included in Accountability: Mobile	5%	4%	5%	12%	3%	7%	-	2%	-	4%	6%	0%	2%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	1%	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	89%	96%	94%	-	95%	-	94%	95%	100%	97%	86%	95%	93%
Not Included in Accountability: Mobile	5%	4%	5%	11%	4%	6%	-	4%	-	6%	5%	0%	2%	12%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	1%	-	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	89%	96%	94%	-	95%	-	94%	95%	100%	98%	86%	95%	94%
Not Included in Accountability: Mobile	5%	4%	5%	11%	4%	6%	-	4%	-	6%	5%	0%	2%	12%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	1%	-	0%	0%	0%	0%	2%	0%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	86%	97%	91%	-	100%	-	100%	91%	100%	97%	89%	95%	97%
Not Included in Accountability: Mobile	4%	3%	4%	14%	2%	9%	-	0%	-	0%	9%	0%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	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%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	95%	86%	97%	91%	-	100%	-	100%	91%	100%	97%	89%	95%	97%
Not Included in Accountability: Mobile	4%	3%	4%	14%	2%	9%	-	0%	-	0%	9%	0%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	3%	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%
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%
Reading																
Assessment Participant	89%	93%	79%	76%	80%	86%	-	75%	*	73%	88%	69%	78%	84%	80%	98%
Included in Accountability	83%	86%	75%	74%	76%	80%	-	69%	*	73%	83%	69%	76%	72%	76%	77%
Not Included in Accountability: Mobile	3%	3%	2%	2%	2%	5%	-	1%	*	0%	2%	0%	1%	8%	2%	7%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	2%	0%	-	4%	*	0%	3%	0%	1%	4%	2%	13%
Not Tested	11%	7%	21%	24%	20%	14%	-	25%	*	27%	12%	31%	22%	16%	20%	2%
Absent	2%	2%	1%	1%	1%	0%	-	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	10%	4%	20%	22%	19%	14%	-	25%	*	27%	11%	31%	21%	14%	18%	2%
Mathematics																
Assessment Participant	88%	95%	83%	80%	83%	84%	-	91%	*	77%	85%	77%	82%	85%	82%	93%
Included in Accountability	84%	89%	79%	78%	79%	79%	-	88%	*	77%	83%	77%	81%	73%	79%	79%
Not Included in Accountability: Mobile	4%	3%	3%	2%	3%	5%	-	1%	*	0%	2%	0%	1%	9%	2%	7%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	1%	*	0%	0%	0%	0%	3%	1%	6%
Not Tested	12%	5%	17%	20%	17%	16%	-	9%	*	23%	15%	23%	18%	15%	18%	7%
Absent	2%	2%	2%	2%	2%	0%	-	0%	*	0%	1%	0%	1%	2%	2%	0%
Other	10%	3%	16%	18%	16%	16%	-	9%	*	23%	14%	23%	17%	12%	15%	7%
Science																
Assessment Participant	87%	92%	72%	68%	75%	81%	-	55%	*	64%	87%	80%	70%	79%	73%	92%
Included in Accountability	84%	88%	70%	67%	72%	77%	-	53%	*	64%	85%	80%	70%	70%	71%	82%
Not Included in Accountability: Mobile	3%	3%	2%	1%	2%	4%	-	3%	*	0%	2%	0%	1%	7%	2%	6%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	13%	8%	28%	32%	25%	19%	-	45%	*	36%	13%	20%	30%	21%	27%	8%
Absent	2%	3%	1%	1%	2%	0%	-	0%	*	0%	0%	0%	1%	2%	2%	0%
Other	10%	5%	27%	31%	24%	19%	-	45%	*	36%	13%	20%	29%	19%	25%	8%
Social Studies																
Assessment Participant	87%	92%	73%	68%	75%	88%	-	55%	*	64%	87%	80%	71%	80%	74%	92%
Included in Accountability	84%	89%	71%	67%	73%	85%	-	53%	*	64%	85%	80%	71%	72%	72%	82%
Not Included in Accountability: Mobile	3%	2%	1%	1%	1%	4%	-	3%	*	0%	2%	0%	0%	6%	1%	6%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	13%	8%	27%	32%	25%	12%	-	45%	*	36%	13%	20%	29%	20%	26%	8%
Absent	3%	4%	1%	0%	1%	0%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	10%	4%	27%	32%	24%	12%	-	45%	*	36%	13%	20%	28%	20%	25%	8%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.9%	94.0%	94.8%	94.2%	*	98.3%	*	94.4%	93.9%	94.3%	94.3%
2019-20	98.3%	98.1%	98.8%	98.8%	98.9%	97.7%	*	99.4%	*	98.0%	98.7%	98.9%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.2%	23.0%	15.8%	16.7%	*	5.2%	*	19.0%	20.0%	18.3%	16.5%
2019-20	6.7%	8.8%	5.3%	7.8%	4.4%	9.0%	*	2.9%	*	12.5%	4.4%	5.1%	2.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.6%	0.6%	0.4%	3.0%	*	0.0%	*	0.0%	0.9%	0.6%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	902	100.0%	49,255	5,402,928	903	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	442	49.0%	7.8%	7.7%	442	48.9%	7.8%	7.7%
Grade 8	460	51.0%	7.8%	7.9%	461	51.1%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	151	16.7%	8.1%	12.8%	152	16.8%	8.1%	12.8%
Hispanic	603	66.9%	82.8%	52.8%	603	66.8%	82.8%	52.7%
White	53	5.9%	5.2%	26.3%	53	5.9%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	81	9.0%	3.0%	4.8%	81	9.0%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	13	1.4%	0.7%	2.9%	13	1.4%	0.7%	2.9%
Sex:								
Female	411	45.6%	48.3%	48.9%	411	45.5%	48.3%	48.8%
Male	491	54.4%	51.7%	51.1%	492	54.5%	51.7%	51.2%
Economically Disadvantaged	593	65.7%	79.4%	60.7%	593	65.7%	79.4%	60.6%
Non-Educationally Disadvantaged	309	34.3%	20.6%	39.3%	310	34.3%	20.6%	39.4%
Section 504 Students	70	7.8%	5.8%	7.4%	70	7.8%	5.8%	7.4%
EB Students/EL	133	14.7%	32.6%	21.7%	133	14.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	15	1.5%	0.8%	0.6%				
Students w/ Dyslexia	58	6.4%	4.9%	5.0%	58	6.4%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.2%	0.7%	1.1%	2	0.2%	0.7%	1.1%
Immigrant	17	1.9%	3.4%	2.0%	17	1.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	902	100.0%	67.8%	64.3%	903	100.0%	67.7%	64.3%
Military Connected	10	1.1%	0.4%	3.3%	10	1.1%	0.4%	3.3%
At-Risk	543	60.2%	69.4%	53.5%	543	60.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	118	13.1%	30.5%	21.9%	118	13.1%	30.4%	21.8%
Gifted and Talented Education	90	10.0%	5.5%	8.0%	90	10.0%	5.5%	8.0%
Special Education	103	11.4%	12.4%	11.6%	104	11.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability								
Students with Intellectual Disabilities	60	58.3%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	27	26.2%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	109	10.6%	14.7%	13.6%				
By Ethnicity:								
African American	19	1.8%	2.1%	2.5%				
Hispanic	72	7.0%	11.1%	6.6%				
White	8	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	6	0.6%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.4%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	8.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	24	17.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	68	9.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	66	14.0%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.2%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.9%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	17.6	14.5	16.3
Foreign Languages	21.1	18.9	18.4
Mathematics	19.0	16.1	17.5
Science	19.3	16.1	18.5
Social Studies	20.3	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	90.2	100.0%	100.0%	100.0%
Professional Staff:	79.5	88.1%	59.0%	64.1%
Teachers	69.5	77.0%	45.5%	49.3%
Professional Support	6.9	7.7%	10.1%	10.7%
Campus Administration (School Leadership)	3.1	3.4%	2.3%	2.9%
Educational Aides:	10.7	11.9%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	37.4	41.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	8.1	11.7%	10.3%	11.2%
Hispanic	14.0	20.2%	39.2%	28.9%
White	43.3	62.4%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	4.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.4%	0.9%	1.2%
Teachers by Sex:				
Males	23.8	34.3%	25.0%	24.1%
Females	45.7	65.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	50.5	72.7%	75.8%	72.6%
Masters	18.9	27.1%	22.5%	25.2%
Doctorate	0.1	0.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	7.2%	7.9%	7.9%
1-5 Years Experience	20.1	28.9%	27.4%	26.7%
6-10 Years Experience	21.0	30.2%	24.2%	20.6%
11-20 Years Experience	11.7	16.9%	28.7%	28.6%
21-30 Years Experience	8.1	11.6%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	3.6	5.2%	1.6%	2.9%
Number of Students per Teacher	13.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
Average Years Experience of Assistant Principals	9.3	7.4	5.5
Average Years Experience of Assistant Principals with District	7.7	7.1	4.8
Average Years Experience of Teachers:	10.9	10.4	11.1
Average Years Experience of Teachers with District:	9.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,405	\$56,914	\$51,054
1-5 Years Experience	\$58,880	\$58,997	\$54,577
6-10 Years Experience	\$61,458	\$61,821	\$57,746
11-20 Years Experience	\$64,146	\$63,221	\$61,377
21-30 Years Experience	\$63,175	\$65,542	\$65,949
Over 30 Years Experience	\$71,900	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,686	\$61,600	\$58,887
Professional Support	\$69,528	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,187	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	13.2%	6.2%
Career and Technical Education	0.9	1.3%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	51.1	73.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	12.0	17.2%	14.2%	9.6%
Other	4.5	6.4%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BONDY INT

Campus Number: 101917051

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	81%	82%	79%	90%	-	91%	-	100%	41%	78%	83%	69%	79%	75%
	2021	69%	62%	62%	42%	61%	69%	*	85%	-	*	31%	80%	64%	50%	59%	35%
At Meets Grade Level or Above	2022	56%	47%	55%	41%	53%	62%	-	82%	-	83%	21%	56%	59%	35%	53%	48%
	2021	45%	35%	43%	26%	42%	48%	*	65%	-	*	29%	80%	47%	23%	40%	21%
At Masters Grade Level	2022	37%	27%	34%	23%	31%	41%	-	59%	-	83%	10%	33%	36%	22%	32%	25%
	2021	25%	17%	21%	16%	19%	26%	*	50%	-	*	10%	40%	23%	8%	17%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	58%	32%	58%	71%	-	73%	-	*	38%	67%	61%	48%	57%	58%
	2021	55%	48%	45%	11%	45%	54%	*	70%	-	*	32%	60%	48%	34%	42%	42%
At Meets Grade Level or Above	2022	31%	24%	20%	11%	18%	36%	-	36%	-	*	24%	0%	21%	16%	18%	19%
	2021	27%	18%	16%	0%	15%	27%	*	50%	-	*	25%	20%	18%	9%	16%	13%
At Masters Grade Level	2022	13%	8%	5%	0%	5%	7%	-	0%	-	*	11%	0%	6%	0%	4%	4%
	2021	12%	5%	3%	0%	3%	4%	*	20%	-	*	7%	0%	4%	2%	3%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	88%	59%	90%	88%	*	92%	-	*	55%	89%	90%	79%	87%	87%
	2021	73%	69%	79%	63%	77%	88%	-	95%	-	*	34%	78%	81%	69%	77%	52%
At Meets Grade Level or Above	2022	58%	54%	63%	18%	63%	74%	*	80%	-	*	29%	67%	65%	52%	59%	53%
	2021	46%	39%	49%	38%	47%	58%	-	71%	-	*	25%	22%	51%	33%	46%	16%
At Masters Grade Level	2022	37%	32%	43%	14%	41%	56%	*	64%	-	*	21%	56%	44%	34%	41%	35%
	2021	21%	14%	18%	13%	17%	23%	-	29%	-	*	9%	0%	18%	16%	15%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	83%	57%	84%	83%	*	96%	-	100%	43%	100%	84%	76%	79%	86%
	2021	62%	66%	78%	56%	77%	87%	-	100%	-	*	35%	83%	80%	65%	77%	55%
At Meets Grade Level or Above	2022	40%	40%	52%	22%	50%	65%	*	84%	-	50%	26%	57%	54%	43%	47%	55%
	2021	36%	35%	49%	33%	46%	62%	-	83%	-	*	23%	42%	51%	37%	45%	20%
At Masters Grade Level	2022	14%	11%	15%	4%	14%	15%	*	32%	-	50%	16%	29%	16%	13%	12%	15%
	2021	11%	8%	12%	22%	11%	5%	-	44%	-	*	0%	17%	13%	7%	11%	2%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	81%	64%	80%	86%	*	96%	-	*	43%	100%	82%	69%	78%	78%
	2021	68%	60%	72%	63%	70%	77%	-	90%	-	*	34%	75%	73%	62%	69%	51%
At Meets Grade Level or Above	2022	45%	42%	50%	23%	48%	63%	*	80%	-	*	26%	67%	53%	34%	46%	48%
	2021	43%	31%	40%	50%	36%	54%	-	80%	-	*	28%	50%	42%	24%	36%	19%
At Masters Grade Level	2022	24%	17%	22%	5%	19%	40%	*	52%	-	*	17%	22%	22%	18%	19%	16%
	2021	24%	12%	18%	13%	14%	38%	-	50%	-	*	16%	13%	19%	10%	15%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	74%	45%	73%	81%	*	92%	-	*	40%	89%	76%	55%	71%	70%
	2021	57%	51%	62%	63%	60%	67%	-	81%	-	*	32%	63%	64%	46%	58%	44%
At Meets Grade Level or Above	2022	31%	26%	38%	14%	36%	53%	*	64%	-	*	26%	67%	41%	23%	32%	27%
	2021	28%	19%	24%	25%	20%	44%	-	52%	-	*	26%	13%	25%	14%	18%	8%
At Masters Grade Level	2022	18%	13%	21%	9%	19%	21%	*	52%	-	*	22%	44%	22%	13%	17%	16%
	2021	14%	6%	7%	13%	5%	10%	-	29%	-	*	3%	13%	7%	2%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	85%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	100%
	2021	73%	87%	100%	*	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2022	43%	60%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	100%
	2021	41%	57%	97%	*	96%	100%	-	100%	-	*	*	*	96%	100%	94%	100%
At Masters Grade Level	2022	27%	38%	97%	*	97%	100%	-	91%	-	*	*	80%	97%	100%	98%	100%
	2021	23%	29%	78%	*	75%	74%	-	100%	-	*	*	*	78%	75%	74%	83%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	79%	58%	79%	85%	*	92%	-	86%	44%	89%	81%	66%	77%	77%
	2021	67%	61%	67%	42%	65%	73%	*	89%	-	85%	33%	75%	69%	53%	63%	43%
At Meets Grade Level or Above	2022	48%	43%	50%	23%	48%	62%	*	76%	-	61%	26%	59%	53%	34%	46%	44%
	2021	41%	33%	38%	24%	35%	51%	*	67%	-	63%	26%	41%	41%	23%	34%	16%
At Masters Grade Level	2022	23%	18%	28%	11%	26%	35%	*	51%	-	43%	17%	37%	29%	17%	25%	22%
	2021	18%	12%	15%	11%	13%	21%	*	42%	-	26%	8%	16%	16%	8%	13%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	85%	70%	84%	89%	*	91%	-	90%	49%	83%	87%	74%	83%	81%
	2021	68%	61%	71%	48%	69%	78%	*	90%	-	88%	32%	79%	72%	59%	67%	43%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	45%	59%	30%	58%	68%	*	81%	-	70%	26%	61%	62%	43%	56%	50%
	2021	45%	35%	46%	30%	45%	52%	*	68%	-	63%	28%	53%	49%	28%	43%	19%
At Masters Grade Level	2022	25%	18%	38%	18%	36%	49%	*	62%	-	70%	16%	44%	40%	27%	36%	30%
	2021	18%	12%	20%	15%	18%	24%	*	39%	-	38%	10%	21%	21%	12%	16%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	76%	48%	76%	82%	*	91%	-	90%	42%	89%	78%	63%	74%	76%
	2021	66%	61%	70%	31%	69%	80%	*	93%	-	88%	34%	79%	73%	53%	66%	51%
At Meets Grade Level or Above	2022	42%	37%	47%	20%	45%	61%	*	77%	-	60%	26%	50%	50%	32%	43%	45%
	2021	37%	30%	45%	14%	42%	60%	*	82%	-	63%	25%	42%	48%	28%	40%	20%
At Masters Grade Level	2022	20%	16%	23%	7%	22%	27%	*	38%	-	40%	15%	33%	25%	10%	20%	19%
	2021	18%	11%	20%	10%	18%	20%	*	59%	-	38%	5%	21%	22%	9%	17%	7%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	81%	64%	80%	86%	*	96%	-	*	43%	100%	82%	69%	78%	78%
	2021	71%	65%	72%	63%	70%	77%	-	90%	-	*	34%	75%	73%	62%	69%	51%
At Meets Grade Level or Above	2022	47%	45%	50%	23%	48%	63%	*	80%	-	*	26%	67%	53%	34%	46%	48%
	2021	44%	35%	40%	50%	36%	54%	-	80%	-	*	28%	50%	42%	24%	36%	19%
At Masters Grade Level	2022	21%	16%	22%	5%	19%	40%	*	52%	-	*	17%	22%	22%	18%	19%	16%
	2021	20%	12%	18%	13%	14%	38%	-	50%	-	*	16%	13%	19%	10%	15%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	74%	45%	73%	81%	*	92%	-	*	40%	89%	76%	55%	71%	70%
	2021	73%	69%	62%	63%	60%	67%	-	81%	-	*	32%	63%	64%	46%	58%	44%
At Meets Grade Level or Above	2022	50%	47%	38%	14%	36%	53%	*	64%	-	*	26%	67%	41%	23%	32%	27%
	2021	49%	42%	24%	25%	20%	44%	-	52%	-	*	26%	13%	25%	14%	18%	8%
At Masters Grade Level	2022	30%	26%	21%	9%	19%	21%	*	52%	-	*	22%	44%	22%	13%	17%	16%
	2021	29%	21%	7%	13%	5%	10%	-	29%	-	*	3%	13%	7%	2%	4%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	30%	18%	27%	41%	-	64%	-	67%	18%	22%	33%	18%	27%	26%
	2021	26%	18%	28%	11%	25%	39%	*	60%	-	*	28%	40%	30%	15%	24%	10%
Reading and Mathematics Including EOC	2022	33%	23%	31%	18%	28%	41%	-	64%	-	67%	18%	22%	33%	19%	28%	26%
	2021	27%	18%	28%	11%	25%	39%	*	60%	-	*	28%	40%	30%	15%	24%	10%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	47%	55%	41%	53%	62%	-	82%	-	83%	21%	56%	59%	35%	53%	48%
	2021	45%	35%	43%	26%	42%	48%	*	65%	-	*	29%	80%	47%	23%	40%	21%
Math Including EOC	2022	37%	27%	36%	23%	33%	51%	-	68%	-	67%	28%	33%	38%	24%	33%	34%
	2021	32%	23%	35%	10%	32%	51%	*	70%	-	*	27%	40%	37%	18%	31%	15%
8th Graders																	
Reading and Mathematics	2022	27%	24%	34%	5%	32%	55%	*	57%	-	*	23%	*	35%	28%	29%	31%
	2021	21%	16%	21%	14%	20%	23%	-	50%	-	*	13%	0%	22%	16%	21%	5%
Reading and Mathematics Including EOC	2022	41%	37%	50%	14%	48%	70%	*	76%	-	*	25%	44%	52%	33%	44%	42%
	2021	33%	27%	41%	25%	38%	51%	-	71%	-	*	16%	22%	43%	24%	36%	11%
Reading Including EOC	2022	58%	54%	63%	18%	63%	74%	*	80%	-	*	29%	67%	65%	52%	59%	53%
	2021	47%	38%	49%	38%	47%	58%	-	71%	-	*	25%	22%	51%	33%	46%	16%
Math Including EOC	2022	48%	44%	57%	18%	56%	70%	*	84%	-	*	25%	67%	60%	41%	52%	56%
	2021	43%	39%	56%	22%	53%	68%	-	92%	-	*	23%	44%	58%	40%	52%	25%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	32%	12%	29%	47%	*	61%	-	56%	21%	23%	34%	22%	28%	28%
	2021	26%	15%	25%	12%	23%	33%	*	57%	-	50%	23%	24%	27%	16%	23%	8%
Reading and Mathematics Including EOC	2022	36%	27%	41%	16%	38%	56%	*	70%	-	60%	22%	33%	43%	25%	36%	34%
	2021	28%	17%	34%	15%	32%	45%	*	66%	-	50%	24%	32%	36%	19%	29%	10%
Reading Including EOC	2022	53%	45%	59%	30%	58%	68%	*	81%	-	70%	26%	61%	62%	43%	56%	50%
	2021	41%	30%	46%	30%	45%	52%	*	68%	-	63%	28%	53%	49%	28%	43%	19%
Math Including EOC	2022	43%	34%	47%	20%	45%	61%	*	77%	-	60%	26%	50%	50%	32%	43%	45%
	2021	37%	25%	45%	14%	42%	60%	*	82%	-	63%	25%	42%	48%	28%	40%	20%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	88	86	88	91	-	91	-	100	74	88	89	86	88	91
	2019	77	77	80	88	78	79	*	98	-	*	52	*	80	81	78	79
Grade 7 Mathematics	2022	60	55	61	62	60	74	-	50	-	*	71	*	61	56	62	59
	2019	62	57	60	57	59	67	*	75	-	-	45	*	59	62	58	58
Grade 8 ELA/Reading	2022	83	84	91	82	90	97	*	95	-	*	84	78	90	98	91	89
	2019	77	75	75	70	75	71	-	79	*	*	61	80	76	74	75	74
Grade 8 Mathematics	2022	74	82	86	80	86	88	*	89	-	83	72	100	86	83	82	85
	2019	82	87	84	91	84	84	-	86	*	*	90	92	84	86	85	87
End of Course Algebra I	2022	67	82	100	*	100	100	-	100	-	*	*	100	100	*	100	100
	2019	75	88	97	*	96	100	-	100	-	*	-	-	97	100	97	97
All Grades Both Subjects	2022	74	77	84	78	84	90	*	87	-	90	76	88	85	81	83	83
	2019	69	69	78	78	77	79	*	88	*	67	64	81	78	77	76	77
All Grades ELA/Reading	2022	78	80	90	84	89	94	*	93	-	100	80	82	89	91	89	90
	2019	68	68	78	80	77	75	*	88	*	80	57	75	78	77	76	77
All Grades Mathematics	2022	69	74	79	73	78	86	*	81	-	80	72	93	80	70	77	76
	2019	70	70	78	77	76	82	*	88	*	*	70	88	78	77	76	78

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	79%	-	-	-	-	-	-	63%	-	63%	-	67%	80%	64%	92%
	2021	67%	61%	67%	-	-	-	-	-	-	38%	-	38%	-	47%	72%	41%	100%
At Meets Grade Level or Above	2022	48%	43%	50%	-	-	-	-	-	-	25%	-	25%	-	29%	52%	25%	69%
	2021	41%	33%	38%	-	-	-	-	-	-	13%	-	13%	-	15%	43%	14%	100%
At Masters Grade Level	2022	23%	18%	28%	-	-	-	-	-	-	7%	-	7%	-	11%	30%	8%	41%
	2021	18%	12%	15%	-	-	-	-	-	-	5%	-	5%	-	3%	17%	4%	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	85%	-	-	-	-	-	-	67%	-	67%	-	73%	87%	68%	95%
	2021	68%	61%	71%	-	-	-	-	-	-	38%	-	38%	-	47%	76%	41%	*
At Meets Grade Level or Above	2022	53%	45%	59%	-	-	-	-	-	-	26%	-	26%	-	34%	64%	28%	79%
	2021	45%	35%	46%	-	-	-	-	-	-	20%	-	20%	-	10%	52%	16%	*
At Masters Grade Level	2022	25%	18%	38%	-	-	-	-	-	-	9%	-	9%	-	15%	43%	11%	56%
	2021	18%	12%	20%	-	-	-	-	-	-	8%	-	8%	-	4%	22%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	76%	-	-	-	-	-	-	65%	-	65%	-	61%	75%	65%	91%
	2021	66%	61%	70%	-	-	-	-	-	-	44%	-	44%	-	60%	74%	50%	*
At Meets Grade Level or Above	2022	42%	37%	47%	-	-	-	-	-	-	27%	-	27%	-	27%	47%	26%	69%
	2021	37%	30%	45%	-	-	-	-	-	-	14%	-	14%	-	25%	50%	18%	*
At Masters Grade Level	2022	20%	16%	23%	-	-	-	-	-	-	4%	-	4%	-	12%	24%	6%	39%
	2021	18%	11%	20%	-	-	-	-	-	-	7%	-	7%	-	4%	22%	6%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	81%	-	-	-	-	-	-	60%	-	60%	-	78%	82%	64%	91%
	2021	71%	65%	72%	-	-	-	-	-	-	53%	-	53%	-	46%	76%	50%	*
At Meets Grade Level or Above	2022	47%	45%	50%	-	-	-	-	-	-	29%	-	29%	-	41%	49%	31%	68%
	2021	44%	35%	40%	-	-	-	-	-	-	21%	-	21%	-	14%	44%	18%	*
At Masters Grade Level	2022	21%	16%	22%	-	-	-	-	-	-	12%	-	12%	-	7%	23%	10%	27%
	2021	20%	12%	18%	-	-	-	-	-	-	3%	-	3%	-	4%	21%	3%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	74%	-	-	-	-	-	-	50%	-	50%	-	56%	75%	51%	90%
	2021	73%	69%	62%	-	-	-	-	-	-	42%	-	42%	-	44%	65%	43%	*

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	38%	-	-	-	-	-	-	12%	-	12%	-	11%	42%	11%	51%
	2021	49%	42%	24%	-	-	-	-	-	-	3%	-	3%	-	11%	27%	6%	*
At Masters Grade Level	2022	30%	26%	21%	-	-	-	-	-	-	8%	-	8%	-	7%	21%	7%	31%
	2021	29%	21%	7%	-	-	-	-	-	-	3%	-	3%	-	0%	7%	2%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	84%	-	-	-	-	-	-	80%	-	80%	-	85%	84%	81%	86%
	2019	69%	69%	78%	-	-	-	-	-	-	76%	-	76%	-	73%		76%	
All Grades ELA/Reading	2022	78%	80%	90%	-	-	-	-	-	-	90%	-	90%	-	95%	89%	91%	90%
	2019	68%	68%	78%	-	-	-	-	-	-	76%	-	76%	-	70%		75%	
All Grades Mathematics	2022	69%	74%	79%	-	-	-	-	-	-	70%	-	70%	-	74%	80%	71%	83%
	2019	70%	70%	78%	-	-	-	-	-	-	76%	-	76%	-	76%		76%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	98%	99%	100%	100%	100%	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	95%	83%	96%	94%	67%	100%	-	100%	94%	84%	98%	81%	95%	97%
Not Included in Accountability: Mobile	5%	4%	4%	15%	3%	6%	33%	0%	-	0%	6%	16%	1%	17%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	3%	1%	0%	0%	0%	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	3%	0%	0%	0%	0%	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	96%	100%	100%	* 100%	-	100%	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	92%	91%	95%	83%	96%	94%	* 100%	-	100%	93%	86%	98%	81%	95%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	13%	4%	6%	* 0%	-	0%	7%	14%	2%	17%	4%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	4%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	4%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	96%	100%	100%	* 100%	-	100%	99%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	95%	83%	96%	94%	* 100%	-	100%	92%	86%	98%	81%	95%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	13%	4%	6%	* 0%	-	0%	7%	14%	2%	17%	4%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	4%	0%	0%	* 0%	-	0%	1%	0%	0%	0%	2%	1%	0%
Absent	1%	1%	0%	4%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	* 0%	-	0%	1%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	100%	* 100%	-	*	100%	100%	100%	100%	97%	99%	100%
Included in Accountability	93%	94%	96%	81%	96%	93%	* 100%	-	*	95%	82%	98%	81%	95%	98%	98%
Not Included in Accountability: Mobile	4%	3%	4%	19%	3%	7%	* 0%	-	*	5%	18%	1%	17%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	1%	0%	* 0%	-	*	0%	0%	0%	0%	3%	1%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	0%	1%	0%	*	0%	-	*	0%	0%	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	99%	100%	99%	100%	*	100%	-	*	100%	100%	100%	97%	99%	100%
Included in Accountability	94%	93%	96%	81%	96%	93%	*	100%	-	*	95%	82%	98%	81%	95%	98%
Not Included in Accountability: Mobile	4%	3%	4%	19%	3%	7%	*	0%	-	*	5%	18%	1%	17%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	1%	0%	1%	0%	*	0%	-	*	0%	0%	0%	3%	1%	0%
Absent	1%	3%	1%	0%	1%	0%	*	0%	-	*	0%	0%	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	89%	77%	90%	91%	*	90%	-	91%	94%	95%	90%	85%	88%	95%
Included in Accountability	83%	86%	84%	69%	85%	86%	*	84%	-	73%	87%	90%	88%	66%	83%	80%
Not Included in Accountability: Mobile	3%	3%	4%	8%	3%	4%	*	2%	-	18%	5%	0%	2%	11%	4%	8%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	*	4%	-	0%	2%	5%	0%	8%	2%	8%
Not Tested	11%	7%	11%	23%	10%	9%	*	10%	-	9%	6%	5%	10%	15%	12%	5%
Absent	2%	2%	1%	0%	1%	1%	*	0%	-	0%	1%	5%	1%	2%	1%	1%
Other	10%	4%	10%	23%	9%	8%	*	10%	-	9%	5%	0%	9%	13%	11%	4%
Mathematics																
Assessment Participant	88%	95%	92%	82%	92%	93%	*	96%	-	91%	96%	100%	92%	90%	91%	97%
Included in Accountability	84%	89%	87%	74%	87%	88%	*	90%	-	73%	88%	95%	90%	71%	86%	82%
Not Included in Accountability: Mobile	4%	3%	4%	8%	3%	4%	*	2%	-	18%	6%	0%	2%	11%	4%	8%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	*	4%	-	0%	2%	5%	0%	8%	2%	8%
Not Tested	12%	5%	8%	18%	8%	7%	*	4%	-	9%	4%	0%	8%	10%	9%	3%
Absent	2%	2%	5%	10%	4%	4%	*	2%	-	9%	1%	0%	5%	5%	5%	1%
Other	10%	3%	3%	8%	3%	3%	*	2%	-	0%	3%	0%	3%	5%	4%	2%
Science																
Assessment Participant	87%	92%	89%	62%	90%	91%	-	81%	-	86%	100%	90%	89%	86%	87%	99%
Included in Accountability	84%	88%	84%	62%	86%	89%	-	74%	-	57%	94%	80%	87%	68%	82%	85%
Not Included in Accountability: Mobile	3%	3%	3%	0%	3%	2%	-	0%	-	29%	6%	0%	2%	11%	3%	6%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	7%	-	0%	0%	10%	0%	8%	2%	8%
Not Tested	13%	8%	11%	38%	10%	9%	-	19%	-	14%	0%	10%	11%	14%	13%	1%
Absent	2%	3%	1%	0%	2%	0%	-	0%	-	0%	0%	10%	1%	4%	2%	1%
Other	10%	5%	10%	38%	8%	9%	-	19%	-	14%	0%	0%	10%	9%	11%	0%
Social Studies																
Assessment Participant	87%	92%	88%	62%	89%	91%	-	85%	-	86%	97%	90%	88%	85%	86%	95%
Included in Accountability	84%	89%	83%	62%	84%	89%	-	78%	-	57%	91%	80%	86%	67%	81%	81%
Not Included in Accountability: Mobile	3%	2%	3%	0%	3%	2%	-	0%	-	29%	6%	0%	2%	11%	3%	6%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	-	7%	-	0%	0%	10%	0%	8%	2%	8%
Not Tested	13%	8%	12%	38%	11%	9%	-	15%	-	14%	3%	10%	12%	15%	14%	5%
Absent	3%	4%	1%	0%	1%	0%	-	0%	-	0%	0%	10%	1%	1%	2%	3%
Other	10%	4%	11%	38%	10%	9%	-	15%	-	14%	3%	0%	11%	13%	13%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.7%	93.8%	95.6%	96.2%	*	98.8%	*	96.9%	94.8%	95.2%	95.2%
2019-20	98.3%	98.1%	98.9%	98.1%	98.9%	98.7%	*	99.9%	*	*	98.3%	98.6%	98.8%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.3%	26.4%	12.4%	8.0%	*	3.9%	*	0.0%	15.3%	14.5%	13.6%
2019-20	6.7%	8.8%	5.1%	12.2%	4.9%	7.8%	*	0.0%	*	0.0%	9.5%	6.8%	4.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.1%	0.0%	0.0%	0.9%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BONDY INT (101917051) - 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	2020-21	25.9%	21.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	30.1%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.4%	15.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	21.2%	14.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2020-21	14.4%	10.6%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	16.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.6%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	7.3%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	10.3%	7.5%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	9.7%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2020-21	4.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	4.2%	3.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	17.3%	-	-	-	-	-	-	-	-	-	-	-
	2020	22.0%	17.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	12.1%	10.3%	-	-	-	-	-	-	-	-	-	-	-
	2020	12.7%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	6.1%	5.3%	-	-	-	-	-	-	-	-	-	-	-
	2020	6.4%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	8.7%	8.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	9.4%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2021	11.6%	7.1%	-	-	-	-	-	-	-	-	-	-	-
	2020	12.4%	8.4%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	48.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	38.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	32.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	47.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	32.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BONDY INT (101917051) - 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	2021	42.2%	25.2%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	32.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	85.2%	?	-	-	?	-	-	-	-	-	-	-
	2019-20	76.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2020-21	32.9%	19.1%	*	-	-	*	-	-	-	-	-	-	-
	2019-20	35.7%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	923	*	-	-	*	-	-	-	-	-	-	-
	2019-20	1019	939	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2020-21	504	462	*	-	-	*	-	-	-	-	-	-	-
	2019-20	513	469	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	498	461	*	-	-	*	-	-	-	-	-	-	-
	2019-20	506	470	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.6	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.2	21.0	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	21.4	-	-	-	-	-	-	-	-	-	-	-
	2019-20	19.9	20.7	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	21.3	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.1	21.0	-	-	-	-	-	-	-	-	-	-	-
Science	2020-21	20.3	21.9	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.5	21.3	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	961	100.0%	49,255	5,402,928	961	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	465	48.4%	7.8%	7.7%	465	48.4%	7.8%	7.7%
Grade 8	496	51.6%	7.8%	7.9%	496	51.6%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	49	5.1%	8.1%	12.8%	49	5.1%	8.1%	12.8%
Hispanic	761	79.2%	82.8%	52.8%	761	79.2%	82.8%	52.7%
White	96	10.0%	5.2%	26.3%	96	10.0%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	47	4.9%	3.0%	4.8%	47	4.9%	3.0%	4.8%
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%	2.9%	6	0.6%	0.7%	2.9%
Sex:								
Female	472	49.1%	48.3%	48.9%	472	49.1%	48.3%	48.8%
Male	489	50.9%	51.7%	51.1%	489	50.9%	51.7%	51.2%
Economically Disadvantaged	610	63.5%	79.4%	60.7%	610	63.5%	79.4%	60.6%
Non-Educationally Disadvantaged	351	36.5%	20.6%	39.3%	351	36.5%	20.6%	39.4%
Section 504 Students	89	9.3%	5.8%	7.4%	89	9.3%	5.8%	7.4%
EB Students/EL	193	20.1%	32.6%	21.7%	193	20.1%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	10	0.9%	0.8%	0.6%				
Students w/ Dyslexia	60	6.2%	4.9%	5.0%	60	6.2%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.3%	0.7%	1.1%	3	0.3%	0.7%	1.1%
Immigrant	17	1.8%	3.4%	2.0%	17	1.8%	3.4%	2.0%
Migrant	2	0.2%	0.2%	0.3%	2	0.2%	0.2%	0.3%
Title I	961	100.0%	67.8%	64.3%	961	100.0%	67.7%	64.3%
Military Connected	5	0.5%	0.4%	3.3%	5	0.5%	0.4%	3.3%
At-Risk	605	63.0%	69.4%	53.5%	605	63.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	161	16.8%	30.5%	21.9%	161	16.8%	30.4%	21.8%
Gifted and Talented Education	93	9.7%	5.5%	8.0%	93	9.7%	5.5%	8.0%
Special Education	99	10.3%	12.4%	11.6%	99	10.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	99							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	53.5%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	22	22.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	126	11.7%	14.7%	13.6%				
By Ethnicity:								
African American	19	1.8%	2.1%	2.5%				
Hispanic	84	7.8%	11.1%	6.6%				
White	16	1.5%	1.0%	3.5%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	4	0.4%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	14.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	24	13.6%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	92	12.4%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	64	12.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.2%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.7%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	18.3	14.5	16.3
Foreign Languages	22.5	18.9	18.4
Mathematics	16.6	16.1	17.5
Science	21.0	16.1	18.5
Social Studies	21.0	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	88.6	100.0%	100.0%	100.0%
Professional Staff:	75.7	85.5%	59.0%	64.1%
Teachers	65.2	73.6%	45.5%	49.3%
Professional Support	7.3	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	3.2	3.6%	2.3%	2.9%
Educational Aides:	12.8	14.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	1.0	n/a	14.0	1,176.0
Total Minority Staff:	37.2	42.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.6	3.9%	10.3%	11.2%
Hispanic	16.3	25.0%	39.2%	28.9%
White	43.2	66.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.1	3.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.5%	0.9%	1.2%
Teachers by Sex:				
Males	21.2	32.5%	25.0%	24.1%
Females	44.0	67.5%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	49.2	75.5%	75.8%	72.6%
Masters	14.9	22.9%	22.5%	25.2%
Doctorate	1.1	1.7%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	6.1%	7.9%	7.9%
1-5 Years Experience	24.1	37.0%	27.4%	26.7%
6-10 Years Experience	15.8	24.3%	24.2%	20.6%
11-20 Years Experience	17.2	26.4%	28.7%	28.6%
21-30 Years Experience	2.0	3.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	3.1%	1.6%	2.9%
Number of Students per Teacher	14.7	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.0	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
Average Years Experience of Assistant Principals	7.3	7.4	5.5
Average Years Experience of Assistant Principals with District	7.3	7.1	4.8
Average Years Experience of Teachers:	8.6	10.4	11.1
Average Years Experience of Teachers with District:	7.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,251	\$56,914	\$51,054
1-5 Years Experience	\$59,109	\$58,997	\$54,577
6-10 Years Experience	\$62,923	\$61,821	\$57,746
11-20 Years Experience	\$61,709	\$63,221	\$61,377
21-30 Years Experience	\$68,105	\$65,542	\$65,949
Over 30 Years Experience	\$65,332	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,893	\$61,600	\$58,887
Professional Support	\$69,139	\$76,167	\$69,505
Campus Administration (School Leadership)	\$94,907	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	48.3	74.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	14.2	21.7%	14.2%	9.6%
Other	1.8	2.8%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THE SUMMIT (INTERMEDIATE)

Campus Number: 101917055

2022 Accountability Rating: Not Rated

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	69%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	56%	47%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	45%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	27%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	55%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	24%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	27%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	8%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	12%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	73%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	54%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	46%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	32%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	21%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	62%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	40%	40%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	36%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	14%	11%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	11%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	74%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	68%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	45%	42%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	43%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	24%	17%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	24%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	57%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	26%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	28%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	13%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2021	14%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	8%	-	8%	-	-	-	-	-	-	-	13%	0%	8%	9%
At Meets Grade Level or Above	2022	48%	43%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
At Masters Grade Level	2022	23%	18%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2022	53%	45%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2022	25%	18%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	0%	-	0%	-	-	-	-	-	-	-	*	*	*	0%
At Meets Grade Level or Above	2022	42%	37%	0%	-	0%	-	-	-	-	-	-	-	*	*	*	0%
At Masters Grade Level	2022	20%	16%	0%	-	0%	-	-	-	-	-	-	-	*	*	*	0%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2022	47%	45%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Masters Grade Level	2022	21%	16%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
All Grades Social Studies																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	75%	75%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2022	50%	47%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2022	30%	26%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	23%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Reading and Mathematics Including EOC	2022	33%	23%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Reading Including EOC	2022	56%	47%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Math Including EOC	2022	37%	27%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
8th Graders																	
Reading and Mathematics	2022	27%	24%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Reading and Mathematics Including EOC	2022	41%	37%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Reading Including EOC	2022	58%	54%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Math Including EOC	2022	48%	44%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Reading and Mathematics Including EOC	2022	36%	27%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Reading Including EOC	2022	53%	45%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
Math Including EOC	2022	43%	34%	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
2021-22 Progress (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	88	89	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	77	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2022	60	55	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	62	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2022	83	84	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	77	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2022	74	82	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	82	87	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	77	29	-	29	-	-	-	-	-	-	-	*	*	33	33
	2019	69	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78	80	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	68	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	74	*	-	*	-	-	-	-	-	-	-	*	*	*	*
	2019	70	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	8%	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	*
	2021	67%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	43%	0%	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	*
	2021	41%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	18%	0%	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	*
	2021	18%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2021	68%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	53%	45%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2021	45%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	25%	18%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2021	18%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	0%	-	-	-	-	-	-	*	-	*	-	-	-	*	*
	2021	66%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	42%	37%	0%	-	-	-	-	-	-	*	-	*	-	-	-	*	*
	2021	37%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	20%	16%	0%	-	-	-	-	-	-	*	-	*	-	-	-	*	*
	2021	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	2021	71%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	45%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	2021	44%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	16%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	2021	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	*
	2021	73%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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 Meets Grade Level or Above	2022	50%	47%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	*
	2021	49%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	30%	26%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	*
	2021	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	29%	-	-	-	-	-	-	33%	-	33%	-	-	*	33%	-
	2019	69%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78%	80%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2019	68%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69%	74%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
	2019	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	98%	100%	-	-	-	-	100%	-	98%	99%	99%	98%
Included in Accountability	93%	93%	4%	0%	4%	0%	-	-	-	-	0%	-	3%	5%	4%	7%
Not Included in Accountability: Mobile	5%	4%	95%	100%	93%	100%	-	-	-	-	100%	-	95%	94%	95%	91%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	1%
Not Tested	1%	2%	1%	0%	2%	0%	-	-	-	-	0%	-	2%	1%	1%	2%
Absent	1%	2%	1%	0%	2%	0%	-	-	-	-	0%	-	2%	1%	1%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	100%	97%	100%	-	-	-	-	100%	-	98%	97%	98%	96%
Included in Accountability	92%	91%	3%	0%	4%	0%	-	-	-	-	0%	-	2%	5%	4%	4%
Not Included in Accountability: Mobile	5%	4%	93%	100%	92%	100%	-	-	-	-	100%	-	94%	92%	94%	90%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	-	-	-	0%	-	1%	0%	0%	1%
Not Tested	1%	2%	2%	0%	3%	0%	-	-	-	-	0%	-	2%	3%	2%	4%
Absent	1%	2%	2%	0%	3%	0%	-	-	-	-	0%	-	2%	3%	2%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	-	100%	-	99%	100%	99%	100%
Included in Accountability	93%	94%	4%	0%	5%	0%	-	-	-	-	0%	-	4%	5%	4%	8%
Not Included in Accountability: Mobile	5%	4%	95%	100%	94%	100%	-	-	-	-	100%	-	95%	95%	95%	92%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	-	0%	-	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	-	0%	-	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	98%	100%	97%	*	-	-	-	-	100%	-	97%	100%	98%	100%
Included in Accountability	93%	94%	2%	0%	3%	*	-	-	-	-	0%	-	3%	0%	3%	6%
Not Included in Accountability: Mobile	4%	3%	96%	100%	95%	*	-	-	-	-	100%	-	95%	100%	95%	94%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	2%	0%	3%	*	-	-	-	-	0%	-	3%	0%	3%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	2%	0%	3%	*	-	-	-	-	0%	-	3%	0%	3%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	100%	100%	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	5%	0%	6%	*	-	-	-	-	0%	-	4%	6%	6%	8%
Not Included in Accountability: Mobile	4%	3%	95%	100%	94%	*	-	-	-	-	100%	-	96%	94%	94%	92%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	3%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	75%	*	76%	*	-	-	-	-	*	-	69%	*	79%	100%
Included in Accountability	83%	86%	0%	*	0%	*	-	-	-	-	*	-	0%	*	0%	0%
Not Included in Accountability: Mobile	3%	3%	70%	*	71%	*	-	-	-	-	*	-	63%	*	74%	88%
Not Included in Accountability: Other Exclusions	3%	5%	5%	*	6%	*	-	-	-	-	*	-	6%	*	5%	13%
Not Tested	11%	7%	25%	*	24%	*	-	-	-	-	*	-	31%	*	21%	0%
Absent	2%	2%	25%	*	24%	*	-	-	-	-	*	-	31%	*	21%	0%
Other	10%	4%	0%	*	0%	*	-	-	-	-	*	-	0%	*	0%	0%
Mathematics																
Assessment Participant	88%	95%	87%	*	85%	*	-	-	-	-	-	-	82%	*	87%	71%
Included in Accountability	84%	89%	0%	*	0%	*	-	-	-	-	-	-	0%	*	0%	0%
Not Included in Accountability: Mobile	4%	3%	87%	*	85%	*	-	-	-	-	-	-	82%	*	87%	71%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	0%	*	0%	*	-	-	-	-	-	-	0%	*	0%	0%
Not Tested	12%	5%	13%	*	15%	*	-	-	-	-	-	-	18%	*	13%	29%
Absent	2%	2%	13%	*	15%	*	-	-	-	-	-	-	18%	*	13%	29%
Other	10%	3%	0%	*	0%	*	-	-	-	-	-	-	0%	*	0%	0%
Science																
Assessment Participant	87%	92%	50%	-	50%	*	-	-	-	-	40%	*	50%	50%	52%	86%
Included in Accountability	84%	88%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Mobile	3%	3%	50%	-	50%	*	-	-	-	-	40%	*	50%	50%	52%	86%
Not Included in Accountability: Other Exclusions	0%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	50%	-	50%	*	-	-	-	-	60%	*	50%	50%	48%	14%
Absent	2%	3%	50%	-	50%	*	-	-	-	-	60%	*	50%	50%	48%	14%
Other	10%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	92%	62%	-	60%	*	-	-	-	-	60%	*	63%	60%	65%	86%
Included in Accountability	84%	89%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Mobile	3%	2%	62%	-	60%	*	-	-	-	-	60%	*	63%	60%	65%	86%
Not Included in Accountability: Other Exclusions	0%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	38%	-	40%	*	-	-	-	-	40%	*	38%	40%	35%	14%
Absent	3%	4%	38%	-	40%	*	-	-	-	-	40%	*	38%	40%	35%	14%
Other	10%	4%	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
2021-22 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													
2020-21	95.0%	93.9%	84.1%	*	83.2%	*	-	*	-	-	*	84.3%	84.1%
2019-20	98.3%	98.1%	90.7%	89.6%	90.8%	*	-	*	-	*	89.6%	90.3%	91.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	48.3%	50.0%	50.0%	36.4%	-	*	-	-	40.0%	49.1%	45.2%
2019-20	6.7%	8.8%	36.2%	34.8%	36.2%	50.0%	-	*	-	*	42.9%	38.6%	40.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	65	100.0%	49,255	5,402,928	65	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	6	9.2%	7.2%	7.2%	6	9.2%	7.1%	7.2%
Grade 6	9	13.8%	7.1%	7.4%	9	13.8%	7.1%	7.4%
Grade 7	17	26.2%	7.8%	7.7%	17	26.2%	7.8%	7.7%
Grade 8	33	50.8%	7.8%	7.9%	33	50.8%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	4	6.2%	8.1%	12.8%	4	6.2%	8.1%	12.8%
Hispanic	58	89.2%	82.8%	52.8%	58	89.2%	82.8%	52.7%
White	1	1.5%	5.2%	26.3%	1	1.5%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	1.5%	3.0%	4.8%	1	1.5%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	1.5%	0.7%	2.9%	1	1.5%	0.7%	2.9%
Sex:								
Female	22	33.8%	48.3%	48.9%	22	33.8%	48.3%	48.8%
Male	43	66.2%	51.7%	51.1%	43	66.2%	51.7%	51.2%
Economically Disadvantaged	52	80.0%	79.4%	60.7%	52	80.0%	79.4%	60.6%
Non-Educationally Disadvantaged	13	20.0%	20.6%	39.3%	13	20.0%	20.6%	39.4%
Section 504 Students	9	13.8%	5.8%	7.4%	9	13.8%	5.8%	7.4%
EB Students/EL	26	40.0%	32.6%	21.7%	26	40.0%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	16	12.5%	0.8%	0.6%				
Students w/ Dyslexia	9	13.8%	4.9%	5.0%	9	13.8%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	1	1.5%	3.4%	2.0%	1	1.5%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	67.8%	64.3%	0	0.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	65	100.0%	69.4%	53.5%	65	100.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	25	38.5%	30.5%	21.9%	25	38.5%	30.4%	21.8%
Gifted and Talented Education	1	1.5%	5.5%	8.0%	1	1.5%	5.5%	8.0%
Special Education	10	15.4%	12.4%	11.6%	10	15.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	10							
By Type of Primary Disability								
Students with Intellectual Disabilities	5	50.0%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	0	0.0%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	128	100.0%	14.7%	13.6%				
By Ethnicity:								
African American	8	6.3%	2.1%	2.5%				
Hispanic	108	84.4%	11.1%	6.6%				
White	11	8.6%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.8%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	22	100.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	44	100.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	117	100.0%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	0	0.0%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	0.0%	0.5%	0.6%	-	0.0%	0.6%
Grade 7	0.0%	0.8%	0.7%	0.0%	0.4%	0.7%
Grade 8	0.0%	0.5%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	4.8	17.4	20.2
Grade 6	4.5	17.2	19.2
Secondary:			
English/Language Arts	8.0	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	6.6	16.1	17.5
Science	7.7	16.1	18.5
Social Studies	7.7	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	9.0	100.0%	100.0%	100.0%
Professional Staff:	9.0	100.0%	59.0%	64.1%
Teachers	8.9	99.6%	45.5%	49.3%
Professional Support	0.0	0.4%	10.1%	10.7%
Campus Administration (School Leadership)	0.0	0.0%	2.3%	2.9%
Educational Aides:	0.0	0.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	0.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	6.0	66.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.9	32.8%	10.3%	11.2%
Hispanic	3.0	33.6%	39.2%	28.9%
White	3.0	33.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	5.9	65.8%	25.0%	24.1%
Females	3.1	34.2%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	7.9	88.2%	75.8%	72.6%
Masters	0.1	0.6%	22.5%	25.2%
Doctorate	1.0	11.2%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	11.2%	7.9%	7.9%
1-5 Years Experience	4.9	54.6%	27.4%	26.7%
6-10 Years Experience	3.1	34.2%	24.2%	20.6%
11-20 Years Experience	0.0	0.0%	28.7%	28.6%
21-30 Years Experience	0.0	0.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	7.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.0	6.3
Average Years Experience of Principals with District	0.0	7.7	5.4
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:	5.2	10.4	11.1
Average Years Experience of Teachers with District:	4.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,891	\$58,997	\$54,577
6-10 Years Experience	\$62,576	\$61,821	\$57,746
11-20 Years Experience	-	\$63,221	\$61,377
21-30 Years Experience	-	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,010	\$61,600	\$58,887
Professional Support	\$69,328	\$76,167	\$69,505
Campus Administration (School Leadership)	-	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.1	0.8%	0.5%	1.7%
Regular Education	6.8	76.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.0	22.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BAILEY EL

Campus Number: 101917101

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	73%	*	72%	*	-	*	-	-	31%	60%	72%	80%	70%	68%
	2021	67%	59%	46%	*	44%	83%	-	-	-	-	6%	*	45%	50%	44%	43%
At Meets Grade Level or Above	2022	51%	42%	41%	*	41%	*	-	*	-	-	15%	60%	42%	40%	41%	29%
	2021	39%	27%	20%	*	20%	33%	-	-	-	-	0%	*	24%	0%	17%	19%
At Masters Grade Level	2022	30%	21%	29%	*	27%	*	-	*	-	-	0%	20%	29%	30%	30%	26%
	2021	19%	12%	13%	*	13%	17%	-	-	-	-	0%	*	15%	0%	11%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	64%	*	63%	*	-	*	-	-	36%	60%	65%	55%	63%	71%
	2021	62%	51%	37%	*	36%	67%	-	-	-	-	13%	*	38%	31%	36%	43%
At Meets Grade Level or Above	2022	43%	33%	40%	*	39%	*	-	*	-	-	29%	40%	40%	36%	39%	45%
	2021	31%	18%	10%	*	9%	17%	-	-	-	-	0%	*	11%	0%	8%	10%
At Masters Grade Level	2022	21%	13%	18%	*	17%	*	-	*	-	-	14%	20%	18%	18%	20%	23%
	2021	14%	6%	3%	*	3%	0%	-	-	-	-	0%	*	3%	0%	2%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	73%	*	71%	100%	-	-	-	*	29%	*	69%	91%	73%	70%
	2021	63%	54%	67%	*	67%	80%	*	-	-	*	35%	*	71%	50%	65%	73%
At Meets Grade Level or Above	2022	54%	48%	43%	*	43%	67%	-	-	-	*	0%	*	44%	41%	41%	40%
	2021	36%	25%	39%	*	37%	60%	*	-	-	*	29%	*	39%	36%	37%	44%
At Masters Grade Level	2022	28%	21%	32%	*	31%	56%	-	-	-	*	0%	*	31%	36%	29%	28%
	2021	17%	8%	19%	*	18%	20%	*	-	-	*	0%	*	22%	9%	17%	29%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	60%	*	61%	67%	-	-	-	*	18%	*	60%	61%	60%	62%
	2021	59%	50%	70%	*	69%	80%	*	-	-	*	41%	*	70%	68%	69%	79%
At Meets Grade Level or Above	2022	43%	35%	36%	*	35%	67%	-	-	-	*	12%	*	39%	26%	34%	36%
	2021	36%	21%	43%	*	42%	60%	*	-	-	*	24%	*	46%	32%	41%	52%
At Masters Grade Level	2022	23%	15%	22%	*	24%	22%	-	-	-	*	6%	*	24%	17%	21%	23%
	2021	21%	10%	24%	*	22%	40%	*	-	-	*	0%	*	26%	14%	23%	33%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	67%	42%	66%	88%	-	*	-	*	28%	50%	66%	73%	66%	67%
	2021	67%	61%	55%	25%	54%	74%	*	-	-	*	25%	28%	56%	50%	53%	61%
At Meets Grade Level or Above	2022	48%	43%	40%	0%	39%	69%	-	*	-	*	13%	31%	41%	35%	38%	38%
	2021	41%	33%	29%	0%	28%	44%	*	-	-	*	17%	6%	30%	21%	26%	32%
At Masters Grade Level	2022	23%	18%	26%	0%	25%	46%	-	*	-	*	5%	13%	26%	26%	25%	25%
	2021	18%	12%	14%	0%	13%	19%	*	-	-	*	1%	0%	16%	7%	12%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	73%	50%	71%	100%	-	*	-	*	30%	50%	70%	88%	72%	69%
	2021	68%	61%	56%	*	55%	82%	*	-	-	*	21%	29%	58%	50%	54%	59%
At Meets Grade Level or Above	2022	53%	45%	43%	0%	42%	69%	-	*	-	*	7%	38%	43%	41%	41%	36%
	2021	45%	35%	29%	*	28%	45%	*	-	-	*	15%	0%	31%	21%	26%	32%
At Masters Grade Level	2022	25%	18%	31%	0%	29%	62%	-	*	-	*	0%	13%	30%	34%	29%	27%
	2021	18%	12%	16%	*	16%	18%	*	-	-	*	0%	0%	18%	5%	14%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	62%	33%	62%	77%	-	*	-	*	26%	50%	62%	59%	61%	65%
	2021	66%	61%	53%	*	52%	73%	*	-	-	*	27%	29%	53%	53%	52%	62%
At Meets Grade Level or Above	2022	42%	37%	38%	0%	37%	69%	-	*	-	*	19%	25%	39%	29%	36%	40%
	2021	37%	30%	26%	*	25%	36%	*	-	-	*	12%	14%	28%	18%	24%	32%
At Masters Grade Level	2022	20%	16%	21%	0%	21%	31%	-	*	-	*	10%	13%	21%	18%	21%	23%
	2021	18%	11%	13%	*	12%	18%	*	-	-	*	0%	0%	14%	8%	12%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	28%	*	26%	*	-	*	-	-	15%	40%	28%	30%	27%	20%
	2021	24%	12%	9%	*	8%	17%	-	-	-	-	0%	*	10%	0%	7%	10%
Reading and Mathematics Including EOC	2022	36%	25%	28%	*	26%	*	-	*	-	-	15%	40%	28%	30%	27%	20%
	2021	24%	12%	9%	*	8%	17%	-	-	-	-	0%	*	10%	0%	7%	10%
Reading Including EOC	2022	51%	42%	42%	*	41%	*	-	*	-	-	15%	60%	42%	40%	41%	30%
	2021	38%	27%	20%	*	20%	33%	-	-	-	-	0%	*	24%	0%	17%	19%
Math Including EOC	2022	43%	33%	40%	*	39%	*	-	*	-	-	29%	40%	41%	36%	40%	47%
	2021	31%	18%	10%	*	9%	17%	-	-	-	-	0%	*	11%	0%	8%	10%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	30%	*	30%	44%	-	-	-	*	0%	*	32%	18%	26%	28%
	2021	26%	13%	32%	*	30%	60%	*	-	-	*	24%	*	34%	23%	31%	38%
Reading and Mathematics Including EOC	2022	36%	27%	30%	*	30%	44%	-	-	-	*	0%	*	32%	18%	26%	28%
	2021	26%	13%	32%	*	30%	60%	*	-	-	*	24%	*	34%	23%	31%	38%
Reading Including EOC	2022	54%	48%	43%	*	43%	67%	-	-	-	*	0%	*	44%	41%	41%	40%
	2021	36%	25%	39%	*	37%	60%	*	-	-	*	29%	*	39%	36%	37%	44%
Math Including EOC	2022	43%	35%	36%	*	35%	67%	-	-	-	*	12%	*	39%	26%	34%	36%
	2021	36%	21%	43%	*	42%	60%	*	-	-	*	24%	*	46%	32%	41%	52%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	29%	0%	28%	54%	-	*	-	*	7%	25%	30%	22%	27%	25%
	2021	26%	15%	20%	*	19%	36%	*	-	-	*	12%	0%	22%	13%	18%	24%
Reading and Mathematics Including EOC	2022	36%	27%	29%	0%	28%	54%	-	*	-	*	7%	25%	30%	22%	27%	25%
	2021	28%	17%	20%	*	19%	36%	*	-	-	*	12%	0%	22%	13%	18%	24%
Reading Including EOC	2022	53%	45%	43%	0%	42%	69%	-	*	-	*	7%	38%	43%	41%	41%	36%
	2021	41%	30%	29%	*	28%	45%	*	-	-	*	15%	0%	31%	21%	26%	32%
Math Including EOC	2022	43%	34%	38%	0%	37%	69%	-	*	-	*	19%	25%	40%	29%	36%	40%
	2021	37%	25%	26%	*	25%	36%	*	-	-	*	12%	14%	28%	18%	24%	32%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	84	*	85	81	-	-	-	*	67	*	84	84	86	74
	2019	61	66	65	*	66	*	-	*	-	-	20	*	64	73	65	73
Grade 4 Mathematics	2022	74	79	81	*	81	88	-	-	-	*	47	*	82	76	81	80
	2019	65	61	73	*	74	*	-	*	-	-	50	60	72	76	73	82
All Grades Both Subjects	2022	74	77	83	*	83	84	-	-	-	*	56	*	83	80	83	78
	2019	69	69	69	25	71	*	-	*	-	-	36	69	68	75	69	78
All Grades ELA/Reading	2022	78	80	84	*	85	81	-	-	-	*	67	*	84	84	86	74
	2019	68	68	65	*	66	*	-	*	-	-	20	*	64	73	65	73
All Grades Mathematics	2022	69	74	81	*	81	88	-	-	-	*	47	*	82	76	81	80
	2019	70	70	73	*	74	*	-	*	-	-	50	60	72	76	73	82

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	67%	69%	-	51%	97%	-	-	-	-	-	-	42%	68%	67%	-
	2021	67%	61%	55%	62%	-	42%	86%	-	-	-	-	-	-	60%	50%	61%	-
At Meets Grade Level or Above	2022	48%	43%	40%	39%	-	17%	71%	-	-	-	-	-	-	25%	42%	38%	-
	2021	41%	33%	29%	33%	-	13%	57%	-	-	-	-	-	-	30%	26%	32%	-
At Masters Grade Level	2022	23%	18%	26%	25%	-	9%	48%	-	-	-	-	-	-	25%	26%	25%	-
	2021	18%	12%	14%	20%	-	9%	34%	-	-	-	-	-	-	5%	11%	19%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	73%	71%	-	51%	100%	-	-	-	-	-	-	50%	76%	69%	-
	2021	68%	61%	56%	58%	-	37%	84%	-	-	-	-	-	-	71%	55%	59%	-
At Meets Grade Level or Above	2022	53%	45%	43%	36%	-	16%	66%	-	-	-	-	-	-	33%	47%	36%	-
	2021	45%	35%	29%	31%	-	11%	57%	-	-	-	-	-	-	43%	27%	32%	-
At Masters Grade Level	2022	25%	18%	31%	26%	-	9%	52%	-	-	-	-	-	-	33%	34%	27%	-
	2021	18%	12%	16%	23%	-	9%	41%	-	-	-	-	-	-	14%	12%	22%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	62%	68%	-	51%	93%	-	-	-	-	-	-	33%	60%	65%	-
	2021	66%	61%	53%	63%	-	43%	86%	-	-	-	-	-	-	57%	47%	62%	-
At Meets Grade Level or Above	2022	42%	37%	38%	42%	-	19%	76%	-	-	-	-	-	-	17%	36%	40%	-
	2021	37%	30%	26%	33%	-	15%	54%	-	-	-	-	-	-	29%	22%	32%	-
At Masters Grade Level	2022	20%	16%	21%	24%	-	9%	45%	-	-	-	-	-	-	17%	19%	23%	-
	2021	18%	11%	13%	22%	-	11%	35%	-	-	-	-	-	-	0%	8%	20%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	83%	79%	-	66%	100%	-	-	-	-	-	-	*	86%	78%	-
	2019	69%	69%	69%	79%	-	70%	90%	-	-	-	-	-	-	78%		79%	-
All Grades ELA/Reading	2022	78%	80%	84%	76%	-	60%	100%	-	-	-	-	-	-	*	89%	74%	-
	2019	68%	68%	65%	70%	-	46%	90%	-	-	-	-	-	-	80%		72%	-
All Grades Mathematics	2022	69%	74%	81%	81%	-	69%	100%	-	-	-	-	-	-	*	83%	80%	-
	2019	70%	70%	73%	84%	-	80%	90%	-	-	-	-	-	-	75%		82%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	*	-	*	98%	100%	100%	96%	100%	99%
Included in Accountability	93%	93%	94%	67%	95%	93%	-	*	-	*	98%	100%	98%	79%	95%	93%
Not Included in Accountability: Mobile	5%	4%	4%	33%	3%	7%	-	*	-	*	0%	0%	2%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	6%	1%	3%
Not Tested	1%	2%	1%	0%	1%	0%	-	*	-	*	2%	0%	0%	4%	0%	1%
Absent	1%	2%	1%	0%	1%	0%	-	*	-	*	2%	0%	0%	4%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	*	-	*	97%	100%	100%	95%	99%	100%
Included in Accountability	92%	91%	93%	67%	95%	93%	-	*	-	*	97%	100%	98%	76%	95%	93%
Not Included in Accountability: Mobile	5%	4%	4%	33%	3%	7%	-	*	-	*	0%	0%	2%	12%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	*	-	*	0%	0%	0%	7%	1%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	*	-	*	3%	0%	0%	5%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	*	-	*	3%	0%	0%	5%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	-	*	-	*	100%	100%	100%	98%	100%	99%
Included in Accountability	93%	94%	94%	67%	96%	93%	-	*	-	*	100%	100%	98%	81%	95%	93%
Not Included in Accountability: Mobile	5%	4%	4%	33%	3%	7%	-	*	-	*	0%	0%	2%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	2%	0%	1%
Absent	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	2%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	83%	86%	92%	60%	94%	79%	*	-	-	*	89%	100%	96%	76%	93%	93%
Not Included in Accountability: Mobile	3%	3%	7%	40%	5%	21%	*	-	-	*	11%	0%	3%	22%	7%	6%
Not Included in Accountability: Other Exclusions	3%	5%	0%	0%	0%	0%	*	-	-	*	0%	0%	1%	0%	0%	1%
Not Tested	11%	7%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	2%	0%	0%
Absent	2%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	2%	0%	0%
Other	10%	4%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	84%	89%	92%	60%	94%	79%	*	-	-	*	89%	100%	96%	76%	93%	93%
Not Included in Accountability: Mobile	4%	3%	7%	40%	5%	21%	*	-	-	*	11%	0%	3%	22%	7%	6%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	1%	0%	0%	1%
Not Tested	12%	5%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	2%	0%	0%
Absent	2%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	2%	0%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	94.6%	95.3%	94.6%	94.6%	*	*	-	*	94.0%	94.5%	95.7%
2019-20	98.3%	98.1%	98.5%	96.3%	98.5%	98.7%	-	*	-	*	98.3%	98.4%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.2%	36.4%	18.5%	21.6%	*	*	-	*	24.3%	20.6%	11.0%
2019-20	6.7%	8.8%	7.9%	14.3%	7.8%	7.1%	-	*	-	*	10.3%	8.1%	5.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	623	100.0%	49,255	5,402,928	623	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	1	0.2%	0.3%	0.3%	1	0.2%	0.4%	0.4%
Pre-Kindergarten	74	11.9%	4.2%	4.1%	74	11.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	74	11.9%	4.2%	3.5%	74	11.9%	4.2%	3.5%
Kindergarten	102	16.4%	6.2%	6.8%	102	16.4%	6.2%	6.8%
Grade 1	122	19.6%	7.4%	7.1%	122	19.6%	7.4%	7.1%
Grade 2	103	16.5%	6.5%	7.1%	103	16.5%	6.5%	7.1%
Grade 3	94	15.1%	6.4%	7.1%	94	15.1%	6.4%	7.1%
Grade 4	127	20.4%	6.9%	7.1%	127	20.4%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	36	5.8%	8.1%	12.8%	36	5.8%	8.1%	12.8%
Hispanic	533	85.6%	82.8%	52.8%	533	85.6%	82.8%	52.7%
White	50	8.0%	5.2%	26.3%	50	8.0%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	3.0%	4.8%	1	0.2%	3.0%	4.8%
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%	2.9%	3	0.5%	0.7%	2.9%
Sex:								
Female	301	48.3%	48.3%	48.9%	301	48.3%	48.3%	48.8%
Male	322	51.7%	51.7%	51.1%	322	51.7%	51.7%	51.2%
Economically Disadvantaged	553	88.8%	79.4%	60.7%	553	88.8%	79.4%	60.6%
Non-Educationally Disadvantaged	70	11.2%	20.6%	39.3%	70	11.2%	20.6%	39.4%
Section 504 Students	20	3.2%	5.8%	7.4%	20	3.2%	5.8%	7.4%
EB Students/EL	236	37.9%	32.6%	21.7%	236	37.9%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	17	2.7%	4.9%	5.0%	17	2.7%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	19	3.0%	0.7%	1.1%	19	3.0%	0.7%	1.1%
Immigrant	25	4.0%	3.4%	2.0%	25	4.0%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	623	100.0%	67.8%	64.3%	623	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	426	68.4%	69.4%	53.5%	426	68.4%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	278	44.6%	30.5%	21.9%	278	44.6%	30.4%	21.8%
Gifted and Talented Education	15	2.4%	5.5%	8.0%	15	2.4%	5.5%	8.0%
Special Education	88	14.1%	12.4%	11.6%	88	14.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	88							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	19.3%	44.4%	43.0%				
Students with Physical Disabilities	25	28.4%	18.2%	20.8%				
Students with Autism	31	35.2%	21.3%	14.7%				
Students with Behavioral Disabilities	8	9.1%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	7	8.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	91	18.6%	14.7%	13.6%				
By Ethnicity:								
African American	5	1.0%	2.1%	2.5%				
Hispanic	68	13.9%	11.1%	6.6%				
White	15	3.1%	1.0%	3.5%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	15.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	17	9.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	82	18.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	98	20.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	8.2%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	1.4%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	2.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.1	17.0	18.7
Grade 1	20.9	18.2	18.7
Grade 2	17.1	16.7	18.6
Grade 3	14.5	15.8	18.7
Grade 4	16.1	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	76.9	100.0%	100.0%	100.0%
Professional Staff:	57.8	75.1%	59.0%	64.1%
Teachers	49.1	63.8%	45.5%	49.3%
Professional Support	6.7	8.7%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	2.9%
Educational Aides:	19.1	24.9%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	53.7	69.8%	65.4%	52.1%
Teachers by Ethnicity:				
African American	5.0	10.2%	10.3%	11.2%
Hispanic	23.1	47.0%	39.2%	28.9%
White	20.0	40.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	6.1%	25.0%	24.1%
Females	46.1	93.9%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	44.1	89.8%	75.8%	72.6%
Masters	4.0	8.2%	22.5%	25.2%
Doctorate	1.0	2.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.1%	7.9%	7.9%
1-5 Years Experience	13.0	26.5%	27.4%	26.7%
6-10 Years Experience	10.0	20.4%	24.2%	20.6%
11-20 Years Experience	17.0	34.6%	28.7%	28.6%
21-30 Years Experience	5.0	10.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.1	0.1%	1.6%	2.9%
Number of Students per Teacher	12.7	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	27.0	8.0	6.3
Average Years Experience of Principals with District	27.0	7.7	5.4
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:	10.6	10.4	11.1
Average Years Experience of Teachers with District:	9.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,372	\$56,914	\$51,054
1-5 Years Experience	\$59,096	\$58,997	\$54,577
6-10 Years Experience	\$61,243	\$61,821	\$57,746
11-20 Years Experience	\$63,471	\$63,221	\$61,377
21-30 Years Experience	\$59,403	\$65,542	\$65,949
Over 30 Years Experience	\$97,378	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,062	\$61,600	\$58,887
Professional Support	\$66,321	\$76,167	\$69,505
Campus Administration (School Leadership)	\$108,051	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	9.5	19.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	36.7	74.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.9	6.0%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FISHER EL

Campus Number: 101917102

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	68%	83%	65%	80%	-	*	-	*	58%	-	65%	85%	63%	66%
	2021	67%	59%	63%	*	60%	83%	-	-	-	-	44%	*	62%	67%	63%	67%
At Meets Grade Level or Above	2022	51%	42%	40%	17%	40%	60%	-	*	-	*	32%	-	42%	31%	31%	32%
	2021	39%	27%	31%	*	31%	50%	-	-	-	-	28%	*	34%	17%	30%	33%
At Masters Grade Level	2022	30%	21%	17%	0%	14%	60%	-	*	-	*	0%	-	19%	8%	10%	7%
	2021	19%	12%	19%	*	18%	33%	-	-	-	-	6%	*	22%	0%	16%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	62%	33%	63%	60%	-	*	-	*	42%	-	59%	77%	55%	63%
	2021	62%	51%	58%	*	57%	83%	-	-	-	-	56%	*	61%	42%	58%	64%
At Meets Grade Level or Above	2022	43%	33%	31%	33%	28%	60%	-	*	-	*	32%	-	28%	46%	26%	32%
	2021	31%	18%	23%	*	21%	67%	-	-	-	-	33%	*	26%	8%	22%	22%
At Masters Grade Level	2022	21%	13%	12%	0%	9%	40%	-	*	-	*	11%	-	14%	0%	8%	12%
	2021	14%	6%	7%	*	8%	0%	-	-	-	-	11%	*	8%	0%	5%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	68%	*	66%	100%	-	-	-	-	50%	*	71%	56%	68%	73%
	2021	63%	54%	50%	*	51%	*	-	*	*	*	17%	*	52%	46%	50%	50%
At Meets Grade Level or Above	2022	54%	48%	43%	*	41%	80%	-	-	-	-	35%	*	47%	25%	41%	38%
	2021	36%	25%	25%	*	25%	*	-	*	*	*	17%	*	27%	21%	26%	16%
At Masters Grade Level	2022	28%	21%	19%	*	18%	60%	-	-	-	-	15%	*	22%	6%	16%	18%
	2021	17%	8%	8%	*	8%	*	-	*	*	*	4%	*	10%	0%	8%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	60%	*	61%	100%	-	-	-	-	40%	*	65%	38%	59%	71%
	2021	59%	50%	50%	*	51%	*	-	*	*	*	25%	*	53%	42%	49%	56%
At Meets Grade Level or Above	2022	43%	35%	34%	*	32%	100%	-	-	-	-	25%	*	39%	13%	30%	40%
	2021	36%	21%	22%	*	22%	*	-	*	*	*	8%	*	27%	8%	21%	24%
At Masters Grade Level	2022	23%	15%	14%	*	13%	40%	-	-	-	-	10%	*	17%	0%	11%	13%
	2021	21%	10%	12%	*	11%	*	-	*	*	*	0%	*	13%	8%	12%	12%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	65%	50%	64%	85%	-	*	-	*	47%	*	65%	62%	61%	69%
	2021	67%	61%	52%	27%	52%	67%	-	83%	*	*	29%	20%	55%	43%	51%	55%
At Meets Grade Level or Above	2022	48%	43%	37%	25%	35%	75%	-	*	-	*	31%	*	39%	28%	32%	35%
	2021	41%	33%	23%	0%	22%	43%	-	50%	*	*	18%	0%	26%	13%	23%	21%
At Masters Grade Level	2022	23%	18%	15%	0%	13%	50%	-	*	-	*	9%	*	18%	3%	11%	13%
	2021	18%	12%	9%	0%	9%	19%	-	17%	*	*	4%	0%	11%	2%	8%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	68%	80%	65%	90%	-	*	-	*	54%	*	68%	69%	65%	70%
	2021	68%	61%	56%	50%	55%	67%	-	*	*	*	29%	*	57%	53%	56%	58%
At Meets Grade Level or Above	2022	53%	45%	42%	30%	40%	70%	-	*	-	*	33%	*	44%	28%	36%	35%
	2021	45%	35%	28%	0%	28%	44%	-	*	*	*	21%	*	30%	19%	28%	24%
At Masters Grade Level	2022	25%	18%	18%	0%	16%	60%	-	*	-	*	8%	*	20%	7%	13%	13%
	2021	18%	12%	13%	0%	12%	33%	-	*	*	*	5%	*	16%	0%	12%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	61%	20%	62%	80%	-	*	-	*	41%	*	62%	55%	57%	67%
	2021	66%	61%	54%	17%	54%	78%	-	*	*	*	38%	*	57%	42%	53%	60%
At Meets Grade Level or Above	2022	42%	37%	32%	20%	30%	80%	-	*	-	*	28%	*	33%	28%	28%	36%
	2021	37%	30%	23%	0%	21%	56%	-	*	*	*	19%	*	26%	8%	21%	23%
At Masters Grade Level	2022	20%	16%	13%	0%	11%	40%	-	*	-	*	10%	*	15%	0%	9%	13%
	2021	18%	11%	10%	0%	9%	11%	-	*	*	*	5%	*	10%	6%	9%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	23%	17%	20%	60%	-	*	-	*	26%	-	23%	23%	18%	17%
	2021	24%	12%	20%	*	18%	50%	-	-	-	-	28%	*	22%	8%	18%	18%
Reading and Mathematics Including EOC	2022	36%	25%	23%	17%	20%	60%	-	*	-	*	26%	-	23%	23%	18%	17%
	2021	24%	12%	20%	*	18%	50%	-	-	-	-	28%	*	22%	8%	18%	18%
Reading Including EOC	2022	51%	42%	40%	17%	40%	60%	-	*	-	*	32%	-	42%	31%	31%	32%
	2021	38%	27%	31%	*	31%	50%	-	-	-	-	28%	*	34%	17%	30%	33%
Math Including EOC	2022	43%	33%	31%	33%	28%	60%	-	*	-	*	32%	-	28%	46%	26%	32%
	2021	31%	18%	23%	*	21%	67%	-	-	-	-	33%	*	26%	8%	22%	22%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	26%	*	24%	80%	-	-	-	-	25%	*	31%	7%	21%	27%
	2021	26%	13%	13%	*	11%	*	-	*	*	*	8%	*	15%	4%	11%	6%
Reading and Mathematics Including EOC	2022	36%	27%	26%	*	24%	80%	-	-	-	-	25%	*	31%	7%	21%	27%
	2021	26%	13%	13%	*	11%	*	-	*	*	*	8%	*	15%	4%	11%	6%
Reading Including EOC	2022	54%	48%	44%	*	41%	80%	-	-	-	-	35%	*	47%	27%	41%	39%
	2021	36%	25%	25%	*	25%	*	-	*	*	*	17%	*	27%	21%	26%	16%
Math Including EOC	2022	43%	35%	34%	*	32%	100%	-	-	-	-	25%	*	39%	13%	31%	41%
	2021	36%	21%	22%	*	22%	*	-	*	*	*	8%	*	27%	8%	21%	24%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	10%	22%	70%	-	*	-	*	26%	*	27%	14%	19%	22%
	2021	26%	15%	16%	0%	14%	44%	-	*	*	*	17%	*	18%	6%	14%	12%
Reading and Mathematics Including EOC	2022	36%	27%	25%	10%	22%	70%	-	*	-	*	26%	*	27%	14%	19%	22%
	2021	28%	17%	16%	0%	14%	44%	-	*	*	*	17%	*	18%	6%	14%	12%
Reading Including EOC	2022	53%	45%	42%	30%	41%	70%	-	*	-	*	33%	*	44%	29%	36%	35%
	2021	41%	30%	28%	0%	28%	44%	-	*	*	*	21%	*	30%	19%	28%	24%
Math Including EOC	2022	43%	34%	33%	20%	30%	80%	-	*	-	*	28%	*	33%	29%	28%	36%
	2021	37%	25%	23%	0%	21%	56%	-	*	*	*	19%	*	26%	8%	21%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	66	*	64	*	-	-	-	-	80	-	68	56	65	56
	2019	61	66	63	63	65	*	-	-	-	*	76	*	66	47	65	72
Grade 4 Mathematics	2022	74	79	77	*	75	*	-	-	-	-	63	*	81	50	78	84
	2019	65	61	53	25	55	*	-	-	-	*	67	42	53	53	54	58
All Grades Both Subjects	2022	74	77	72	83	70	94	-	-	-	-	71	*	75	53	72	74
	2019	69	69	57	44	59	50	-	-	-	*	71	30	59	50	58	62
All Grades ELA/Reading	2022	78	80	66	*	64	*	-	-	-	-	80	-	68	56	65	56
	2019	68	68	63	63	65	*	-	-	-	*	76	*	66	47	65	72
All Grades Mathematics	2022	69	74	77	*	75	*	-	-	-	-	63	*	81	50	78	84
	2019	70	70	53	25	55	*	-	-	-	*	67	42	53	53	54	58

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	65%	70%	-	59%	87%	-	-	-	-	-	-	50%	61%	68%	*
	2021	67%	61%	52%	61%	-	38%	85%	-	-	-	-	-	-	23%	49%	55%	-
At Meets Grade Level or Above	2022	48%	43%	37%	35%	-	16%	63%	-	-	-	-	-	-	25%	39%	34%	*
	2021	41%	33%	23%	24%	-	10%	39%	-	-	-	-	-	-	3%	25%	21%	-
At Masters Grade Level	2022	23%	18%	15%	13%	-	2%	28%	-	-	-	-	-	-	10%	18%	13%	*
	2021	18%	12%	9%	10%	-	2%	18%	-	-	-	-	-	-	0%	10%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	68%	70%	-	59%	87%	-	-	-	-	-	-	60%	67%	69%	*
	2021	68%	61%	56%	60%	-	33%	90%	-	-	-	-	-	-	42%	54%	58%	-
At Meets Grade Level or Above	2022	53%	45%	42%	34%	-	14%	63%	-	-	-	-	-	-	30%	48%	33%	*
	2021	45%	35%	28%	27%	-	12%	43%	-	-	-	-	-	-	8%	32%	24%	-
At Masters Grade Level	2022	25%	18%	18%	12%	-	0%	30%	-	-	-	-	-	-	10%	23%	12%	*
	2021	18%	12%	13%	13%	-	0%	28%	-	-	-	-	-	-	0%	14%	12%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	61%	70%	-	59%	87%	-	-	-	-	-	-	40%	55%	67%	*
	2021	66%	61%	54%	66%	-	47%	88%	-	-	-	-	-	-	17%	48%	60%	-
At Meets Grade Level or Above	2022	42%	37%	32%	36%	-	18%	63%	-	-	-	-	-	-	20%	29%	35%	*
	2021	37%	30%	23%	27%	-	9%	45%	-	-	-	-	-	-	0%	22%	23%	-
At Masters Grade Level	2022	20%	16%	13%	14%	-	5%	27%	-	-	-	-	-	-	10%	13%	13%	*
	2021	18%	11%	10%	10%	-	5%	15%	-	-	-	-	-	-	0%	11%	8%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	72%	77%	-	90%	69%	-	-	-	-	-	-	60%	70%	74%	*
	2019	69%	69%	57%	58%	-	55%	61%	-	-	-	-	-	-	75%		61%	
All Grades ELA/Reading	2022	78%	80%	66%	50%	-	-	50%	-	-	-	-	-	-	60%	72%	52%	*
	2019	68%	68%	63%	68%	-	*	63%	-	-	-	-	-	-	86%		73%	
All Grades Mathematics	2022	69%	74%	77%	89%	-	90%	88%	-	-	-	-	-	-	60%	68%	86%	*
	2019	70%	70%	53%	55%	-	53%	59%	-	-	-	-	-	-	64%		56%	

* 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
2021-22 STAAR Participation (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	91%	77%	92%	100%	-	67%	-	*	93%	*	98%	67%	92%	92%
Not Included in Accountability: Mobile	5%	4%	9%	23%	8%	0%	-	33%	-	*	7%	*	2%	33%	8%	8%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	77%	92%	100%	-	*	-	*	93%	*	98%	67%	92%	92%
Not Included in Accountability: Mobile	5%	4%	9%	23%	8%	0%	-	*	-	*	7%	*	2%	33%	8%	8%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	77%	92%	100%	-	*	-	*	93%	*	98%	67%	92%	92%
Not Included in Accountability: Mobile	5%	4%	9%	23%	8%	0%	-	*	-	*	7%	*	2%	33%	8%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	98%	100%	98%	100%	-	*	*	*	96%	*	98%	100%	98%	100%
Included in Accountability	83%	86%	88%	60%	89%	82%	-	*	*	*	88%	*	91%	78%	88%	88%
Not Included in Accountability: Mobile	3%	3%	7%	40%	5%	18%	-	*	*	*	0%	*	4%	22%	6%	6%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	3%	0%	-	*	*	*	8%	*	4%	0%	3%	6%
Not Tested	11%	7%	2%	0%	2%	0%	-	*	*	*	4%	*	2%	0%	2%	0%
Absent	2%	2%	1%	0%	1%	0%	-	*	*	*	0%	*	1%	0%	1%	0%
Other	10%	4%	1%	0%	1%	0%	-	*	*	*	4%	*	1%	0%	1%	0%
Mathematics																
Assessment Participant	88%	95%	98%	100%	97%	100%	-	*	*	*	94%	*	97%	100%	97%	99%
Included in Accountability	84%	89%	88%	60%	89%	82%	-	*	*	*	88%	*	91%	78%	88%	88%
Not Included in Accountability: Mobile	4%	3%	7%	40%	5%	18%	-	*	*	*	0%	*	4%	22%	6%	6%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	-	*	*	*	6%	*	3%	0%	3%	5%
Not Tested	12%	5%	2%	0%	3%	0%	-	*	*	*	6%	*	3%	0%	3%	1%
Absent	2%	2%	1%	0%	1%	0%	-	*	*	*	0%	*	1%	0%	1%	0%
Other	10%	3%	1%	0%	2%	0%	-	*	*	*	6%	*	2%	0%	2%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER EL (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													
2020-21	95.0%	93.9%	94.6%	92.6%	94.5%	96.8%	-	*	*	*	93.5%	94.3%	96.0%
2019-20	98.3%	98.1%	98.6%	97.1%	98.7%	98.7%	-	*	*	*	98.5%	98.5%	99.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	17.2%	29.6%	17.4%	6.9%	-	0.0%	*	*	20.7%	18.0%	12.7%
2019-20	6.7%	8.8%	6.7%	18.2%	6.6%	2.9%	-	0.0%	*	*	7.7%	7.9%	3.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	560	100.0%	49,255	5,402,928	560	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	9	1.6%	0.3%	0.3%	9	1.6%	0.4%	0.4%
Pre-Kindergarten	55	9.8%	4.2%	4.1%	55	9.8%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	55	9.8%	4.2%	3.5%	55	9.8%	4.2%	3.5%
Kindergarten	93	16.6%	6.2%	6.8%	93	16.6%	6.2%	6.8%
Grade 1	109	19.5%	7.4%	7.1%	109	19.5%	7.4%	7.1%
Grade 2	100	17.9%	6.5%	7.1%	100	17.9%	6.5%	7.1%
Grade 3	101	18.0%	6.4%	7.1%	101	18.0%	6.4%	7.1%
Grade 4	93	16.6%	6.9%	7.1%	93	16.6%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	32	5.7%	8.1%	12.8%	32	5.7%	8.1%	12.8%
Hispanic	482	86.1%	82.8%	52.8%	482	86.1%	82.8%	52.7%
White	39	7.0%	5.2%	26.3%	39	7.0%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	5	0.9%	3.0%	4.8%	5	0.9%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.7%	2.9%	2	0.4%	0.7%	2.9%
Sex:								
Female	282	50.4%	48.3%	48.9%	282	50.4%	48.3%	48.8%
Male	278	49.6%	51.7%	51.1%	278	49.6%	51.7%	51.2%
Economically Disadvantaged	486	86.8%	79.4%	60.7%	486	86.8%	79.4%	60.6%
Non-Educationally Disadvantaged	74	13.2%	20.6%	39.3%	74	13.2%	20.6%	39.4%
Section 504 Students	13	2.3%	5.8%	7.4%	13	2.3%	5.8%	7.4%
EB Students/EL	250	44.6%	32.6%	21.7%	250	44.6%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	21	3.8%	4.9%	5.0%	21	3.8%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	20	3.6%	3.4%	2.0%	20	3.6%	3.4%	2.0%
Migrant	4	0.7%	0.2%	0.3%	4	0.7%	0.2%	0.3%
Title I	560	100.0%	67.8%	64.3%	560	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	426	76.1%	69.4%	53.5%	426	76.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	289	51.6%	30.5%	21.9%	289	51.6%	30.4%	21.8%
Gifted and Talented Education	31	5.5%	5.5%	8.0%	31	5.5%	5.5%	8.0%
Special Education	87	15.5%	12.4%	11.6%	87	15.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	34.5%	44.4%	43.0%				
Students with Physical Disabilities	26	29.9%	18.2%	20.8%				
Students with Autism	24	27.6%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	86	17.8%	14.7%	13.6%				
By Ethnicity:								
African American	12	2.5%	2.1%	2.5%				
Hispanic	66	13.7%	11.1%	6.6%				
White	4	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.4%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	4.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	9.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	75	18.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	116	23.9%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
FISHER EL (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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	14.0%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	7.0%	6.2%	1.7%	10.5%	4.0%	2.2%
Grade 3	3.6%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.2%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	12.9	17.0	18.7
Grade 1	15.4	18.2	18.7
Grade 2	13.1	16.7	18.6
Grade 3	16.5	15.8	18.7
Grade 4	15.4	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	58.7	73.2%	59.0%	64.1%
Teachers	50.1	62.4%	45.5%	49.3%
Professional Support	6.6	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.5%	2.3%	2.9%
Educational Aides:	21.5	26.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	54.8	68.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.0%	10.3%	11.2%
Hispanic	29.0	57.9%	39.2%	28.9%
White	20.1	40.1%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	6.0	12.0%	25.0%	24.1%
Females	44.1	88.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	43.0	85.8%	75.8%	72.6%
Masters	7.1	14.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.0%	7.9%	7.9%
1-5 Years Experience	14.0	27.9%	27.4%	26.7%
6-10 Years Experience	12.1	24.1%	24.2%	20.6%
11-20 Years Experience	14.0	27.9%	28.7%	28.6%
21-30 Years Experience	7.0	14.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.2	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	10.4	10.4	11.1
Average Years Experience of Teachers with District:	8.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,154	\$56,914	\$51,054
1-5 Years Experience	\$59,191	\$58,997	\$54,577
6-10 Years Experience	\$62,254	\$61,821	\$57,746
11-20 Years Experience	\$63,083	\$63,221	\$61,377
21-30 Years Experience	\$62,032	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,353	\$61,600	\$58,887
Professional Support	\$65,559	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,961	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.7	27.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	30.1	60.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FISHER EL (101917102) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	6.2	12.5%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FREEMAN EL

Campus Number: 101917103

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	66%	100%	65%	*	-	-	-	*	36%	-	63%	75%	66%	48%
	2021	67%	59%	61%	43%	61%	*	-	-	-	*	0%	*	60%	62%	60%	57%
At Meets Grade Level or Above	2022	51%	42%	38%	71%	35%	*	-	-	-	*	27%	-	33%	56%	40%	19%
	2021	39%	27%	23%	0%	21%	*	-	-	-	*	0%	*	23%	23%	23%	24%
At Masters Grade Level	2022	30%	21%	18%	14%	19%	*	-	-	-	*	0%	-	19%	13%	18%	11%
	2021	19%	12%	12%	0%	13%	*	-	-	-	*	0%	*	13%	8%	11%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	57%	71%	58%	*	-	-	-	*	18%	-	58%	56%	58%	67%
	2021	62%	51%	38%	0%	39%	*	-	-	-	*	0%	*	40%	31%	37%	57%
At Meets Grade Level or Above	2022	43%	33%	24%	0%	28%	*	-	-	-	*	18%	-	27%	13%	25%	30%
	2021	31%	18%	12%	0%	13%	*	-	-	-	*	0%	*	15%	0%	11%	24%
At Masters Grade Level	2022	21%	13%	4%	0%	5%	*	-	-	-	*	9%	-	6%	0%	5%	11%
	2021	14%	6%	5%	0%	4%	*	-	-	-	*	0%	*	6%	0%	3%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	76%	64%	78%	*	*	-	-	*	20%	80%	81%	65%	75%	68%
	2021	63%	54%	46%	20%	49%	*	-	*	-	*	13%	*	50%	35%	46%	33%
At Meets Grade Level or Above	2022	54%	48%	43%	36%	43%	*	*	-	-	*	10%	60%	47%	35%	44%	44%
	2021	36%	25%	21%	0%	23%	*	-	*	-	*	0%	*	24%	10%	22%	21%
At Masters Grade Level	2022	28%	21%	16%	0%	17%	*	*	-	-	*	0%	20%	21%	4%	15%	20%
	2021	17%	8%	1%	0%	1%	*	-	*	-	*	0%	*	2%	0%	1%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	53%	27%	57%	*	*	-	-	*	10%	60%	64%	26%	53%	80%
	2021	59%	50%	34%	0%	37%	*	-	*	-	*	0%	*	40%	15%	35%	33%
At Meets Grade Level or Above	2022	43%	35%	28%	9%	30%	*	*	-	-	*	10%	40%	32%	17%	27%	48%
	2021	36%	21%	9%	0%	8%	*	-	*	-	*	0%	*	10%	5%	8%	9%
At Masters Grade Level	2022	23%	15%	7%	0%	5%	*	*	-	-	*	10%	40%	8%	4%	5%	8%
	2021	21%	10%	4%	0%	3%	*	-	*	-	*	0%	*	5%	0%	3%	2%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	63%	61%	65%	50%	*	-	-	*	21%	70%	67%	54%	63%	65%
	2021	67%	61%	43%	17%	45%	36%	-	50%	-	57%	5%	33%	46%	33%	42%	36%
At Meets Grade Level or Above	2022	48%	43%	33%	28%	34%	30%	*	-	-	*	17%	50%	35%	29%	34%	35%
	2021	41%	33%	14%	0%	14%	18%	-	33%	-	29%	0%	17%	15%	10%	14%	13%
At Masters Grade Level	2022	23%	18%	11%	3%	12%	20%	*	-	-	*	5%	30%	13%	5%	11%	13%
	2021	18%	12%	4%	0%	4%	18%	-	17%	-	0%	0%	17%	5%	1%	3%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	72%	78%	72%	60%	*	-	-	*	29%	80%	72%	69%	71%	58%
	2021	68%	61%	53%	33%	54%	*	-	*	-	*	7%	40%	55%	45%	52%	41%
At Meets Grade Level or Above	2022	53%	45%	41%	50%	39%	40%	*	-	-	*	19%	60%	40%	44%	42%	31%
	2021	45%	35%	22%	0%	22%	*	-	*	-	*	0%	20%	23%	15%	22%	22%
At Masters Grade Level	2022	25%	18%	17%	6%	18%	20%	*	-	-	*	0%	20%	20%	8%	17%	15%
	2021	18%	12%	6%	0%	6%	*	-	*	-	*	0%	20%	7%	3%	6%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	55%	44%	57%	40%	*	-	-	*	14%	60%	61%	38%	56%	73%
	2021	66%	61%	36%	0%	38%	*	-	*	-	*	0%	40%	40%	21%	36%	41%
At Meets Grade Level or Above	2022	42%	37%	26%	6%	29%	20%	*	-	-	*	14%	40%	30%	15%	26%	38%
	2021	37%	30%	10%	0%	10%	*	-	*	-	*	0%	20%	12%	3%	9%	14%
At Masters Grade Level	2022	20%	16%	6%	0%	5%	20%	*	-	-	*	10%	40%	7%	3%	5%	10%
	2021	18%	11%	4%	0%	3%	*	-	*	-	*	0%	20%	5%	0%	3%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	19%	0%	23%	*	-	-	-	*	9%	-	21%	13%	20%	19%
	2021	24%	12%	8%	0%	7%	*	-	-	-	*	0%	*	9%	0%	8%	14%
Reading and Mathematics Including EOC	2022	36%	25%	19%	0%	23%	*	-	-	-	*	9%	-	21%	13%	20%	19%
	2021	24%	12%	8%	0%	7%	*	-	-	-	*	0%	*	9%	0%	8%	14%
Reading Including EOC	2022	51%	42%	38%	71%	35%	*	-	-	-	*	27%	-	33%	56%	40%	19%
	2021	38%	27%	23%	0%	21%	*	-	-	-	*	0%	*	23%	23%	23%	24%
Math Including EOC	2022	43%	33%	24%	0%	28%	*	-	-	-	*	18%	-	27%	13%	25%	30%
	2021	31%	18%	12%	0%	13%	*	-	-	-	*	0%	*	15%	0%	11%	24%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	20%	0%	22%	*	*	-	-	*	10%	40%	25%	9%	19%	28%
	2021	26%	13%	6%	0%	6%	*	-	*	-	*	0%	*	8%	0%	6%	7%
Reading and Mathematics Including EOC	2022	36%	27%	20%	0%	22%	*	*	-	-	*	10%	40%	25%	9%	19%	28%
	2021	26%	13%	6%	0%	6%	*	-	*	-	*	0%	*	8%	0%	6%	7%
Reading Including EOC	2022	54%	48%	43%	36%	43%	*	*	-	-	*	10%	60%	47%	35%	44%	44%
	2021	36%	25%	21%	0%	23%	*	-	*	-	*	0%	*	24%	10%	22%	21%
Math Including EOC	2022	43%	35%	28%	9%	30%	*	*	-	-	*	10%	40%	32%	17%	27%	48%
	2021	36%	21%	9%	0%	8%	*	-	*	-	*	0%	*	10%	5%	8%	9%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	19%	0%	22%	20%	*	-	-	*	10%	40%	23%	10%	20%	23%
	2021	26%	15%	7%	0%	6%	*	-	*	-	*	0%	20%	9%	0%	7%	9%
Reading and Mathematics Including EOC	2022	36%	27%	19%	0%	22%	20%	*	-	-	*	10%	40%	23%	10%	20%	23%
	2021	28%	17%	7%	0%	6%	*	-	*	-	*	0%	20%	9%	0%	7%	9%
Reading Including EOC	2022	53%	45%	41%	50%	39%	40%	*	-	-	*	19%	60%	40%	44%	42%	31%
	2021	41%	30%	22%	0%	22%	*	-	*	-	*	0%	20%	23%	15%	22%	22%
Math Including EOC	2022	43%	34%	26%	6%	29%	20%	*	-	-	*	14%	40%	30%	15%	26%	38%
	2021	37%	25%	10%	0%	10%	*	-	*	-	*	0%	20%	12%	3%	9%	14%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	88	90	88	*	*	-	-	*	88	*	87	92	88	*
	2019	61	66	73	78	69	80	-	-	-	-	83	-	75	65	74	*
Grade 4 Mathematics	2022	74	79	72	70	72	*	*	-	-	*	40	80	76	58	72	76
	2019	65	61	69	50	71	70	-	-	-	-	50	*	67	75	70	67
All Grades Both Subjects	2022	74	77	79	80	78	*	*	-	-	*	61	89	80	74	78	75
	2019	69	69	70	64	71	75	-	-	-	-	67	*	70	71	71	67
All Grades ELA/Reading	2022	78	80	88	90	88	*	*	-	-	*	88	*	87	92	88	*
	2019	68	68	73	78	69	80	-	-	-	-	83	-	75	65	74	*
All Grades Mathematics	2022	69	74	72	70	72	*	*	-	-	*	40	80	76	58	72	76
	2019	70	70	69	50	71	70	-	-	-	-	50	*	67	75	70	67

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	63%	70%	-	70%	-	-	-	-	-	-	-	38%	62%	65%	-
	2021	67%	61%	43%	39%	-	39%	-	-	-	-	-	-	-	0%	48%	36%	-
At Meets Grade Level or Above	2022	48%	43%	33%	39%	-	39%	-	-	-	-	-	-	-	13%	33%	35%	-
	2021	41%	33%	14%	14%	-	14%	-	-	-	-	-	-	-	0%	14%	13%	-
At Masters Grade Level	2022	23%	18%	11%	14%	-	14%	-	-	-	-	-	-	-	0%	10%	13%	-
	2021	18%	12%	4%	4%	-	4%	-	-	-	-	-	-	-	0%	4%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	72%	60%	-	60%	-	-	-	-	-	-	-	*	79%	58%	-
	2021	68%	61%	53%	43%	-	43%	-	-	-	-	-	-	-	*	62%	41%	-
At Meets Grade Level or Above	2022	53%	45%	41%	33%	-	33%	-	-	-	-	-	-	-	*	47%	31%	-
	2021	45%	35%	22%	23%	-	23%	-	-	-	-	-	-	-	*	21%	22%	-
At Masters Grade Level	2022	25%	18%	17%	18%	-	18%	-	-	-	-	-	-	-	*	17%	15%	-
	2021	18%	12%	6%	7%	-	7%	-	-	-	-	-	-	-	*	6%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	55%	80%	-	80%	-	-	-	-	-	-	-	*	45%	73%	-
	2021	66%	61%	36%	43%	-	43%	-	-	-	-	-	-	-	*	32%	41%	-
At Meets Grade Level or Above	2022	42%	37%	26%	44%	-	44%	-	-	-	-	-	-	-	*	18%	38%	-
	2021	37%	30%	10%	15%	-	15%	-	-	-	-	-	-	-	*	7%	14%	-
At Masters Grade Level	2022	20%	16%	6%	11%	-	11%	-	-	-	-	-	-	-	*	3%	10%	-
	2021	18%	11%	4%	5%	-	5%	-	-	-	-	-	-	-	*	4%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	79%	83%	-	83%	-	-	-	-	-	-	-	50%	80%	75%	-
	2019	69%	69%	70%	66%	-	66%	-	-	-	-	-	-	-	67%		66%	-
All Grades ELA/Reading	2022	78%	80%	88%	-	-	-	-	-	-	-	-	-	-	*	90%	*	-
	2019	68%	68%	73%	-	-	-	-	-	-	-	-	-	-	*		*	-
All Grades Mathematics	2022	69%	74%	72%	83%	-	83%	-	-	-	-	-	-	-	*	69%	76%	-
	2019	70%	70%	69%	66%	-	66%	-	-	-	-	-	-	-	*		66%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	93%	86%	94%	100%	*	-	-	*	88%	71%	96%	86%	93%	95%
Not Included in Accountability: Mobile	5%	4%	6%	14%	6%	0%	*	-	-	*	13%	29%	4%	13%	7%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	1%	0%	1%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	1%	0%	1%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	-	-	*	100%	100%	100%	98%	99%	98%
Included in Accountability	92%	91%	93%	86%	94%	100%	*	-	-	*	88%	71%	96%	85%	93%	95%
Not Included in Accountability: Mobile	5%	4%	6%	14%	6%	0%	*	-	-	*	13%	29%	4%	13%	7%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	1%	0%	*	-	-	*	0%	0%	0%	2%	1%	2%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	0%	*	-	-	*	0%	0%	0%	2%	1%	2%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	86%	94%	100%	*	-	-	*	88%	71%	96%	87%	93%	96%
Not Included in Accountability: Mobile	5%	4%	6%	14%	6%	0%	*	-	-	*	13%	29%	4%	13%	7%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	96%	89%	97%	83%	-	*	-	*	100%	100%	97%	93%	96%	99%
Included in Accountability	83%	86%	87%	67%	89%	67%	-	*	-	*	83%	100%	91%	73%	86%	89%
Not Included in Accountability: Mobile	3%	3%	6%	22%	4%	17%	-	*	-	*	6%	0%	4%	13%	7%	3%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	4%	0%	-	*	-	*	11%	0%	2%	7%	3%	7%
Not Tested	11%	7%	4%	11%	3%	17%	-	*	-	*	0%	0%	3%	7%	4%	1%
Absent	2%	2%	1%	0%	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Other	10%	4%	4%	11%	2%	17%	-	*	-	*	0%	0%	2%	7%	4%	1%
Mathematics																
Assessment Participant	88%	95%	96%	89%	97%	83%	-	*	-	*	100%	100%	97%	93%	96%	99%
Included in Accountability	84%	89%	87%	67%	89%	67%	-	*	-	*	83%	100%	91%	73%	86%	89%
Not Included in Accountability: Mobile	4%	3%	6%	22%	4%	17%	-	*	-	*	6%	0%	4%	13%	7%	3%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	4%	0%	-	*	-	*	11%	0%	2%	7%	3%	7%
Not Tested	12%	5%	4%	11%	3%	17%	-	*	-	*	0%	0%	3%	7%	4%	1%
Absent	2%	2%	1%	0%	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Other	10%	3%	4%	11%	2%	17%	-	*	-	*	0%	0%	2%	7%	4%	1%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.6%	89.0%	94.4%	92.4%	*	*	-	*	92.2%	94.0%	95.8%
2019-20	98.3%	98.1%	98.3%	95.4%	98.7%	97.7%	-	*	-	-	98.6%	98.4%	99.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	23.8%	52.7%	17.0%	35.3%	*	*	-	*	28.6%	22.3%	12.3%
2019-20	6.7%	8.8%	8.3%	28.9%	5.5%	12.5%	-	*	-	-	7.1%	7.7%	4.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	438	100.0%	49,255	5,402,928	439	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	3	0.7%	0.3%	0.3%	4	0.9%	0.4%	0.4%
Pre-Kindergarten	40	9.1%	4.2%	4.1%	40	9.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	40	9.1%	4.2%	3.5%	40	9.1%	4.2%	3.5%
Kindergarten	88	20.1%	6.2%	6.8%	88	20.0%	6.2%	6.8%
Grade 1	88	20.1%	7.4%	7.1%	88	20.0%	7.4%	7.1%
Grade 2	65	14.8%	6.5%	7.1%	65	14.8%	6.5%	7.1%
Grade 3	72	16.4%	6.4%	7.1%	72	16.4%	6.4%	7.1%
Grade 4	82	18.7%	6.9%	7.1%	82	18.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	61	13.9%	8.1%	12.8%	61	13.9%	8.1%	12.8%
Hispanic	350	79.9%	82.8%	52.8%	351	80.0%	82.8%	52.7%
White	18	4.1%	5.2%	26.3%	18	4.1%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	2	0.5%	3.0%	4.8%	2	0.5%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	6	1.4%	0.7%	2.9%	6	1.4%	0.7%	2.9%
Sex:								
Female	199	45.4%	48.3%	48.9%	199	45.3%	48.3%	48.8%
Male	239	54.6%	51.7%	51.1%	240	54.7%	51.7%	51.2%
Economically Disadvantaged	414	94.5%	79.4%	60.7%	415	94.5%	79.4%	60.6%
Non-Educationally Disadvantaged	24	5.5%	20.6%	39.3%	24	5.5%	20.6%	39.4%
Section 504 Students	17	3.9%	5.8%	7.4%	17	3.9%	5.8%	7.4%
EB Students/EL	162	37.0%	32.6%	21.7%	162	36.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	12	2.7%	4.9%	5.0%	12	2.7%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.7%	0.7%	1.1%	3	0.7%	0.7%	1.1%
Immigrant	11	2.5%	3.4%	2.0%	11	2.5%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	438	100.0%	67.8%	64.3%	439	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	342	78.1%	69.4%	53.5%	342	77.9%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	143	32.6%	30.5%	21.9%	143	32.6%	30.4%	21.8%
Gifted and Talented Education	7	1.6%	5.5%	8.0%	7	1.6%	5.5%	8.0%
Special Education	51	11.6%	12.4%	11.6%	52	11.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	51							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	23.5%	44.4%	43.0%				
Students with Physical Disabilities	15	29.4%	18.2%	20.8%				
Students with Autism	18	35.3%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	88	23.1%	14.7%	13.6%				
By Ethnicity:								
African American	29	7.6%	2.1%	2.5%				
Hispanic	52	13.6%	11.1%	6.6%				
White	4	1.0%	1.0%	3.5%				
American Indian	2	0.5%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	16.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	24	16.2%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	80	22.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	91	25.2%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	8.3%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	4.9%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.9	17.0	18.7
Grade 1	19.7	18.2	18.7
Grade 2	12.3	16.7	18.6
Grade 3	15.0	15.8	18.7
Grade 4	19.7	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	62.7	100.0%	100.0%	100.0%
Professional Staff:	47.7	76.1%	59.0%	64.1%
Teachers	39.0	62.2%	45.5%	49.3%
Professional Support	6.7	10.7%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.2%	2.3%	2.9%
Educational Aides:	15.0	23.9%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	47.3	75.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.0	7.7%	10.3%	11.2%
Hispanic	26.0	66.6%	39.2%	28.9%
White	9.0	23.1%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.6%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	4.0	10.2%	25.0%	24.1%
Females	35.0	89.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	32.0	82.1%	75.8%	72.6%
Masters	7.0	17.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	12.8%	7.9%	7.9%
1-5 Years Experience	13.0	33.3%	27.4%	26.7%
6-10 Years Experience	5.0	12.8%	24.2%	20.6%
11-20 Years Experience	13.0	33.3%	28.7%	28.6%
21-30 Years Experience	2.0	5.2%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	2.6%	1.6%	2.9%
Number of Students per Teacher	11.2	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.0	6.3
Average Years Experience of Principals with District	10.0	7.7	5.4
Average Years Experience of Assistant Principals	2.0	7.4	5.5
Average Years Experience of Assistant Principals with District	2.0	7.1	4.8
Average Years Experience of Teachers:	9.4	10.4	11.1
Average Years Experience of Teachers with District:	7.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,270	\$56,914	\$51,054
1-5 Years Experience	\$59,326	\$58,997	\$54,577
6-10 Years Experience	\$61,803	\$61,821	\$57,746
11-20 Years Experience	\$64,950	\$63,221	\$61,377
21-30 Years Experience	\$68,927	\$65,542	\$65,949
Over 30 Years Experience	\$72,707	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,223	\$61,600	\$58,887
Professional Support	\$69,564	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,241	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.3	34.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	22.4	57.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.4	8.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GARDENS EL

Campus Number: 101917104

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	77%	*	77%	*	-	-	-	*	60%	*	79%	57%	75%	70%
	2021	67%	59%	54%	20%	56%	*	-	-	-	-	29%	40%	56%	42%	52%	65%
At Meets Grade Level or Above	2022	51%	42%	42%	*	41%	*	-	-	-	*	30%	*	41%	43%	38%	30%
	2021	39%	27%	25%	20%	26%	*	-	-	-	-	18%	20%	27%	8%	23%	30%
At Masters Grade Level	2022	30%	21%	22%	*	23%	*	-	-	-	*	20%	*	21%	29%	21%	18%
	2021	19%	12%	12%	20%	12%	*	-	-	-	-	0%	20%	12%	8%	10%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	65%	*	64%	*	-	-	-	*	40%	*	66%	57%	64%	64%
	2021	62%	51%	40%	0%	44%	*	-	-	-	-	24%	60%	43%	17%	38%	49%
At Meets Grade Level or Above	2022	43%	33%	29%	*	30%	*	-	-	-	*	0%	*	29%	29%	28%	33%
	2021	31%	18%	14%	0%	15%	*	-	-	-	-	24%	0%	16%	0%	12%	19%
At Masters Grade Level	2022	21%	13%	8%	*	8%	*	-	-	-	*	0%	*	7%	14%	8%	12%
	2021	14%	6%	4%	0%	5%	*	-	-	-	-	6%	0%	5%	0%	2%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	77%	*	76%	*	-	-	-	-	40%	*	76%	78%	76%	84%
	2021	63%	54%	49%	*	51%	*	-	-	-	-	27%	*	48%	50%	51%	51%
At Meets Grade Level or Above	2022	54%	48%	51%	*	51%	*	-	-	-	-	27%	*	56%	33%	50%	52%
	2021	36%	25%	16%	*	17%	*	-	-	-	-	0%	*	20%	0%	17%	21%
At Masters Grade Level	2022	28%	21%	21%	*	20%	*	-	-	-	-	7%	*	25%	6%	21%	20%
	2021	17%	8%	1%	*	1%	*	-	-	-	-	0%	*	2%	0%	1%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	63%	*	65%	*	-	-	-	-	33%	*	65%	56%	62%	70%
	2021	59%	50%	51%	*	51%	*	-	-	-	-	53%	*	50%	57%	51%	51%
At Meets Grade Level or Above	2022	43%	35%	27%	*	28%	*	-	-	-	-	27%	*	31%	11%	26%	30%
	2021	36%	21%	20%	*	22%	*	-	-	-	-	20%	*	22%	14%	21%	23%
At Masters Grade Level	2022	23%	15%	12%	*	12%	*	-	-	-	-	7%	*	15%	0%	11%	14%
	2021	21%	10%	9%	*	10%	*	-	-	-	-	7%	*	8%	14%	10%	9%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	70%	80%	70%	*	-	-	-	*	42%	81%	71%	64%	69%	73%
	2021	67%	61%	47%	11%	49%	38%	-	-	-	-	33%	62%	48%	41%	47%	52%
At Meets Grade Level or Above	2022	48%	43%	37%	30%	38%	*	-	-	-	*	22%	31%	40%	26%	36%	37%
	2021	41%	33%	18%	5%	19%	0%	-	-	-	-	13%	15%	20%	5%	17%	21%
At Masters Grade Level	2022	23%	18%	16%	10%	16%	*	-	-	-	*	8%	19%	17%	8%	16%	16%
	2021	18%	12%	6%	5%	6%	0%	-	-	-	-	3%	8%	6%	5%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	77%	100%	76%	*	-	-	-	*	48%	88%	78%	72%	76%	78%
	2021	68%	61%	51%	13%	54%	40%	-	-	-	-	28%	50%	52%	46%	52%	58%
At Meets Grade Level or Above	2022	53%	45%	47%	40%	47%	*	-	-	-	*	28%	25%	49%	36%	45%	43%
	2021	45%	35%	21%	13%	22%	0%	-	-	-	-	9%	17%	24%	4%	21%	25%
At Masters Grade Level	2022	25%	18%	21%	20%	21%	*	-	-	-	*	12%	25%	23%	12%	21%	19%
	2021	18%	12%	7%	13%	7%	0%	-	-	-	-	0%	17%	8%	4%	6%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	64%	60%	64%	*	-	-	-	*	36%	75%	65%	56%	63%	68%
	2021	66%	61%	45%	13%	47%	40%	-	-	-	-	38%	67%	46%	38%	44%	50%
At Meets Grade Level or Above	2022	42%	37%	28%	20%	29%	*	-	-	-	*	16%	38%	30%	16%	27%	31%
	2021	37%	30%	17%	0%	18%	0%	-	-	-	-	22%	17%	18%	8%	16%	21%
At Masters Grade Level	2022	20%	16%	10%	0%	10%	*	-	-	-	*	4%	13%	11%	4%	10%	13%
	2021	18%	11%	7%	0%	7%	0%	-	-	-	-	6%	0%	6%	8%	6%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	17%	*	16%	*	-	-	-	*	0%	*	17%	14%	15%	18%
	2021	24%	12%	10%	0%	11%	*	-	-	-	-	18%	0%	11%	0%	8%	14%
Reading and Mathematics Including EOC	2022	36%	25%	17%	*	16%	*	-	-	-	*	0%	*	17%	14%	15%	18%
	2021	24%	12%	10%	0%	11%	*	-	-	-	-	18%	0%	11%	0%	8%	14%
Reading Including EOC	2022	51%	42%	42%	*	41%	*	-	-	-	*	30%	*	41%	43%	38%	30%
	2021	38%	27%	25%	20%	26%	*	-	-	-	-	18%	20%	27%	8%	23%	30%
Math Including EOC	2022	43%	33%	29%	*	30%	*	-	-	-	*	0%	*	29%	29%	28%	33%
	2021	31%	18%	14%	0%	15%	*	-	-	-	-	24%	0%	16%	0%	12%	19%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	27%	*	28%	*	-	-	-	-	27%	*	31%	11%	26%	30%
	2021	26%	13%	9%	*	10%	*	-	-	-	-	0%	*	12%	0%	10%	12%
Reading and Mathematics Including EOC	2022	36%	27%	27%	*	28%	*	-	-	-	-	27%	*	31%	11%	26%	30%
	2021	26%	13%	9%	*	10%	*	-	-	-	-	0%	*	12%	0%	10%	12%
Reading Including EOC	2022	54%	48%	51%	*	51%	*	-	-	-	-	27%	*	56%	33%	50%	52%
	2021	36%	25%	16%	*	17%	*	-	-	-	-	0%	*	20%	0%	17%	21%
Math Including EOC	2022	43%	35%	27%	*	28%	*	-	-	-	-	27%	*	31%	11%	26%	30%
	2021	36%	21%	20%	*	22%	*	-	-	-	-	20%	*	22%	14%	21%	23%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	23%	20%	23%	*	-	-	-	*	16%	25%	25%	12%	21%	25%
	2021	26%	15%	10%	0%	10%	0%	-	-	-	-	9%	0%	11%	0%	9%	13%
Reading and Mathematics Including EOC	2022	36%	27%	23%	20%	23%	*	-	-	-	*	16%	25%	25%	12%	21%	25%
	2021	28%	17%	10%	0%	10%	0%	-	-	-	-	9%	0%	11%	0%	9%	13%
Reading Including EOC	2022	53%	45%	47%	40%	47%	*	-	-	-	*	28%	25%	49%	36%	45%	43%
	2021	41%	30%	21%	13%	22%	0%	-	-	-	-	9%	17%	24%	4%	21%	25%
Math Including EOC	2022	43%	34%	28%	20%	29%	*	-	-	-	*	16%	38%	30%	16%	27%	31%
	2021	37%	25%	17%	0%	18%	0%	-	-	-	-	22%	17%	18%	8%	16%	21%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	88	*	87	*	-	-	-	-	85	*	86	94	90	94
	2019	61	66	64	100	59	*	-	-	-	-	64	*	64	61	62	45
Grade 4 Mathematics	2022	74	79	79	*	79	*	-	-	-	-	71	*	83	63	79	86
	2019	65	61	44	20	44	*	-	-	-	-	33	*	43	47	43	52
All Grades Both Subjects	2022	74	77	82	83	82	*	-	-	-	-	78	79	84	75	83	87
	2019	69	69	51	60	49	83	-	-	-	-	46	*	51	53	50	51
All Grades ELA/Reading	2022	78	80	88	*	87	*	-	-	-	-	85	*	86	94	90	94
	2019	68	68	64	100	59	*	-	-	-	-	64	*	64	61	62	45
All Grades Mathematics	2022	69	74	79	*	79	*	-	-	-	-	71	*	83	63	79	86
	2019	70	70	44	20	44	*	-	-	-	-	33	*	43	47	43	52

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	76%	-	76%	-	-	-	-	-	-	-	44%	68%	73%	-
	2021	67%	61%	47%	50%	17%	52%	-	-	-	-	-	-	-	73%	43%	52%	-
At Meets Grade Level or Above	2022	48%	43%	37%	40%	-	40%	-	-	-	-	-	-	-	6%	38%	37%	-
	2021	41%	33%	18%	20%	0%	22%	-	-	-	-	-	-	-	33%	14%	21%	-
At Masters Grade Level	2022	23%	18%	16%	18%	-	18%	-	-	-	-	-	-	-	6%	15%	16%	-
	2021	18%	12%	6%	5%	0%	6%	-	-	-	-	-	-	-	0%	7%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	77%	77%	-	77%	-	-	-	-	-	-	-	78%	76%	78%	-
	2021	68%	61%	51%	55%	*	57%	-	-	-	-	-	-	-	83%	46%	58%	-
At Meets Grade Level or Above	2022	53%	45%	47%	46%	-	46%	-	-	-	-	-	-	-	11%	51%	43%	-
	2021	45%	35%	21%	24%	*	26%	-	-	-	-	-	-	-	33%	17%	25%	-
At Masters Grade Level	2022	25%	18%	21%	22%	-	22%	-	-	-	-	-	-	-	11%	23%	19%	-
	2021	18%	12%	7%	5%	*	6%	-	-	-	-	-	-	-	0%	9%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	64%	75%	-	75%	-	-	-	-	-	-	-	11%	59%	68%	-
	2021	66%	61%	45%	49%	*	51%	-	-	-	-	-	-	-	67%	40%	50%	-
At Meets Grade Level or Above	2022	42%	37%	28%	34%	-	34%	-	-	-	-	-	-	-	0%	24%	31%	-
	2021	37%	30%	17%	19%	*	20%	-	-	-	-	-	-	-	50%	13%	21%	-
At Masters Grade Level	2022	20%	16%	10%	15%	-	15%	-	-	-	-	-	-	-	0%	7%	13%	-
	2021	18%	11%	7%	7%	*	7%	-	-	-	-	-	-	-	0%	7%	6%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	82%	90%	-	90%	-	-	-	-	-	-	-	70%	79%	87%	-
	2019	69%	69%	51%	53%	-	53%	-	-	-	-	-	-	-	35%		50%	-
All Grades ELA/Reading	2022	78%	80%	88%	*	-	*	-	-	-	-	-	-	-	90%	86%	94%	-
	2019	68%	68%	64%	*	-	*	-	-	-	-	-	-	-	30%		33%	-
All Grades Mathematics	2022	69%	74%	79%	90%	-	90%	-	-	-	-	-	-	-	50%	73%	86%	-
	2019	70%	70%	44%	53%	-	53%	-	-	-	-	-	-	-	40%		52%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	-	-	*	97%	100%	100%	97%	99%	100%
Included in Accountability	93%	93%	94%	100%	95%	67%	-	-	-	*	86%	100%	98%	81%	95%	96%
Not Included in Accountability: Mobile	5%	4%	4%	0%	3%	33%	-	-	-	*	7%	0%	2%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	0%	1%	3%	1%	1%
Not Tested	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	0%	0%	3%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	2%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	2%	0%	0%	2%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	*	-	-	-	*	97%	100%	100%	97%	99%	100%
Included in Accountability	92%	91%	94%	100%	95%	*	-	-	-	*	86%	100%	98%	81%	95%	96%
Not Included in Accountability: Mobile	5%	4%	4%	0%	3%	*	-	-	-	*	7%	0%	2%	13%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	*	-	-	-	*	3%	0%	1%	3%	1%	1%
Not Tested	1%	2%	1%	0%	1%	*	-	-	-	*	3%	0%	0%	3%	1%	0%
Absent	1%	2%	1%	0%	1%	*	-	-	-	*	3%	0%	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	*	-	-	-	*	97%	100%	100%	97%	99%	100%
Included in Accountability	93%	94%	94%	100%	95%	*	-	-	-	*	86%	100%	98%	81%	95%	96%
Not Included in Accountability: Mobile	5%	4%	4%	0%	3%	*	-	-	-	*	7%	0%	2%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	*	-	-	-	*	3%	0%	1%	3%	1%	1%
Not Tested	1%	1%	1%	0%	1%	*	-	-	-	*	3%	0%	0%	3%	1%	0%
Absent	1%	1%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	*	-	-	-	*	3%	0%	0%	3%	1%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	97%	89%	98%	83%	-	-	-	-	95%	100%	97%	95%	97%	100%
Included in Accountability	83%	86%	87%	89%	88%	83%	-	-	-	-	86%	100%	93%	67%	89%	84%
Not Included in Accountability: Mobile	3%	3%	4%	0%	4%	0%	-	-	-	-	3%	0%	1%	13%	3%	5%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	6%	0%	-	-	-	-	5%	0%	3%	15%	5%	11%
Not Tested	11%	7%	3%	11%	2%	17%	-	-	-	-	5%	0%	3%	5%	3%	0%
Absent	2%	2%	2%	0%	1%	17%	-	-	-	-	3%	0%	1%	5%	2%	0%
Other	10%	4%	2%	11%	1%	0%	-	-	-	-	3%	0%	2%	0%	2%	0%
Mathematics																
Assessment Participant	88%	95%	96%	89%	97%	83%	-	-	-	-	95%	100%	97%	92%	96%	100%
Included in Accountability	84%	89%	87%	89%	88%	83%	-	-	-	-	86%	100%	93%	67%	89%	84%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	0%	-	-	-	-	3%	0%	1%	10%	3%	5%
Not Included in Accountability: Other Exclusions	0%	2%	6%	0%	6%	0%	-	-	-	-	5%	0%	3%	15%	5%	11%
Not Tested	12%	5%	4%	11%	3%	17%	-	-	-	-	5%	0%	3%	8%	4%	0%
Absent	2%	2%	2%	0%	2%	17%	-	-	-	-	3%	0%	1%	8%	2%	0%
Other	10%	3%	2%	11%	1%	0%	-	-	-	-	3%	0%	2%	0%	2%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.4%	93.0%	93.6%	90.6%	-	-	-	*	92.4%	93.2%	94.6%
2019-20	98.3%	98.1%	98.3%	98.4%	98.4%	96.2%	*	-	-	*	98.5%	98.2%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	22.7%	35.3%	20.8%	45.0%	-	-	-	*	29.3%	22.7%	15.6%
2019-20	6.7%	8.8%	8.4%	13.6%	7.5%	26.7%	*	-	-	*	8.9%	8.8%	3.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	473	100.0%	49,255	5,402,928	473	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	5	1.1%	0.3%	0.3%	5	1.1%	0.4%	0.4%
Pre-Kindergarten	54	11.4%	4.2%	4.1%	54	11.4%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	54	11.4%	4.2%	3.5%	54	11.4%	4.2%	3.5%
Kindergarten	71	15.0%	6.2%	6.8%	71	15.0%	6.2%	6.8%
Grade 1	96	20.3%	7.4%	7.1%	96	20.3%	7.4%	7.1%
Grade 2	86	18.2%	6.5%	7.1%	86	18.2%	6.5%	7.1%
Grade 3	68	14.4%	6.4%	7.1%	68	14.4%	6.4%	7.1%
Grade 4	93	19.7%	6.9%	7.1%	93	19.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	20	4.2%	8.1%	12.8%	20	4.2%	8.1%	12.8%
Hispanic	432	91.3%	82.8%	52.8%	432	91.3%	82.8%	52.7%
White	16	3.4%	5.2%	26.3%	16	3.4%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	5	1.1%	0.7%	2.9%
Sex:								
Female	227	48.0%	48.3%	48.9%	227	48.0%	48.3%	48.8%
Male	246	52.0%	51.7%	51.1%	246	52.0%	51.7%	51.2%
Economically Disadvantaged	442	93.4%	79.4%	60.7%	442	93.4%	79.4%	60.6%
Non-Educationally Disadvantaged	31	6.6%	20.6%	39.3%	31	6.6%	20.6%	39.4%
Section 504 Students	7	1.5%	5.8%	7.4%	7	1.5%	5.8%	7.4%
EB Students/EL	192	40.6%	32.6%	21.7%	192	40.6%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	15	3.2%	4.9%	5.0%	15	3.2%	4.8%	5.0%
Foster Care	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	20	4.2%	3.4%	2.0%	20	4.2%	3.4%	2.0%
Migrant	3	0.6%	0.2%	0.3%	3	0.6%	0.2%	0.3%
Title I	473	100.0%	67.8%	64.3%	473	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	356	75.3%	69.4%	53.5%	356	75.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	169	35.7%	30.5%	21.9%	169	35.7%	30.4%	21.8%
Gifted and Talented Education	7	1.5%	5.5%	8.0%	7	1.5%	5.5%	8.0%
Special Education	98	20.7%	12.4%	11.6%	98	20.7%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	98							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	18.4%	44.4%	43.0%				
Students with Physical Disabilities	41	41.8%	18.2%	20.8%				
Students with Autism	26	26.5%	21.3%	14.7%				
Students with Behavioral Disabilities	8	8.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	5	5.1%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	77	18.6%	14.7%	13.6%				
By Ethnicity:								
African American	4	1.0%	2.1%	2.5%				
Hispanic	61	14.7%	11.1%	6.6%				
White	11	2.7%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	17.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	19	10.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	69	18.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	120	27.6%	18.3%	18.9%				

Texas Education Agency
2021-22 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	1.4%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	19.4%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	13.6%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	4.8%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.5	17.0	18.7
Grade 1	20.3	18.2	18.7
Grade 2	17.7	16.7	18.6
Grade 3	11.9	15.8	18.7
Grade 4	17.3	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	70.2	100.0%	100.0%	100.0%
Professional Staff:	50.4	71.8%	59.0%	64.1%
Teachers	40.1	57.2%	45.5%	49.3%
Professional Support	8.3	11.8%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	2.9%
Educational Aides:	19.8	28.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	48.4	69.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.5%	10.3%	11.2%
Hispanic	21.0	52.4%	39.2%	28.9%
White	18.1	45.1%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.2	7.9%	25.0%	24.1%
Females	37.0	92.1%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	31.1	77.5%	75.8%	72.6%
Masters	8.0	20.0%	22.5%	25.2%
Doctorate	1.0	2.5%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.9	7.3%	7.9%	7.9%
1-5 Years Experience	15.9	39.6%	27.4%	26.7%
6-10 Years Experience	5.1	12.6%	24.2%	20.6%
11-20 Years Experience	11.0	27.4%	28.7%	28.6%
21-30 Years Experience	5.2	13.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
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:	9.5	10.4	11.1
Average Years Experience of Teachers with District:	8.6	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,032	\$56,914	\$51,054
1-5 Years Experience	\$57,983	\$58,997	\$54,577
6-10 Years Experience	\$61,633	\$61,821	\$57,746
11-20 Years Experience	\$61,455	\$63,221	\$61,377
21-30 Years Experience	\$63,424	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,108	\$61,600	\$58,887
Professional Support	\$67,754	\$76,167	\$69,505
Campus Administration (School Leadership)	\$104,251	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	12.8	31.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	23.1	57.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.3	10.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GARFIELD EL

Campus Number: 101917105

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	59%	*	61%	*	-	-	-	*	23%	*	60%	54%	56%	56%
	2021	67%	59%	57%	0%	61%	*	-	-	-	-	22%	*	61%	38%	54%	63%
At Meets Grade Level or Above	2022	51%	42%	31%	*	31%	*	-	-	-	*	0%	*	32%	23%	29%	27%
	2021	39%	27%	23%	0%	25%	*	-	-	-	-	11%	*	24%	15%	21%	31%
At Masters Grade Level	2022	30%	21%	16%	*	16%	*	-	-	-	*	0%	*	17%	8%	13%	13%
	2021	19%	12%	11%	0%	13%	*	-	-	-	-	0%	*	12%	8%	13%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	60%	*	62%	*	-	-	-	*	8%	*	61%	54%	57%	71%
	2021	62%	51%	47%	0%	50%	*	-	-	-	-	22%	*	51%	23%	45%	55%
At Meets Grade Level or Above	2022	43%	33%	21%	*	21%	*	-	-	-	*	0%	*	22%	15%	20%	27%
	2021	31%	18%	15%	0%	15%	*	-	-	-	-	11%	*	15%	15%	12%	20%
At Masters Grade Level	2022	21%	13%	7%	*	7%	*	-	-	-	*	0%	*	9%	0%	7%	8%
	2021	14%	6%	3%	0%	4%	*	-	-	-	-	0%	*	4%	0%	3%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	79%	*	79%	*	-	-	-	-	33%	*	80%	74%	76%	89%
	2021	63%	54%	61%	50%	62%	*	-	*	-	-	36%	*	61%	59%	56%	67%
At Meets Grade Level or Above	2022	54%	48%	57%	*	58%	*	-	-	-	-	22%	*	64%	32%	53%	72%
	2021	36%	25%	38%	33%	38%	*	-	*	-	-	27%	*	39%	35%	33%	43%
At Masters Grade Level	2022	28%	21%	29%	*	30%	*	-	-	-	-	11%	*	33%	16%	25%	37%
	2021	17%	8%	14%	0%	15%	*	-	*	-	-	9%	*	15%	12%	12%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	75%	*	77%	*	-	-	-	-	44%	*	76%	74%	74%	87%
	2021	59%	50%	55%	17%	59%	*	-	*	-	-	36%	*	59%	41%	50%	65%
At Meets Grade Level or Above	2022	43%	35%	31%	*	32%	*	-	-	-	-	22%	*	34%	21%	30%	39%
	2021	36%	21%	24%	0%	24%	*	-	*	-	-	18%	*	24%	24%	21%	28%
At Masters Grade Level	2022	23%	15%	17%	*	17%	*	-	-	-	-	0%	*	19%	11%	16%	22%
	2021	21%	10%	13%	0%	12%	*	-	*	-	-	9%	*	13%	12%	12%	15%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	68%	25%	69%	63%	-	-	-	*	25%	58%	68%	66%	65%	76%
	2021	67%	61%	54%	21%	56%	38%	-	*	-	-	29%	57%	56%	42%	50%	60%
At Meets Grade Level or Above	2022	48%	43%	35%	8%	36%	50%	-	-	-	*	9%	17%	37%	23%	33%	42%
	2021	41%	33%	25%	11%	26%	31%	-	*	-	-	18%	14%	26%	22%	22%	29%
At Masters Grade Level	2022	23%	18%	17%	0%	17%	50%	-	-	-	*	2%	8%	19%	9%	15%	21%
	2021	18%	12%	9%	0%	10%	15%	-	*	-	-	6%	14%	10%	6%	9%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	68%	33%	69%	*	-	-	-	*	27%	33%	69%	66%	66%	74%
	2021	68%	61%	59%	27%	62%	40%	-	*	-	-	30%	*	61%	50%	55%	65%
At Meets Grade Level or Above	2022	53%	45%	43%	17%	45%	*	-	-	-	*	9%	33%	47%	28%	40%	51%
	2021	45%	35%	31%	18%	31%	20%	-	*	-	-	20%	*	32%	27%	27%	37%
At Masters Grade Level	2022	25%	18%	22%	0%	23%	*	-	-	-	*	5%	17%	24%	13%	19%	25%
	2021	18%	12%	13%	0%	14%	20%	-	*	-	-	5%	*	13%	10%	12%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	67%	17%	69%	*	-	-	-	*	23%	83%	68%	66%	65%	79%
	2021	66%	61%	51%	9%	54%	40%	-	*	-	-	30%	*	55%	33%	47%	60%
At Meets Grade Level or Above	2022	42%	37%	26%	0%	27%	*	-	-	-	*	9%	0%	28%	19%	25%	33%
	2021	37%	30%	20%	0%	20%	40%	-	*	-	-	15%	*	19%	20%	16%	24%
At Masters Grade Level	2022	20%	16%	12%	0%	12%	*	-	-	-	*	0%	0%	13%	6%	11%	16%
	2021	18%	11%	8%	0%	8%	20%	-	*	-	-	5%	*	9%	7%	7%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	19%	*	19%	*	-	-	-	*	0%	*	21%	8%	18%	23%
	2021	24%	12%	8%	0%	9%	*	-	-	-	-	11%	*	8%	8%	7%	10%
Reading and Mathematics Including EOC	2022	36%	25%	19%	*	19%	*	-	-	-	*	0%	*	21%	8%	18%	23%
	2021	24%	12%	8%	0%	9%	*	-	-	-	-	11%	*	8%	8%	7%	10%
Reading Including EOC	2022	51%	42%	31%	*	31%	*	-	-	-	*	0%	*	32%	23%	29%	27%
	2021	38%	27%	23%	0%	25%	*	-	-	-	-	11%	*	24%	15%	21%	31%
Math Including EOC	2022	43%	33%	21%	*	21%	*	-	-	-	*	0%	*	22%	15%	20%	27%
	2021	31%	18%	15%	0%	15%	*	-	-	-	-	11%	*	15%	15%	12%	20%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	27%	*	27%	*	-	-	-	-	22%	*	30%	16%	25%	33%
	2021	26%	13%	18%	0%	18%	*	-	*	-	-	9%	*	19%	18%	15%	22%
Reading and Mathematics Including EOC	2022	36%	27%	27%	*	27%	*	-	-	-	-	22%	*	30%	16%	25%	33%
	2021	26%	13%	18%	0%	18%	*	-	*	-	-	9%	*	19%	18%	15%	22%
Reading Including EOC	2022	54%	48%	57%	*	58%	*	-	-	-	-	22%	*	64%	32%	53%	72%
	2021	36%	25%	38%	33%	38%	*	-	*	-	-	27%	*	39%	35%	33%	43%
Math Including EOC	2022	43%	35%	31%	*	32%	*	-	-	-	-	22%	*	34%	21%	30%	39%
	2021	36%	21%	23%	0%	23%	*	-	*	-	-	18%	*	24%	18%	19%	26%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	23%	0%	23%	*	-	-	-	*	9%	0%	25%	13%	21%	28%
	2021	26%	15%	13%	0%	14%	20%	-	*	-	-	10%	*	13%	13%	11%	15%
Reading and Mathematics Including EOC	2022	36%	27%	23%	0%	23%	*	-	-	-	*	9%	0%	25%	13%	21%	28%
	2021	28%	17%	13%	0%	14%	20%	-	*	-	-	10%	*	13%	13%	11%	15%
Reading Including EOC	2022	53%	45%	43%	17%	45%	*	-	-	-	*	9%	33%	47%	28%	40%	51%
	2021	41%	30%	31%	18%	31%	20%	-	*	-	-	20%	*	32%	27%	27%	37%
Math Including EOC	2022	43%	34%	26%	0%	27%	*	-	-	-	*	9%	0%	28%	19%	25%	33%
	2021	37%	25%	19%	0%	19%	40%	-	*	-	-	15%	*	19%	17%	16%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	87	*	86	*	-	-	-	-	71	*	88	85	85	97
	2019	61	66	51	*	49	*	-	-	-	-	35	*	52	39	48	53
Grade 4 Mathematics	2022	74	79	88	*	87	*	-	-	-	-	61	*	86	97	88	89
	2019	65	61	32	60	31	*	-	-	-	-	25	*	32	32	29	24
All Grades Both Subjects	2022	74	77	88	100	87	*	-	-	-	-	66	*	86	92	87	91
	2019	69	69	40	67	39	*	-	-	-	-	30	40	41	35	37	35
All Grades ELA/Reading	2022	78	80	87	*	86	*	-	-	-	-	71	*	88	85	85	97
	2019	68	68	51	*	49	*	-	-	-	-	35	*	52	39	48	53
All Grades Mathematics	2022	69	74	88	*	87	*	-	-	-	-	61	*	86	97	88	89
	2019	70	70	32	60	31	*	-	-	-	-	25	*	32	32	29	24

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	68%	79%	-	75%	85%	-	-	-	-	-	-	36%	57%	76%	-
	2021	67%	61%	54%	61%	-	48%	78%	-	-	-	-	-	-	50%	47%	60%	-
At Meets Grade Level or Above	2022	48%	43%	35%	44%	-	39%	50%	-	-	-	-	-	-	14%	26%	42%	-
	2021	41%	33%	25%	30%	-	21%	42%	-	-	-	-	-	-	17%	21%	29%	-
At Masters Grade Level	2022	23%	18%	17%	22%	-	19%	26%	-	-	-	-	-	-	0%	13%	21%	-
	2021	18%	12%	9%	11%	-	9%	14%	-	-	-	-	-	-	8%	7%	11%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	68%	76%	-	73%	80%	-	-	-	-	-	-	43%	62%	74%	-
	2021	68%	61%	59%	66%	-	54%	80%	-	-	-	-	-	-	*	52%	65%	-
At Meets Grade Level or Above	2022	53%	45%	43%	54%	-	45%	64%	-	-	-	-	-	-	14%	34%	51%	-
	2021	45%	35%	31%	37%	-	27%	49%	-	-	-	-	-	-	*	23%	37%	-
At Masters Grade Level	2022	25%	18%	22%	27%	-	18%	39%	-	-	-	-	-	-	0%	18%	25%	-
	2021	18%	12%	13%	16%	-	13%	20%	-	-	-	-	-	-	*	9%	16%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	67%	83%	-	76%	91%	-	-	-	-	-	-	29%	52%	79%	-
	2021	66%	61%	51%	60%	-	48%	76%	-	-	-	-	-	-	*	41%	60%	-
At Meets Grade Level or Above	2022	42%	37%	26%	35%	-	33%	36%	-	-	-	-	-	-	14%	17%	33%	-
	2021	37%	30%	20%	25%	-	23%	27%	-	-	-	-	-	-	*	15%	24%	-
At Masters Grade Level	2022	20%	16%	12%	17%	-	20%	14%	-	-	-	-	-	-	0%	7%	16%	-
	2021	18%	11%	8%	11%	-	10%	12%	-	-	-	-	-	-	*	6%	10%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	88%	92%	-	87%	95%	-	-	-	-	-	-	*	85%	91%	-
	2019	69%	69%	40%	27%	-	14%	42%	-	-	-	-	-	-	58%		31%	-
All Grades ELA/Reading	2022	78%	80%	87%	97%	-	-	97%	-	-	-	-	-	-	*	82%	97%	-
	2019	68%	68%	51%	43%	-	30%	52%	-	-	-	-	-	-	58%		45%	-
All Grades Mathematics	2022	69%	74%	88%	90%	-	87%	94%	-	-	-	-	-	-	*	87%	89%	-
	2019	70%	70%	32%	18%	-	9%	33%	-	-	-	-	-	-	57%		22%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	86%	95%	100%	-	-	-	*	88%	100%	97%	83%	95%	94%
Not Included in Accountability: Mobile	5%	4%	5%	14%	4%	0%	-	-	-	*	12%	0%	3%	13%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	4%	1%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	86%	95%	*	-	-	-	*	88%	100%	97%	82%	95%	94%
Not Included in Accountability: Mobile	5%	4%	5%	14%	4%	*	-	-	-	*	12%	0%	3%	13%	4%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	*	-	-	-	*	0%	0%	0%	5%	1%	2%
Not Tested	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	86%	95%	*	-	-	-	*	88%	100%	97%	84%	95%	94%
Not Included in Accountability: Mobile	5%	4%	5%	14%	4%	*	-	-	-	*	12%	0%	3%	13%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	*	-	-	-	*	0%	0%	0%	3%	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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	83%	86%	88%	73%	89%	83%	-	*	-	-	87%	*	96%	63%	87%	91%
Not Included in Accountability: Mobile	3%	3%	9%	27%	8%	17%	-	*	-	-	13%	*	4%	27%	10%	4%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	3%	0%	-	*	-	-	0%	*	1%	10%	3%	6%
Not Tested	11%	7%	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%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	84%	89%	88%	73%	90%	83%	-	*	-	-	87%	*	96%	64%	88%	92%
Not Included in Accountability: Mobile	4%	3%	9%	27%	8%	17%	-	*	-	-	13%	*	4%	28%	10%	4%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	-	*	-	-	0%	*	1%	9%	3%	5%
Not Tested	12%	5%	0%	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	95.8%	90.3%	96.0%	95.9%	-	*	-	*	95.6%	95.5%	97.0%
2019-20	98.3%	98.1%	98.9%	98.0%	98.9%	98.9%	-	*	-	*	98.7%	98.8%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	14.3%	42.3%	12.6%	15.0%	-	*	-	*	12.9%	15.4%	8.7%
2019-20	6.7%	8.8%	4.5%	9.4%	4.4%	0.0%	-	*	-	*	4.8%	4.4%	1.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	559	100.0%	49,255	5,402,928	559	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	63	11.3%	4.2%	4.1%	63	11.3%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	63	11.3%	4.2%	3.5%	63	11.3%	4.2%	3.5%
Kindergarten	93	16.6%	6.2%	6.8%	93	16.6%	6.2%	6.8%
Grade 1	108	19.3%	7.4%	7.1%	108	19.3%	7.4%	7.1%
Grade 2	92	16.5%	6.5%	7.1%	92	16.5%	6.5%	7.1%
Grade 3	107	19.1%	6.4%	7.1%	107	19.1%	6.4%	7.1%
Grade 4	96	17.2%	6.9%	7.1%	96	17.2%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	37	6.6%	8.1%	12.8%	37	6.6%	8.1%	12.8%
Hispanic	498	89.1%	82.8%	52.8%	498	89.1%	82.8%	52.7%
White	20	3.6%	5.2%	26.3%	20	3.6%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	3	0.5%	3.0%	4.8%	3	0.5%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	280	50.1%	48.3%	48.9%	280	50.1%	48.3%	48.8%
Male	279	49.9%	51.7%	51.1%	279	49.9%	51.7%	51.2%
Economically Disadvantaged	504	90.2%	79.4%	60.7%	504	90.2%	79.4%	60.6%
Non-Educationally Disadvantaged	55	9.8%	20.6%	39.3%	55	9.8%	20.6%	39.4%
Section 504 Students	14	2.5%	5.8%	7.4%	14	2.5%	5.8%	7.4%
EB Students/EL	268	47.9%	32.6%	21.7%	268	47.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	14	2.5%	4.9%	5.0%	14	2.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.7%	0.7%	1.1%	4	0.7%	0.7%	1.1%
Immigrant	14	2.5%	3.4%	2.0%	14	2.5%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	559	100.0%	67.8%	64.3%	559	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	426	76.2%	69.4%	53.5%	426	76.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	314	56.2%	30.5%	21.9%	314	56.2%	30.4%	21.8%
Gifted and Talented Education	35	6.3%	5.5%	8.0%	35	6.3%	5.5%	8.0%
Special Education	55	9.8%	12.4%	11.6%	55	9.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	23.6%	44.4%	43.0%				
Students with Physical Disabilities	18	32.7%	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	13	23.6%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	83	17.8%	14.7%	13.6%				
By Ethnicity:								
African American	11	2.4%	2.1%	2.5%				
Hispanic	70	15.0%	11.1%	6.6%				
White	2	0.4%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	11.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	37	15.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	71	17.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	92	19.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	7.8%	11.5%	2.9%	5.6%	9.7%	4.2%
Grade 2	1.1%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	9.1%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.1	17.0	18.7
Grade 1	15.6	18.2	18.7
Grade 2	17.0	16.7	18.6
Grade 3	19.3	15.8	18.7
Grade 4	15.9	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	71.2	100.0%	100.0%	100.0%
Professional Staff:	53.3	74.9%	59.0%	64.1%
Teachers	45.2	63.4%	45.5%	49.3%
Professional Support	6.2	8.7%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	2.9%
Educational Aides:	17.9	25.1%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	55.1	77.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.0	4.5%	10.3%	11.2%
Hispanic	30.0	66.4%	39.2%	28.9%
White	11.1	24.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	4.0	8.9%	25.0%	24.1%
Females	41.2	91.1%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.1	73.3%	75.8%	72.6%
Masters	12.0	26.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	7.9%	7.9%
1-5 Years Experience	9.0	19.9%	27.4%	26.7%
6-10 Years Experience	7.0	15.5%	24.2%	20.6%
11-20 Years Experience	21.0	46.6%	28.7%	28.6%
21-30 Years Experience	6.1	13.6%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	2.2%	1.6%	2.9%
Number of Students per Teacher	12.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	8.0	6.3
Average Years Experience of Principals with District	13.0	7.7	5.4
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:	13.4	10.4	11.1
Average Years Experience of Teachers with District:	11.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$59,240	\$58,997	\$54,577
6-10 Years Experience	\$61,527	\$61,821	\$57,746
11-20 Years Experience	\$60,724	\$63,221	\$61,377
21-30 Years Experience	\$58,114	\$65,542	\$65,949
Over 30 Years Experience	\$49,900	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,890	\$61,600	\$58,887
Professional Support	\$65,761	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,291	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	12.5	27.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	28.3	62.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.4	9.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GENOA EL

Campus Number: 101917106

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	78%	75%	78%	67%	*	88%	-	*	40%	*	81%	62%	77%	77%
	2021	67%	59%	43%	*	43%	*	-	*	-	*	27%	*	41%	60%	41%	63%
At Meets Grade Level or Above	2022	51%	42%	36%	50%	34%	33%	*	38%	-	*	27%	*	35%	38%	33%	34%
	2021	39%	27%	21%	*	20%	*	-	*	-	*	18%	*	20%	30%	20%	34%
At Masters Grade Level	2022	30%	21%	14%	13%	16%	0%	*	0%	-	*	0%	*	14%	15%	14%	14%
	2021	19%	12%	10%	*	10%	*	-	*	-	*	9%	*	7%	30%	10%	19%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	72%	63%	73%	33%	*	88%	-	*	40%	*	74%	54%	74%	82%
	2021	62%	51%	46%	*	43%	*	-	*	-	*	18%	*	45%	50%	45%	75%
At Meets Grade Level or Above	2022	43%	33%	42%	38%	41%	17%	*	63%	-	*	20%	*	44%	31%	45%	52%
	2021	31%	18%	20%	*	19%	*	-	*	-	*	18%	*	18%	30%	18%	38%
At Masters Grade Level	2022	21%	13%	12%	0%	15%	0%	*	13%	-	*	0%	*	14%	0%	14%	21%
	2021	14%	6%	7%	*	7%	*	-	*	-	*	0%	*	6%	20%	7%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	71%	*	68%	*	-	80%	-	*	47%	*	68%	83%	66%	72%
	2021	63%	54%	56%	38%	56%	*	-	*	-	*	41%	-	53%	75%	54%	48%
At Meets Grade Level or Above	2022	54%	48%	44%	*	41%	*	-	80%	-	*	29%	*	44%	44%	38%	42%
	2021	36%	25%	24%	13%	21%	*	-	*	-	*	29%	-	22%	42%	22%	15%
At Masters Grade Level	2022	28%	21%	15%	*	14%	*	-	20%	-	*	0%	*	16%	11%	12%	16%
	2021	17%	8%	6%	0%	4%	*	-	*	-	*	6%	-	3%	25%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	70%	*	68%	*	-	100%	-	*	35%	*	71%	67%	69%	72%
	2021	59%	50%	47%	25%	50%	*	-	*	-	*	41%	-	47%	50%	46%	39%
At Meets Grade Level or Above	2022	43%	35%	33%	*	32%	*	-	80%	-	*	24%	*	33%	33%	27%	36%
	2021	36%	21%	19%	0%	19%	*	-	*	-	*	29%	-	18%	25%	17%	19%
At Masters Grade Level	2022	23%	15%	15%	*	14%	*	-	60%	-	*	12%	*	15%	17%	11%	22%
	2021	21%	10%	5%	0%	5%	*	-	*	-	*	6%	-	2%	25%	4%	4%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	73%	68%	72%	60%	*	88%	-	100%	41%	25%	74%	68%	72%	76%
	2021	67%	61%	48%	35%	49%	60%	-	59%	-	22%	33%	*	48%	54%	47%	49%
At Meets Grade Level or Above	2022	48%	43%	39%	45%	37%	25%	*	62%	-	50%	25%	0%	39%	37%	36%	41%
	2021	41%	33%	21%	12%	20%	35%	-	35%	-	22%	26%	*	19%	30%	19%	21%
At Masters Grade Level	2022	23%	18%	14%	9%	15%	5%	*	19%	-	13%	3%	0%	15%	11%	13%	18%
	2021	18%	12%	7%	8%	6%	20%	-	0%	-	22%	5%	*	5%	21%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	82%	73%	70%	*	85%	-	*	44%	*	75%	74%	72%	75%
	2021	68%	61%	50%	44%	50%	63%	-	57%	-	*	36%	*	48%	68%	48%	53%
At Meets Grade Level or Above	2022	53%	45%	40%	64%	37%	40%	*	54%	-	*	28%	*	39%	42%	35%	38%
	2021	45%	35%	23%	22%	21%	38%	-	43%	-	*	25%	*	21%	36%	21%	22%
At Masters Grade Level	2022	25%	18%	15%	18%	15%	10%	*	8%	-	*	0%	*	15%	13%	13%	15%
	2021	18%	12%	8%	11%	7%	25%	-	0%	-	*	7%	*	5%	27%	8%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	71%	55%	71%	50%	*	92%	-	*	38%	*	73%	61%	71%	77%
	2021	66%	61%	46%	33%	47%	50%	-	71%	-	*	32%	*	46%	50%	45%	52%
At Meets Grade Level or Above	2022	42%	37%	38%	27%	37%	10%	*	69%	-	*	22%	*	39%	32%	37%	44%
	2021	37%	30%	19%	11%	19%	25%	-	43%	-	*	25%	*	18%	27%	17%	26%
At Masters Grade Level	2022	20%	16%	14%	0%	15%	0%	*	31%	-	*	6%	*	14%	10%	12%	22%
	2021	18%	11%	6%	11%	6%	13%	-	0%	-	*	4%	*	4%	23%	6%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	23%	38%	21%	0%	*	38%	-	*	20%	*	23%	23%	23%	23%
	2021	24%	12%	12%	*	10%	*	-	*	-	*	18%	*	10%	30%	11%	22%
Reading and Mathematics Including EOC	2022	36%	25%	23%	38%	21%	0%	*	38%	-	*	20%	*	23%	23%	23%	23%
	2021	24%	12%	12%	*	10%	*	-	*	-	*	18%	*	10%	30%	11%	22%
Reading Including EOC	2022	51%	42%	36%	50%	34%	33%	*	38%	-	*	27%	*	35%	38%	33%	34%
	2021	38%	27%	21%	*	20%	*	-	*	-	*	18%	*	20%	30%	20%	34%
Math Including EOC	2022	43%	33%	42%	38%	41%	17%	*	63%	-	*	20%	*	44%	31%	45%	52%
	2021	31%	18%	20%	*	19%	*	-	*	-	*	18%	*	18%	30%	18%	38%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	22%	*	21%	*	-	80%	-	*	18%	*	22%	22%	18%	24%
	2021	26%	13%	13%	0%	12%	*	-	*	-	*	29%	-	11%	25%	11%	11%
Reading and Mathematics Including EOC	2022	36%	27%	22%	*	21%	*	-	80%	-	*	18%	*	22%	22%	18%	24%
	2021	26%	13%	13%	0%	12%	*	-	*	-	*	29%	-	11%	25%	11%	11%
Reading Including EOC	2022	54%	48%	44%	*	41%	*	-	80%	-	*	29%	*	44%	44%	38%	42%
	2021	36%	25%	24%	13%	21%	*	-	*	-	*	29%	-	22%	42%	22%	15%
Math Including EOC	2022	43%	35%	33%	*	32%	*	-	80%	-	*	24%	*	33%	33%	27%	36%
	2021	36%	21%	19%	0%	19%	*	-	*	-	*	29%	-	18%	25%	17%	19%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	22%	27%	21%	0%	*	54%	-	*	19%	*	22%	23%	20%	24%
	2021	26%	15%	13%	11%	11%	25%	-	43%	-	*	25%	*	11%	27%	11%	15%
Reading and Mathematics Including EOC	2022	36%	27%	22%	27%	21%	0%	*	54%	-	*	19%	*	22%	23%	20%	24%
	2021	28%	17%	13%	11%	11%	25%	-	43%	-	*	25%	*	11%	27%	11%	15%
Reading Including EOC	2022	53%	45%	40%	64%	37%	40%	*	54%	-	*	28%	*	39%	42%	35%	38%
	2021	41%	30%	23%	22%	21%	38%	-	43%	-	*	25%	*	21%	36%	21%	22%
Math Including EOC	2022	43%	34%	38%	27%	37%	10%	*	69%	-	*	22%	*	39%	32%	37%	44%
	2021	37%	25%	19%	11%	19%	25%	-	43%	-	*	25%	*	18%	27%	17%	26%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	83	-	85	*	-	70	-	*	67	-	86	68	81	86
	2019	61	66	85	75	85	*	-	*	-	*	95	*	86	82	84	72
Grade 4 Mathematics	2022	74	79	89	-	89	*	-	100	-	*	88	*	92	75	89	86
	2019	65	61	62	81	61	*	-	*	-	*	60	*	61	67	63	53
All Grades Both Subjects	2022	74	77	87	-	88	75	-	85	-	83	78	*	90	72	86	86
	2019	69	69	71	78	70	*	-	75	-	*	75	60	70	74	71	58
All Grades ELA/Reading	2022	78	80	83	-	85	*	-	70	-	*	67	-	86	68	81	86
	2019	68	68	85	75	85	*	-	*	-	*	95	*	86	82	84	72
All Grades Mathematics	2022	69	74	89	-	89	*	-	100	-	*	88	*	92	75	89	86
	2019	70	70	62	81	61	*	-	*	-	*	60	*	61	67	63	53

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	73%	77%	-	77%	-	-	-	85%	-	85%	-	63%	70%	76%	-
	2021	67%	61%	48%	47%	-	47%	-	-	-	59%	-	59%	-	53%	48%	49%	-
At Meets Grade Level or Above	2022	48%	43%	39%	39%	-	39%	-	-	-	56%	-	56%	-	34%	36%	41%	-
	2021	41%	33%	21%	21%	-	21%	-	-	-	35%	-	35%	-	14%	20%	21%	-
At Masters Grade Level	2022	23%	18%	14%	19%	-	19%	-	-	-	18%	-	18%	-	18%	9%	18%	-
	2021	18%	12%	7%	8%	-	8%	-	-	-	0%	-	0%	-	0%	7%	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	71%	-	71%	-	-	-	88%	-	88%	-	74%	76%	75%	-
	2021	68%	61%	50%	52%	-	52%	-	-	-	57%	-	57%	-	58%	47%	53%	-
At Meets Grade Level or Above	2022	53%	45%	40%	30%	-	30%	-	-	-	59%	-	59%	-	47%	42%	38%	-
	2021	45%	35%	23%	22%	-	22%	-	-	-	43%	-	43%	-	8%	23%	22%	-
At Masters Grade Level	2022	25%	18%	15%	13%	-	13%	-	-	-	12%	-	12%	-	26%	14%	15%	-
	2021	18%	12%	8%	9%	-	9%	-	-	-	0%	-	0%	-	0%	8%	7%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	71%	83%	-	83%	-	-	-	82%	-	82%	-	53%	64%	77%	-
	2021	66%	61%	46%	51%	-	51%	-	-	-	71%	-	71%	-	50%	41%	52%	-
At Meets Grade Level or Above	2022	42%	37%	38%	49%	-	49%	-	-	-	53%	-	53%	-	21%	31%	44%	-
	2021	37%	30%	19%	25%	-	25%	-	-	-	43%	-	43%	-	17%	14%	26%	-
At Masters Grade Level	2022	20%	16%	14%	24%	-	24%	-	-	-	24%	-	24%	-	11%	4%	22%	-
	2021	18%	11%	6%	10%	-	10%	-	-	-	0%	-	0%	-	0%	4%	8%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	87%	83%	-	83%	-	-	-	83%	-	83%	-	92%	87%	86%	-
	2019	69%	69%	71%	44%	-	44%	-	-	-	*	-	*	-	67%	-	52%	-
All Grades ELA/Reading	2022	78%	80%	83%	-	-	-	-	-	-	75%	-	75%	-	92%	81%	86%	-
	2019	68%	68%	85%	*	-	*	-	-	-	*	-	*	-	61%	-	65%	-
All Grades Mathematics	2022	69%	74%	89%	83%	-	83%	-	-	-	92%	-	92%	-	92%	93%	86%	-
	2019	70%	70%	62%	44%	-	44%	-	-	-	*	-	*	-	72%	-	49%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	83%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	88%	69%	89%	91%	*	93%	-	67%	76%	100%	94%	63%	87%	94%
Not Included in Accountability: Mobile	5%	4%	9%	31%	7%	9%	*	7%	-	17%	7%	0%	2%	33%	10%	5%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	4%	0%	*	0%	-	0%	17%	0%	3%	2%	3%	1%
Not Tested	1%	2%	0%	0%	0%	0%	*	0%	-	17%	0%	0%	0%	2%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	*	0%	-	17%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	83%	100%	*	100%	98%	99%	100%
Included in Accountability	92%	91%	88%	69%	89%	91%	*	93%	-	67%	76%	*	94%	63%	87%	94%
Not Included in Accountability: Mobile	5%	4%	9%	31%	7%	9%	*	7%	-	17%	7%	*	2%	33%	10%	5%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	4%	0%	*	0%	-	0%	17%	*	3%	2%	3%	1%
Not Tested	1%	2%	0%	0%	0%	0%	*	0%	-	17%	0%	*	0%	2%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	*	0%	-	17%	0%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	83%	100%	*	100%	98%	99%	100%
Included in Accountability	93%	94%	88%	69%	89%	91%	*	93%	-	67%	76%	*	94%	63%	87%	94%
Not Included in Accountability: Mobile	5%	4%	9%	31%	7%	9%	*	7%	-	17%	7%	*	2%	33%	10%	5%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	4%	0%	*	0%	-	0%	17%	*	3%	2%	3%	1%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	17%	0%	*	0%	2%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	17%	0%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	83%	86%	87%	69%	88%	89%	-	100%	-	67%	72%	*	90%	69%	87%	83%
Not Included in Accountability: Mobile	3%	3%	4%	31%	2%	0%	-	0%	-	17%	0%	*	1%	19%	4%	2%
Not Included in Accountability: Other Exclusions	3%	5%	10%	0%	10%	11%	-	0%	-	17%	28%	*	9%	13%	9%	15%
Not Tested	11%	7%	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%
Other	10%	4%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	92%	100%	100%	-	100%	-	100%	100%	*	100%	97%	99%	100%
Included in Accountability	84%	89%	87%	75%	88%	89%	-	100%	-	67%	72%	*	90%	71%	88%	83%
Not Included in Accountability: Mobile	4%	3%	3%	17%	2%	0%	-	0%	-	17%	0%	*	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	0%	2%	10%	0%	10%	11%	-	0%	-	17%	28%	*	9%	13%	9%	15%
Not Tested	12%	5%	0%	8%	0%	0%	-	0%	-	0%	0%	*	0%	3%	1%	0%
Absent	2%	2%	0%	8%	0%	0%	-	0%	-	0%	0%	*	0%	3%	1%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	95.6%	96.2%	95.7%	93.2%	-	97.3%	-	95.7%	92.3%	95.7%	96.6%
2019-20	98.3%	98.1%	98.4%	97.9%	98.5%	97.3%	-	99.6%	*	*	96.0%	98.7%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	10.4%	9.4%	10.7%	14.8%	-	5.6%	-	0.0%	19.2%	9.6%	6.8%
2019-20	6.7%	8.8%	6.1%	10.0%	5.9%	10.0%	-	0.0%	*	0.0%	18.7%	5.1%	1.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	556	100.0%	49,255	5,402,928	556	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	4	0.7%	0.3%	0.3%	4	0.7%	0.4%	0.4%
Pre-Kindergarten	67	12.1%	4.2%	4.1%	67	12.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	67	12.1%	4.2%	3.5%	67	12.1%	4.2%	3.5%
Kindergarten	80	14.4%	6.2%	6.8%	80	14.4%	6.2%	6.8%
Grade 1	96	17.3%	7.4%	7.1%	96	17.3%	7.4%	7.1%
Grade 2	100	18.0%	6.5%	7.1%	100	18.0%	6.5%	7.1%
Grade 3	113	20.3%	6.4%	7.1%	113	20.3%	6.4%	7.1%
Grade 4	96	17.3%	6.9%	7.1%	96	17.3%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	35	6.3%	8.1%	12.8%	35	6.3%	8.1%	12.8%
Hispanic	452	81.3%	82.8%	52.8%	452	81.3%	82.8%	52.7%
White	30	5.4%	5.2%	26.3%	30	5.4%	5.2%	26.3%
American Indian	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Asian	29	5.2%	3.0%	4.8%	29	5.2%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	1.4%	0.7%	2.9%	8	1.4%	0.7%	2.9%
Sex:								
Female	284	51.1%	48.3%	48.9%	284	51.1%	48.3%	48.8%
Male	272	48.9%	51.7%	51.1%	272	48.9%	51.7%	51.2%
Economically Disadvantaged	456	82.0%	79.4%	60.7%	456	82.0%	79.4%	60.6%
Non-Educationally Disadvantaged	100	18.0%	20.6%	39.3%	100	18.0%	20.6%	39.4%
Section 504 Students	7	1.3%	5.8%	7.4%	7	1.3%	5.8%	7.4%
EB Students/EL	252	45.3%	32.6%	21.7%	252	45.3%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	13	2.3%	4.9%	5.0%	13	2.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	8	1.4%	3.4%	2.0%	8	1.4%	3.4%	2.0%
Migrant	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Title I	556	100.0%	67.8%	64.3%	556	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	403	72.5%	69.4%	53.5%	403	72.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	217	39.0%	30.5%	21.9%	217	39.0%	30.4%	21.8%
Gifted and Talented Education	38	6.8%	5.5%	8.0%	38	6.8%	5.5%	8.0%
Special Education	88	15.8%	12.4%	11.6%	88	15.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	88							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	31.8%	44.4%	43.0%				
Students with Physical Disabilities	37	42.0%	18.2%	20.8%				
Students with Autism	8	9.1%	21.3%	14.7%				
Students with Behavioral Disabilities	15	17.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	68	14.3%	14.7%	13.6%				
By Ethnicity:								
African American	13	2.7%	2.1%	2.5%				
Hispanic	44	9.2%	11.1%	6.6%				
White	5	1.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.6%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	6.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	10.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	57	14.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	98	20.1%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	8.0%	11.5%	2.9%	7.7%	9.7%	4.2%
Grade 2	4.9%	6.2%	1.7%	5.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.2%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.3	17.0	18.7
Grade 1	15.5	18.2	18.7
Grade 2	16.8	16.7	18.6
Grade 3	15.8	15.8	18.7
Grade 4	15.3	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	78.0	100.0%	100.0%	100.0%
Professional Staff:	57.4	73.6%	59.0%	64.1%
Teachers	48.6	62.3%	45.5%	49.3%
Professional Support	6.8	8.8%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	2.9%
Educational Aides:	20.6	26.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	51.9	66.6%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.1	6.4%	10.3%	11.2%
Hispanic	23.7	48.8%	39.2%	28.9%
White	19.8	40.7%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.1%	0.9%	1.2%
Teachers by Sex:				
Males	4.1	8.5%	25.0%	24.1%
Females	44.5	91.5%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.6	69.1%	75.8%	72.6%
Masters	15.0	30.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.2%	7.9%	7.9%
1-5 Years Experience	6.8	14.0%	27.4%	26.7%
6-10 Years Experience	14.0	28.8%	24.2%	20.6%
11-20 Years Experience	16.8	34.6%	28.7%	28.6%
21-30 Years Experience	7.0	14.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	8.0	6.3
Average Years Experience of Principals with District	15.0	7.7	5.4
Average Years Experience of Assistant Principals	7.0	7.4	5.5
Average Years Experience of Assistant Principals with District	5.0	7.1	4.8
Average Years Experience of Teachers:	11.8	10.4	11.1
Average Years Experience of Teachers with District:	9.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,070	\$56,914	\$51,054
1-5 Years Experience	\$58,978	\$58,997	\$54,577
6-10 Years Experience	\$63,036	\$61,821	\$57,746
11-20 Years Experience	\$59,050	\$63,221	\$61,377
21-30 Years Experience	\$69,516	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,611	\$61,600	\$58,887
Professional Support	\$68,540	\$76,167	\$69,505
Campus Administration (School Leadership)	\$104,861	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	15.6	32.1%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	28.5	58.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.5	9.3%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GOLDEN ACRES EL

Campus Number: 101917107

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	70%	-	70%	67%	-	-	-	-	43%	*	69%	78%	69%	49%
	2021	67%	59%	59%	-	55%	86%	-	-	-	-	40%	*	59%	*	59%	39%
At Meets Grade Level or Above	2022	51%	42%	39%	-	40%	33%	-	-	-	-	29%	*	37%	56%	37%	14%
	2021	39%	27%	31%	-	23%	86%	-	-	-	-	0%	*	29%	*	32%	17%
At Masters Grade Level	2022	30%	21%	19%	-	19%	17%	-	-	-	-	14%	*	19%	22%	17%	3%
	2021	19%	12%	15%	-	9%	57%	-	-	-	-	0%	*	14%	*	11%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	56%	-	56%	50%	-	-	-	-	14%	*	57%	44%	53%	37%
	2021	62%	51%	59%	-	53%	100%	-	-	-	-	0%	*	59%	*	59%	52%
At Meets Grade Level or Above	2022	43%	33%	24%	-	25%	17%	-	-	-	-	14%	*	24%	22%	23%	6%
	2021	31%	18%	24%	-	19%	57%	-	-	-	-	0%	*	24%	*	20%	26%
At Masters Grade Level	2022	21%	13%	9%	-	8%	17%	-	-	-	-	0%	*	7%	22%	8%	0%
	2021	14%	6%	11%	-	9%	29%	-	-	-	-	0%	*	12%	*	7%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	70%	-	68%	86%	-	-	-	-	11%	-	71%	67%	67%	72%
	2021	63%	54%	40%	-	40%	*	-	-	-	*	8%	*	41%	33%	37%	38%
At Meets Grade Level or Above	2022	54%	48%	52%	-	47%	86%	-	-	-	-	0%	-	51%	56%	50%	48%
	2021	36%	25%	12%	-	12%	*	-	-	-	*	0%	*	10%	22%	9%	6%
At Masters Grade Level	2022	28%	21%	26%	-	19%	71%	-	-	-	-	0%	-	22%	44%	24%	16%
	2021	17%	8%	3%	-	3%	*	-	-	-	*	0%	*	2%	11%	2%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	67%	-	66%	71%	-	-	-	-	22%	-	71%	44%	65%	72%
	2021	59%	50%	39%	-	39%	*	-	-	-	*	15%	*	39%	33%	38%	36%
At Meets Grade Level or Above	2022	43%	35%	43%	-	38%	71%	-	-	-	-	0%	-	47%	22%	39%	44%
	2021	36%	21%	10%	-	9%	*	-	-	-	*	0%	*	10%	11%	10%	6%
At Masters Grade Level	2022	23%	15%	24%	-	23%	29%	-	-	-	-	0%	-	27%	11%	17%	28%
	2021	21%	10%	6%	-	5%	*	-	-	-	*	0%	*	5%	11%	5%	3%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	65%	-	65%	69%	-	-	-	-	22%	*	66%	58%	63%	55%
	2021	67%	61%	44%	-	42%	76%	-	-	-	*	13%	0%	45%	38%	42%	36%
At Meets Grade Level or Above	2022	48%	43%	38%	-	36%	54%	-	-	-	-	9%	*	38%	39%	36%	25%
	2021	41%	33%	16%	-	13%	57%	-	-	-	*	0%	0%	15%	21%	14%	10%
At Masters Grade Level	2022	23%	18%	18%	-	17%	35%	-	-	-	-	3%	*	17%	25%	16%	10%
	2021	18%	12%	6%	-	4%	33%	-	-	-	*	0%	0%	6%	9%	5%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	70%	-	69%	77%	-	-	-	-	25%	*	70%	72%	69%	58%
	2021	68%	61%	48%	-	46%	78%	-	-	-	*	18%	*	49%	42%	47%	38%
At Meets Grade Level or Above	2022	53%	45%	44%	-	43%	62%	-	-	-	-	13%	*	43%	56%	42%	28%
	2021	45%	35%	20%	-	17%	67%	-	-	-	*	0%	*	19%	33%	19%	11%
At Masters Grade Level	2022	25%	18%	22%	-	19%	46%	-	-	-	-	6%	*	20%	33%	20%	8%
	2021	18%	12%	8%	-	5%	44%	-	-	-	*	0%	*	7%	17%	6%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	-	60%	62%	-	-	-	-	19%	*	63%	44%	58%	52%
	2021	66%	61%	48%	-	45%	80%	-	-	-	*	11%	*	48%	42%	47%	43%
At Meets Grade Level or Above	2022	42%	37%	32%	-	30%	46%	-	-	-	-	6%	*	33%	22%	29%	22%
	2021	37%	30%	16%	-	13%	50%	-	-	-	*	0%	*	16%	17%	15%	14%
At Masters Grade Level	2022	20%	16%	15%	-	14%	23%	-	-	-	-	0%	*	15%	17%	12%	12%
	2021	18%	11%	8%	-	6%	30%	-	-	-	*	0%	*	8%	8%	6%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	22%	-	22%	17%	-	-	-	-	14%	*	21%	22%	20%	3%
	2021	24%	12%	17%	-	11%	57%	-	-	-	-	0%	*	16%	*	14%	9%
Reading and Mathematics Including EOC	2022	36%	25%	22%	-	22%	17%	-	-	-	-	14%	*	21%	22%	20%	3%
	2021	24%	12%	17%	-	11%	57%	-	-	-	-	0%	*	16%	*	14%	9%
Reading Including EOC	2022	51%	42%	39%	-	40%	33%	-	-	-	-	29%	*	37%	56%	37%	14%
	2021	38%	27%	31%	-	23%	86%	-	-	-	-	0%	*	29%	*	32%	17%
Math Including EOC	2022	43%	33%	24%	-	25%	17%	-	-	-	-	14%	*	24%	22%	23%	6%
	2021	31%	18%	24%	-	19%	57%	-	-	-	-	0%	*	24%	*	20%	26%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	33%	-	28%	71%	-	-	-	-	0%	-	36%	22%	28%	32%
	2021	26%	13%	1%	-	2%	*	-	-	-	*	0%	*	0%	11%	0%	0%
Reading and Mathematics Including EOC	2022	36%	27%	33%	-	28%	71%	-	-	-	-	0%	-	36%	22%	28%	32%
	2021	26%	13%	1%	-	2%	*	-	-	-	*	0%	*	0%	11%	0%	0%
Reading Including EOC	2022	54%	48%	52%	-	47%	86%	-	-	-	-	0%	-	51%	56%	50%	48%
	2021	36%	25%	12%	-	12%	*	-	-	-	*	0%	*	10%	22%	9%	6%
Math Including EOC	2022	43%	35%	43%	-	38%	71%	-	-	-	-	0%	-	47%	22%	39%	44%
	2021	36%	21%	10%	-	9%	*	-	-	-	*	0%	*	10%	11%	10%	6%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	26%	-	24%	46%	-	-	-	-	6%	*	27%	22%	23%	15%
	2021	26%	15%	8%	-	5%	44%	-	-	-	*	0%	*	7%	17%	6%	4%
Reading and Mathematics Including EOC	2022	36%	27%	26%	-	24%	46%	-	-	-	-	6%	*	27%	22%	23%	15%
	2021	28%	17%	8%	-	5%	44%	-	-	-	*	0%	*	7%	17%	6%	4%
Reading Including EOC	2022	53%	45%	44%	-	43%	62%	-	-	-	-	13%	*	43%	56%	42%	28%
	2021	41%	30%	20%	-	17%	67%	-	-	-	*	0%	*	19%	33%	19%	11%
Math Including EOC	2022	43%	34%	32%	-	30%	46%	-	-	-	-	6%	*	33%	22%	29%	22%
	2021	37%	25%	16%	-	13%	50%	-	-	-	*	0%	*	16%	17%	15%	14%

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

Texas Education Agency
2021-22 Progress (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	80	-	80	86	-	-	-	-	50	-	80	86	80	92
	2019	61	66	56	-	51	68	-	*	-	*	79	-	59	46	55	43
Grade 4 Mathematics	2022	74	79	84	-	86	71	-	-	-	-	67	-	90	50	81	96
	2019	65	61	55	-	56	50	-	*	-	*	36	-	56	50	56	63
All Grades Both Subjects	2022	74	77	82	-	83	79	-	-	-	-	58	-	85	68	81	94
	2019	69	69	55	-	54	59	-	*	-	*	59	-	57	48	56	60
All Grades ELA/Reading	2022	78	80	80	-	80	86	-	-	-	-	50	-	80	86	80	92
	2019	68	68	56	-	51	68	-	*	-	*	79	-	59	46	55	43
All Grades Mathematics	2022	69	74	84	-	86	71	-	-	-	-	67	-	90	50	81	96
	2019	70	70	55	-	56	50	-	*	-	*	36	-	56	50	56	63

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	65%	53%	-	53%	-	-	-	-	-	-	-	75%	73%	55%	-
	2021	67%	61%	44%	36%	-	36%	-	-	-	-	-	-	-	40%	50%	36%	-
At Meets Grade Level or Above	2022	48%	43%	38%	23%	-	23%	-	-	-	-	-	-	-	42%	49%	25%	-
	2021	41%	33%	16%	10%	-	10%	-	-	-	-	-	-	-	0%	21%	10%	-
At Masters Grade Level	2022	23%	18%	18%	9%	-	9%	-	-	-	-	-	-	-	17%	25%	10%	-
	2021	18%	12%	6%	2%	-	2%	-	-	-	-	-	-	-	0%	10%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	70%	56%	-	56%	-	-	-	-	-	-	-	83%	79%	58%	-
	2021	68%	61%	48%	38%	-	38%	-	-	-	-	-	-	-	*	57%	38%	-
At Meets Grade Level or Above	2022	53%	45%	44%	24%	-	24%	-	-	-	-	-	-	-	67%	58%	28%	-
	2021	45%	35%	20%	11%	-	11%	-	-	-	-	-	-	-	*	28%	11%	-
At Masters Grade Level	2022	25%	18%	22%	7%	-	7%	-	-	-	-	-	-	-	17%	33%	8%	-
	2021	18%	12%	8%	2%	-	2%	-	-	-	-	-	-	-	*	13%	2%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	50%	-	50%	-	-	-	-	-	-	-	67%	67%	52%	-
	2021	66%	61%	48%	43%	-	43%	-	-	-	-	-	-	-	*	51%	43%	-
At Meets Grade Level or Above	2022	42%	37%	32%	22%	-	22%	-	-	-	-	-	-	-	17%	40%	22%	-
	2021	37%	30%	16%	15%	-	15%	-	-	-	-	-	-	-	*	18%	14%	-
At Masters Grade Level	2022	20%	16%	15%	11%	-	11%	-	-	-	-	-	-	-	17%	18%	12%	-
	2021	18%	11%	8%	4%	-	4%	-	-	-	-	-	-	-	*	12%	4%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	82%	95%	-	95%	-	-	-	-	-	-	-	88%	71%	94%	-
	2019	69%	69%	55%	64%	-	64%	-	-	-	*	-	*	-	33%	-	60%	-
All Grades ELA/Reading	2022	78%	80%	80%	90%	-	90%	-	-	-	-	-	-	-	*	69%	92%	-
	2019	68%	68%	56%	*	-	*	-	-	-	*	-	*	-	*	-	43%	-
All Grades Mathematics	2022	69%	74%	84%	100%	-	100%	-	-	-	-	-	-	-	*	73%	96%	-
	2019	70%	70%	55%	67%	-	67%	-	-	-	*	-	*	-	*	-	63%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	96%	-	96%	100%	-	-	-	-	89%	*	97%	95%	96%	97%
Not Included in Accountability: Mobile	5%	4%	3%	-	3%	0%	-	-	-	-	11%	*	3%	0%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	0%	*	0%	5%	1%	2%
Not Tested	1%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	96%	-	96%	100%	-	-	-	-	89%	*	97%	95%	96%	97%
Not Included in Accountability: Mobile	5%	4%	3%	-	3%	0%	-	-	-	-	11%	*	3%	0%	3%	2%
Not Included in Accountability: Other Exclusions	2%	3%	1%	-	1%	0%	-	-	-	-	0%	*	0%	5%	1%	2%
Not Tested	1%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	-	96%	100%	-	-	-	-	89%	*	97%	95%	96%	97%
Not Included in Accountability: Mobile	5%	4%	3%	-	3%	0%	-	-	-	-	11%	*	3%	0%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	-	-	-	0%	*	0%	5%	1%	2%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	93%	-	93%	90%	-	-	-	*	95%	*	93%	95%	93%	98%
Included in Accountability	83%	86%	84%	-	83%	90%	-	-	-	*	85%	*	87%	60%	83%	86%
Not Included in Accountability: Mobile	3%	3%	5%	-	6%	0%	-	-	-	*	5%	*	2%	30%	5%	3%
Not Included in Accountability: Other Exclusions	3%	5%	4%	-	4%	0%	-	-	-	*	5%	*	4%	5%	5%	9%
Not Tested	11%	7%	7%	-	7%	10%	-	-	-	*	5%	*	7%	5%	7%	2%
Absent	2%	2%	1%	-	1%	0%	-	-	-	*	0%	*	2%	0%	2%	0%
Other	10%	4%	5%	-	5%	10%	-	-	-	*	5%	*	6%	5%	6%	2%
Mathematics																
Assessment Participant	88%	95%	94%	-	93%	100%	-	-	-	*	100%	*	94%	95%	93%	97%
Included in Accountability	84%	89%	85%	-	84%	100%	-	-	-	*	90%	*	89%	60%	84%	88%
Not Included in Accountability: Mobile	4%	3%	6%	-	7%	0%	-	-	-	*	5%	*	2%	30%	6%	3%
Not Included in Accountability: Other Exclusions	0%	2%	3%	-	3%	0%	-	-	-	*	5%	*	2%	5%	3%	6%
Not Tested	12%	5%	6%	-	7%	0%	-	-	-	*	0%	*	6%	5%	7%	3%
Absent	2%	2%	1%	-	1%	0%	-	-	-	*	0%	*	1%	0%	1%	0%
Other	10%	3%	5%	-	6%	0%	-	-	-	*	0%	*	6%	5%	7%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.4%	*	95.6%	95.7%	-	-	-	*	95.6%	95.3%	97.1%
2019-20	98.3%	98.1%	99.0%	*	99.1%	98.9%	-	-	-	*	99.4%	99.0%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	13.9%	83.3%	12.5%	12.9%	-	-	-	*	9.5%	14.0%	4.8%
2019-20	6.7%	8.8%	3.4%	20.0%	2.9%	6.5%	-	-	-	*	0.0%	3.1%	2.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	371	100.0%	49,255	5,402,928	373	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	8	2.2%	0.3%	0.3%	10	2.7%	0.4%	0.4%
Pre-Kindergarten	38	10.2%	4.2%	4.1%	38	10.2%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	38	10.2%	4.2%	3.5%	38	10.2%	4.2%	3.5%
Kindergarten	55	14.8%	6.2%	6.8%	55	14.7%	6.2%	6.8%
Grade 1	85	22.9%	7.4%	7.1%	85	22.8%	7.4%	7.1%
Grade 2	47	12.7%	6.5%	7.1%	47	12.6%	6.5%	7.1%
Grade 3	82	22.1%	6.4%	7.1%	82	22.0%	6.4%	7.1%
Grade 4	56	15.1%	6.9%	7.1%	56	15.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	7	1.9%	8.1%	12.8%	7	1.9%	8.1%	12.8%
Hispanic	319	86.0%	82.8%	52.8%	321	86.1%	82.8%	52.7%
White	42	11.3%	5.2%	26.3%	42	11.3%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.3%	3.0%	4.8%	1	0.3%	3.0%	4.8%
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%	2.9%	2	0.5%	0.7%	2.9%
Sex:								
Female	175	47.2%	48.3%	48.9%	175	46.9%	48.3%	48.8%
Male	196	52.8%	51.7%	51.1%	198	53.1%	51.7%	51.2%
Economically Disadvantaged	338	91.1%	79.4%	60.7%	339	90.9%	79.4%	60.6%
Non-Educationally Disadvantaged	33	8.9%	20.6%	39.3%	34	9.1%	20.6%	39.4%
Section 504 Students	15	4.0%	5.8%	7.4%	15	4.0%	5.8%	7.4%
EB Students/EL	145	39.1%	32.6%	21.7%	145	38.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	13	3.5%	4.9%	5.0%	13	3.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.5%	0.7%	1.1%	2	0.5%	0.7%	1.1%
Immigrant	10	2.7%	3.4%	2.0%	10	2.7%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	371	100.0%	67.8%	64.3%	373	100.0%	67.7%	64.3%
Military Connected	5	1.3%	0.4%	3.3%	5	1.3%	0.4%	3.3%
At-Risk	235	63.3%	69.4%	53.5%	235	63.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	136	36.7%	30.5%	21.9%	136	36.5%	30.4%	21.8%
Gifted and Talented Education	32	8.6%	5.5%	8.0%	32	8.6%	5.5%	8.0%
Special Education	34	9.2%	12.4%	11.6%	35	9.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	34							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	38.2%	44.4%	43.0%				
Students with Physical Disabilities	10	29.4%	18.2%	20.8%				
Students with Autism	8	23.5%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	45	14.6%	14.7%	13.6%				
By Ethnicity:								
African American	3	1.0%	2.1%	2.5%				
Hispanic	38	12.3%	11.1%	6.6%				
White	4	1.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	14.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	16	12.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	43	16.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	69	22.0%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	12.2%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	0.0%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	3.5%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	12.9	17.0	18.7
Grade 1	19.3	18.2	18.7
Grade 2	16.5	16.7	18.6
Grade 3	15.0	15.8	18.7
Grade 4	16.9	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	50.1	100.0%	100.0%	100.0%
Professional Staff:	40.2	80.3%	59.0%	64.1%
Teachers	32.2	64.3%	45.5%	49.3%
Professional Support	6.0	12.0%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	4.0%	2.3%	2.9%
Educational Aides:	9.9	19.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	30.8	61.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.1%	10.3%	11.2%
Hispanic	16.0	49.8%	39.2%	28.9%
White	15.1	47.0%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	3.1%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	4.0	12.4%	25.0%	24.1%
Females	28.2	87.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	28.0	87.1%	75.8%	72.6%
Masters	4.2	12.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	15.5%	7.9%	7.9%
1-5 Years Experience	7.0	21.7%	27.4%	26.7%
6-10 Years Experience	6.1	18.9%	24.2%	20.6%
11-20 Years Experience	10.1	31.2%	28.7%	28.6%
21-30 Years Experience	2.1	6.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	6.2%	1.6%	2.9%
Number of Students per Teacher	11.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
Average Years Experience of Assistant Principals	2.0	7.4	5.5
Average Years Experience of Assistant Principals with District	2.0	7.1	4.8
Average Years Experience of Teachers:	10.7	10.4	11.1
Average Years Experience of Teachers with District:	9.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,673	\$56,914	\$51,054
1-5 Years Experience	\$58,648	\$58,997	\$54,577
6-10 Years Experience	\$62,171	\$61,821	\$57,746
11-20 Years Experience	\$57,885	\$63,221	\$61,377
21-30 Years Experience	\$58,673	\$65,542	\$65,949
Over 30 Years Experience	\$61,840	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$58,970	\$61,600	\$58,887
Professional Support	\$67,140	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,911	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	11.9	37.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	19.2	59.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	1.1	3.4%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PEARL HALL EL

Campus Number: 101917108

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	78%	100%	75%	*	-	-	-	*	67%	*	75%	91%	76%	71%
	2021	67%	59%	60%	*	60%	*	-	-	-	-	73%	*	62%	53%	59%	62%
At Meets Grade Level or Above	2022	51%	42%	48%	60%	44%	*	-	-	-	*	50%	*	48%	45%	46%	42%
	2021	39%	27%	28%	*	30%	*	-	-	-	-	45%	*	30%	18%	28%	36%
At Masters Grade Level	2022	30%	21%	24%	40%	22%	*	-	-	-	*	17%	*	23%	27%	24%	20%
	2021	19%	12%	10%	*	11%	*	-	-	-	-	0%	*	12%	6%	11%	19%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	66%	80%	65%	*	-	-	-	*	33%	*	68%	55%	66%	71%
	2021	62%	51%	52%	*	54%	*	-	-	-	-	82%	*	52%	53%	51%	52%
At Meets Grade Level or Above	2022	43%	33%	36%	40%	36%	*	-	-	-	*	33%	*	38%	27%	36%	40%
	2021	31%	18%	17%	*	19%	*	-	-	-	-	55%	*	20%	6%	19%	19%
At Masters Grade Level	2022	21%	13%	11%	0%	13%	*	-	-	-	*	0%	*	12%	9%	12%	16%
	2021	14%	6%	2%	*	3%	*	-	-	-	-	0%	*	3%	0%	3%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	69%	*	70%	*	-	-	-	-	65%	*	69%	68%	70%	61%
	2021	63%	54%	33%	*	32%	*	-	*	-	-	47%	*	37%	12%	31%	26%
At Meets Grade Level or Above	2022	54%	48%	48%	*	49%	*	-	-	-	-	59%	*	52%	37%	49%	37%
	2021	36%	25%	13%	*	11%	*	-	*	-	-	40%	*	14%	6%	12%	7%
At Masters Grade Level	2022	28%	21%	12%	*	13%	*	-	-	-	-	6%	*	16%	0%	13%	13%
	2021	17%	8%	8%	*	7%	*	-	*	-	-	20%	*	8%	6%	8%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	67%	*	68%	*	-	-	-	-	71%	*	68%	63%	66%	76%
	2021	59%	50%	38%	*	37%	*	-	*	-	-	47%	*	40%	24%	38%	35%
At Meets Grade Level or Above	2022	43%	35%	27%	*	26%	*	-	-	-	-	53%	*	26%	32%	26%	24%
	2021	36%	21%	16%	*	14%	*	-	*	-	-	40%	*	18%	6%	16%	15%
At Masters Grade Level	2022	23%	15%	11%	*	12%	*	-	-	-	-	12%	*	13%	5%	11%	16%
	2021	21%	10%	6%	*	5%	*	-	*	-	-	20%	*	6%	6%	5%	2%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	70%	69%	69%	100%	-	-	-	*	63%	38%	70%	68%	69%	70%
	2021	67%	61%	44%	44%	44%	39%	-	*	-	-	58%	0%	47%	32%	43%	40%
At Meets Grade Level or Above	2022	48%	43%	40%	44%	39%	67%	-	-	-	*	52%	0%	41%	35%	39%	36%
	2021	41%	33%	18%	33%	18%	17%	-	*	-	-	42%	0%	20%	7%	18%	17%
At Masters Grade Level	2022	23%	18%	15%	13%	15%	17%	-	-	-	*	9%	0%	16%	8%	15%	16%
	2021	18%	12%	6%	6%	6%	17%	-	*	-	-	12%	0%	7%	4%	6%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	73%	75%	72%	*	-	-	-	*	65%	*	73%	77%	73%	66%
	2021	68%	61%	45%	57%	45%	43%	-	*	-	-	58%	0%	48%	32%	44%	42%
At Meets Grade Level or Above	2022	53%	45%	48%	50%	47%	*	-	-	-	*	57%	*	50%	40%	47%	40%
	2021	45%	35%	20%	29%	20%	14%	-	*	-	-	42%	0%	22%	12%	19%	20%
At Masters Grade Level	2022	25%	18%	18%	25%	17%	*	-	-	-	*	9%	*	20%	10%	19%	17%
	2021	18%	12%	9%	14%	9%	14%	-	*	-	-	12%	0%	10%	6%	9%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	66%	63%	66%	*	-	-	-	*	61%	*	68%	60%	66%	73%
	2021	66%	61%	44%	29%	45%	43%	-	*	-	-	62%	0%	46%	38%	44%	43%
At Meets Grade Level or Above	2022	42%	37%	32%	38%	31%	*	-	-	-	*	48%	*	32%	30%	31%	33%
	2021	37%	30%	17%	29%	16%	14%	-	*	-	-	46%	0%	19%	6%	17%	17%
At Masters Grade Level	2022	20%	16%	11%	0%	12%	*	-	-	-	*	9%	*	12%	7%	11%	16%
	2021	18%	11%	4%	0%	4%	14%	-	*	-	-	12%	0%	5%	3%	4%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	26%	40%	25%	*	-	-	-	*	33%	*	28%	18%	26%	27%
	2021	24%	12%	13%	*	14%	*	-	-	-	-	45%	*	16%	0%	14%	14%
Reading and Mathematics Including EOC	2022	36%	25%	26%	40%	25%	*	-	-	-	*	33%	*	28%	18%	26%	27%
	2021	24%	12%	13%	*	14%	*	-	-	-	-	45%	*	16%	0%	14%	14%
Reading Including EOC	2022	51%	42%	48%	60%	44%	*	-	-	-	*	50%	*	48%	45%	46%	42%
	2021	38%	27%	28%	*	30%	*	-	-	-	-	45%	*	30%	18%	28%	36%
Math Including EOC	2022	43%	33%	36%	40%	36%	*	-	-	-	*	33%	*	38%	27%	36%	40%
	2021	31%	18%	17%	*	19%	*	-	-	-	-	55%	*	20%	6%	19%	19%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	23%	*	23%	*	-	-	-	-	53%	*	26%	16%	22%	18%
	2021	26%	13%	11%	*	9%	*	-	*	-	-	40%	*	12%	6%	11%	6%
Reading and Mathematics Including EOC	2022	36%	27%	23%	*	23%	*	-	-	-	-	53%	*	26%	16%	22%	18%
	2021	26%	13%	11%	*	9%	*	-	*	-	-	40%	*	12%	6%	11%	6%
Reading Including EOC	2022	54%	48%	48%	*	49%	*	-	-	-	-	59%	*	52%	37%	49%	37%
	2021	36%	25%	13%	*	11%	*	-	*	-	-	40%	*	14%	6%	12%	7%
Math Including EOC	2022	43%	35%	27%	*	26%	*	-	-	-	-	53%	*	26%	32%	26%	24%
	2021	36%	21%	16%	*	14%	*	-	*	-	-	40%	*	18%	6%	16%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	38%	24%	*	-	-	-	*	48%	*	27%	17%	24%	23%
	2021	26%	15%	12%	29%	11%	14%	-	*	-	-	42%	0%	14%	3%	12%	9%
Reading and Mathematics Including EOC	2022	36%	27%	25%	38%	24%	*	-	-	-	*	48%	*	27%	17%	24%	23%
	2021	28%	17%	12%	29%	11%	14%	-	*	-	-	42%	0%	14%	3%	12%	9%
Reading Including EOC	2022	53%	45%	48%	50%	47%	*	-	-	-	*	57%	*	50%	40%	47%	40%
	2021	41%	30%	20%	29%	20%	14%	-	*	-	-	42%	0%	22%	12%	19%	20%
Math Including EOC	2022	43%	34%	32%	38%	31%	*	-	-	-	*	48%	*	32%	30%	31%	33%
	2021	37%	25%	17%	29%	16%	14%	-	*	-	-	46%	0%	19%	6%	17%	17%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	88	*	86	*	-	-	-	-	93	*	91	75	89	*
	2019	61	66	57	75	55	*	-	*	-	*	69	*	56	60	58	63
Grade 4 Mathematics	2022	74	79	72	*	72	*	-	-	-	-	84	*	73	72	72	76
	2019	65	61	58	83	56	*	-	*	-	*	75	*	57	59	57	53
All Grades Both Subjects	2022	74	77	78	83	77	*	-	-	-	-	88	*	79	73	78	78
	2019	69	69	58	79	56	67	-	*	-	*	72	58	57	60	57	55
All Grades ELA/Reading	2022	78	80	88	*	86	*	-	-	-	-	93	*	91	75	89	*
	2019	68	68	57	75	55	*	-	*	-	*	69	*	56	60	58	63
All Grades Mathematics	2022	69	74	72	*	72	*	-	-	-	-	84	*	73	72	72	76
	2019	70	70	58	83	56	*	-	*	-	*	75	*	57	59	57	53

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	70%	69%	-	69%	-	-	-	*	-	*	-	75%	70%	70%	-
	2021	67%	61%	44%	39%	-	39%	-	-	-	0%	-	0%	-	79%	48%	40%	-
At Meets Grade Level or Above	2022	48%	43%	40%	35%	-	35%	-	-	-	*	-	*	-	38%	44%	36%	-
	2021	41%	33%	18%	16%	-	16%	-	-	-	0%	-	0%	-	36%	19%	17%	-
At Masters Grade Level	2022	23%	18%	15%	18%	-	18%	-	-	-	*	-	*	-	0%	13%	16%	-
	2021	18%	12%	6%	6%	-	6%	-	-	-	0%	-	0%	-	0%	7%	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	73%	65%	-	65%	-	-	-	*	-	*	-	*	81%	66%	-
	2021	68%	61%	45%	40%	-	40%	-	-	-	*	-	*	-	80%	49%	42%	-
At Meets Grade Level or Above	2022	53%	45%	48%	38%	-	38%	-	-	-	*	-	*	-	*	56%	40%	-
	2021	45%	35%	20%	19%	-	19%	-	-	-	*	-	*	-	40%	20%	20%	-
At Masters Grade Level	2022	25%	18%	18%	18%	-	18%	-	-	-	*	-	*	-	*	19%	17%	-
	2021	18%	12%	9%	11%	-	11%	-	-	-	*	-	*	-	0%	8%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	66%	73%	-	73%	-	-	-	*	-	*	-	*	59%	73%	-
	2021	66%	61%	44%	42%	-	42%	-	-	-	*	-	*	-	80%	46%	43%	-
At Meets Grade Level or Above	2022	42%	37%	32%	32%	-	32%	-	-	-	*	-	*	-	*	31%	33%	-
	2021	37%	30%	17%	16%	-	16%	-	-	-	*	-	*	-	40%	16%	17%	-
At Masters Grade Level	2022	20%	16%	11%	17%	-	17%	-	-	-	*	-	*	-	*	6%	16%	-
	2021	18%	11%	4%	3%	-	3%	-	-	-	*	-	*	-	0%	5%	3%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	78%	75%	-	75%	-	-	-	-	-	-	-	*	78%	78%	-
	2019	69%	69%	58%	52%	-	52%	-	-	-	*	-	*	-	56%		54%	-
All Grades ELA/Reading	2022	78%	80%	88%	-	-	-	-	-	-	-	-	-	-	*	87%	*	-
	2019	68%	68%	57%	72%	-	72%	-	-	-	*	-	*	-	*		61%	-
All Grades Mathematics	2022	69%	74%	72%	75%	-	75%	-	-	-	-	-	-	-	*	69%	76%	-
	2019	70%	70%	58%	49%	-	49%	-	-	-	*	-	*	-	*		52%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	89%	89%	90%	75%	-	-	-	*	96%	100%	98%	64%	91%	91%
Not Included in Accountability: Mobile	5%	4%	10%	11%	8%	25%	-	-	-	*	4%	0%	2%	32%	8%	7%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	4%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	89%	89%	90%	*	-	-	-	*	96%	*	98%	64%	91%	91%
Not Included in Accountability: Mobile	5%	4%	10%	11%	8%	*	-	-	-	*	4%	*	2%	32%	8%	7%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	*	-	-	-	*	0%	*	0%	4%	1%	2%
Not Tested	1%	2%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	89%	90%	*	-	-	-	*	96%	*	98%	64%	91%	91%
Not Included in Accountability: Mobile	5%	4%	10%	11%	8%	*	-	-	-	*	4%	*	2%	32%	8%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	*	-	-	-	*	0%	*	0%	4%	1%	2%
Not Tested	1%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	86%	93%	78%	93%	100%	-	*	-	-	96%	100%	95%	83%	92%	91%
Not Included in Accountability: Mobile	3%	3%	3%	22%	3%	0%	-	*	-	-	0%	0%	3%	5%	4%	1%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	0%	-	*	-	-	4%	0%	2%	12%	4%	8%
Not Tested	11%	7%	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%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	89%	93%	78%	93%	100%	-	*	-	-	96%	100%	96%	83%	93%	92%
Not Included in Accountability: Mobile	4%	3%	3%	22%	3%	0%	-	*	-	-	0%	0%	3%	5%	4%	1%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	4%	0%	-	*	-	-	4%	0%	1%	12%	4%	7%
Not Tested	12%	5%	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%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	94.4%	87.8%	94.7%	95.2%	*	*	*	*	93.0%	94.4%	95.7%
2019-20	98.3%	98.1%	99.1%	98.4%	99.1%	99.4%	*	*	-	*	98.7%	99.0%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.6%	64.0%	17.2%	13.3%	*	*	*	*	25.4%	18.7%	10.0%
2019-20	6.7%	8.8%	3.7%	4.0%	3.9%	0.0%	*	*	-	*	6.7%	4.0%	2.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	531	100.0%	49,255	5,402,928	531	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	40	7.5%	4.2%	4.1%	40	7.5%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	40	7.5%	4.2%	3.5%	40	7.5%	4.2%	3.5%
Kindergarten	84	15.8%	6.2%	6.8%	84	15.8%	6.2%	6.8%
Grade 1	117	22.0%	7.4%	7.1%	117	22.0%	7.4%	7.1%
Grade 2	105	19.8%	6.5%	7.1%	105	19.8%	6.5%	7.1%
Grade 3	95	17.9%	6.4%	7.1%	95	17.9%	6.4%	7.1%
Grade 4	90	16.9%	6.9%	7.1%	90	16.9%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	28	5.3%	8.1%	12.8%	28	5.3%	8.1%	12.8%
Hispanic	483	91.0%	82.8%	52.8%	483	91.0%	82.8%	52.7%
White	15	2.8%	5.2%	26.3%	15	2.8%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	3	0.6%	0.7%	2.9%	3	0.6%	0.7%	2.9%
Sex:								
Female	254	47.8%	48.3%	48.9%	254	47.8%	48.3%	48.8%
Male	277	52.2%	51.7%	51.1%	277	52.2%	51.7%	51.2%
Economically Disadvantaged	493	92.8%	79.4%	60.7%	493	92.8%	79.4%	60.6%
Non-Educationally Disadvantaged	38	7.2%	20.6%	39.3%	38	7.2%	20.6%	39.4%
Section 504 Students	17	3.2%	5.8%	7.4%	17	3.2%	5.8%	7.4%
EB Students/EL	268	50.5%	32.6%	21.7%	268	50.5%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	5	0.9%	4.9%	5.0%	5	0.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.6%	0.7%	1.1%	3	0.6%	0.7%	1.1%
Immigrant	35	6.6%	3.4%	2.0%	35	6.6%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	531	100.0%	67.8%	64.3%	531	100.0%	67.7%	64.3%
Military Connected	3	0.6%	0.4%	3.3%	3	0.6%	0.4%	3.3%
At-Risk	413	77.8%	69.4%	53.5%	413	77.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	254	47.8%	30.5%	21.9%	254	47.8%	30.4%	21.8%
Gifted and Talented Education	22	4.1%	5.5%	8.0%	22	4.1%	5.5%	8.0%
Special Education	72	13.6%	12.4%	11.6%	72	13.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	25.0%	44.4%	43.0%				
Students with Physical Disabilities	29	40.3%	18.2%	20.8%				
Students with Autism	19	26.4%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	81	17.4%	14.7%	13.6%				
By Ethnicity:								
African American	12	2.6%	2.1%	2.5%				
Hispanic	64	13.8%	11.1%	6.6%				
White	2	0.4%	1.0%	3.5%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	2	0.4%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	16.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	28	12.2%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	74	17.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	97	21.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	9.8%	11.5%	2.9%	20.0%	9.7%	4.2%
Grade 2	5.8%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	1.2%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	17.0	18.7
Grade 1	19.1	18.2	18.7
Grade 2	19.0	16.7	18.6
Grade 3	14.5	15.8	18.7
Grade 4	13.2	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	67.4	100.0%	100.0%	100.0%
Professional Staff:	51.9	77.0%	59.0%	64.1%
Teachers	43.0	63.8%	45.5%	49.3%
Professional Support	6.9	10.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	2.9%
Educational Aides:	15.5	23.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	49.1	72.8%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.3%	10.3%	11.2%
Hispanic	26.0	60.4%	39.2%	28.9%
White	15.0	34.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	5.0	11.6%	25.0%	24.1%
Females	38.0	88.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.0	76.8%	75.8%	72.6%
Masters	10.0	23.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	9.3%	7.9%	7.9%
1-5 Years Experience	12.0	27.9%	27.4%	26.7%
6-10 Years Experience	9.0	20.9%	24.2%	20.6%
11-20 Years Experience	10.0	23.3%	28.7%	28.6%
21-30 Years Experience	6.0	14.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	4.7%	1.6%	2.9%
Number of Students per Teacher	12.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.0	6.3
Average Years Experience of Principals with District	8.0	7.7	5.4
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:	11.6	10.4	11.1
Average Years Experience of Teachers with District:	9.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,820	\$56,914	\$51,054
1-5 Years Experience	\$58,741	\$58,997	\$54,577
6-10 Years Experience	\$59,928	\$61,821	\$57,746
11-20 Years Experience	\$61,157	\$63,221	\$61,377
21-30 Years Experience	\$64,523	\$65,542	\$65,949
Over 30 Years Experience	\$66,097	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,616	\$61,600	\$58,887
Professional Support	\$65,962	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,331	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	16.8	39.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	19.9	46.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	6.2	14.5%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JESSUP EL

Campus Number: 101917109

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	66%	18%	75%	*	-	-	-	-	21%	*	69%	50%	66%	63%
	2021	67%	59%	60%	67%	59%	*	-	-	-	-	0%	*	56%	74%	60%	59%
At Meets Grade Level or Above	2022	51%	42%	36%	0%	42%	*	-	-	-	-	14%	*	39%	21%	36%	24%
	2021	39%	27%	20%	13%	22%	*	-	-	-	-	0%	*	22%	11%	20%	24%
At Masters Grade Level	2022	30%	21%	21%	0%	25%	*	-	-	-	-	0%	*	21%	21%	21%	13%
	2021	19%	12%	9%	0%	12%	*	-	-	-	-	0%	*	10%	5%	9%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	58%	18%	66%	*	-	-	-	-	14%	*	61%	43%	58%	63%
	2021	62%	51%	35%	38%	35%	*	-	-	-	-	25%	*	32%	45%	35%	37%
At Meets Grade Level or Above	2022	43%	33%	30%	9%	34%	*	-	-	-	-	14%	*	32%	21%	29%	26%
	2021	31%	18%	6%	6%	6%	*	-	-	-	-	25%	*	6%	5%	6%	6%
At Masters Grade Level	2022	21%	13%	11%	0%	13%	*	-	-	-	-	0%	*	11%	7%	10%	8%
	2021	14%	6%	1%	0%	1%	*	-	-	-	-	0%	*	1%	0%	1%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	67%	81%	66%	*	-	-	-	*	29%	*	71%	57%	67%	65%
	2021	63%	54%	54%	55%	53%	-	-	*	*	*	30%	-	56%	52%	52%	49%
At Meets Grade Level or Above	2022	54%	48%	36%	50%	33%	*	-	-	-	*	29%	*	39%	30%	36%	29%
	2021	36%	25%	24%	18%	25%	-	-	*	*	*	20%	-	24%	24%	24%	23%
At Masters Grade Level	2022	28%	21%	12%	13%	13%	*	-	-	-	*	0%	*	16%	0%	12%	8%
	2021	17%	8%	6%	9%	5%	-	-	*	*	*	0%	-	6%	6%	4%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	52%	81%	45%	*	-	-	-	*	57%	*	55%	43%	52%	40%
	2021	59%	50%	45%	41%	44%	-	-	*	*	*	50%	-	43%	48%	45%	40%
At Meets Grade Level or Above	2022	43%	35%	19%	38%	14%	*	-	-	-	*	43%	*	21%	13%	19%	15%
	2021	36%	21%	16%	14%	16%	-	-	*	*	*	50%	-	19%	9%	17%	15%
At Masters Grade Level	2022	23%	15%	4%	0%	3%	*	-	-	-	*	0%	*	3%	4%	4%	4%
	2021	21%	10%	4%	0%	5%	-	-	*	*	*	10%	-	4%	3%	4%	6%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	61%	56%	63%	20%	-	-	-	*	26%	50%	64%	49%	60%	57%
	2021	67%	61%	48%	48%	48%	33%	-	56%	*	50%	32%	*	47%	52%	48%	46%
At Meets Grade Level or Above	2022	48%	43%	30%	28%	31%	20%	-	-	-	*	21%	10%	33%	22%	30%	23%
	2021	41%	33%	17%	14%	18%	0%	-	22%	*	33%	30%	*	18%	15%	17%	18%
At Masters Grade Level	2022	23%	18%	11%	4%	13%	10%	-	-	-	*	0%	10%	13%	7%	11%	8%
	2021	18%	12%	5%	3%	5%	0%	-	0%	*	0%	2%	*	5%	4%	4%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	66%	56%	70%	20%	-	-	-	*	24%	60%	70%	54%	66%	64%
	2021	68%	61%	57%	59%	56%	*	-	*	*	*	18%	*	56%	60%	56%	54%
At Meets Grade Level or Above	2022	53%	45%	36%	30%	38%	20%	-	-	-	*	19%	0%	39%	27%	36%	27%
	2021	45%	35%	22%	16%	24%	*	-	*	*	*	12%	*	23%	19%	22%	24%
At Masters Grade Level	2022	25%	18%	16%	7%	19%	0%	-	-	-	*	0%	0%	19%	8%	16%	10%
	2021	18%	12%	7%	5%	8%	*	-	*	*	*	0%	*	8%	6%	7%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	55%	56%	55%	20%	-	-	-	*	29%	40%	58%	43%	54%	50%
	2021	66%	61%	40%	39%	40%	*	-	*	*	*	39%	*	38%	47%	40%	39%
At Meets Grade Level or Above	2022	42%	37%	24%	26%	24%	20%	-	-	-	*	24%	20%	27%	16%	23%	20%
	2021	37%	30%	11%	11%	11%	*	-	*	*	*	39%	*	12%	8%	11%	10%
At Masters Grade Level	2022	20%	16%	7%	0%	8%	20%	-	-	-	*	0%	20%	7%	5%	6%	6%
	2021	18%	11%	3%	0%	3%	*	-	*	*	*	6%	*	3%	2%	3%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	22%	0%	27%	*	-	-	-	-	14%	*	24%	14%	22%	13%
	2021	24%	12%	3%	0%	4%	*	-	-	-	-	0%	*	4%	0%	3%	6%
Reading and Mathematics Including EOC	2022	36%	25%	22%	0%	27%	*	-	-	-	-	14%	*	24%	14%	22%	13%
	2021	24%	12%	3%	0%	4%	*	-	-	-	-	0%	*	4%	0%	3%	6%
Reading Including EOC	2022	51%	42%	36%	0%	42%	*	-	-	-	-	14%	*	39%	21%	36%	24%
	2021	38%	27%	20%	13%	22%	*	-	-	-	-	0%	*	22%	11%	20%	24%
Math Including EOC	2022	43%	33%	30%	9%	34%	*	-	-	-	-	14%	*	32%	21%	29%	26%
	2021	31%	18%	6%	6%	6%	*	-	-	-	-	25%	*	6%	5%	6%	6%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	15%	31%	11%	*	-	-	-	*	29%	*	16%	13%	15%	13%
	2021	26%	13%	7%	9%	7%	-	-	*	*	*	20%	-	7%	6%	7%	4%
Reading and Mathematics Including EOC	2022	36%	27%	15%	31%	11%	*	-	-	-	*	29%	*	16%	13%	15%	13%
	2021	26%	13%	7%	9%	7%	-	-	*	*	*	20%	-	7%	6%	7%	4%
Reading Including EOC	2022	54%	48%	36%	50%	33%	*	-	-	-	*	29%	*	39%	30%	36%	29%
	2021	36%	25%	24%	18%	25%	-	-	*	*	*	20%	-	24%	24%	24%	23%
Math Including EOC	2022	43%	35%	19%	38%	14%	*	-	-	-	*	43%	*	21%	13%	19%	15%
	2021	36%	21%	16%	14%	16%	-	-	*	*	*	50%	-	19%	9%	17%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	19%	19%	19%	20%	-	-	-	*	19%	0%	20%	14%	18%	13%
	2021	26%	15%	5%	5%	6%	*	-	*	*	*	12%	*	6%	4%	5%	5%
Reading and Mathematics Including EOC	2022	36%	27%	19%	19%	19%	20%	-	-	-	*	19%	0%	20%	14%	18%	13%
	2021	28%	17%	5%	5%	6%	*	-	*	*	*	12%	*	6%	4%	5%	5%
Reading Including EOC	2022	53%	45%	36%	30%	38%	20%	-	-	-	*	19%	0%	39%	27%	36%	27%
	2021	41%	30%	22%	16%	24%	*	-	*	*	*	12%	*	23%	19%	22%	24%
Math Including EOC	2022	43%	34%	24%	26%	24%	20%	-	-	-	*	24%	20%	27%	16%	23%	20%
	2021	37%	25%	11%	11%	11%	*	-	*	*	*	39%	*	12%	8%	11%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	78	88	78	*	-	-	-	-	80	*	85	60	78	*
	2019	61	66	53	50	55	*	-	-	-	-	67	*	63	37	54	47
Grade 4 Mathematics	2022	74	79	71	100	66	*	-	-	-	-	50	*	69	78	71	64
	2019	65	61	50	92	45	*	-	-	-	-	88	*	51	50	50	42
All Grades Both Subjects	2022	74	77	73	94	69	43	-	-	-	-	64	*	74	71	73	65
	2019	69	69	51	71	49	*	-	-	-	-	78	*	55	45	52	43
All Grades ELA/Reading	2022	78	80	78	88	78	*	-	-	-	-	80	*	85	60	78	*
	2019	68	68	53	50	55	*	-	-	-	-	67	*	63	37	54	47
All Grades Mathematics	2022	69	74	71	100	66	*	-	-	-	-	50	*	69	78	71	64
	2019	70	70	50	92	45	*	-	-	-	-	88	*	51	50	50	42

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	61%	56%	-	56%	-	-	-	-	-	-	-	61%	65%	57%	-
	2021	67%	61%	48%	46%	-	46%	-	-	-	-	-	-	-	50%	50%	46%	-
At Meets Grade Level or Above	2022	48%	43%	30%	23%	-	23%	-	-	-	-	-	-	-	22%	38%	23%	-
	2021	41%	33%	17%	18%	-	18%	-	-	-	-	-	-	-	20%	17%	18%	-
At Masters Grade Level	2022	23%	18%	11%	8%	-	8%	-	-	-	-	-	-	-	6%	15%	8%	-
	2021	18%	12%	5%	5%	-	5%	-	-	-	-	-	-	-	0%	4%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	66%	65%	-	65%	-	-	-	-	-	-	-	56%	69%	64%	-
	2021	68%	61%	57%	54%	-	54%	-	-	-	-	-	-	-	*	60%	54%	-
At Meets Grade Level or Above	2022	53%	45%	36%	29%	-	29%	-	-	-	-	-	-	-	11%	47%	27%	-
	2021	45%	35%	22%	25%	-	25%	-	-	-	-	-	-	-	*	20%	24%	-
At Masters Grade Level	2022	25%	18%	16%	12%	-	12%	-	-	-	-	-	-	-	0%	23%	10%	-
	2021	18%	12%	7%	8%	-	8%	-	-	-	-	-	-	-	*	7%	7%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	55%	48%	-	48%	-	-	-	-	-	-	-	67%	60%	50%	-
	2021	66%	61%	40%	38%	-	38%	-	-	-	-	-	-	-	*	42%	39%	-
At Meets Grade Level or Above	2022	42%	37%	24%	18%	-	18%	-	-	-	-	-	-	-	33%	29%	20%	-
	2021	37%	30%	11%	10%	-	10%	-	-	-	-	-	-	-	*	12%	10%	-
At Masters Grade Level	2022	20%	16%	7%	5%	-	5%	-	-	-	-	-	-	-	11%	8%	6%	-
	2021	18%	11%	3%	4%	-	4%	-	-	-	-	-	-	-	*	1%	4%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	73%	66%	-	66%	-	-	-	-	-	-	-	58%	80%	65%	-
	2019	69%	69%	51%	40%	-	40%	-	-	-	-	-	-	-	33%		40%	-
All Grades ELA/Reading	2022	78%	80%	78%	*	-	*	-	-	-	-	-	-	-	*	78%	*	-
	2019	68%	68%	53%	46%	-	46%	-	-	-	-	-	-	-	*		43%	-
All Grades Mathematics	2022	69%	74%	71%	65%	-	65%	-	-	-	-	-	-	-	*	81%	64%	-
	2019	70%	70%	50%	39%	-	39%	-	-	-	-	-	-	-	*		39%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	92%	87%	94%	100%	-	-	-	*	91%	100%	98%	78%	93%	95%
Not Included in Accountability: Mobile	5%	4%	5%	13%	3%	0%	-	-	-	*	4%	0%	2%	15%	5%	1%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	-	-	-	*	4%	0%	1%	6%	2%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	1%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	87%	93%	100%	-	-	-	*	91%	100%	98%	77%	93%	95%
Not Included in Accountability: Mobile	5%	4%	5%	13%	3%	0%	-	-	-	*	4%	0%	2%	15%	5%	1%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	4%	0%	-	-	-	*	4%	0%	1%	8%	2%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	*	100%	100%	100%	98%	99%	99%
Included in Accountability	93%	94%	93%	87%	94%	100%	-	-	-	*	91%	100%	98%	79%	93%	96%
Not Included in Accountability: Mobile	5%	4%	5%	13%	3%	0%	-	-	-	*	4%	0%	2%	15%	5%	1%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	-	-	*	4%	0%	1%	4%	1%	2%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	98%	99%	100%	-	*	*	*	96%	*	99%	97%	99%	100%
Included in Accountability	83%	86%	83%	86%	83%	60%	-	*	*	*	63%	*	91%	68%	84%	83%
Not Included in Accountability: Mobile	3%	3%	11%	12%	9%	40%	-	*	*	*	15%	*	5%	21%	10%	9%
Not Included in Accountability: Other Exclusions	3%	5%	5%	0%	6%	0%	-	*	*	*	19%	*	3%	8%	5%	9%
Not Tested	11%	7%	1%	2%	1%	0%	-	*	*	*	4%	*	1%	3%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	2%	1%	0%	-	*	*	*	4%	*	1%	3%	1%	0%
Mathematics																
Assessment Participant	88%	95%	99%	100%	99%	100%	-	*	*	*	100%	*	99%	99%	99%	100%
Included in Accountability	84%	89%	85%	88%	85%	60%	-	*	*	*	67%	*	92%	71%	85%	85%
Not Included in Accountability: Mobile	4%	3%	11%	12%	9%	40%	-	*	*	*	15%	*	5%	21%	10%	9%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	5%	0%	-	*	*	*	19%	*	2%	7%	4%	6%
Not Tested	12%	5%	1%	0%	1%	0%	-	*	*	*	0%	*	1%	1%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Other	10%	3%	1%	0%	1%	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
2021-22 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													
2020-21	95.0%	93.9%	93.5%	89.8%	94.6%	93.8%	-	*	*	*	92.1%	93.8%	95.3%
2019-20	98.3%	98.1%	97.7%	95.5%	98.2%	99.3%	-	*	*	*	98.6%	97.8%	98.7%
Chronic Absenteeism													
2020-21	15.0%	18.0%	24.9%	40.2%	19.7%	23.5%	-	*	*	50.0%	33.3%	23.4%	13.0%
2019-20	6.7%	8.8%	10.2%	23.6%	7.0%	0.0%	-	0.0%	*	*	4.8%	9.7%	4.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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
Total Students	560	100.0%	49,255	5,402,928	560	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	11	2.0%	0.3%	0.3%	11	2.0%	0.4%	0.4%
Pre-Kindergarten	69	12.3%	4.2%	4.1%	69	12.3%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	69	12.3%	4.2%	3.5%	69	12.3%	4.2%	3.5%
Kindergarten	83	14.8%	6.2%	6.8%	83	14.8%	6.2%	6.8%
Grade 1	108	19.3%	7.4%	7.1%	108	19.3%	7.4%	7.1%
Grade 2	94	16.8%	6.5%	7.1%	94	16.8%	6.5%	7.1%
Grade 3	89	15.9%	6.4%	7.1%	89	15.9%	6.4%	7.1%
Grade 4	106	18.9%	6.9%	7.1%	106	18.9%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	123	22.0%	8.1%	12.8%	123	22.0%	8.1%	12.8%
Hispanic	409	73.0%	82.8%	52.8%	409	73.0%	82.8%	52.7%
White	21	3.8%	5.2%	26.3%	21	3.8%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	1	0.2%	3.0%	4.8%	1	0.2%	3.0%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	4	0.7%	0.7%	2.9%	4	0.7%	0.7%	2.9%
Sex:								
Female	276	49.3%	48.3%	48.9%	276	49.3%	48.3%	48.8%
Male	284	50.7%	51.7%	51.1%	284	50.7%	51.7%	51.2%
Economically Disadvantaged	538	96.1%	79.4%	60.7%	538	96.1%	79.4%	60.6%
Non-Educationally Disadvantaged	22	3.9%	20.6%	39.3%	22	3.9%	20.6%	39.4%
Section 504 Students	20	3.6%	5.8%	7.4%	20	3.6%	5.8%	7.4%
EB Students/EL	242	43.2%	32.6%	21.7%	242	43.2%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	14	2.5%	4.9%	5.0%	14	2.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.5%	0.7%	1.1%	3	0.5%	0.7%	1.1%
Immigrant	39	7.0%	3.4%	2.0%	39	7.0%	3.4%	2.0%
Migrant	3	0.5%	0.2%	0.3%	3	0.5%	0.2%	0.3%
Title I	560	100.0%	67.8%	64.3%	560	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	406	72.5%	69.4%	53.5%	406	72.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	226	40.4%	30.5%	21.9%	226	40.4%	30.4%	21.8%
Gifted and Talented Education	14	2.5%	5.5%	8.0%	14	2.5%	5.5%	8.0%
Special Education	71	12.7%	12.4%	11.6%	71	12.7%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	29.6%	44.4%	43.0%				
Students with Physical Disabilities	19	26.8%	18.2%	20.8%				
Students with Autism	17	23.9%	21.3%	14.7%				
Students with Behavioral Disabilities	8	11.3%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	6	8.5%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	145	27.4%	14.7%	13.6%				
By Ethnicity:								
African American	47	8.9%	2.1%	2.5%				
Hispanic	83	15.7%	11.1%	6.6%				
White	9	1.7%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.1%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	15	24.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	38	16.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	135	26.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	160	33.5%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
JESSUP EL (101917109) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	17.0%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	2.2%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.7	17.0	18.7
Grade 1	19.4	18.2	18.7
Grade 2	16.7	16.7	18.6
Grade 3	17.0	15.8	18.7
Grade 4	17.7	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	79.0	100.0%	100.0%	100.0%
Professional Staff:	55.9	70.7%	59.0%	64.1%
Teachers	47.3	59.9%	45.5%	49.3%
Professional Support	6.5	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.5%	2.3%	2.9%
Educational Aides:	23.1	29.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	59.5	75.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	9.0	19.0%	10.3%	11.2%
Hispanic	20.9	44.1%	39.2%	28.9%
White	17.5	36.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	8.2	17.3%	25.0%	24.1%
Females	39.1	82.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	35.0	74.1%	75.8%	72.6%
Masters	12.3	25.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.9	6.0%	7.9%	7.9%
1-5 Years Experience	12.0	25.4%	27.4%	26.7%
6-10 Years Experience	12.0	25.4%	24.2%	20.6%
11-20 Years Experience	13.4	28.3%	28.7%	28.6%
21-30 Years Experience	7.0	14.8%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	11.3	10.4	11.1
Average Years Experience of Teachers with District:	7.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,468	\$56,914	\$51,054
1-5 Years Experience	\$57,495	\$58,997	\$54,577
6-10 Years Experience	\$61,667	\$61,821	\$57,746
11-20 Years Experience	\$63,381	\$63,221	\$61,377
21-30 Years Experience	\$65,094	\$65,542	\$65,949
Over 30 Years Experience	\$74,382	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,293	\$61,600	\$58,887
Professional Support	\$66,800	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,491	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	18.3	38.7%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	22.3	47.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	6.7	14.1%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: KRUSE EL

Campus Number: 101917110

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	65%	*	66%	*	-	-	-	-	44%	*	66%	64%	64%	60%
	2021	67%	59%	54%	*	53%	*	-	-	-	-	23%	*	54%	55%	54%	57%
At Meets Grade Level or Above	2022	51%	42%	31%	*	32%	*	-	-	-	-	19%	*	31%	27%	30%	23%
	2021	39%	27%	18%	*	17%	*	-	-	-	-	8%	*	16%	27%	17%	17%
At Masters Grade Level	2022	30%	21%	13%	*	14%	*	-	-	-	-	6%	*	14%	9%	12%	7%
	2021	19%	12%	4%	*	5%	*	-	-	-	-	0%	*	5%	0%	4%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	57%	*	58%	*	-	-	-	-	31%	-	59%	45%	56%	63%
	2021	62%	51%	44%	*	44%	*	-	-	-	-	8%	*	43%	55%	44%	53%
At Meets Grade Level or Above	2022	43%	33%	26%	*	26%	*	-	-	-	-	6%	-	27%	18%	25%	23%
	2021	31%	18%	13%	*	14%	*	-	-	-	-	0%	*	10%	27%	13%	27%
At Masters Grade Level	2022	21%	13%	5%	*	6%	*	-	-	-	-	0%	-	6%	0%	4%	7%
	2021	14%	6%	1%	*	2%	*	-	-	-	-	0%	*	0%	9%	1%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	68%	60%	68%	*	-	-	-	-	64%	*	68%	68%	67%	70%
	2021	63%	54%	56%	*	55%	*	-	-	-	-	9%	*	58%	47%	55%	53%
At Meets Grade Level or Above	2022	54%	48%	45%	40%	46%	*	-	-	-	-	36%	*	46%	41%	43%	51%
	2021	36%	25%	19%	*	16%	*	-	-	-	-	9%	*	24%	6%	21%	13%
At Masters Grade Level	2022	28%	21%	19%	0%	21%	*	-	-	-	-	9%	*	16%	27%	16%	24%
	2021	17%	8%	6%	*	4%	*	-	-	-	-	0%	*	7%	0%	6%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	63%	60%	63%	*	-	-	-	-	36%	*	64%	59%	63%	73%
	2021	59%	50%	63%	*	61%	*	-	-	-	-	27%	*	69%	41%	64%	66%
At Meets Grade Level or Above	2022	43%	35%	33%	20%	35%	*	-	-	-	-	0%	*	32%	36%	32%	41%
	2021	36%	21%	26%	*	25%	*	-	-	-	-	9%	*	33%	6%	26%	26%
At Masters Grade Level	2022	23%	15%	15%	20%	15%	*	-	-	-	-	0%	*	14%	18%	15%	16%
	2021	21%	10%	10%	*	9%	*	-	-	-	-	0%	*	11%	6%	8%	8%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	63%	58%	64%	*	-	-	-	-	43%	0%	64%	61%	62%	67%
	2021	67%	61%	55%	56%	53%	78%	-	-	-	-	19%	29%	57%	45%	55%	54%
At Meets Grade Level or Above	2022	48%	43%	34%	25%	35%	*	-	-	-	-	15%	0%	34%	33%	33%	36%
	2021	41%	33%	18%	11%	17%	39%	-	-	-	-	5%	14%	19%	12%	18%	19%
At Masters Grade Level	2022	23%	18%	13%	8%	14%	*	-	-	-	-	4%	0%	13%	17%	12%	14%
	2021	18%	12%	4%	0%	4%	17%	-	-	-	-	0%	0%	5%	3%	4%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	67%	67%	67%	*	-	-	-	-	52%	*	67%	67%	66%	66%
	2021	68%	61%	55%	*	54%	71%	-	-	-	-	17%	*	56%	50%	54%	54%
At Meets Grade Level or Above	2022	53%	45%	38%	33%	39%	*	-	-	-	-	26%	*	38%	36%	36%	39%
	2021	45%	35%	19%	*	17%	57%	-	-	-	-	8%	*	20%	14%	19%	15%
At Masters Grade Level	2022	25%	18%	16%	0%	17%	*	-	-	-	-	7%	*	15%	21%	14%	16%
	2021	18%	12%	5%	*	5%	14%	-	-	-	-	0%	*	6%	0%	5%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	50%	60%	*	-	-	-	-	33%	*	61%	55%	59%	69%
	2021	66%	61%	53%	*	53%	71%	-	-	-	-	17%	*	55%	46%	54%	60%
At Meets Grade Level or Above	2022	42%	37%	30%	17%	31%	*	-	-	-	-	4%	*	29%	30%	29%	33%
	2021	37%	30%	19%	*	20%	29%	-	-	-	-	4%	*	21%	14%	19%	26%
At Masters Grade Level	2022	20%	16%	11%	17%	10%	*	-	-	-	-	0%	*	10%	12%	10%	12%
	2021	18%	11%	6%	*	5%	14%	-	-	-	-	0%	*	5%	7%	4%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	15%	*	15%	*	-	-	-	-	0%	-	14%	18%	14%	7%
	2021	24%	12%	3%	*	3%	*	-	-	-	-	0%	*	2%	9%	3%	7%
Reading and Mathematics Including EOC	2022	36%	25%	15%	*	15%	*	-	-	-	-	0%	-	14%	18%	14%	7%
	2021	24%	12%	3%	*	3%	*	-	-	-	-	0%	*	2%	9%	3%	7%
Reading Including EOC	2022	51%	42%	31%	*	32%	*	-	-	-	-	19%	*	31%	27%	30%	23%
	2021	38%	27%	18%	*	17%	*	-	-	-	-	8%	*	16%	27%	17%	17%
Math Including EOC	2022	43%	33%	26%	*	26%	*	-	-	-	-	6%	-	27%	18%	25%	23%
	2021	31%	18%	13%	*	14%	*	-	-	-	-	0%	*	10%	27%	13%	27%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	29%	20%	31%	*	-	-	-	-	0%	*	27%	36%	28%	38%
	2021	26%	13%	13%	*	12%	*	-	-	-	-	9%	*	16%	0%	14%	11%
Reading and Mathematics Including EOC	2022	36%	27%	29%	20%	31%	*	-	-	-	-	0%	*	27%	36%	28%	38%
	2021	26%	13%	13%	*	12%	*	-	-	-	-	9%	*	16%	0%	14%	11%
Reading Including EOC	2022	54%	48%	45%	40%	46%	*	-	-	-	-	36%	*	46%	41%	43%	51%
	2021	36%	25%	19%	*	16%	*	-	-	-	-	9%	*	24%	6%	21%	13%
Math Including EOC	2022	43%	35%	33%	20%	35%	*	-	-	-	-	0%	*	32%	36%	32%	41%
	2021	36%	21%	24%	*	22%	*	-	-	-	-	9%	*	29%	6%	23%	21%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	22%	17%	23%	*	-	-	-	-	0%	*	20%	30%	21%	24%
	2021	26%	15%	8%	*	8%	14%	-	-	-	-	4%	*	9%	4%	8%	9%
Reading and Mathematics Including EOC	2022	36%	27%	22%	17%	23%	*	-	-	-	-	0%	*	20%	30%	21%	24%
	2021	28%	17%	8%	*	8%	14%	-	-	-	-	4%	*	9%	4%	8%	9%
Reading Including EOC	2022	53%	45%	38%	33%	39%	*	-	-	-	-	26%	*	38%	36%	36%	39%
	2021	41%	30%	19%	*	17%	57%	-	-	-	-	8%	*	20%	14%	19%	15%
Math Including EOC	2022	43%	34%	30%	17%	31%	*	-	-	-	-	4%	*	29%	30%	29%	33%
	2021	37%	25%	18%	*	18%	29%	-	-	-	-	4%	*	19%	14%	18%	24%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	80	100	78	*	-	-	-	-	73	*	83	71	79	80
	2019	61	66	79	*	79	-	-	-	-	*	100	*	79	80	80	76
Grade 4 Mathematics	2022	74	79	82	100	81	*	-	-	-	-	73	*	83	81	82	76
	2019	65	61	50	*	49	-	-	-	-	*	72	80	49	53	50	40
All Grades Both Subjects	2022	74	77	81	100	79	*	-	-	-	-	73	*	83	76	80	78
	2019	69	69	62	*	61	-	-	-	-	*	83	89	61	65	62	51
All Grades ELA/Reading	2022	78	80	80	100	78	*	-	-	-	-	73	*	83	71	79	80
	2019	68	68	79	*	79	-	-	-	-	*	100	*	79	80	80	76
All Grades Mathematics	2022	69	74	82	100	81	*	-	-	-	-	73	*	83	81	82	76
	2019	70	70	50	*	49	-	-	-	-	*	72	80	49	53	50	40

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	63%	69%	-	69%	-	-	-	-	-	-	-	56%	60%	67%	-
	2021	67%	61%	55%	41%	-	41%	-	-	-	-	-	-	-	71%	55%	54%	-
At Meets Grade Level or Above	2022	48%	43%	34%	36%	-	36%	-	-	-	-	-	-	-	31%	32%	36%	-
	2021	41%	33%	18%	13%	-	13%	-	-	-	-	-	-	-	27%	17%	19%	-
At Masters Grade Level	2022	23%	18%	13%	13%	-	13%	-	-	-	-	-	-	-	25%	13%	14%	-
	2021	18%	12%	4%	4%	-	4%	-	-	-	-	-	-	-	7%	4%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	67%	66%	-	66%	-	-	-	-	-	-	-	63%	67%	66%	-
	2021	68%	61%	55%	47%	-	47%	-	-	-	-	-	-	-	68%	55%	54%	-
At Meets Grade Level or Above	2022	53%	45%	38%	39%	-	39%	-	-	-	-	-	-	-	38%	37%	39%	-
	2021	45%	35%	19%	12%	-	12%	-	-	-	-	-	-	-	20%	22%	15%	-
At Masters Grade Level	2022	25%	18%	16%	14%	-	14%	-	-	-	-	-	-	-	38%	16%	16%	-
	2021	18%	12%	5%	7%	-	7%	-	-	-	-	-	-	-	8%	3%	7%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	71%	-	71%	-	-	-	-	-	-	-	50%	53%	69%	-
	2021	66%	61%	53%	44%	-	44%	-	-	-	-	-	-	-	88%	47%	60%	-
At Meets Grade Level or Above	2022	42%	37%	30%	34%	-	34%	-	-	-	-	-	-	-	25%	27%	33%	-
	2021	37%	30%	19%	19%	-	19%	-	-	-	-	-	-	-	40%	13%	26%	-
At Masters Grade Level	2022	20%	16%	11%	12%	-	12%	-	-	-	-	-	-	-	13%	9%	12%	-
	2021	18%	11%	6%	2%	-	2%	-	-	-	-	-	-	-	12%	5%	6%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	81%	77%	-	77%	-	-	-	-	-	-	-	86%	84%	78%	-
	2019	69%	69%	62%	49%	-	49%	-	-	-	-	-	-	-	-	-	49%	-
All Grades ELA/Reading	2022	78%	80%	80%	81%	-	81%	-	-	-	-	-	-	-	*	80%	80%	-
	2019	68%	68%	79%	76%	-	76%	-	-	-	-	-	-	-	-	-	76%	-
All Grades Mathematics	2022	69%	74%	82%	73%	-	73%	-	-	-	-	-	-	-	*	88%	76%	-
	2019	70%	70%	50%	39%	-	39%	-	-	-	-	-	-	-	-	-	39%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	*	-	-	-	-	100%	83%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	75%	93%	*	-	-	-	-	84%	83%	98%	75%	93%	88%
Not Included in Accountability: Mobile	5%	4%	8%	25%	7%	*	-	-	-	-	16%	0%	2%	25%	6%	12%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	*	-	-	-	-	0%	17%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	-	-	-	0%	17%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	75%	93%	*	-	-	-	-	84%	*	98%	75%	94%	88%
Not Included in Accountability: Mobile	5%	4%	8%	25%	7%	*	-	-	-	-	16%	*	2%	25%	6%	12%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	*	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	93%	94%	92%	75%	92%	*	-	-	-	-	84%	*	98%	75%	93%	88%
Not Included in Accountability: Mobile	5%	4%	8%	25%	7%	*	-	-	-	-	16%	*	2%	25%	6%	12%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	98%	*	98%	100%	-	-	-	-	100%	*	98%	98%	98%	100%
Included in Accountability	83%	86%	85%	*	84%	100%	-	-	-	-	96%	*	90%	68%	85%	80%
Not Included in Accountability: Mobile	3%	3%	8%	*	8%	0%	-	-	-	-	0%	*	6%	12%	7%	8%
Not Included in Accountability: Other Exclusions	3%	5%	6%	*	6%	0%	-	-	-	-	4%	*	2%	17%	6%	12%
Not Tested	11%	7%	2%	*	2%	0%	-	-	-	-	0%	*	2%	2%	2%	0%
Absent	2%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	4%	2%	*	2%	0%	-	-	-	-	0%	*	2%	2%	2%	0%
Mathematics																
Assessment Participant	88%	95%	98%	*	98%	100%	-	-	-	-	100%	*	98%	98%	98%	100%
Included in Accountability	84%	89%	85%	*	84%	100%	-	-	-	-	96%	*	91%	68%	86%	81%
Not Included in Accountability: Mobile	4%	3%	8%	*	8%	0%	-	-	-	-	0%	*	6%	12%	7%	8%
Not Included in Accountability: Other Exclusions	0%	2%	5%	*	6%	0%	-	-	-	-	4%	*	2%	17%	6%	11%
Not Tested	12%	5%	2%	*	2%	0%	-	-	-	-	0%	*	2%	2%	2%	0%
Absent	2%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	3%	2%	*	2%	0%	-	-	-	-	0%	*	2%	2%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.6%	94.9%	95.5%	97.2%	*	-	-	*	96.0%	95.5%	96.1%
2019-20	98.3%	98.1%	98.7%	*	98.7%	97.8%	*	-	-	*	98.5%	98.7%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	13.3%	14.3%	13.9%	0.0%	*	-	-	*	10.9%	12.0%	9.6%
2019-20	6.7%	8.8%	5.5%	0.0%	5.6%	7.7%	*	-	-	*	4.1%	4.6%	4.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	452	100.0%	49,255	5,402,928	452	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	45	10.0%	4.2%	4.1%	45	10.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	45	10.0%	4.2%	3.5%	45	10.0%	4.2%	3.5%
Kindergarten	90	19.9%	6.2%	6.8%	90	19.9%	6.2%	6.8%
Grade 1	86	19.0%	7.4%	7.1%	86	19.0%	7.4%	7.1%
Grade 2	70	15.5%	6.5%	7.1%	70	15.5%	6.5%	7.1%
Grade 3	79	17.5%	6.4%	7.1%	79	17.5%	6.4%	7.1%
Grade 4	82	18.1%	6.9%	7.1%	82	18.1%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	14	3.1%	8.1%	12.8%	14	3.1%	8.1%	12.8%
Hispanic	422	93.4%	82.8%	52.8%	422	93.4%	82.8%	52.7%
White	14	3.1%	5.2%	26.3%	14	3.1%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	217	48.0%	48.3%	48.9%	217	48.0%	48.3%	48.8%
Male	235	52.0%	51.7%	51.1%	235	52.0%	51.7%	51.2%
Economically Disadvantaged	429	94.9%	79.4%	60.7%	429	94.9%	79.4%	60.6%
Non-Educationally Disadvantaged	23	5.1%	20.6%	39.3%	23	5.1%	20.6%	39.4%
Section 504 Students	14	3.1%	5.8%	7.4%	14	3.1%	5.8%	7.4%
EB Students/EL	184	40.7%	32.6%	21.7%	184	40.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	15	3.3%	4.9%	5.0%	15	3.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	29	6.4%	3.4%	2.0%	29	6.4%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	452	100.0%	67.8%	64.3%	452	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	341	75.4%	69.4%	53.5%	341	75.4%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	165	36.5%	30.5%	21.9%	165	36.5%	30.4%	21.8%
Gifted and Talented Education	9	2.0%	5.5%	8.0%	9	2.0%	5.5%	8.0%
Special Education	46	10.2%	12.4%	11.6%	46	10.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	46							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	32.6%	44.4%	43.0%				
Students with Physical Disabilities	21	45.7%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	80	20.6%	14.7%	13.6%				
By Ethnicity:								
African American	1	0.3%	2.1%	2.5%				
Hispanic	75	19.3%	11.1%	6.6%				
White	1	0.3%	1.0%	3.5%				
American Indian	2	0.5%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	14.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	30	17.8%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	73	20.1%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	93	23.7%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	14.7%	11.5%	2.9%	12.5%	9.7%	4.2%
Grade 2	8.0%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.5	17.0	18.7
Grade 1	17.0	18.2	18.7
Grade 2	16.7	16.7	18.6
Grade 3	15.7	15.8	18.7
Grade 4	14.8	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	58.3	100.0%	100.0%	100.0%
Professional Staff:	46.4	79.6%	59.0%	64.1%
Teachers	36.2	62.1%	45.5%	49.3%
Professional Support	8.2	14.0%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	2.9%
Educational Aides:	11.9	20.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	38.7	66.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.1	8.5%	10.3%	11.2%
Hispanic	19.1	52.7%	39.2%	28.9%
White	14.0	38.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	8.3%	25.0%	24.1%
Females	33.2	91.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	28.1	77.7%	75.8%	72.6%
Masters	8.1	22.3%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.3%	7.9%	7.9%
1-5 Years Experience	12.0	33.2%	27.4%	26.7%
6-10 Years Experience	5.0	13.8%	24.2%	20.6%
11-20 Years Experience	16.1	44.4%	28.7%	28.6%
21-30 Years Experience	0.0	0.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.1	0.1%	1.6%	2.9%
Number of Students per Teacher	12.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	8.0	6.3
Average Years Experience of Principals with District	13.0	7.7	5.4
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:	9.3	10.4	11.1
Average Years Experience of Teachers with District:	6.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,752	\$56,914	\$51,054
1-5 Years Experience	\$59,137	\$58,997	\$54,577
6-10 Years Experience	\$61,964	\$61,821	\$57,746
11-20 Years Experience	\$64,675	\$63,221	\$61,377
21-30 Years Experience	\$48,598	\$65,542	\$65,949
Over 30 Years Experience	\$97,378	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,916	\$61,600	\$58,887
Professional Support	\$69,640	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,701	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	11.8	32.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	20.6	56.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.8	10.5%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MEADOR EL

Campus Number: 101917111

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	82%	89%	77%	*	-	100%	-	-	56%	*	79%	93%	84%	81%
	2021	67%	59%	73%	55%	75%	100%	-	60%	-	*	*	-	70%	91%	76%	65%
At Meets Grade Level or Above	2022	51%	42%	55%	44%	54%	*	-	80%	-	-	11%	*	53%	60%	57%	61%
	2021	39%	27%	25%	27%	23%	20%	-	20%	-	*	*	-	21%	45%	26%	25%
At Masters Grade Level	2022	30%	21%	23%	6%	27%	*	-	20%	-	-	0%	*	21%	33%	23%	23%
	2021	19%	12%	7%	9%	2%	0%	-	20%	-	*	*	-	4%	27%	9%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	82%	83%	81%	*	-	80%	-	-	56%	*	79%	93%	81%	87%
	2021	62%	51%	60%	45%	57%	80%	-	80%	-	*	*	-	61%	55%	60%	55%
At Meets Grade Level or Above	2022	43%	33%	42%	28%	40%	*	-	80%	-	-	22%	*	39%	53%	43%	42%
	2021	31%	18%	13%	9%	16%	0%	-	20%	-	*	*	-	14%	9%	16%	20%
At Masters Grade Level	2022	21%	13%	13%	6%	15%	*	-	20%	-	-	0%	*	10%	27%	14%	16%
	2021	14%	6%	1%	0%	2%	0%	-	0%	-	*	*	-	2%	0%	2%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	92%	82%	93%	*	-	*	-	*	*	*	93%	91%	91%	95%
	2021	63%	54%	75%	71%	74%	*	-	*	-	-	46%	-	80%	59%	78%	88%
At Meets Grade Level or Above	2022	54%	48%	79%	73%	78%	*	-	*	-	*	*	*	74%	87%	78%	76%
	2021	36%	25%	40%	41%	38%	*	-	*	-	-	23%	-	41%	35%	40%	44%
At Masters Grade Level	2022	28%	21%	36%	36%	33%	*	-	*	-	*	*	*	30%	48%	34%	33%
	2021	17%	8%	18%	18%	17%	*	-	*	-	-	8%	-	14%	29%	16%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	93%	91%	93%	*	-	*	-	*	*	*	93%	91%	93%	100%
	2021	59%	50%	57%	29%	64%	*	-	*	-	-	38%	-	59%	53%	57%	81%
At Meets Grade Level or Above	2022	43%	35%	64%	45%	67%	*	-	*	-	*	*	*	66%	61%	66%	62%
	2021	36%	21%	25%	6%	30%	*	-	*	-	-	23%	-	29%	12%	24%	25%
At Masters Grade Level	2022	23%	15%	31%	9%	35%	*	-	*	-	*	*	*	30%	35%	32%	29%
	2021	21%	10%	15%	6%	15%	*	-	*	-	-	0%	-	18%	6%	14%	19%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	87%	86%	86%	100%	-	94%	-	*	55%	*	85%	92%	87%	89%
	2021	67%	61%	66%	52%	67%	92%	-	79%	-	*	32%	-	67%	60%	66%	70%
At Meets Grade Level or Above	2022	48%	43%	59%	45%	59%	83%	-	89%	-	*	23%	*	56%	67%	60%	59%
	2021	41%	33%	27%	21%	28%	25%	-	26%	-	*	19%	-	27%	26%	26%	31%
At Masters Grade Level	2022	23%	18%	25%	12%	27%	25%	-	44%	-	*	0%	*	21%	37%	25%	24%
	2021	18%	12%	10%	8%	9%	17%	-	11%	-	*	2%	-	9%	14%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	87%	86%	85%	100%	-	100%	-	*	55%	*	85%	92%	88%	87%
	2021	68%	61%	74%	64%	75%	100%	-	75%	-	*	41%	-	75%	71%	77%	75%
At Meets Grade Level or Above	2022	53%	45%	66%	55%	65%	100%	-	89%	-	*	18%	*	62%	76%	66%	67%
	2021	45%	35%	33%	36%	31%	33%	-	25%	-	*	24%	-	31%	39%	33%	33%
At Masters Grade Level	2022	25%	18%	29%	17%	30%	50%	-	44%	-	*	0%	*	25%	42%	28%	27%
	2021	18%	12%	13%	14%	10%	17%	-	13%	-	*	6%	-	8%	29%	12%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	87%	86%	87%	100%	-	89%	-	*	55%	*	85%	92%	87%	92%
	2021	66%	61%	59%	36%	60%	83%	-	88%	-	*	35%	-	60%	54%	59%	67%
At Meets Grade Level or Above	2022	42%	37%	52%	34%	53%	67%	-	89%	-	*	27%	*	50%	58%	53%	50%
	2021	37%	30%	19%	7%	23%	17%	-	25%	-	*	24%	-	21%	11%	20%	22%
At Masters Grade Level	2022	20%	16%	22%	7%	24%	0%	-	44%	-	*	0%	*	18%	32%	22%	21%
	2021	18%	11%	8%	4%	9%	17%	-	13%	-	*	0%	-	9%	4%	8%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	36%	22%	37%	*	-	60%	-	-	11%	*	34%	47%	37%	35%
	2021	24%	12%	9%	9%	9%	0%	-	20%	-	*	*	-	9%	9%	10%	10%
Reading and Mathematics Including EOC	2022	36%	25%	36%	22%	37%	*	-	60%	-	-	11%	*	34%	47%	37%	35%
	2021	24%	12%	9%	9%	9%	0%	-	20%	-	*	*	-	9%	9%	10%	10%
Reading Including EOC	2022	51%	42%	55%	44%	54%	*	-	80%	-	-	11%	*	53%	60%	57%	61%
	2021	38%	27%	25%	27%	23%	20%	-	20%	-	*	*	-	21%	45%	26%	25%
Math Including EOC	2022	43%	33%	42%	28%	40%	*	-	80%	-	-	22%	*	39%	53%	43%	42%
	2021	31%	18%	13%	9%	16%	0%	-	20%	-	*	*	-	14%	9%	16%	20%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	53%	36%	53%	*	-	*	-	*	*	*	51%	57%	53%	48%
	2021	26%	13%	18%	6%	19%	*	-	*	-	-	15%	-	20%	12%	16%	13%
Reading and Mathematics Including EOC	2022	36%	27%	53%	36%	53%	*	-	*	-	*	*	*	51%	57%	53%	48%
	2021	26%	13%	18%	6%	19%	*	-	*	-	-	15%	-	20%	12%	16%	13%
Reading Including EOC	2022	54%	48%	79%	73%	78%	*	-	*	-	*	*	*	74%	87%	78%	76%
	2021	36%	25%	40%	41%	38%	*	-	*	-	-	23%	-	41%	35%	40%	44%
Math Including EOC	2022	43%	35%	64%	45%	67%	*	-	*	-	*	*	*	66%	61%	66%	62%
	2021	36%	21%	25%	6%	30%	*	-	*	-	-	23%	-	29%	12%	24%	25%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	44%	28%	44%	67%	-	78%	-	*	18%	*	41%	53%	45%	40%
	2021	26%	15%	13%	7%	14%	17%	-	25%	-	*	18%	-	14%	11%	13%	11%
Reading and Mathematics Including EOC	2022	36%	27%	44%	28%	44%	67%	-	78%	-	*	18%	*	41%	53%	45%	40%
	2021	28%	17%	13%	7%	14%	17%	-	25%	-	*	18%	-	14%	11%	13%	11%
Reading Including EOC	2022	53%	45%	66%	55%	65%	100%	-	89%	-	*	18%	*	62%	76%	66%	67%
	2021	41%	30%	33%	36%	31%	33%	-	25%	-	*	24%	-	31%	39%	33%	33%
Math Including EOC	2022	43%	34%	52%	34%	53%	67%	-	89%	-	*	27%	*	50%	58%	53%	50%
	2021	37%	25%	19%	7%	23%	17%	-	25%	-	*	24%	-	21%	11%	20%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	92	100	89	*	-	*	-	*	*	-	89	100	91	92
	2019	61	66	64	59	65	*	-	*	-	*	23	*	65	63	64	60
Grade 4 Mathematics	2022	74	79	96	100	95	*	-	*	-	*	*	-	94	100	95	93
	2019	65	61	81	65	86	*	-	*	-	*	64	*	82	79	80	88
All Grades Both Subjects	2022	74	77	94	100	92	94	-	100	-	*	*	-	92	100	93	92
	2019	69	69	73	62	76	92	-	81	-	*	43	*	73	71	72	75
All Grades ELA/Reading	2022	78	80	92	100	89	*	-	*	-	*	*	-	89	100	91	92
	2019	68	68	64	59	65	*	-	*	-	*	23	*	65	63	64	60
All Grades Mathematics	2022	69	74	96	100	95	*	-	*	-	*	*	-	94	100	95	93
	2019	70	70	81	65	86	*	-	*	-	*	64	*	82	79	80	88

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	87%	92%	-	91%	-	-	*	83%	-	83%	-	79%	85%	89%	-
	2021	67%	61%	66%	72%	-	72%	-	-	-	*	-	*	-	64%	64%	70%	-
At Meets Grade Level or Above	2022	48%	43%	59%	57%	-	56%	-	-	*	67%	-	67%	-	64%	59%	59%	-
	2021	41%	33%	27%	31%	-	31%	-	-	-	*	-	*	-	36%	25%	31%	-
At Masters Grade Level	2022	23%	18%	25%	21%	-	22%	-	-	*	17%	-	17%	-	43%	26%	24%	-
	2021	18%	12%	10%	7%	-	7%	-	-	-	*	-	*	-	9%	11%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	87%	86%	-	85%	-	-	*	*	-	*	-	86%	87%	87%	-
	2021	68%	61%	74%	77%	-	77%	-	-	-	*	-	*	-	*	74%	75%	-
At Meets Grade Level or Above	2022	53%	45%	66%	67%	-	66%	-	-	*	*	-	*	-	71%	65%	67%	-
	2021	45%	35%	33%	32%	-	32%	-	-	-	*	-	*	-	*	32%	33%	-
At Masters Grade Level	2022	25%	18%	29%	24%	-	24%	-	-	*	*	-	*	-	43%	31%	27%	-
	2021	18%	12%	13%	6%	-	6%	-	-	-	*	-	*	-	*	15%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	87%	98%	-	98%	-	-	*	*	-	*	-	71%	84%	92%	-
	2021	66%	61%	59%	68%	-	68%	-	-	-	*	-	*	-	*	56%	67%	-
At Meets Grade Level or Above	2022	42%	37%	52%	48%	-	46%	-	-	*	*	-	*	-	57%	53%	50%	-
	2021	37%	30%	19%	23%	-	23%	-	-	-	*	-	*	-	*	18%	22%	-
At Masters Grade Level	2022	20%	16%	22%	19%	-	20%	-	-	*	*	-	*	-	43%	22%	21%	-
	2021	18%	11%	8%	10%	-	10%	-	-	-	*	-	*	-	*	7%	11%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	94%	92%	-	92%	-	-	-	-	-	-	-	*	95%	92%	-
	2019	69%	69%	73%	75%	-	75%	-	-	-	-	-	-	-	75%		75%	-
All Grades ELA/Reading	2022	78%	80%	92%	91%	-	91%	-	-	-	-	-	-	-	*	92%	92%	-
	2019	68%	68%	64%	61%	-	61%	-	-	-	-	-	-	-	*		61%	-
All Grades Mathematics	2022	69%	74%	96%	92%	-	92%	-	-	-	-	-	-	-	*	98%	93%	-
	2019	70%	70%	81%	88%	-	88%	-	-	-	-	-	-	-	*		88%	-

* 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
2021-22 STAAR Participation (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	90%	81%	94%	86%	-	100%	-	67%	85%	67%	97%	76%	92%	95%
Not Included in Accountability: Mobile	5%	4%	8%	19%	4%	14%	-	0%	-	33%	15%	33%	3%	20%	6%	2%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	-	0%	-	0%	0%	0%	0%	4%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	100%	-	*	100%	*	99%	100%	99%	100%
Included in Accountability	92%	91%	90%	81%	93%	86%	-	100%	-	*	85%	*	96%	76%	91%	95%
Not Included in Accountability: Mobile	5%	4%	8%	19%	4%	14%	-	0%	-	*	15%	*	3%	20%	6%	2%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	0%	-	*	0%	*	0%	4%	1%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	81%	94%	86%	-	100%	-	*	85%	*	97%	76%	92%	95%
Not Included in Accountability: Mobile	5%	4%	8%	19%	4%	14%	-	0%	-	*	15%	*	3%	20%	6%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	0%	-	*	0%	*	0%	4%	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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	97%	94%	97%	100%	-	100%	-	*	95%	-	97%	97%	97%	100%
Included in Accountability	83%	86%	87%	82%	88%	100%	-	100%	-	*	89%	-	91%	76%	87%	80%
Not Included in Accountability: Mobile	3%	3%	6%	12%	4%	0%	-	0%	-	*	0%	-	4%	11%	6%	7%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	5%	0%	-	0%	-	*	5%	-	2%	11%	4%	13%
Not Tested	11%	7%	3%	6%	3%	0%	-	0%	-	*	5%	-	3%	3%	3%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Other	10%	4%	3%	6%	3%	0%	-	0%	-	*	5%	-	3%	3%	3%	0%
Mathematics																
Assessment Participant	88%	95%	97%	94%	97%	100%	-	100%	-	*	94%	-	97%	97%	97%	100%
Included in Accountability	84%	89%	88%	82%	89%	100%	-	100%	-	*	94%	-	91%	78%	88%	82%
Not Included in Accountability: Mobile	4%	3%	6%	12%	4%	0%	-	0%	-	*	0%	-	4%	11%	6%	7%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	4%	0%	-	0%	-	*	0%	-	2%	8%	3%	11%
Not Tested	12%	5%	3%	6%	3%	0%	-	0%	-	*	6%	-	3%	3%	3%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Other	10%	3%	3%	6%	3%	0%	-	0%	-	*	6%	-	3%	3%	3%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR EL (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													
2020-21	95.0%	93.9%	95.4%	93.6%	96.1%	94.7%	*	98.0%	-	*	92.8%	95.3%	97.0%
2019-20	98.3%	98.1%	98.8%	98.4%	98.9%	99.6%	*	99.5%	-	*	98.6%	98.8%	99.5%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.4%	29.1%	10.2%	20.8%	*	5.3%	-	33.3%	29.8%	16.6%	3.9%
2019-20	6.7%	8.8%	6.2%	11.7%	4.0%	0.0%	*	0.0%	-	20.0%	7.8%	6.3%	1.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	468	100.0%	49,255	5,402,928	468	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	12	2.6%	0.3%	0.3%	12	2.6%	0.4%	0.4%
Pre-Kindergarten	50	10.7%	4.2%	4.1%	50	10.7%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	50	10.7%	4.2%	3.5%	50	10.7%	4.2%	3.5%
Kindergarten	76	16.2%	6.2%	6.8%	76	16.2%	6.2%	6.8%
Grade 1	93	19.9%	7.4%	7.1%	93	19.9%	7.4%	7.1%
Grade 2	73	15.6%	6.5%	7.1%	73	15.6%	6.5%	7.1%
Grade 3	87	18.6%	6.4%	7.1%	87	18.6%	6.4%	7.1%
Grade 4	77	16.5%	6.9%	7.1%	77	16.5%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	110	23.5%	8.1%	12.8%	110	23.5%	8.1%	12.8%
Hispanic	296	63.2%	82.8%	52.8%	296	63.2%	82.8%	52.7%
White	28	6.0%	5.2%	26.3%	28	6.0%	5.2%	26.3%
American Indian	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Asian	28	6.0%	3.0%	4.8%	28	6.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.9%	0.7%	2.9%	4	0.9%	0.7%	2.9%
Sex:								
Female	234	50.0%	48.3%	48.9%	234	50.0%	48.3%	48.8%
Male	234	50.0%	51.7%	51.1%	234	50.0%	51.7%	51.2%
Economically Disadvantaged	403	86.1%	79.4%	60.7%	403	86.1%	79.4%	60.6%
Non-Educationally Disadvantaged	65	13.9%	20.6%	39.3%	65	13.9%	20.6%	39.4%
Section 504 Students	10	2.1%	5.8%	7.4%	10	2.1%	5.8%	7.4%
EB Students/EL	146	31.2%	32.6%	21.7%	146	31.2%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	10	2.1%	4.9%	5.0%	10	2.1%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	26	5.6%	3.4%	2.0%	26	5.6%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	468	100.0%	67.8%	64.3%	468	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	299	63.9%	69.4%	53.5%	299	63.9%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	125	26.7%	30.5%	21.9%	125	26.7%	30.4%	21.8%
Gifted and Talented Education	10	2.1%	5.5%	8.0%	10	2.1%	5.5%	8.0%
Special Education	47	10.0%	12.4%	11.6%	47	10.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	23.4%	44.4%	43.0%				
Students with Physical Disabilities	10	21.3%	18.2%	20.8%				
Students with Autism	19	40.4%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	106	27.1%	14.7%	13.6%				
By Ethnicity:								
African American	47	12.0%	2.1%	2.5%				
Hispanic	47	12.0%	11.1%	6.6%				
White	5	1.3%	1.0%	3.5%				
American Indian	1	0.3%	0.0%	0.1%				
Asian	3	0.8%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.8%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	27.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	21.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	86	26.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	131	33.6%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
MEADOR EL (101917111) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	13.4%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	7.0%	6.2%	1.7%	7.7%	4.0%	2.2%
Grade 3	4.1%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.5	17.0	18.7
Grade 1	17.8	18.2	18.7
Grade 2	15.8	16.7	18.6
Grade 3	19.8	15.8	18.7
Grade 4	13.6	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	43.9	75.8%	59.0%	64.1%
Teachers	36.6	63.2%	45.5%	49.3%
Professional Support	5.3	9.2%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	2.9%
Educational Aides:	14.0	24.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	30.7	53.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.3	6.2%	10.3%	11.2%
Hispanic	13.0	35.5%	39.2%	28.9%
White	20.1	54.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.2	3.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	8.2%	25.0%	24.1%
Females	33.6	91.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	32.6	89.0%	75.8%	72.6%
Masters	4.0	11.0%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.1%	7.9%	7.9%
1-5 Years Experience	7.3	19.9%	27.4%	26.7%
6-10 Years Experience	6.2	17.0%	24.2%	20.6%
11-20 Years Experience	18.0	49.2%	28.7%	28.6%
21-30 Years Experience	5.1	13.8%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.0	6.3
Average Years Experience of Principals with District	10.0	7.7	5.4
Average Years Experience of Assistant Principals	16.0	7.4	5.5
Average Years Experience of Assistant Principals with District	7.0	7.1	4.8
Average Years Experience of Teachers:	13.3	10.4	11.1
Average Years Experience of Teachers with District:	8.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$73,268	\$56,914	\$51,054
1-5 Years Experience	\$60,398	\$58,997	\$54,577
6-10 Years Experience	\$62,150	\$61,821	\$57,746
11-20 Years Experience	\$60,310	\$63,221	\$61,377
21-30 Years Experience	\$63,546	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,100	\$61,600	\$58,887
Professional Support	\$68,006	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,971	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	7.4	20.1%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	27.2	74.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MEADOR EL (101917111) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.1	5.6%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PARKS EL

Campus Number: 101917112

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	73%	*	75%	*	-	-	-	*	20%	*	76%	67%	72%	83%
	2021	67%	59%	47%	*	48%	*	-	*	-	*	25%	*	45%	60%	47%	56%
At Meets Grade Level or Above	2022	51%	42%	43%	*	47%	*	-	-	-	*	13%	*	44%	40%	44%	44%
	2021	39%	27%	28%	*	27%	*	-	*	-	*	19%	*	26%	40%	29%	44%
At Masters Grade Level	2022	30%	21%	18%	*	18%	*	-	-	-	*	7%	*	16%	27%	19%	17%
	2021	19%	12%	15%	*	14%	*	-	*	-	*	0%	*	15%	20%	15%	33%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	65%	*	71%	*	-	-	-	*	33%	*	73%	40%	63%	78%
	2021	62%	51%	47%	*	47%	*	-	*	-	*	31%	*	46%	50%	42%	63%
At Meets Grade Level or Above	2022	43%	33%	30%	*	33%	*	-	-	-	*	0%	*	31%	27%	30%	33%
	2021	31%	18%	26%	*	27%	*	-	*	-	*	25%	*	27%	20%	22%	41%
At Masters Grade Level	2022	21%	13%	10%	*	12%	*	-	-	-	*	0%	*	11%	7%	11%	17%
	2021	14%	6%	3%	*	3%	*	-	*	-	*	6%	*	3%	0%	1%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	68%	*	69%	-	-	-	-	*	36%	*	66%	75%	69%	79%
	2021	63%	54%	46%	14%	47%	83%	-	-	-	*	18%	*	49%	41%	44%	58%
At Meets Grade Level or Above	2022	54%	48%	42%	*	42%	-	-	-	-	*	21%	*	43%	38%	41%	54%
	2021	36%	25%	19%	0%	24%	0%	-	-	-	*	9%	*	23%	9%	19%	32%
At Masters Grade Level	2022	28%	21%	18%	*	19%	-	-	-	-	*	0%	*	21%	6%	18%	39%
	2021	17%	8%	7%	0%	9%	0%	-	-	-	*	0%	*	11%	0%	8%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	56%	*	57%	-	-	-	-	*	36%	*	57%	50%	53%	64%
	2021	59%	50%	39%	0%	44%	50%	-	-	-	*	27%	*	43%	32%	38%	37%
At Meets Grade Level or Above	2022	43%	35%	31%	*	31%	-	-	-	-	*	36%	*	30%	31%	29%	50%
	2021	36%	21%	12%	0%	13%	17%	-	-	-	*	18%	*	15%	5%	10%	11%
At Masters Grade Level	2022	23%	15%	13%	*	13%	-	-	-	-	*	7%	*	14%	6%	12%	18%
	2021	21%	10%	4%	0%	4%	17%	-	-	-	*	0%	*	6%	0%	3%	11%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	65%	38%	67%	75%	-	-	-	*	31%	90%	67%	58%	64%	75%
	2021	67%	61%	45%	14%	47%	68%	-	*	-	29%	26%	60%	47%	40%	44%	55%
At Meets Grade Level or Above	2022	48%	43%	36%	13%	38%	38%	-	-	-	*	17%	40%	37%	34%	36%	47%
	2021	41%	33%	21%	3%	23%	14%	-	*	-	14%	18%	20%	23%	15%	20%	33%
At Masters Grade Level	2022	23%	18%	15%	0%	16%	25%	-	-	-	*	3%	0%	16%	11%	15%	24%
	2021	18%	12%	7%	3%	7%	5%	-	*	-	0%	3%	0%	8%	2%	6%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	70%	63%	71%	*	-	-	-	*	28%	80%	70%	71%	70%	80%
	2021	68%	61%	47%	27%	47%	75%	-	*	-	*	22%	*	47%	47%	46%	57%
At Meets Grade Level or Above	2022	53%	45%	42%	25%	44%	*	-	-	-	*	17%	40%	44%	39%	42%	50%
	2021	45%	35%	23%	9%	25%	13%	-	*	-	*	15%	*	25%	19%	24%	39%
At Masters Grade Level	2022	25%	18%	18%	0%	19%	*	-	-	-	*	3%	0%	19%	16%	18%	30%
	2021	18%	12%	11%	9%	12%	0%	-	*	-	*	0%	*	13%	6%	12%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	13%	63%	*	-	-	-	*	34%	100%	64%	45%	58%	70%
	2021	66%	61%	43%	0%	45%	50%	-	*	-	*	30%	*	45%	38%	40%	52%
At Meets Grade Level or Above	2022	42%	37%	30%	0%	32%	*	-	-	-	*	17%	40%	31%	29%	30%	43%
	2021	37%	30%	19%	0%	20%	13%	-	*	-	*	22%	*	22%	9%	16%	28%
At Masters Grade Level	2022	20%	16%	11%	0%	13%	*	-	-	-	*	3%	0%	13%	6%	11%	17%
	2021	18%	11%	4%	0%	3%	13%	-	*	-	*	4%	*	5%	0%	2%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	25%	*	27%	*	-	-	-	*	0%	*	24%	27%	25%	22%
	2021	24%	12%	17%	*	17%	*	-	*	-	*	19%	*	16%	20%	17%	30%
Reading and Mathematics Including EOC	2022	36%	25%	25%	*	27%	*	-	-	-	*	0%	*	24%	27%	25%	22%
	2021	24%	12%	17%	*	17%	*	-	*	-	*	19%	*	16%	20%	17%	30%
Reading Including EOC	2022	51%	42%	43%	*	47%	*	-	-	-	*	13%	*	44%	40%	44%	44%
	2021	38%	27%	28%	*	27%	*	-	*	-	*	19%	*	26%	40%	29%	44%
Math Including EOC	2022	43%	33%	30%	*	33%	*	-	-	-	*	0%	*	31%	27%	30%	33%
	2021	31%	18%	26%	*	27%	*	-	*	-	*	25%	*	27%	20%	22%	41%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	25%	*	27%	-	-	-	-	*	21%	*	25%	25%	25%	43%
	2021	26%	13%	6%	0%	7%	0%	-	-	-	*	9%	*	9%	0%	5%	11%
Reading and Mathematics Including EOC	2022	36%	27%	25%	*	27%	-	-	-	-	*	21%	*	25%	25%	25%	43%
	2021	26%	13%	6%	0%	7%	0%	-	-	-	*	9%	*	9%	0%	5%	11%
Reading Including EOC	2022	54%	48%	42%	*	42%	-	-	-	-	*	21%	*	43%	38%	41%	54%
	2021	36%	25%	19%	0%	24%	0%	-	-	-	*	9%	*	23%	9%	19%	32%
Math Including EOC	2022	43%	35%	31%	*	31%	-	-	-	-	*	36%	*	30%	31%	29%	50%
	2021	36%	21%	12%	0%	13%	17%	-	-	-	*	18%	*	15%	5%	10%	11%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	0%	27%	*	-	-	-	*	10%	20%	25%	26%	25%	35%
	2021	26%	15%	11%	0%	13%	0%	-	*	-	*	15%	*	13%	6%	11%	22%
Reading and Mathematics Including EOC	2022	36%	27%	25%	0%	27%	*	-	-	-	*	10%	20%	25%	26%	25%	35%
	2021	28%	17%	11%	0%	13%	0%	-	*	-	*	15%	*	13%	6%	11%	22%
Reading Including EOC	2022	53%	45%	42%	25%	44%	*	-	-	-	*	17%	40%	44%	39%	42%	50%
	2021	41%	30%	23%	9%	25%	13%	-	*	-	*	15%	*	25%	19%	24%	39%
Math Including EOC	2022	43%	34%	30%	0%	32%	*	-	-	-	*	17%	40%	31%	29%	30%	43%
	2021	37%	25%	19%	0%	20%	13%	-	*	-	*	22%	*	22%	9%	16%	28%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	86	*	86	-	-	-	-	*	93	*	89	75	85	91
	2019	61	66	52	*	53	30	-	-	-	-	50	*	52	53	52	57
Grade 4 Mathematics	2022	74	79	72	*	73	-	-	-	-	*	64	*	76	57	71	76
	2019	65	61	49	*	51	50	-	-	-	-	58	*	54	34	48	59
All Grades Both Subjects	2022	74	77	78	58	79	-	-	-	-	*	79	*	82	66	77	80
	2019	69	69	50	50	52	40	-	-	-	-	54	*	53	44	50	59
All Grades ELA/Reading	2022	78	80	86	*	86	-	-	-	-	*	93	*	89	75	85	91
	2019	68	68	52	*	53	30	-	-	-	-	50	*	52	53	52	57
All Grades Mathematics	2022	69	74	72	*	73	-	-	-	-	*	64	*	76	57	71	76
	2019	70	70	49	*	51	50	-	-	-	-	58	*	54	34	48	59

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	65%	76%	-	76%	-	-	-	-	-	-	-	70%	60%	75%	-
	2021	67%	61%	45%	56%	-	56%	-	-	-	-	-	-	-	40%	41%	55%	-
At Meets Grade Level or Above	2022	48%	43%	36%	51%	-	51%	-	-	-	-	-	-	-	25%	31%	47%	-
	2021	41%	33%	21%	35%	-	35%	-	-	-	-	-	-	-	0%	16%	33%	-
At Masters Grade Level	2022	23%	18%	15%	28%	-	28%	-	-	-	-	-	-	-	15%	10%	24%	-
	2021	18%	12%	7%	16%	-	16%	-	-	-	-	-	-	-	0%	2%	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	70%	82%	-	82%	-	-	-	-	-	-	-	80%	65%	80%	-
	2021	68%	61%	47%	59%	-	59%	-	-	-	-	-	-	-	*	42%	57%	-
At Meets Grade Level or Above	2022	53%	45%	42%	56%	-	56%	-	-	-	-	-	-	-	30%	38%	50%	-
	2021	45%	35%	23%	41%	-	41%	-	-	-	-	-	-	-	*	16%	39%	-
At Masters Grade Level	2022	25%	18%	18%	35%	-	35%	-	-	-	-	-	-	-	20%	12%	30%	-
	2021	18%	12%	11%	27%	-	27%	-	-	-	-	-	-	-	*	4%	26%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	71%	-	71%	-	-	-	-	-	-	-	60%	55%	70%	-
	2021	66%	61%	43%	52%	-	52%	-	-	-	-	-	-	-	*	39%	52%	-
At Meets Grade Level or Above	2022	42%	37%	30%	47%	-	47%	-	-	-	-	-	-	-	20%	23%	43%	-
	2021	37%	30%	19%	30%	-	30%	-	-	-	-	-	-	-	*	15%	28%	-
At Masters Grade Level	2022	20%	16%	11%	21%	-	21%	-	-	-	-	-	-	-	10%	8%	17%	-
	2021	18%	11%	4%	9%	-	9%	-	-	-	-	-	-	-	*	1%	9%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	78%	86%	-	86%	-	-	-	-	-	-	-	58%	77%	80%	-
	2019	69%	69%	50%	55%	-	55%	-	-	-	-	-	-	-	-	-	55%	-
All Grades ELA/Reading	2022	78%	80%	86%	83%	-	83%	-	-	-	-	-	-	-	*	84%	91%	-
	2019	68%	68%	52%	50%	-	50%	-	-	-	-	-	-	-	-	-	50%	-
All Grades Mathematics	2022	69%	74%	72%	86%	-	86%	-	-	-	-	-	-	-	*	70%	76%	-
	2019	70%	70%	49%	56%	-	56%	-	-	-	-	-	-	-	-	-	56%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	100%	80%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	93%	90%	53%	95%	80%	-	-	-	*	100%	83%	99%	70%	92%	95%
Not Included in Accountability: Mobile	5%	4%	9%	47%	5%	0%	-	-	-	*	0%	17%	1%	27%	8%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	2%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	100%	80%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	91%	90%	53%	94%	80%	-	-	-	*	100%	83%	99%	69%	91%	94%
Not Included in Accountability: Mobile	5%	4%	9%	47%	5%	0%	-	-	-	*	0%	17%	1%	27%	8%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	2%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	2%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	80%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	90%	53%	95%	80%	-	-	-	*	100%	83%	99%	70%	92%	96%
Not Included in Accountability: Mobile	5%	4%	9%	47%	5%	0%	-	-	-	*	0%	17%	1%	27%	8%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	1%	1%	0%	0%	20%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	-	*	-	*	100%	*	98%	100%	99%	98%
Included in Accountability	83%	86%	85%	92%	86%	80%	-	*	-	*	90%	*	94%	65%	84%	82%
Not Included in Accountability: Mobile	3%	3%	11%	8%	10%	20%	-	*	-	*	7%	*	4%	27%	12%	9%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	3%	0%	-	*	-	*	3%	*	0%	8%	3%	7%
Not Tested	11%	7%	1%	0%	1%	0%	-	*	-	*	0%	*	2%	0%	1%	2%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	-	*	-	*	0%	*	2%	0%	1%	2%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	89%	87%	92%	87%	80%	-	*	-	*	90%	*	96%	65%	86%	84%
Not Included in Accountability: Mobile	4%	3%	11%	8%	10%	20%	-	*	-	*	7%	*	4%	27%	12%	9%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	-	*	-	*	3%	*	0%	8%	3%	7%
Not Tested	12%	5%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	92.6%	89.3%	92.8%	92.7%	*	*	-	*	90.6%	92.4%	94.5%
2019-20	98.3%	98.1%	98.1%	97.1%	98.3%	97.6%	*	*	-	*	97.4%	98.0%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	25.8%	45.7%	23.9%	25.0%	*	*	-	20.0%	30.4%	25.8%	15.5%
2019-20	6.7%	8.8%	10.2%	17.6%	9.2%	11.1%	*	*	-	20.0%	13.9%	11.2%	2.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	405	100.0%	49,255	5,402,928	405	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	51	12.6%	4.2%	4.1%	51	12.6%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	51	12.6%	4.2%	3.5%	51	12.6%	4.2%	3.5%
Kindergarten	67	16.5%	6.2%	6.8%	67	16.5%	6.2%	6.8%
Grade 1	68	16.8%	7.4%	7.1%	68	16.8%	7.4%	7.1%
Grade 2	77	19.0%	6.5%	7.1%	77	19.0%	6.5%	7.1%
Grade 3	65	16.0%	6.4%	7.1%	65	16.0%	6.4%	7.1%
Grade 4	77	19.0%	6.9%	7.1%	77	19.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	32	7.9%	8.1%	12.8%	32	7.9%	8.1%	12.8%
Hispanic	339	83.7%	82.8%	52.8%	339	83.7%	82.8%	52.7%
White	26	6.4%	5.2%	26.3%	26	6.4%	5.2%	26.3%
American Indian	2	0.5%	0.1%	0.3%	2	0.5%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	6	1.5%	0.7%	2.9%	6	1.5%	0.7%	2.9%
Sex:								
Female	205	50.6%	48.3%	48.9%	205	50.6%	48.3%	48.8%
Male	200	49.4%	51.7%	51.1%	200	49.4%	51.7%	51.2%
Economically Disadvantaged	381	94.1%	79.4%	60.7%	381	94.1%	79.4%	60.6%
Non-Educationally Disadvantaged	24	5.9%	20.6%	39.3%	24	5.9%	20.6%	39.4%
Section 504 Students	20	4.9%	5.8%	7.4%	20	4.9%	5.8%	7.4%
EB Students/EL	141	34.8%	32.6%	21.7%	141	34.8%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	3	0.7%	4.9%	5.0%	3	0.7%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	1.2%	0.7%	1.1%	5	1.2%	0.7%	1.1%
Immigrant	15	3.7%	3.4%	2.0%	15	3.7%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	405	100.0%	67.8%	64.3%	405	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	309	76.3%	69.4%	53.5%	309	76.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	121	29.9%	30.5%	21.9%	121	29.9%	30.4%	21.8%
Gifted and Talented Education	24	5.9%	5.5%	8.0%	24	5.9%	5.5%	8.0%
Special Education	67	16.5%	12.4%	11.6%	67	16.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	19.4%	44.4%	43.0%				
Students with Physical Disabilities	32	47.8%	18.2%	20.8%				
Students with Autism	12	17.9%	21.3%	14.7%				
Students with Behavioral Disabilities	10	14.9%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	91	24.9%	14.7%	13.6%				
By Ethnicity:								
African American	15	4.1%	2.1%	2.5%				
Hispanic	68	18.6%	11.1%	6.6%				
White	7	1.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	15.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	25	21.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	86	25.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	109	31.1%	18.3%	18.9%				

Texas Education Agency
2021-22 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	0.0%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	12.5%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	4.0%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.3	17.0	18.7
Grade 1	16.0	18.2	18.7
Grade 2	16.7	16.7	18.6
Grade 3	15.3	15.8	18.7
Grade 4	16.7	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	58.0	100.0%	100.0%	100.0%
Professional Staff:	44.8	77.2%	59.0%	64.1%
Teachers	38.8	66.9%	45.5%	49.3%
Professional Support	4.0	6.9%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	2.9%
Educational Aides:	13.2	22.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	42.4	73.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.9	12.6%	10.3%	11.2%
Hispanic	19.8	51.0%	39.2%	28.9%
White	13.2	33.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.6%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	6.1	15.7%	25.0%	24.1%
Females	32.7	84.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	24.2	62.2%	75.8%	72.6%
Masters	14.7	37.8%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.1%	7.9%	7.9%
1-5 Years Experience	8.0	20.6%	27.4%	26.7%
6-10 Years Experience	11.0	28.2%	24.2%	20.6%
11-20 Years Experience	13.8	35.6%	28.7%	28.6%
21-30 Years Experience	4.1	10.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	10.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
Average Years Experience of Assistant Principals	16.0	7.4	5.5
Average Years Experience of Assistant Principals with District	16.0	7.1	4.8
Average Years Experience of Teachers:	11.8	10.4	11.1
Average Years Experience of Teachers with District:	8.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,819	\$56,914	\$51,054
1-5 Years Experience	\$59,758	\$58,997	\$54,577
6-10 Years Experience	\$62,139	\$61,821	\$57,746
11-20 Years Experience	\$64,000	\$63,221	\$61,377
21-30 Years Experience	\$69,292	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,843	\$61,600	\$58,887
Professional Support	\$69,414	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,711	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	11.0	28.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	24.9	64.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.0	7.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: POMEROY EL

Campus Number: 101917113

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	70%	*	70%	*	-	-	-	*	32%	*	72%	38%	68%	69%
	2021	67%	59%	68%	*	70%	50%	-	-	-	-	31%	*	68%	70%	64%	67%
At Meets Grade Level or Above	2022	51%	42%	42%	*	41%	*	-	-	-	*	21%	*	43%	13%	41%	39%
	2021	39%	27%	40%	*	42%	33%	-	-	-	-	25%	*	41%	30%	35%	41%
At Masters Grade Level	2022	30%	21%	19%	*	19%	*	-	-	-	*	11%	*	19%	13%	19%	19%
	2021	19%	12%	21%	*	20%	33%	-	-	-	-	0%	*	20%	30%	15%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	68%	*	68%	*	-	-	-	*	42%	*	70%	33%	66%	72%
	2021	62%	51%	59%	*	59%	50%	-	-	-	-	19%	*	57%	80%	55%	57%
At Meets Grade Level or Above	2022	43%	33%	28%	*	29%	*	-	-	-	*	21%	*	28%	22%	28%	30%
	2021	31%	18%	22%	*	22%	33%	-	-	-	-	13%	*	23%	10%	18%	22%
At Masters Grade Level	2022	21%	13%	8%	*	9%	*	-	-	-	*	5%	*	9%	0%	7%	9%
	2021	14%	6%	8%	*	8%	17%	-	-	-	-	0%	*	9%	0%	6%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	76%	*	78%	63%	-	-	-	-	41%	80%	82%	54%	74%	76%
	2021	63%	54%	65%	*	66%	*	-	-	-	*	33%	*	65%	68%	64%	63%
At Meets Grade Level or Above	2022	54%	48%	60%	*	61%	63%	-	-	-	-	29%	40%	68%	32%	57%	59%
	2021	36%	25%	28%	*	28%	*	-	-	-	*	27%	*	30%	18%	27%	24%
At Masters Grade Level	2022	28%	21%	31%	*	33%	13%	-	-	-	-	0%	40%	36%	11%	27%	33%
	2021	17%	8%	11%	*	12%	*	-	-	-	*	7%	*	12%	7%	10%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	75%	*	77%	75%	-	-	-	-	35%	60%	78%	64%	73%	78%
	2021	59%	50%	64%	*	65%	*	-	-	-	*	33%	*	63%	68%	62%	67%
At Meets Grade Level or Above	2022	43%	35%	45%	*	48%	25%	-	-	-	-	18%	40%	53%	18%	39%	52%
	2021	36%	21%	29%	*	30%	*	-	-	-	*	7%	*	28%	36%	29%	33%
At Masters Grade Level	2022	23%	15%	25%	*	26%	13%	-	-	-	-	0%	20%	29%	7%	17%	28%
	2021	21%	10%	12%	*	13%	*	-	-	-	*	0%	*	13%	7%	13%	12%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	72%	50%	73%	70%	-	-	-	*	38%	64%	75%	53%	70%	74%
	2021	67%	61%	61%	25%	62%	61%	-	-	-	*	30%	77%	60%	67%	59%	61%
At Meets Grade Level or Above	2022	48%	43%	43%	10%	44%	40%	-	-	-	*	22%	36%	46%	23%	41%	45%
	2021	41%	33%	27%	0%	27%	39%	-	-	-	*	17%	54%	28%	22%	25%	27%
At Masters Grade Level	2022	23%	18%	20%	0%	21%	15%	-	-	-	*	4%	21%	22%	8%	17%	22%
	2021	18%	12%	11%	0%	11%	17%	-	-	-	*	1%	23%	12%	7%	9%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	73%	40%	74%	70%	-	-	-	*	36%	57%	76%	50%	71%	72%
	2021	68%	61%	67%	17%	68%	63%	-	-	-	*	32%	80%	66%	68%	64%	65%
At Meets Grade Level or Above	2022	53%	45%	50%	20%	50%	60%	-	-	-	*	25%	29%	54%	28%	49%	49%
	2021	45%	35%	34%	0%	34%	50%	-	-	-	*	26%	60%	36%	21%	31%	32%
At Masters Grade Level	2022	25%	18%	24%	0%	25%	20%	-	-	-	*	6%	29%	26%	11%	23%	26%
	2021	18%	12%	16%	0%	16%	25%	-	-	-	*	3%	40%	16%	13%	12%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	71%	60%	72%	70%	-	-	-	*	39%	71%	74%	57%	69%	75%
	2021	66%	61%	61%	33%	62%	63%	-	-	-	*	26%	80%	60%	71%	59%	62%
At Meets Grade Level or Above	2022	42%	37%	36%	0%	37%	20%	-	-	-	*	19%	43%	39%	19%	33%	41%
	2021	37%	30%	26%	0%	26%	38%	-	-	-	*	10%	40%	25%	29%	24%	28%
At Masters Grade Level	2022	20%	16%	16%	0%	17%	10%	-	-	-	*	3%	14%	18%	5%	12%	18%
	2021	18%	11%	10%	0%	10%	13%	-	-	-	*	0%	20%	11%	5%	9%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	22%	*	23%	*	-	-	-	*	21%	*	23%	13%	22%	25%
	2021	24%	12%	19%	*	19%	33%	-	-	-	-	13%	*	20%	10%	15%	19%
Reading and Mathematics Including EOC	2022	36%	25%	22%	*	23%	*	-	-	-	*	21%	*	23%	13%	22%	25%
	2021	24%	12%	19%	*	19%	33%	-	-	-	-	13%	*	20%	10%	15%	19%
Reading Including EOC	2022	51%	42%	42%	*	41%	*	-	-	-	*	21%	*	43%	13%	41%	39%
	2021	38%	27%	40%	*	42%	33%	-	-	-	-	25%	*	41%	30%	35%	41%
Math Including EOC	2022	43%	33%	28%	*	29%	*	-	-	-	*	21%	*	28%	22%	28%	30%
	2021	31%	18%	22%	*	22%	33%	-	-	-	-	13%	*	23%	10%	18%	22%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	38%	*	39%	25%	-	-	-	-	18%	0%	45%	11%	31%	42%
	2021	26%	13%	16%	*	16%	*	-	-	-	*	7%	*	16%	14%	16%	16%
Reading and Mathematics Including EOC	2022	36%	27%	38%	*	39%	25%	-	-	-	-	18%	0%	45%	11%	31%	42%
	2021	26%	13%	16%	*	16%	*	-	-	-	*	7%	*	16%	14%	16%	16%
Reading Including EOC	2022	54%	48%	60%	*	61%	63%	-	-	-	-	29%	40%	68%	32%	57%	59%
	2021	36%	25%	26%	*	26%	*	-	-	-	*	27%	*	29%	18%	25%	21%
Math Including EOC	2022	43%	35%	45%	*	48%	25%	-	-	-	-	18%	40%	53%	18%	39%	52%
	2021	36%	21%	29%	*	30%	*	-	-	-	*	7%	*	28%	36%	29%	33%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	30%	0%	31%	20%	-	-	-	*	19%	0%	32%	11%	26%	33%
	2021	26%	15%	17%	0%	17%	38%	-	-	-	*	10%	40%	18%	13%	15%	17%
Reading and Mathematics Including EOC	2022	36%	27%	30%	0%	31%	20%	-	-	-	*	19%	0%	32%	11%	26%	33%
	2021	28%	17%	17%	0%	17%	38%	-	-	-	*	10%	40%	18%	13%	15%	17%
Reading Including EOC	2022	53%	45%	50%	20%	50%	60%	-	-	-	*	25%	29%	54%	28%	49%	49%
	2021	41%	30%	33%	0%	33%	50%	-	-	-	*	26%	60%	35%	21%	30%	31%
Math Including EOC	2022	43%	34%	36%	0%	37%	20%	-	-	-	*	19%	43%	39%	19%	33%	41%
	2021	37%	25%	26%	0%	26%	38%	-	-	-	*	10%	40%	25%	29%	24%	28%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	83	*	84	75	-	-	-	-	80	80	86	72	83	78
	2019	61	66	79	*	78	*	-	-	-	-	92	-	76	92	79	76
Grade 4 Mathematics	2022	74	79	85	*	86	88	-	-	-	-	66	90	86	78	82	88
	2019	65	61	81	*	81	*	-	-	-	-	68	*	80	85	81	81
All Grades Both Subjects	2022	74	77	84	*	85	81	-	-	-	-	71	85	86	76	82	84
	2019	69	69	80	75	80	92	-	-	-	-	77	*	78	88	80	79
All Grades ELA/Reading	2022	78	80	83	*	84	75	-	-	-	-	80	80	86	72	83	78
	2019	68	68	79	*	78	*	-	-	-	-	92	-	76	92	79	76
All Grades Mathematics	2022	69	74	85	*	86	88	-	-	-	-	66	90	86	78	82	88
	2019	70	70	81	*	81	*	-	-	-	-	68	*	80	85	81	81

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	72%	73%	-	67%	90%	-	-	92%	-	92%	-	64%	69%	73%	100%
	2021	67%	61%	61%	58%	-	52%	74%	-	-	44%	-	44%	-	73%	62%	61%	-
At Meets Grade Level or Above	2022	48%	43%	43%	42%	-	37%	57%	-	-	75%	-	75%	-	43%	40%	44%	100%
	2021	41%	33%	27%	26%	-	19%	44%	-	-	44%	-	44%	-	28%	27%	27%	-
At Masters Grade Level	2022	23%	18%	20%	21%	-	17%	31%	-	-	42%	-	42%	-	18%	17%	21%	63%
	2021	18%	12%	11%	11%	-	7%	20%	-	-	0%	-	0%	-	11%	12%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	73%	71%	-	65%	88%	-	-	83%	-	83%	-	71%	74%	72%	*
	2021	68%	61%	67%	63%	-	54%	85%	-	-	*	-	*	-	76%	70%	65%	-
At Meets Grade Level or Above	2022	53%	45%	50%	47%	-	41%	63%	-	-	67%	-	67%	-	43%	54%	47%	*
	2021	45%	35%	34%	32%	-	22%	58%	-	-	*	-	*	-	28%	38%	32%	-
At Masters Grade Level	2022	25%	18%	24%	25%	-	20%	37%	-	-	33%	-	33%	-	21%	22%	25%	*
	2021	18%	12%	16%	16%	-	11%	30%	-	-	*	-	*	-	12%	17%	15%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	71%	75%	-	69%	91%	-	-	100%	-	100%	-	57%	64%	75%	*
	2021	66%	61%	61%	62%	-	56%	78%	-	-	*	-	*	-	68%	60%	62%	-
At Meets Grade Level or Above	2022	42%	37%	36%	38%	-	32%	51%	-	-	83%	-	83%	-	43%	27%	40%	*
	2021	37%	30%	26%	27%	-	22%	40%	-	-	*	-	*	-	32%	23%	28%	-
At Masters Grade Level	2022	20%	16%	16%	17%	-	13%	26%	-	-	50%	-	50%	-	14%	12%	18%	*
	2021	18%	11%	10%	9%	-	6%	18%	-	-	*	-	*	-	20%	10%	11%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	84%	88%	-	89%	85%	-	-	80%	-	80%	-	58%	83%	84%	88%
	2019	69%	69%	80%	82%	-	85%	74%	-	-	-	-	-	-	88%	-	83%	-
All Grades ELA/Reading	2022	78%	80%	83%	83%	-	88%	79%	-	-	80%	-	80%	-	50%	88%	78%	*
	2019	68%	68%	79%	83%	-	93%	73%	-	-	-	-	-	-	83%	-	83%	-
All Grades Mathematics	2022	69%	74%	85%	90%	-	89%	91%	-	-	80%	-	80%	-	67%	77%	88%	*
	2019	70%	70%	81%	82%	-	83%	75%	-	-	-	-	-	-	92%	-	83%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	93%	83%	94%	83%	-	-	-	*	97%	100%	97%	74%	95%	92%
Not Included in Accountability: Mobile	5%	4%	4%	17%	4%	17%	-	-	-	*	3%	0%	3%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	-	-	*	0%	0%	0%	13%	1%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	91%	93%	83%	93%	83%	-	-	-	*	97%	100%	97%	72%	94%	91%
Not Included in Accountability: Mobile	5%	4%	4%	17%	4%	17%	-	-	-	*	3%	0%	3%	12%	4%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	3%	0%	-	-	-	*	0%	0%	0%	14%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	83%	94%	83%	-	-	-	*	97%	100%	97%	76%	95%	92%
Not Included in Accountability: Mobile	5%	4%	4%	17%	4%	17%	-	-	-	*	3%	0%	3%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	-	-	*	0%	0%	0%	12%	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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	75%	99%	100%	-	-	-	*	94%	100%	100%	95%	98%	100%
Included in Accountability	83%	86%	90%	75%	90%	100%	-	-	-	*	89%	100%	96%	68%	90%	91%
Not Included in Accountability: Mobile	3%	3%	6%	0%	6%	0%	-	-	-	*	6%	0%	3%	18%	6%	4%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	3%	0%	-	-	-	*	0%	0%	1%	9%	2%	4%
Not Tested	11%	7%	1%	25%	1%	0%	-	-	-	*	6%	0%	0%	5%	2%	0%
Absent	2%	2%	1%	13%	1%	0%	-	-	-	*	6%	0%	0%	4%	1%	0%
Other	10%	4%	0%	13%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Mathematics																
Assessment Participant	88%	95%	98%	75%	99%	100%	-	-	-	*	94%	100%	99%	95%	98%	99%
Included in Accountability	84%	89%	90%	75%	91%	100%	-	-	-	*	89%	100%	96%	69%	90%	92%
Not Included in Accountability: Mobile	4%	3%	6%	0%	6%	0%	-	-	-	*	6%	0%	3%	18%	6%	4%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	0%	-	-	-	*	0%	0%	1%	7%	2%	3%
Not Tested	12%	5%	2%	25%	1%	0%	-	-	-	*	6%	0%	1%	5%	2%	1%
Absent	2%	2%	1%	0%	1%	0%	-	-	-	*	6%	0%	1%	2%	1%	1%
Other	10%	3%	1%	25%	0%	0%	-	-	-	*	0%	0%	0%	4%	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
2021-22 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													
2020-21	95.0%	93.9%	95.6%	92.5%	95.7%	96.5%	*	-	-	-	93.2%	95.4%	96.9%
2019-20	98.3%	98.1%	98.7%	96.5%	98.8%	98.4%	-	-	-	*	98.5%	98.6%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.5%	33.3%	11.6%	8.3%	*	-	-	-	11.9%	12.3%	6.6%
2019-20	6.7%	8.8%	4.6%	8.7%	4.5%	0.0%	-	-	-	*	7.6%	5.2%	2.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	784	100.0%	49,255	5,402,928	785	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	8	1.0%	0.3%	0.3%	9	1.1%	0.4%	0.4%
Pre-Kindergarten	85	10.8%	4.2%	4.1%	85	10.8%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	85	10.8%	4.2%	3.5%	85	10.8%	4.2%	3.5%
Kindergarten	129	16.5%	6.2%	6.8%	129	16.4%	6.2%	6.8%
Grade 1	148	18.9%	7.4%	7.1%	148	18.9%	7.4%	7.1%
Grade 2	122	15.6%	6.5%	7.1%	122	15.5%	6.5%	7.1%
Grade 3	153	19.5%	6.4%	7.1%	153	19.5%	6.4%	7.1%
Grade 4	139	17.7%	6.9%	7.1%	139	17.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	23	2.9%	8.1%	12.8%	23	2.9%	8.1%	12.8%
Hispanic	727	92.7%	82.8%	52.8%	728	92.7%	82.8%	52.7%
White	32	4.1%	5.2%	26.3%	32	4.1%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.7%	2.9%	1	0.1%	0.7%	2.9%
Sex:								
Female	370	47.2%	48.3%	48.9%	370	47.1%	48.3%	48.8%
Male	414	52.8%	51.7%	51.1%	415	52.9%	51.7%	51.2%
Economically Disadvantaged	697	88.9%	79.4%	60.7%	698	88.9%	79.4%	60.6%
Non-Educationally Disadvantaged	87	11.1%	20.6%	39.3%	87	11.1%	20.6%	39.4%
Section 504 Students	31	4.0%	5.8%	7.4%	31	3.9%	5.8%	7.4%
EB Students/EL	463	59.1%	32.6%	21.7%	463	59.0%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	31	4.0%	4.9%	5.0%	31	3.9%	4.8%	5.0%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	16	2.0%	0.7%	1.1%	16	2.0%	0.7%	1.1%
Immigrant	61	7.8%	3.4%	2.0%	61	7.8%	3.4%	2.0%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	784	100.0%	67.8%	64.3%	785	100.0%	67.7%	64.3%
Military Connected	1	0.1%	0.4%	3.3%	1	0.1%	0.4%	3.3%
At-Risk	649	82.8%	69.4%	53.5%	649	82.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	485	61.9%	30.5%	21.9%	485	61.8%	30.4%	21.8%
Gifted and Talented Education	51	6.5%	5.5%	8.0%	51	6.5%	5.5%	8.0%
Special Education	84	10.7%	12.4%	11.6%	85	10.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	26.2%	44.4%	43.0%				
Students with Physical Disabilities	27	32.1%	18.2%	20.8%				
Students with Autism	26	31.0%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	90	14.5%	14.7%	13.6%				
By Ethnicity:								
African American	9	1.4%	2.1%	2.5%				
Hispanic	78	12.5%	11.1%	6.6%				
White	2	0.3%	1.0%	3.5%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	7.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	51	13.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	80	14.6%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	110	17.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	10.1%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	7.5%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	2.5%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.4	17.0	18.7
Grade 1	19.2	18.2	18.7
Grade 2	15.2	16.7	18.6
Grade 3	16.7	15.8	18.7
Grade 4	20.2	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	98.1	100.0%	100.0%	100.0%
Professional Staff:	73.9	75.4%	59.0%	64.1%
Teachers	62.2	63.4%	45.5%	49.3%
Professional Support	8.7	8.9%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.1%	2.3%	2.9%
Educational Aides:	24.2	24.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	81.3	82.9%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.2	2.0%	10.3%	11.2%
Hispanic	47.0	75.6%	39.2%	28.9%
White	12.7	20.4%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.2	0.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.6%	0.9%	1.2%
Teachers by Sex:				
Males	6.0	9.6%	25.0%	24.1%
Females	56.2	90.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	51.2	82.3%	75.8%	72.6%
Masters	11.0	17.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.2%	7.9%	7.9%
1-5 Years Experience	15.3	24.6%	27.4%	26.7%
6-10 Years Experience	13.9	22.4%	24.2%	20.6%
11-20 Years Experience	23.0	37.0%	28.7%	28.6%
21-30 Years Experience	7.0	11.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	1.6%	1.6%	2.9%
Number of Students per Teacher	12.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	8.0	6.3
Average Years Experience of Principals with District	10.0	7.7	5.4
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:	10.9	10.4	11.1
Average Years Experience of Teachers with District:	8.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,640	\$58,997	\$54,577
6-10 Years Experience	\$61,547	\$61,821	\$57,746
11-20 Years Experience	\$61,426	\$63,221	\$61,377
21-30 Years Experience	\$64,216	\$65,542	\$65,949
Over 30 Years Experience	\$72,153	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,134	\$61,600	\$58,887
Professional Support	\$65,683	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,378	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	22.9	36.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	31.4	50.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.9	12.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RED BLUFF EL

Campus Number: 101917114

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	84%	*	83%	*	-	-	-	-	57%	*	86%	70%	85%	86%
	2021	67%	59%	82%	*	83%	*	-	-	-	-	69%	*	85%	50%	80%	86%
At Meets Grade Level or Above	2022	51%	42%	55%	*	54%	*	-	-	-	-	36%	*	55%	60%	53%	54%
	2021	39%	27%	29%	*	30%	*	-	-	-	-	31%	*	28%	33%	28%	21%
At Masters Grade Level	2022	30%	21%	28%	*	28%	*	-	-	-	-	14%	*	29%	20%	26%	31%
	2021	19%	12%	12%	*	13%	*	-	-	-	-	13%	*	12%	17%	13%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	84%	*	85%	*	-	-	-	-	71%	*	85%	80%	82%	86%
	2021	62%	51%	78%	*	79%	*	-	-	-	-	63%	*	79%	67%	75%	82%
At Meets Grade Level or Above	2022	43%	33%	53%	*	53%	*	-	-	-	-	29%	*	58%	20%	53%	60%
	2021	31%	18%	40%	*	40%	*	-	-	-	-	31%	*	37%	67%	39%	39%
At Masters Grade Level	2022	21%	13%	26%	*	26%	*	-	-	-	-	7%	*	29%	10%	27%	37%
	2021	14%	6%	19%	*	20%	*	-	-	-	-	13%	*	18%	33%	20%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	85%	*	86%	-	-	-	-	-	62%	100%	88%	69%	83%	89%
	2021	63%	54%	55%	*	54%	*	-	-	-	-	27%	*	53%	63%	52%	42%
At Meets Grade Level or Above	2022	54%	48%	54%	*	54%	-	-	-	-	-	38%	50%	57%	38%	48%	57%
	2021	36%	25%	24%	*	22%	*	-	-	-	-	20%	*	23%	25%	21%	11%
At Masters Grade Level	2022	28%	21%	23%	*	22%	-	-	-	-	-	15%	17%	26%	8%	18%	22%
	2021	17%	8%	7%	*	5%	*	-	-	-	-	0%	*	5%	13%	5%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	88%	*	89%	-	-	-	-	-	62%	100%	89%	85%	88%	95%
	2021	59%	50%	49%	*	48%	*	-	-	-	-	33%	*	48%	56%	50%	47%
At Meets Grade Level or Above	2022	43%	35%	53%	*	54%	-	-	-	-	-	31%	50%	52%	54%	47%	57%
	2021	36%	21%	20%	*	20%	*	-	-	-	-	20%	*	21%	19%	20%	16%
At Masters Grade Level	2022	23%	15%	17%	*	17%	-	-	-	-	-	8%	17%	15%	23%	14%	14%
	2021	21%	10%	10%	*	9%	*	-	-	-	-	7%	*	10%	13%	9%	4%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	85%	50%	86%	100%	-	-	-	-	63%	100%	87%	76%	85%	89%
	2021	67%	61%	59%	69%	58%	80%	-	-	-	-	42%	70%	59%	60%	57%	51%
At Meets Grade Level or Above	2022	48%	43%	54%	17%	54%	83%	-	-	-	-	33%	50%	55%	43%	50%	57%
	2021	41%	33%	24%	38%	24%	20%	-	-	-	-	23%	20%	24%	25%	22%	16%
At Masters Grade Level	2022	23%	18%	23%	17%	23%	33%	-	-	-	-	11%	13%	25%	15%	21%	26%
	2021	18%	12%	10%	23%	9%	0%	-	-	-	-	6%	0%	9%	12%	9%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	84%	*	84%	*	-	-	-	-	59%	100%	87%	70%	84%	88%
	2021	68%	61%	67%	80%	67%	*	-	-	-	-	48%	*	69%	59%	64%	59%
At Meets Grade Level or Above	2022	53%	45%	55%	*	54%	*	-	-	-	-	37%	50%	56%	48%	51%	56%
	2021	45%	35%	26%	40%	26%	*	-	-	-	-	26%	*	26%	27%	24%	15%
At Masters Grade Level	2022	25%	18%	25%	*	25%	*	-	-	-	-	15%	13%	27%	13%	22%	26%
	2021	18%	12%	9%	40%	8%	*	-	-	-	-	6%	*	9%	14%	8%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	86%	*	87%	*	-	-	-	-	67%	100%	87%	83%	85%	90%
	2021	66%	61%	62%	60%	62%	*	-	-	-	-	48%	*	63%	59%	61%	60%
At Meets Grade Level or Above	2022	42%	37%	53%	*	53%	*	-	-	-	-	30%	50%	55%	39%	50%	58%
	2021	37%	30%	29%	20%	29%	*	-	-	-	-	26%	*	29%	32%	28%	25%
At Masters Grade Level	2022	20%	16%	21%	*	22%	*	-	-	-	-	7%	13%	22%	17%	20%	25%
	2021	18%	11%	14%	20%	14%	*	-	-	-	-	10%	*	14%	18%	14%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	41%	*	40%	*	-	-	-	-	14%	*	45%	10%	40%	46%
	2021	24%	12%	19%	*	20%	*	-	-	-	-	19%	*	18%	33%	19%	14%
Reading and Mathematics Including EOC	2022	36%	25%	41%	*	40%	*	-	-	-	-	14%	*	45%	10%	40%	46%
	2021	24%	12%	19%	*	20%	*	-	-	-	-	19%	*	18%	33%	19%	14%
Reading Including EOC	2022	51%	42%	55%	*	54%	*	-	-	-	-	36%	*	55%	60%	53%	54%
	2021	38%	27%	29%	*	30%	*	-	-	-	-	31%	*	28%	33%	28%	21%
Math Including EOC	2022	43%	33%	53%	*	53%	*	-	-	-	-	29%	*	58%	20%	53%	60%
	2021	31%	18%	40%	*	40%	*	-	-	-	-	31%	*	37%	67%	39%	39%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	33%	*	34%	-	-	-	-	-	15%	17%	34%	31%	26%	35%
	2021	26%	13%	12%	*	12%	*	-	-	-	-	13%	*	12%	13%	11%	4%
Reading and Mathematics Including EOC	2022	36%	27%	33%	*	34%	-	-	-	-	-	15%	17%	34%	31%	26%	35%
	2021	26%	13%	12%	*	12%	*	-	-	-	-	13%	*	12%	13%	11%	4%
Reading Including EOC	2022	54%	48%	54%	*	54%	-	-	-	-	-	38%	50%	57%	38%	48%	57%
	2021	36%	25%	24%	*	22%	*	-	-	-	-	20%	*	23%	25%	21%	11%
Math Including EOC	2022	43%	35%	53%	*	54%	-	-	-	-	-	31%	50%	52%	54%	47%	57%
	2021	36%	21%	20%	*	20%	*	-	-	-	-	20%	*	21%	19%	20%	16%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	37%	*	37%	*	-	-	-	-	15%	25%	40%	22%	33%	40%
	2021	26%	15%	15%	20%	15%	*	-	-	-	-	16%	*	15%	18%	14%	8%
Reading and Mathematics Including EOC	2022	36%	27%	37%	*	37%	*	-	-	-	-	15%	25%	40%	22%	33%	40%
	2021	28%	17%	15%	20%	15%	*	-	-	-	-	16%	*	15%	18%	14%	8%
Reading Including EOC	2022	53%	45%	55%	*	54%	*	-	-	-	-	37%	50%	56%	48%	51%	56%
	2021	41%	30%	26%	40%	26%	*	-	-	-	-	26%	*	26%	27%	24%	15%
Math Including EOC	2022	43%	34%	53%	*	53%	*	-	-	-	-	30%	50%	55%	39%	50%	58%
	2021	37%	25%	29%	20%	29%	*	-	-	-	-	26%	*	29%	32%	28%	25%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	77	*	76	-	-	-	-	-	58	90	77	75	73	84
	2019	61	66	84	-	85	69	-	-	-	-	72	*	82	88	83	83
Grade 4 Mathematics	2022	74	79	69	*	70	-	-	-	-	-	46	67	69	68	67	79
	2019	65	61	58	-	61	31	-	-	-	-	45	*	56	68	57	61
All Grades Both Subjects	2022	74	77	72	*	73	-	-	-	-	-	52	77	73	71	69	81
	2019	69	69	69	-	72	50	-	-	-	-	58	83	68	78	69	70
All Grades ELA/Reading	2022	78	80	77	*	76	-	-	-	-	-	58	90	77	75	73	84
	2019	68	68	84	-	85	69	-	-	-	-	72	*	82	88	83	83
All Grades Mathematics	2022	69	74	69	*	70	-	-	-	-	-	46	67	69	68	67	79
	2019	70	70	58	-	61	31	-	-	-	-	45	*	56	68	57	61

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	85%	89%	-	89%	-	-	-	-	-	-	-	95%	82%	89%	-
	2021	67%	61%	59%	50%	-	50%	-	-	-	-	-	-	-	62%	66%	51%	-
At Meets Grade Level or Above	2022	48%	43%	54%	58%	-	58%	-	-	-	-	-	-	-	55%	51%	57%	-
	2021	41%	33%	24%	14%	-	14%	-	-	-	-	-	-	-	38%	31%	16%	-
At Masters Grade Level	2022	23%	18%	23%	26%	-	26%	-	-	-	-	-	-	-	25%	21%	26%	-
	2021	18%	12%	10%	4%	-	4%	-	-	-	-	-	-	-	5%	14%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	84%	85%	-	85%	-	-	-	-	-	-	-	100%	82%	88%	-
	2021	68%	61%	67%	57%	-	57%	-	-	-	-	-	-	-	75%	74%	59%	-
At Meets Grade Level or Above	2022	53%	45%	55%	54%	-	54%	-	-	-	-	-	-	-	70%	54%	56%	-
	2021	45%	35%	26%	12%	-	12%	-	-	-	-	-	-	-	38%	35%	15%	-
At Masters Grade Level	2022	25%	18%	25%	26%	-	26%	-	-	-	-	-	-	-	30%	24%	26%	-
	2021	18%	12%	9%	3%	-	3%	-	-	-	-	-	-	-	0%	15%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	86%	92%	-	92%	-	-	-	-	-	-	-	90%	83%	90%	-
	2021	66%	61%	62%	60%	-	60%	-	-	-	-	-	-	-	63%	64%	60%	-
At Meets Grade Level or Above	2022	42%	37%	53%	62%	-	62%	-	-	-	-	-	-	-	40%	48%	58%	-
	2021	37%	30%	29%	22%	-	22%	-	-	-	-	-	-	-	50%	33%	25%	-
At Masters Grade Level	2022	20%	16%	21%	26%	-	26%	-	-	-	-	-	-	-	20%	18%	25%	-
	2021	18%	11%	14%	8%	-	8%	-	-	-	-	-	-	-	13%	19%	8%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	72%	85%	-	85%	-	-	-	-	-	-	-	75%	66%	81%	-
	2019	69%	69%	69%	72%	-	72%	-	-	-	-	-	-	-	44%		69%	-
All Grades ELA/Reading	2022	78%	80%	77%	87%	-	87%	-	-	-	-	-	-	-	75%	73%	84%	-
	2019	68%	68%	84%	83%	-	83%	-	-	-	-	-	-	-	*		82%	-
All Grades Mathematics	2022	69%	74%	69%	83%	-	83%	-	-	-	-	-	-	-	75%	60%	79%	-
	2019	70%	70%	58%	66%	-	66%	-	-	-	-	-	-	-	*		60%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	100%	95%	100%	-	-	-	-	93%	100%	98%	79%	94%	97%
Not Included in Accountability: Mobile	5%	4%	4%	0%	4%	0%	-	-	-	-	7%	0%	2%	17%	5%	1%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	*	95%	*	-	-	-	-	93%	100%	98%	79%	94%	97%
Not Included in Accountability: Mobile	5%	4%	4%	*	4%	*	-	-	-	-	7%	0%	2%	17%	5%	1%
Not Included in Accountability: Other Exclusions	2%	3%	1%	*	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	*	95%	*	-	-	-	-	93%	100%	98%	79%	94%	97%
Not Included in Accountability: Mobile	5%	4%	4%	*	4%	*	-	-	-	-	7%	0%	2%	17%	5%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	86%	92%	100%	92%	*	-	-	-	-	94%	80%	96%	73%	92%	87%
Not Included in Accountability: Mobile	3%	3%	2%	0%	2%	*	-	-	-	-	0%	0%	1%	7%	3%	1%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	6%	*	-	-	-	-	6%	20%	3%	20%	6%	12%
Not Tested	11%	7%	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%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	89%	92%	100%	92%	*	-	-	-	-	94%	80%	96%	73%	92%	87%
Not Included in Accountability: Mobile	4%	3%	2%	0%	2%	*	-	-	-	-	0%	0%	1%	7%	3%	1%
Not Included in Accountability: Other Exclusions	0%	2%	6%	0%	6%	*	-	-	-	-	6%	20%	3%	20%	6%	12%
Not Tested	12%	5%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	2%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	96.0%	*	96.1%	95.3%	-	-	-	-	95.7%	95.9%	96.9%
2019-20	98.3%	98.1%	98.9%	100.0%	99.0%	94.3%	-	-	-	-	99.1%	98.9%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	11.1%	28.6%	10.7%	10.0%	-	-	-	-	11.1%	11.4%	5.2%
2019-20	6.7%	8.8%	4.9%	0.0%	3.9%	31.3%	-	-	-	-	5.9%	4.9%	1.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	477	100.0%	49,255	5,402,928	477	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	51	10.7%	4.2%	4.1%	51	10.7%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	51	10.7%	4.2%	3.5%	51	10.7%	4.2%	3.5%
Kindergarten	98	20.5%	6.2%	6.8%	98	20.5%	6.2%	6.8%
Grade 1	97	20.3%	7.4%	7.1%	97	20.3%	7.4%	7.1%
Grade 2	73	15.3%	6.5%	7.1%	73	15.3%	6.5%	7.1%
Grade 3	78	16.4%	6.4%	7.1%	78	16.4%	6.4%	7.1%
Grade 4	80	16.8%	6.9%	7.1%	80	16.8%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	6	1.3%	8.1%	12.8%	6	1.3%	8.1%	12.8%
Hispanic	444	93.1%	82.8%	52.8%	444	93.1%	82.8%	52.7%
White	25	5.2%	5.2%	26.3%	25	5.2%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	228	47.8%	48.3%	48.9%	228	47.8%	48.3%	48.8%
Male	249	52.2%	51.7%	51.1%	249	52.2%	51.7%	51.2%
Economically Disadvantaged	418	87.6%	79.4%	60.7%	418	87.6%	79.4%	60.6%
Non-Educationally Disadvantaged	59	12.4%	20.6%	39.3%	59	12.4%	20.6%	39.4%
Section 504 Students	14	2.9%	5.8%	7.4%	14	2.9%	5.8%	7.4%
EB Students/EL	200	41.9%	32.6%	21.7%	200	41.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	19	4.0%	4.9%	5.0%	19	4.0%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.6%	0.7%	1.1%	3	0.6%	0.7%	1.1%
Immigrant	13	2.7%	3.4%	2.0%	13	2.7%	3.4%	2.0%
Migrant	3	0.6%	0.2%	0.3%	3	0.6%	0.2%	0.3%
Title I	477	100.0%	67.8%	64.3%	477	100.0%	67.7%	64.3%
Military Connected	5	1.0%	0.4%	3.3%	5	1.0%	0.4%	3.3%
At-Risk	341	71.5%	69.4%	53.5%	341	71.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	170	35.6%	30.5%	21.9%	170	35.6%	30.4%	21.8%
Gifted and Talented Education	14	2.9%	5.5%	8.0%	14	2.9%	5.5%	8.0%
Special Education	63	13.2%	12.4%	11.6%	63	13.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	31.7%	44.4%	43.0%				
Students with Physical Disabilities	34	54.0%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	6	9.5%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	53	14.1%	14.7%	13.6%				
By Ethnicity:								
African American	3	0.8%	2.1%	2.5%				
Hispanic	48	12.8%	11.1%	6.6%				
White	2	0.5%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	3.2%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	19	12.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	46	13.6%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	76	19.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	19.1%	11.5%	2.9%	18.2%	9.7%	4.2%
Grade 2	7.7%	6.2%	1.7%	18.8%	4.0%	2.2%
Grade 3	6.5%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	5.1%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	17.0	18.7
Grade 1	21.0	18.2	18.7
Grade 2	16.0	16.7	18.6
Grade 3	15.1	15.8	18.7
Grade 4	16.2	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	55.2	100.0%	100.0%	100.0%
Professional Staff:	44.4	80.5%	59.0%	64.1%
Teachers	36.0	65.2%	45.5%	49.3%
Professional Support	6.4	11.7%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.6%	2.3%	2.9%
Educational Aides:	10.7	19.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	36.0	65.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.0	5.6%	10.3%	11.2%
Hispanic	19.0	52.8%	39.2%	28.9%
White	15.0	41.7%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	8.3%	25.0%	24.1%
Females	33.0	91.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	32.0	88.9%	75.8%	72.6%
Masters	3.0	8.3%	22.5%	25.2%
Doctorate	1.0	2.8%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	13.9%	7.9%	7.9%
1-5 Years Experience	11.0	30.6%	27.4%	26.7%
6-10 Years Experience	5.0	13.9%	24.2%	20.6%
11-20 Years Experience	11.0	30.6%	28.7%	28.6%
21-30 Years Experience	4.0	11.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	13.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.3
Average Years Experience of Principals with District	12.0	7.7	5.4
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:	9.7	10.4	11.1
Average Years Experience of Teachers with District:	9.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,546	\$56,914	\$51,054
1-5 Years Experience	\$58,986	\$58,997	\$54,577
6-10 Years Experience	\$61,058	\$61,821	\$57,746
11-20 Years Experience	\$57,767	\$63,221	\$61,377
21-30 Years Experience	\$63,644	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,080	\$61,600	\$58,887
Professional Support	\$66,801	\$76,167	\$69,505
Campus Administration (School Leadership)	\$104,591	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	12.4	34.5%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	20.1	55.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.4	9.6%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RICHEY EL

Campus Number: 101917115

2022 Accountability Rating: Not Rated: Senate Bill 1365

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	66%	-	65%	*	-	-	-	-	35%	-	66%	63%	65%	64%
	2021	67%	59%	54%	*	54%	*	-	-	-	*	33%	*	56%	44%	55%	54%
At Meets Grade Level or Above	2022	51%	42%	36%	-	35%	*	-	-	-	-	18%	-	37%	25%	34%	36%
	2021	39%	27%	22%	*	22%	*	-	-	-	*	17%	*	21%	22%	22%	18%
At Masters Grade Level	2022	30%	21%	18%	-	17%	*	-	-	-	-	0%	-	17%	25%	15%	18%
	2021	19%	12%	10%	*	11%	*	-	-	-	*	0%	*	11%	0%	10%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	64%	-	64%	*	-	-	-	-	29%	-	63%	75%	63%	64%
	2021	62%	51%	51%	*	53%	*	-	-	-	*	33%	*	51%	44%	50%	48%
At Meets Grade Level or Above	2022	43%	33%	22%	-	21%	*	-	-	-	-	12%	-	23%	13%	21%	27%
	2021	31%	18%	13%	*	13%	*	-	-	-	*	17%	*	14%	0%	13%	12%
At Masters Grade Level	2022	21%	13%	11%	-	11%	*	-	-	-	-	0%	-	12%	0%	10%	14%
	2021	14%	6%	1%	*	1%	*	-	-	-	*	0%	*	1%	0%	1%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	65%	-	64%	*	-	-	-	*	29%	*	67%	54%	65%	60%
	2021	63%	54%	47%	-	47%	-	-	-	-	-	17%	*	54%	21%	47%	48%
At Meets Grade Level or Above	2022	54%	48%	39%	-	40%	*	-	-	-	*	0%	*	44%	15%	40%	31%
	2021	36%	25%	18%	-	18%	-	-	-	-	-	0%	*	21%	5%	17%	16%
At Masters Grade Level	2022	28%	21%	17%	-	17%	*	-	-	-	*	0%	*	17%	15%	17%	12%
	2021	17%	8%	2%	-	2%	-	-	-	-	-	0%	*	3%	0%	2%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	51%	-	51%	*	-	-	-	*	14%	*	55%	31%	50%	48%
	2021	59%	50%	41%	-	41%	-	-	-	-	-	15%	*	42%	37%	40%	43%
At Meets Grade Level or Above	2022	43%	35%	14%	-	15%	*	-	-	-	*	0%	*	16%	8%	14%	12%
	2021	36%	21%	12%	-	12%	-	-	-	-	-	0%	*	15%	0%	11%	15%
At Masters Grade Level	2022	23%	15%	6%	-	7%	*	-	-	-	*	0%	*	8%	0%	7%	4%
	2021	21%	10%	2%	-	2%	-	-	-	-	-	0%	*	3%	0%	2%	3%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	61%	-	61%	*	-	-	-	*	29%	67%	63%	52%	61%	59%
	2021	67%	61%	45%	*	46%	*	-	-	-	*	16%	78%	48%	31%	45%	45%
At Meets Grade Level or Above	2022	48%	43%	28%	-	28%	*	-	-	-	*	10%	33%	30%	14%	27%	26%
	2021	41%	33%	15%	*	16%	*	-	-	-	*	4%	22%	17%	5%	15%	15%
At Masters Grade Level	2022	23%	18%	13%	-	13%	*	-	-	-	*	0%	0%	14%	10%	12%	12%
	2021	18%	12%	3%	*	3%	*	-	-	-	*	0%	0%	4%	0%	3%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	65%	-	65%	*	-	-	-	*	33%	*	67%	57%	65%	62%
	2021	68%	61%	50%	*	50%	*	-	-	-	*	22%	*	55%	29%	51%	50%
At Meets Grade Level or Above	2022	53%	45%	37%	-	37%	*	-	-	-	*	13%	*	40%	19%	37%	33%
	2021	45%	35%	20%	*	20%	*	-	-	-	*	6%	*	21%	11%	20%	17%
At Masters Grade Level	2022	25%	18%	17%	-	17%	*	-	-	-	*	0%	*	17%	19%	16%	15%
	2021	18%	12%	6%	*	6%	*	-	-	-	*	0%	*	7%	0%	6%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	57%	-	57%	*	-	-	-	*	25%	*	59%	48%	57%	56%
	2021	66%	61%	45%	*	46%	*	-	-	-	*	21%	*	46%	39%	45%	45%
At Meets Grade Level or Above	2022	42%	37%	18%	-	18%	*	-	-	-	*	8%	*	19%	10%	17%	19%
	2021	37%	30%	12%	*	13%	*	-	-	-	*	5%	*	15%	0%	12%	14%
At Masters Grade Level	2022	20%	16%	9%	-	9%	*	-	-	-	*	0%	*	10%	0%	8%	9%
	2021	18%	11%	2%	*	2%	*	-	-	-	*	0%	*	2%	0%	2%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	18%	-	17%	*	-	-	-	-	12%	-	18%	13%	17%	23%
	2021	24%	12%	8%	*	8%	*	-	-	-	*	17%	*	9%	0%	8%	4%
Reading and Mathematics Including EOC	2022	36%	25%	18%	-	17%	*	-	-	-	-	12%	-	18%	13%	17%	23%
	2021	24%	12%	8%	*	8%	*	-	-	-	*	17%	*	9%	0%	8%	4%
Reading Including EOC	2022	51%	42%	36%	-	35%	*	-	-	-	-	18%	-	37%	25%	34%	36%
	2021	38%	27%	22%	*	22%	*	-	-	-	*	17%	*	21%	22%	22%	18%
Math Including EOC	2022	43%	33%	22%	-	21%	*	-	-	-	-	12%	-	23%	13%	21%	27%
	2021	31%	18%	13%	*	13%	*	-	-	-	*	17%	*	14%	0%	13%	12%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	12%	-	12%	*	-	-	-	*	0%	*	14%	0%	11%	8%
	2021	26%	13%	8%	-	8%	-	-	-	-	-	0%	*	10%	0%	8%	11%
Reading and Mathematics Including EOC	2022	36%	27%	12%	-	12%	*	-	-	-	*	0%	*	14%	0%	11%	8%
	2021	26%	13%	8%	-	8%	-	-	-	-	-	0%	*	10%	0%	8%	11%
Reading Including EOC	2022	54%	48%	39%	-	41%	*	-	-	-	*	0%	*	44%	17%	41%	31%
	2021	36%	25%	18%	-	18%	-	-	-	-	-	0%	*	21%	5%	17%	16%
Math Including EOC	2022	43%	35%	14%	-	15%	*	-	-	-	*	0%	*	16%	8%	14%	12%
	2021	36%	21%	12%	-	12%	-	-	-	-	-	0%	*	15%	0%	11%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	15%	-	14%	*	-	-	-	*	8%	*	16%	5%	14%	16%
	2021	26%	15%	8%	*	8%	*	-	-	-	*	6%	*	9%	0%	8%	8%
Reading and Mathematics Including EOC	2022	36%	27%	15%	-	14%	*	-	-	-	*	8%	*	16%	5%	14%	16%
	2021	28%	17%	8%	*	8%	*	-	-	-	*	6%	*	9%	0%	8%	8%
Reading Including EOC	2022	53%	45%	38%	-	38%	*	-	-	-	*	13%	*	40%	20%	37%	33%
	2021	41%	30%	20%	*	20%	*	-	-	-	*	6%	*	21%	11%	20%	17%
Math Including EOC	2022	43%	34%	18%	-	18%	*	-	-	-	*	8%	*	19%	10%	18%	19%
	2021	37%	25%	12%	*	13%	*	-	-	-	*	5%	*	15%	0%	12%	14%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	77	-	76	-	-	-	-	*	60	*	84	50	78	64
	2019	61	66	44	*	47	*	-	*	-	*	32	-	45	41	43	48
Grade 4 Mathematics	2022	74	79	65	-	65	*	-	-	-	*	29	*	66	58	64	56
	2019	65	61	53	*	54	*	-	*	-	*	59	*	56	38	54	56
All Grades Both Subjects	2022	74	77	68	-	68	*	-	-	-	*	42	80	71	55	68	57
	2019	69	69	49	17	51	*	-	*	-	*	47	*	52	40	50	53
All Grades ELA/Reading	2022	78	80	77	-	76	-	-	-	-	*	60	*	84	50	78	64
	2019	68	68	44	*	47	*	-	*	-	*	32	-	45	41	43	48
All Grades Mathematics	2022	69	74	65	-	65	*	-	-	-	*	29	*	66	58	64	56
	2019	70	70	53	*	54	*	-	*	-	*	59	*	56	38	54	56

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	61%	59%	-	59%	-	-	-	-	-	-	-	67%	67%	59%	-
	2021	67%	61%	45%	45%	-	45%	-	*	-	-	-	-	-	38%	46%	45%	-
At Meets Grade Level or Above	2022	48%	43%	28%	26%	-	26%	-	-	-	-	-	-	-	33%	31%	26%	-
	2021	41%	33%	15%	14%	-	15%	-	*	-	-	-	-	-	23%	16%	15%	-
At Masters Grade Level	2022	23%	18%	13%	13%	-	13%	-	-	-	-	-	-	-	0%	15%	12%	-
	2021	18%	12%	3%	4%	-	4%	-	*	-	-	-	-	-	0%	3%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	65%	62%	-	62%	-	-	-	-	-	-	-	67%	74%	62%	-
	2021	68%	61%	50%	50%	-	50%	-	*	-	-	-	-	-	60%	50%	50%	-
At Meets Grade Level or Above	2022	53%	45%	37%	33%	-	33%	-	-	-	-	-	-	-	33%	48%	33%	-
	2021	45%	35%	20%	17%	-	17%	-	*	-	-	-	-	-	20%	24%	17%	-
At Masters Grade Level	2022	25%	18%	17%	16%	-	16%	-	-	-	-	-	-	-	0%	24%	15%	-
	2021	18%	12%	6%	7%	-	7%	-	*	-	-	-	-	-	0%	5%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	57%	56%	-	56%	-	-	-	-	-	-	-	67%	60%	56%	-
	2021	66%	61%	45%	46%	-	46%	-	*	-	-	-	-	-	20%	46%	45%	-
At Meets Grade Level or Above	2022	42%	37%	18%	19%	-	19%	-	-	-	-	-	-	-	33%	14%	19%	-
	2021	37%	30%	12%	13%	-	13%	-	*	-	-	-	-	-	20%	10%	14%	-
At Masters Grade Level	2022	20%	16%	9%	10%	-	10%	-	-	-	-	-	-	-	0%	7%	9%	-
	2021	18%	11%	2%	2%	-	2%	-	*	-	-	-	-	-	0%	2%	2%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	68%	58%	-	58%	-	-	-	-	-	-	-	*	81%	57%	-
	2019	69%	69%	49%	53%	-	53%	-	-	-	-	-	-	-	*		53%	-
All Grades ELA/Reading	2022	78%	80%	77%	50%	-	50%	-	-	-	-	-	-	-	*	80%	64%	-
	2019	68%	68%	44%	43%	-	43%	-	-	-	-	-	-	-	*		44%	-
All Grades Mathematics	2022	69%	74%	65%	59%	-	59%	-	-	-	-	-	-	-	*	82%	56%	-
	2019	70%	70%	53%	56%	-	56%	-	-	-	-	-	-	-	*		56%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	84%	*	85%	67%	-	-	-	*	96%	100%	95%	49%	85%	84%
Not Included in Accountability: Mobile	5%	4%	11%	*	10%	0%	-	-	-	*	4%	0%	4%	30%	10%	9%
Not Included in Accountability: Other Exclusions	1%	2%	5%	*	5%	33%	-	-	-	*	0%	0%	0%	21%	5%	7%
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	84%	*	85%	*	-	-	-	*	96%	*	95%	49%	85%	84%
Not Included in Accountability: Mobile	5%	4%	11%	*	10%	*	-	-	-	*	4%	*	4%	30%	10%	9%
Not Included in Accountability: Other Exclusions	2%	3%	6%	*	5%	*	-	-	-	*	0%	*	1%	21%	5%	8%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	84%	*	85%	*	-	-	-	*	96%	*	96%	49%	85%	84%
Not Included in Accountability: Mobile	5%	4%	11%	*	10%	*	-	-	-	*	4%	*	4%	30%	10%	9%
Not Included in Accountability: Other Exclusions	1%	1%	5%	*	5%	*	-	-	-	*	0%	*	0%	21%	5%	7%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	*	99%	*	-	-	-	*	95%	*	99%	100%	99%	100%
Included in Accountability	83%	86%	90%	*	91%	*	-	-	-	*	86%	*	95%	72%	92%	90%
Not Included in Accountability: Mobile	3%	3%	7%	*	6%	*	-	-	-	*	5%	*	3%	23%	5%	6%
Not Included in Accountability: Other Exclusions	3%	5%	3%	*	3%	*	-	-	-	*	5%	*	2%	5%	3%	4%
Not Tested	11%	7%	1%	*	1%	*	-	-	-	*	5%	*	1%	0%	1%	0%
Absent	2%	2%	1%	*	1%	*	-	-	-	*	5%	*	1%	0%	1%	0%
Other	10%	4%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	99%	*	99%	*	-	-	-	*	95%	*	99%	100%	99%	99%
Included in Accountability	84%	89%	91%	*	92%	*	-	-	-	*	90%	*	96%	72%	93%	91%
Not Included in Accountability: Mobile	4%	3%	7%	*	6%	*	-	-	-	*	5%	*	3%	23%	5%	6%
Not Included in Accountability: Other Exclusions	0%	2%	2%	*	2%	*	-	-	-	*	0%	*	1%	5%	2%	2%
Not Tested	12%	5%	1%	*	1%	*	-	-	-	*	5%	*	1%	0%	1%	1%
Absent	2%	2%	1%	*	1%	*	-	-	-	*	5%	*	1%	0%	1%	1%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	94.6%	*	94.7%	*	*	*	-	-	92.1%	94.7%	95.8%
2019-20	98.3%	98.1%	98.9%	95.1%	99.0%	98.4%	-	*	-	-	98.8%	98.9%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.0%	*	18.6%	28.6%	*	*	-	-	25.0%	17.6%	12.3%
2019-20	6.7%	8.8%	3.3%	14.3%	2.8%	10.0%	-	*	-	-	1.6%	2.9%	2.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	505	100.0%	49,255	5,402,928	505	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	2	0.4%	0.3%	0.3%	2	0.4%	0.4%	0.4%
Pre-Kindergarten	56	11.1%	4.2%	4.1%	56	11.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	56	11.1%	4.2%	3.5%	56	11.1%	4.2%	3.5%
Kindergarten	86	17.0%	6.2%	6.8%	86	17.0%	6.2%	6.8%
Grade 1	101	20.0%	7.4%	7.1%	101	20.0%	7.4%	7.1%
Grade 2	91	18.0%	6.5%	7.1%	91	18.0%	6.5%	7.1%
Grade 3	86	17.0%	6.4%	7.1%	86	17.0%	6.4%	7.1%
Grade 4	83	16.4%	6.9%	7.1%	83	16.4%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	6	1.2%	8.1%	12.8%	6	1.2%	8.1%	12.8%
Hispanic	479	94.9%	82.8%	52.8%	479	94.9%	82.8%	52.7%
White	18	3.6%	5.2%	26.3%	18	3.6%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	259	51.3%	48.3%	48.9%	259	51.3%	48.3%	48.8%
Male	246	48.7%	51.7%	51.1%	246	48.7%	51.7%	51.2%
Economically Disadvantaged	481	95.2%	79.4%	60.7%	481	95.2%	79.4%	60.6%
Non-Educationally Disadvantaged	24	4.8%	20.6%	39.3%	24	4.8%	20.6%	39.4%
Section 504 Students	11	2.2%	5.8%	7.4%	11	2.2%	5.8%	7.4%
EB Students/EL	318	63.0%	32.6%	21.7%	318	63.0%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	16	3.2%	4.9%	5.0%	16	3.2%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	1.0%	0.7%	1.1%	5	1.0%	0.7%	1.1%
Immigrant	70	13.9%	3.4%	2.0%	70	13.9%	3.4%	2.0%
Migrant	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Title I	505	100.0%	67.8%	64.3%	505	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	432	85.5%	69.4%	53.5%	432	85.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	304	60.2%	30.5%	21.9%	304	60.2%	30.4%	21.8%
Gifted and Talented Education	12	2.4%	5.5%	8.0%	12	2.4%	5.5%	8.0%
Special Education	58	11.5%	12.4%	11.6%	58	11.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	58							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	43.1%	44.4%	43.0%				
Students with Physical Disabilities	18	31.0%	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	8	13.8%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	113	24.5%	14.7%	13.6%				
By Ethnicity:								
African American	0	0.0%	2.1%	2.5%				
Hispanic	111	24.0%	11.1%	6.6%				
White	2	0.4%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	20.8%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	62	21.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	97	23.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	128	28.3%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
RICHEY EL (101917115) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	22.7%	11.5%	2.9%	33.3%	9.7%	4.2%
Grade 2	18.6%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	8.8%	2.4%	1.0%	11.1%	0.9%	1.0%
Grade 4	5.7%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	17.0	18.7
Grade 1	14.7	18.2	18.7
Grade 2	16.5	16.7	18.6
Grade 3	9.6	15.8	18.7
Grade 4	13.3	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	70.2	100.0%	100.0%	100.0%
Professional Staff:	51.6	73.6%	59.0%	64.1%
Teachers	41.8	59.5%	45.5%	49.3%
Professional Support	7.8	11.2%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	2.9%
Educational Aides:	18.5	26.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	57.9	82.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	10.3%	11.2%
Hispanic	29.0	69.4%	39.2%	28.9%
White	10.8	25.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	5.0	12.0%	25.0%	24.1%
Females	36.8	88.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	38.8	92.8%	75.8%	72.6%
Masters	3.0	7.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	12.0%	7.9%	7.9%
1-5 Years Experience	12.7	30.5%	27.4%	26.7%
6-10 Years Experience	12.0	28.7%	24.2%	20.6%
11-20 Years Experience	6.0	14.4%	28.7%	28.6%
21-30 Years Experience	4.0	9.6%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	4.8%	1.6%	2.9%
Number of Students per Teacher	12.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	8.0	6.3
Average Years Experience of Principals with District	11.0	7.7	5.4
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:	9.5	10.4	11.1
Average Years Experience of Teachers with District:	8.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$59,000	\$58,997	\$54,577
6-10 Years Experience	\$61,396	\$61,821	\$57,746
11-20 Years Experience	\$64,641	\$63,221	\$61,377
21-30 Years Experience	\$62,674	\$65,542	\$65,949
Over 30 Years Experience	\$74,003	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,406	\$61,600	\$58,887
Professional Support	\$68,665	\$76,167	\$69,505
Campus Administration (School Leadership)	\$103,211	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	20.0	47.9%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	17.2	41.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.6	11.1%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: L F SMITH EL

Campus Number: 101917116

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	64%	*	65%	*	-	-	-	-	50%	*	64%	*	65%	60%
	2021	67%	59%	61%	-	62%	*	-	-	-	-	14%	*	61%	60%	61%	60%
At Meets Grade Level or Above	2022	51%	42%	39%	*	39%	*	-	-	-	-	17%	*	40%	*	39%	30%
	2021	39%	27%	27%	-	27%	*	-	-	-	-	14%	*	27%	20%	25%	24%
At Masters Grade Level	2022	30%	21%	19%	*	18%	*	-	-	-	-	8%	*	19%	*	18%	12%
	2021	19%	12%	11%	-	10%	*	-	-	-	-	0%	*	12%	0%	10%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	59%	*	59%	*	-	-	-	-	42%	*	59%	*	59%	60%
	2021	62%	51%	60%	-	61%	*	-	-	-	-	14%	*	60%	60%	60%	69%
At Meets Grade Level or Above	2022	43%	33%	28%	*	28%	*	-	-	-	-	17%	*	28%	*	29%	20%
	2021	31%	18%	24%	-	25%	*	-	-	-	-	14%	*	23%	40%	24%	33%
At Masters Grade Level	2022	21%	13%	13%	*	13%	*	-	-	-	-	8%	*	12%	*	13%	6%
	2021	14%	6%	8%	-	9%	*	-	-	-	-	14%	*	9%	0%	8%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	74%	-	74%	*	-	-	-	-	9%	67%	73%	77%	73%	71%
	2021	63%	54%	61%	-	61%	*	-	-	-	-	*	*	62%	55%	62%	52%
At Meets Grade Level or Above	2022	54%	48%	40%	-	40%	*	-	-	-	-	9%	50%	40%	38%	39%	39%
	2021	36%	25%	25%	-	24%	*	-	-	-	-	*	*	25%	27%	25%	21%
At Masters Grade Level	2022	28%	21%	21%	-	21%	*	-	-	-	-	0%	50%	20%	23%	21%	23%
	2021	17%	8%	3%	-	3%	*	-	-	-	-	*	*	1%	18%	3%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	71%	-	72%	*	-	-	-	-	18%	67%	73%	54%	71%	73%
	2021	59%	50%	57%	-	57%	*	-	-	-	-	*	*	55%	73%	57%	52%
At Meets Grade Level or Above	2022	43%	35%	43%	-	44%	*	-	-	-	-	9%	33%	45%	31%	43%	47%
	2021	36%	21%	18%	-	18%	*	-	-	-	-	*	*	17%	27%	18%	12%
At Masters Grade Level	2022	23%	15%	19%	-	19%	*	-	-	-	-	0%	17%	20%	8%	19%	24%
	2021	21%	10%	8%	-	8%	*	-	-	-	-	*	*	8%	9%	8%	5%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	67%	*	68%	33%	-	-	-	-	30%	63%	68%	62%	67%	67%
	2021	67%	61%	58%	-	58%	44%	-	-	-	-	23%	53%	59%	50%	58%	56%
At Meets Grade Level or Above	2022	48%	43%	38%	*	38%	0%	-	-	-	-	13%	31%	39%	32%	38%	35%
	2021	41%	33%	23%	-	23%	22%	-	-	-	-	8%	33%	23%	23%	23%	22%
At Masters Grade Level	2022	23%	18%	18%	*	18%	0%	-	-	-	-	4%	25%	18%	18%	18%	17%
	2021	18%	12%	7%	-	7%	11%	-	-	-	-	4%	0%	7%	7%	6%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	69%	*	70%	*	-	-	-	-	30%	63%	69%	71%	69%	66%
	2021	68%	61%	61%	-	61%	*	-	-	-	-	27%	67%	62%	56%	61%	57%
At Meets Grade Level or Above	2022	53%	45%	39%	*	40%	*	-	-	-	-	13%	38%	40%	35%	39%	35%
	2021	45%	35%	26%	-	26%	*	-	-	-	-	9%	50%	26%	25%	25%	23%
At Masters Grade Level	2022	25%	18%	20%	*	20%	*	-	-	-	-	4%	38%	20%	24%	20%	18%
	2021	18%	12%	8%	-	7%	*	-	-	-	-	0%	0%	7%	13%	7%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	65%	*	66%	*	-	-	-	-	30%	63%	67%	53%	65%	67%
	2021	66%	61%	59%	-	59%	*	-	-	-	-	18%	50%	58%	69%	59%	62%
At Meets Grade Level or Above	2022	42%	37%	37%	*	37%	*	-	-	-	-	13%	25%	37%	29%	37%	35%
	2021	37%	30%	21%	-	22%	*	-	-	-	-	9%	33%	21%	31%	21%	24%
At Masters Grade Level	2022	20%	16%	16%	*	17%	*	-	-	-	-	4%	13%	17%	12%	16%	16%
	2021	18%	11%	8%	-	8%	*	-	-	-	-	9%	0%	8%	6%	8%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	21%	*	21%	*	-	-	-	-	0%	*	21%	*	22%	10%
	2021	24%	12%	12%	-	12%	*	-	-	-	-	14%	*	12%	20%	12%	16%
Reading and Mathematics Including EOC	2022	36%	25%	21%	*	21%	*	-	-	-	-	0%	*	21%	*	22%	10%
	2021	24%	12%	12%	-	12%	*	-	-	-	-	14%	*	12%	20%	12%	16%
Reading Including EOC	2022	51%	42%	39%	*	39%	*	-	-	-	-	17%	*	40%	*	39%	30%
	2021	38%	27%	27%	-	27%	*	-	-	-	-	14%	*	27%	20%	25%	24%
Math Including EOC	2022	43%	33%	28%	*	28%	*	-	-	-	-	17%	*	28%	*	29%	20%
	2021	31%	18%	23%	-	24%	*	-	-	-	-	14%	*	23%	20%	23%	31%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	28%	-	29%	*	-	-	-	-	9%	33%	29%	23%	27%	34%
	2021	26%	13%	11%	-	11%	*	-	-	-	-	*	*	10%	18%	11%	5%
Reading and Mathematics Including EOC	2022	36%	27%	28%	-	29%	*	-	-	-	-	9%	33%	29%	23%	27%	34%
	2021	26%	13%	11%	-	11%	*	-	-	-	-	*	*	10%	18%	11%	5%
Reading Including EOC	2022	54%	48%	40%	-	40%	*	-	-	-	-	9%	50%	40%	38%	39%	39%
	2021	36%	25%	25%	-	24%	*	-	-	-	-	*	*	25%	27%	25%	21%
Math Including EOC	2022	43%	35%	43%	-	44%	*	-	-	-	-	9%	33%	45%	31%	43%	47%
	2021	36%	21%	18%	-	18%	*	-	-	-	-	*	*	17%	27%	18%	12%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	*	25%	*	-	-	-	-	4%	25%	25%	24%	25%	23%
	2021	26%	15%	12%	-	12%	*	-	-	-	-	9%	33%	11%	19%	12%	11%
Reading and Mathematics Including EOC	2022	36%	27%	25%	*	25%	*	-	-	-	-	4%	25%	25%	24%	25%	23%
	2021	28%	17%	12%	-	12%	*	-	-	-	-	9%	33%	11%	19%	12%	11%
Reading Including EOC	2022	53%	45%	39%	*	40%	*	-	-	-	-	13%	38%	40%	35%	39%	35%
	2021	41%	30%	26%	-	26%	*	-	-	-	-	9%	50%	26%	25%	25%	23%
Math Including EOC	2022	43%	34%	37%	*	37%	*	-	-	-	-	13%	25%	37%	29%	37%	35%
	2021	37%	25%	21%	-	21%	*	-	-	-	-	9%	33%	21%	25%	21%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	83	-	83	*	-	-	-	-	70	83	81	100	82	81
	2019	61	66	55	-	54	*	-	-	-	-	40	75	54	59	56	60
Grade 4 Mathematics	2022	74	79	84	-	85	*	-	-	-	-	90	83	85	75	85	84
	2019	65	61	36	-	37	*	-	-	-	-	0	0	38	28	36	40
All Grades Both Subjects	2022	74	77	83	-	84	*	-	-	-	-	80	83	83	85	84	83
	2019	69	69	46	-	46	42	-	-	-	-	20	38	46	44	46	50
All Grades ELA/Reading	2022	78	80	83	-	83	*	-	-	-	-	70	83	81	100	82	81
	2019	68	68	55	-	54	*	-	-	-	-	40	75	54	59	56	60
All Grades Mathematics	2022	69	74	84	-	85	*	-	-	-	-	90	83	85	75	85	84
	2019	70	70	36	-	37	*	-	-	-	-	0	0	38	28	36	40

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	67%	67%	-	67%	-	-	-	-	-	-	-	56%	68%	66%	*
	2021	67%	61%	58%	56%	-	56%	-	-	-	-	-	-	-	55%	60%	56%	-
At Meets Grade Level or Above	2022	48%	43%	38%	36%	-	36%	-	-	-	-	-	-	-	17%	42%	34%	*
	2021	41%	33%	23%	23%	-	23%	-	-	-	-	-	-	-	0%	24%	22%	-
At Masters Grade Level	2022	23%	18%	18%	18%	-	18%	-	-	-	-	-	-	-	0%	20%	17%	*
	2021	18%	12%	7%	8%	-	8%	-	-	-	-	-	-	-	0%	6%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	69%	65%	-	65%	-	-	-	-	-	-	-	78%	73%	66%	*
	2021	68%	61%	61%	57%	-	57%	-	-	-	-	-	-	-	*	66%	57%	-
At Meets Grade Level or Above	2022	53%	45%	39%	35%	-	35%	-	-	-	-	-	-	-	22%	46%	34%	*
	2021	45%	35%	26%	24%	-	24%	-	-	-	-	-	-	-	*	29%	23%	-
At Masters Grade Level	2022	25%	18%	20%	19%	-	19%	-	-	-	-	-	-	-	0%	23%	17%	*
	2021	18%	12%	8%	8%	-	8%	-	-	-	-	-	-	-	*	7%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	65%	70%	-	70%	-	-	-	-	-	-	-	33%	63%	67%	*
	2021	66%	61%	59%	63%	-	63%	-	-	-	-	-	-	-	*	55%	62%	-
At Meets Grade Level or Above	2022	42%	37%	37%	36%	-	36%	-	-	-	-	-	-	-	11%	39%	34%	*
	2021	37%	30%	21%	25%	-	25%	-	-	-	-	-	-	-	*	19%	24%	-
At Masters Grade Level	2022	20%	16%	16%	18%	-	18%	-	-	-	-	-	-	-	0%	16%	16%	*
	2021	18%	11%	8%	9%	-	9%	-	-	-	-	-	-	-	*	7%	9%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	83%	82%	-	82%	-	-	-	-	-	-	-	90%	84%	82%	*
	2019	69%	69%	46%	51%	-	51%	-	-	-	-	-	-	-	55%		51%	
All Grades ELA/Reading	2022	78%	80%	83%	81%	-	81%	-	-	-	-	-	-	-	80%	85%	81%	*
	2019	68%	68%	55%	58%	-	58%	-	-	-	-	-	-	-	90%		61%	
All Grades Mathematics	2022	69%	74%	84%	82%	-	82%	-	-	-	-	-	-	-	100%	83%	84%	*
	2019	70%	70%	36%	43%	-	43%	-	-	-	-	-	-	-	20%		41%	

* 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
2021-22 STAAR Participation (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	67%	94%	75%	-	-	-	-	92%	89%	98%	63%	95%	95%
Not Included in Accountability: Mobile	5%	4%	6%	33%	6%	25%	-	-	-	-	8%	11%	2%	37%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	*	94%	*	-	-	-	-	92%	89%	98%	63%	95%	95%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	8%	11%	2%	37%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	*	-	-	-	-	92%	89%	98%	63%	95%	95%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	8%	11%	2%	37%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	86%	89%	-	89%	*	-	-	-	-	85%	100%	95%	53%	90%	85%
Not Included in Accountability: Mobile	3%	3%	5%	-	5%	*	-	-	-	-	0%	0%	3%	23%	5%	4%
Not Included in Accountability: Other Exclusions	3%	5%	5%	-	6%	*	-	-	-	-	15%	0%	3%	23%	6%	10%
Not Tested	11%	7%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	2%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	89%	89%	-	90%	*	-	-	-	-	85%	100%	95%	53%	90%	86%
Not Included in Accountability: Mobile	4%	3%	5%	-	5%	*	-	-	-	-	0%	0%	3%	23%	5%	4%
Not Included in Accountability: Other Exclusions	0%	2%	5%	-	5%	*	-	-	-	-	15%	0%	2%	23%	5%	9%
Not Tested	12%	5%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	2%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	3%	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
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH EL (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													
2020-21	95.0%	93.9%	95.3%	*	95.4%	*	-	-	-	-	93.4%	95.3%	95.6%
2019-20	98.3%	98.1%	98.9%	*	99.0%	96.2%	-	-	-	*	98.6%	99.0%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	14.1%	71.4%	12.8%	*	-	-	-	-	25.0%	13.4%	12.2%
2019-20	6.7%	8.8%	4.3%	*	4.2%	10.0%	-	-	-	*	10.9%	4.2%	2.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	589	100.0%	49,255	5,402,928	616	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	8	1.4%	0.3%	0.3%	35	5.7%	0.4%	0.4%
Pre-Kindergarten	67	11.4%	4.2%	4.1%	67	10.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	67	11.4%	4.2%	3.5%	67	10.9%	4.2%	3.5%
Kindergarten	111	18.8%	6.2%	6.8%	111	18.0%	6.2%	6.8%
Grade 1	105	17.8%	7.4%	7.1%	105	17.0%	7.4%	7.1%
Grade 2	91	15.4%	6.5%	7.1%	91	14.8%	6.5%	7.1%
Grade 3	92	15.6%	6.4%	7.1%	92	14.9%	6.4%	7.1%
Grade 4	115	19.5%	6.9%	7.1%	115	18.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	18	3.1%	8.1%	12.8%	18	2.9%	8.1%	12.8%
Hispanic	557	94.6%	82.8%	52.8%	584	94.8%	82.8%	52.7%
White	14	2.4%	5.2%	26.3%	14	2.3%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	0	0.0%	0.7%	2.9%
Sex:								
Female	278	47.2%	48.3%	48.9%	286	46.4%	48.3%	48.8%
Male	311	52.8%	51.7%	51.1%	330	53.6%	51.7%	51.2%
Economically Disadvantaged	548	93.0%	79.4%	60.7%	574	93.2%	79.4%	60.6%
Non-Educationally Disadvantaged	41	7.0%	20.6%	39.3%	42	6.8%	20.6%	39.4%
Section 504 Students	13	2.2%	5.8%	7.4%	13	2.1%	5.8%	7.4%
EB Students/EL	310	52.6%	32.6%	21.7%	310	50.3%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	8	1.4%	4.9%	5.0%	8	1.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	18	3.1%	3.4%	2.0%	18	2.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	589	100.0%	67.8%	64.3%	616	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	479	81.3%	69.4%	53.5%	488	79.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	291	49.4%	30.5%	21.9%	291	47.2%	30.4%	21.8%
Gifted and Talented Education	18	3.1%	5.5%	8.0%	18	2.9%	5.5%	8.0%
Special Education	61	10.4%	12.4%	11.6%	88	14.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	61							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	24.6%	44.4%	43.0%				
Students with Physical Disabilities	19	31.1%	18.2%	20.8%				
Students with Autism	17	27.9%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	66	14.6%	14.7%	13.6%				
By Ethnicity:								
African American	6	1.3%	2.1%	2.5%				
Hispanic	60	13.3%	11.1%	6.6%				
White	0	0.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	11.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	27	11.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	56	13.6%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	103	20.0%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
L F SMITH EL (101917116) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	5.5%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	2.4%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	1.9%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	17.0	18.7
Grade 1	17.3	18.2	18.7
Grade 2	13.0	16.7	18.6
Grade 3	14.3	15.8	18.7
Grade 4	17.6	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	74.3	100.0%	100.0%	100.0%
Professional Staff:	55.7	75.0%	59.0%	64.1%
Teachers	47.0	63.4%	45.5%	49.3%
Professional Support	6.6	8.9%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	2.9%
Educational Aides:	18.6	25.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	63.1	85.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.1	2.4%	10.3%	11.2%
Hispanic	34.9	74.2%	39.2%	28.9%
White	9.0	19.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	5.8	12.3%	25.0%	24.1%
Females	41.3	87.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	41.1	87.4%	75.8%	72.6%
Masters	4.9	10.5%	22.5%	25.2%
Doctorate	1.0	2.1%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.8%	7.9%	7.9%
1-5 Years Experience	11.0	23.4%	27.4%	26.7%
6-10 Years Experience	6.0	12.8%	24.2%	20.6%
11-20 Years Experience	22.1	47.0%	28.7%	28.6%
21-30 Years Experience	6.1	12.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.1	0.1%	1.6%	2.9%
Number of Students per Teacher	12.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.0	6.3
Average Years Experience of Principals with District	2.0	7.7	5.4
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:	12.1	10.4	11.1
Average Years Experience of Teachers with District:	9.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,618	\$56,914	\$51,054
1-5 Years Experience	\$58,603	\$58,997	\$54,577
6-10 Years Experience	\$61,707	\$61,821	\$57,746
11-20 Years Experience	\$62,321	\$63,221	\$61,377
21-30 Years Experience	\$58,064	\$65,542	\$65,949
Over 30 Years Experience	\$97,378	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,685	\$61,600	\$58,887
Professional Support	\$72,786	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,581	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	22.4	47.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	21.3	45.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
L F SMITH EL (101917116) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.4	7.2%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MAE SMYTHE EL

Campus Number: 101917117

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	64%	*	63%	*	-	-	-	-	28%	*	64%	58%	61%	64%
	2021	67%	59%	50%	0%	51%	*	-	-	-	*	22%	*	50%	50%	48%	41%
At Meets Grade Level or Above	2022	51%	42%	28%	*	29%	*	-	-	-	-	6%	*	28%	33%	26%	30%
	2021	39%	27%	17%	0%	18%	*	-	-	-	*	6%	*	18%	10%	13%	18%
At Masters Grade Level	2022	30%	21%	12%	*	12%	*	-	-	-	-	0%	*	10%	25%	11%	11%
	2021	19%	12%	8%	0%	9%	*	-	-	-	*	6%	*	8%	10%	6%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	56%	*	57%	*	-	-	-	-	17%	*	57%	50%	54%	68%
	2021	62%	51%	38%	0%	38%	*	-	-	-	*	11%	*	40%	20%	37%	41%
At Meets Grade Level or Above	2022	43%	33%	25%	*	26%	*	-	-	-	-	0%	*	26%	17%	24%	41%
	2021	31%	18%	12%	0%	13%	*	-	-	-	*	6%	*	12%	10%	10%	16%
At Masters Grade Level	2022	21%	13%	9%	*	10%	*	-	-	-	-	0%	*	9%	8%	8%	16%
	2021	14%	6%	2%	0%	2%	*	-	-	-	*	6%	*	2%	0%	2%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	61%	*	62%	*	-	-	-	*	24%	*	62%	54%	61%	55%
	2021	63%	54%	55%	*	54%	*	-	-	-	-	18%	*	52%	72%	56%	51%
At Meets Grade Level or Above	2022	54%	48%	30%	*	29%	*	-	-	-	*	8%	*	28%	38%	29%	24%
	2021	36%	25%	22%	*	21%	*	-	-	-	-	18%	*	22%	22%	22%	21%
At Masters Grade Level	2022	28%	21%	16%	*	16%	*	-	-	-	*	0%	*	15%	17%	14%	13%
	2021	17%	8%	4%	*	3%	*	-	-	-	-	0%	*	5%	0%	5%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	66%	*	65%	*	-	-	-	*	32%	*	66%	67%	66%	58%
	2021	59%	50%	45%	*	46%	*	-	-	-	-	18%	*	46%	39%	44%	43%
At Meets Grade Level or Above	2022	43%	35%	27%	*	28%	*	-	-	-	*	4%	*	26%	33%	26%	21%
	2021	36%	21%	26%	*	27%	*	-	-	-	-	9%	*	26%	28%	26%	22%
At Masters Grade Level	2022	23%	15%	10%	*	10%	*	-	-	-	*	0%	*	9%	13%	8%	7%
	2021	21%	10%	8%	*	9%	*	-	-	-	-	0%	*	9%	6%	9%	10%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	62%	25%	62%	88%	-	-	-	*	26%	43%	62%	58%	61%	61%
	2021	67%	61%	49%	32%	50%	62%	-	-	-	*	17%	54%	49%	53%	49%	48%
At Meets Grade Level or Above	2022	48%	43%	28%	0%	28%	13%	-	-	-	*	5%	14%	27%	32%	26%	28%
	2021	41%	33%	19%	11%	19%	31%	-	-	-	*	7%	31%	19%	19%	18%	19%
At Masters Grade Level	2022	23%	18%	12%	0%	12%	13%	-	-	-	*	0%	7%	11%	15%	10%	11%
	2021	18%	12%	5%	5%	5%	8%	-	-	-	*	3%	8%	5%	3%	5%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	62%	33%	62%	*	-	-	-	*	26%	43%	63%	56%	61%	59%
	2021	68%	61%	52%	25%	53%	60%	-	-	-	*	21%	60%	51%	64%	52%	46%
At Meets Grade Level or Above	2022	53%	45%	29%	0%	29%	*	-	-	-	*	7%	29%	28%	36%	27%	27%
	2021	45%	35%	20%	13%	20%	20%	-	-	-	*	10%	40%	20%	18%	18%	19%
At Masters Grade Level	2022	25%	18%	14%	0%	14%	*	-	-	-	*	0%	14%	13%	19%	12%	12%
	2021	18%	12%	6%	13%	6%	20%	-	-	-	*	3%	0%	6%	4%	5%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	62%	17%	62%	*	-	-	-	*	26%	43%	62%	61%	61%	62%
	2021	66%	61%	41%	13%	42%	60%	-	-	-	*	14%	40%	43%	32%	41%	42%
At Meets Grade Level or Above	2022	42%	37%	26%	0%	27%	*	-	-	-	*	2%	0%	26%	28%	25%	30%
	2021	37%	30%	19%	0%	20%	20%	-	-	-	*	7%	20%	19%	21%	18%	19%
At Masters Grade Level	2022	20%	16%	9%	0%	10%	*	-	-	-	*	0%	0%	9%	11%	8%	11%
	2021	18%	11%	5%	0%	6%	0%	-	-	-	*	3%	20%	5%	4%	6%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	15%	*	17%	*	-	-	-	-	0%	*	15%	17%	14%	25%
	2021	24%	12%	9%	0%	10%	*	-	-	-	*	6%	*	10%	0%	8%	14%
Reading and Mathematics Including EOC	2022	36%	25%	15%	*	17%	*	-	-	-	-	0%	*	15%	17%	14%	25%
	2021	24%	12%	9%	0%	10%	*	-	-	-	*	6%	*	10%	0%	8%	14%
Reading Including EOC	2022	51%	42%	28%	*	29%	*	-	-	-	-	6%	*	28%	33%	26%	30%
	2021	38%	27%	17%	0%	18%	*	-	-	-	*	6%	*	18%	10%	13%	18%
Math Including EOC	2022	43%	33%	25%	*	26%	*	-	-	-	-	0%	*	26%	17%	24%	41%
	2021	31%	18%	12%	0%	13%	*	-	-	-	*	6%	*	12%	10%	10%	16%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	21%	*	22%	*	-	-	-	*	0%	*	20%	29%	20%	17%
	2021	26%	13%	14%	*	14%	*	-	-	-	-	9%	*	14%	17%	15%	13%
Reading and Mathematics Including EOC	2022	36%	27%	21%	*	22%	*	-	-	-	*	0%	*	20%	29%	20%	17%
	2021	26%	13%	14%	*	14%	*	-	-	-	-	9%	*	14%	17%	15%	13%
Reading Including EOC	2022	54%	48%	30%	*	29%	*	-	-	-	*	8%	*	28%	38%	29%	24%
	2021	36%	25%	22%	*	21%	*	-	-	-	-	18%	*	22%	22%	22%	21%
Math Including EOC	2022	43%	35%	27%	*	28%	*	-	-	-	*	4%	*	26%	33%	26%	21%
	2021	36%	21%	26%	*	27%	*	-	-	-	-	9%	*	26%	28%	26%	22%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	19%	0%	19%	*	-	-	-	*	0%	0%	18%	25%	17%	20%
	2021	26%	15%	12%	0%	12%	20%	-	-	-	*	7%	20%	12%	11%	11%	13%
Reading and Mathematics Including EOC	2022	36%	27%	19%	0%	19%	*	-	-	-	*	0%	0%	18%	25%	17%	20%
	2021	28%	17%	12%	0%	12%	20%	-	-	-	*	7%	20%	12%	11%	11%	13%
Reading Including EOC	2022	53%	45%	29%	0%	29%	*	-	-	-	*	7%	29%	28%	36%	27%	27%
	2021	41%	30%	20%	13%	20%	20%	-	-	-	*	10%	40%	20%	18%	18%	19%
Math Including EOC	2022	43%	34%	26%	0%	27%	*	-	-	-	*	2%	0%	26%	28%	25%	30%
	2021	37%	25%	19%	0%	20%	20%	-	-	-	*	7%	20%	19%	21%	18%	19%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	76	*	78	*	-	-	-	*	83	*	79	64	78	77
	2019	61	66	71	*	72	*	-	-	-	-	70	*	72	70	68	75
Grade 4 Mathematics	2022	74	79	82	*	82	*	-	-	-	*	87	*	80	89	80	78
	2019	65	61	67	*	67	*	-	-	-	-	65	*	68	61	68	77
All Grades Both Subjects	2022	74	77	80	*	80	*	-	-	-	*	86	*	79	80	80	78
	2019	69	69	69	69	69	*	-	-	-	-	67	*	69	65	68	77
All Grades ELA/Reading	2022	78	80	76	*	78	*	-	-	-	*	83	*	79	64	78	77
	2019	68	68	71	*	72	*	-	-	-	-	70	*	72	70	68	75
All Grades Mathematics	2022	69	74	82	*	82	*	-	-	-	*	87	*	80	89	80	78
	2019	70	70	67	*	67	*	-	-	-	-	65	*	68	61	68	77

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	62%	63%	-	63%	-	-	-	-	-	-	-	47%	63%	61%	-
	2021	67%	61%	49%	49%	-	49%	-	-	-	-	-	-	-	32%	51%	48%	-
At Meets Grade Level or Above	2022	48%	43%	28%	29%	-	29%	-	-	-	-	-	-	-	24%	27%	28%	-
	2021	41%	33%	19%	19%	-	19%	-	-	-	-	-	-	-	9%	20%	19%	-
At Masters Grade Level	2022	23%	18%	12%	12%	-	12%	-	-	-	-	-	-	-	12%	12%	11%	-
	2021	18%	12%	5%	6%	-	6%	-	-	-	-	-	-	-	0%	4%	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	62%	62%	-	62%	-	-	-	-	-	-	-	47%	65%	59%	-
	2021	68%	61%	52%	48%	-	48%	-	-	-	-	-	-	-	25%	59%	46%	-
At Meets Grade Level or Above	2022	53%	45%	29%	28%	-	28%	-	-	-	-	-	-	-	24%	32%	27%	-
	2021	45%	35%	20%	20%	-	20%	-	-	-	-	-	-	-	13%	20%	19%	-
At Masters Grade Level	2022	25%	18%	14%	13%	-	13%	-	-	-	-	-	-	-	12%	16%	12%	-
	2021	18%	12%	6%	8%	-	8%	-	-	-	-	-	-	-	0%	5%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	62%	65%	-	65%	-	-	-	-	-	-	-	47%	61%	62%	-
	2021	66%	61%	41%	43%	-	43%	-	-	-	-	-	-	-	25%	41%	42%	-
At Meets Grade Level or Above	2022	42%	37%	26%	31%	-	31%	-	-	-	-	-	-	-	24%	22%	30%	-
	2021	37%	30%	19%	20%	-	20%	-	-	-	-	-	-	-	13%	19%	19%	-
At Masters Grade Level	2022	20%	16%	9%	11%	-	11%	-	-	-	-	-	-	-	12%	8%	11%	-
	2021	18%	11%	5%	7%	-	7%	-	-	-	-	-	-	-	0%	4%	7%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	75%	-	75%	-	-	-	-	-	-	-	88%	81%	78%	-
	2019	69%	69%	69%	79%	-	79%	-	-	-	-	-	-	-	81%		79%	-
All Grades ELA/Reading	2022	78%	80%	76%	*	-	*	-	-	-	-	-	-	-	90%	75%	77%	-
	2019	68%	68%	71%	100%	-	100%	-	-	-	-	-	-	-	*		83%	-
All Grades Mathematics	2022	69%	74%	82%	77%	-	77%	-	-	-	-	-	-	-	85%	86%	78%	-
	2019	70%	70%	67%	77%	-	77%	-	-	-	-	-	-	-	*		78%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	86%	100%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	93%	93%	86%	94%	67%	-	-	-	*	99%	78%	99%	71%	95%	95%
Not Included in Accountability: Mobile	5%	4%	6%	0%	5%	33%	-	-	-	*	0%	22%	1%	24%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	1%	0%	0%	3%	1%	1%
Not Tested	1%	2%	0%	14%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	2%	0%	7%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	7%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	86%	100%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	91%	93%	86%	94%	67%	-	-	-	*	98%	78%	99%	71%	95%	94%
Not Included in Accountability: Mobile	5%	4%	6%	0%	5%	33%	-	-	-	*	0%	22%	1%	24%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	-	-	*	2%	0%	0%	4%	1%	1%
Not Tested	1%	2%	0%	14%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	14%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	86%	100%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	94%	86%	94%	67%	-	-	-	*	100%	78%	99%	72%	95%	95%
Not Included in Accountability: Mobile	5%	4%	6%	0%	5%	33%	-	-	-	*	0%	22%	1%	24%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	0%	14%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	1%	0%	14%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	96%	89%	97%	88%	-	-	-	*	95%	86%	97%	93%	96%	99%
Included in Accountability	83%	86%	85%	89%	85%	63%	-	-	-	*	78%	71%	89%	62%	85%	84%
Not Included in Accountability: Mobile	3%	3%	6%	0%	6%	25%	-	-	-	*	8%	0%	4%	13%	6%	4%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	6%	0%	-	-	-	*	8%	14%	4%	18%	6%	11%
Not Tested	11%	7%	4%	11%	3%	13%	-	-	-	*	5%	14%	3%	7%	4%	1%
Absent	2%	2%	0%	0%	0%	13%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	10%	4%	3%	11%	3%	0%	-	-	-	*	5%	14%	3%	4%	3%	1%
Mathematics																
Assessment Participant	88%	95%	96%	89%	96%	88%	-	-	-	*	92%	86%	96%	93%	96%	98%
Included in Accountability	84%	89%	85%	89%	85%	63%	-	-	-	*	78%	71%	89%	62%	85%	84%
Not Included in Accountability: Mobile	4%	3%	6%	0%	6%	25%	-	-	-	*	8%	0%	4%	13%	6%	4%
Not Included in Accountability: Other Exclusions	0%	2%	5%	0%	6%	0%	-	-	-	*	5%	14%	3%	18%	6%	10%
Not Tested	12%	5%	4%	11%	4%	13%	-	-	-	*	8%	14%	4%	7%	4%	2%
Absent	2%	2%	0%	0%	0%	13%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	10%	3%	4%	11%	4%	0%	-	-	-	*	8%	14%	4%	4%	4%	2%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.7%	87.4%	95.2%	91.1%	-	-	-	*	93.7%	94.7%	96.7%
2019-20	98.3%	98.1%	98.6%	97.9%	98.6%	99.0%	-	-	-	*	98.5%	98.6%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.6%	47.1%	13.3%	40.0%	-	-	-	*	19.8%	16.4%	4.6%
2019-20	6.7%	8.8%	6.4%	13.8%	6.4%	2.5%	-	-	-	*	10.1%	6.7%	2.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	708	100.0%	49,255	5,402,928	708	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	68	9.6%	4.2%	4.1%	68	9.6%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	68	9.6%	4.2%	3.5%	68	9.6%	4.2%	3.5%
Kindergarten	111	15.7%	6.2%	6.8%	111	15.7%	6.2%	6.8%
Grade 1	141	19.9%	7.4%	7.1%	141	19.9%	7.4%	7.1%
Grade 2	132	18.6%	6.5%	7.1%	132	18.6%	6.5%	7.1%
Grade 3	113	16.0%	6.4%	7.1%	113	16.0%	6.4%	7.1%
Grade 4	143	20.2%	6.9%	7.1%	143	20.2%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	29	4.1%	8.1%	12.8%	29	4.1%	8.1%	12.8%
Hispanic	641	90.5%	82.8%	52.8%	641	90.5%	82.8%	52.7%
White	35	4.9%	5.2%	26.3%	35	4.9%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	2	0.3%	0.7%	2.9%
Sex:								
Female	362	51.1%	48.3%	48.9%	362	51.1%	48.3%	48.8%
Male	346	48.9%	51.7%	51.1%	346	48.9%	51.7%	51.2%
Economically Disadvantaged	648	91.5%	79.4%	60.7%	648	91.5%	79.4%	60.6%
Non-Educationally Disadvantaged	60	8.5%	20.6%	39.3%	60	8.5%	20.6%	39.4%
Section 504 Students	28	4.0%	5.8%	7.4%	28	4.0%	5.8%	7.4%
EB Students/EL	333	47.0%	32.6%	21.7%	333	47.0%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	22	3.1%	4.9%	5.0%	22	3.1%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	9	1.3%	3.4%	2.0%	9	1.3%	3.4%	2.0%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	708	100.0%	67.8%	64.3%	708	100.0%	67.7%	64.3%
Military Connected	3	0.4%	0.4%	3.3%	3	0.4%	0.4%	3.3%
At-Risk	515	72.7%	69.4%	53.5%	515	72.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	294	41.5%	30.5%	21.9%	294	41.5%	30.4%	21.8%
Gifted and Talented Education	14	2.0%	5.5%	8.0%	14	2.0%	5.5%	8.0%
Special Education	105	14.8%	12.4%	11.6%	105	14.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	105							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	21.9%	44.4%	43.0%				
Students with Physical Disabilities	42	40.0%	18.2%	20.8%				
Students with Autism	24	22.9%	21.3%	14.7%				
Students with Behavioral Disabilities	16	15.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	100	16.8%	14.7%	13.6%				
By Ethnicity:								
African American	18	3.0%	2.1%	2.5%				
Hispanic	68	11.4%	11.1%	6.6%				
White	13	2.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	15	16.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	29	10.3%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	90	16.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	124	20.3%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
MAE SMYTHE EL (101917117) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	13.7%	11.5%	2.9%	9.5%	9.7%	4.2%
Grade 2	6.2%	6.2%	1.7%	9.5%	4.0%	2.2%
Grade 3	2.7%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.8%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.8	17.0	18.7
Grade 1	21.2	18.2	18.7
Grade 2	17.8	16.7	18.6
Grade 3	14.7	15.8	18.7
Grade 4	17.4	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	79.8	100.0%	100.0%	100.0%
Professional Staff:	61.0	76.4%	59.0%	64.1%
Teachers	51.4	64.4%	45.5%	49.3%
Professional Support	6.6	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	2.9%
Educational Aides:	18.8	23.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	59.2	74.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.1	4.1%	10.3%	11.2%
Hispanic	30.2	58.7%	39.2%	28.9%
White	16.1	31.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	5.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	8.1	15.7%	25.0%	24.1%
Females	43.3	84.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	42.3	82.3%	75.8%	72.6%
Masters	9.1	17.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	15.6%	7.9%	7.9%
1-5 Years Experience	12.0	23.4%	27.4%	26.7%
6-10 Years Experience	16.1	31.3%	24.2%	20.6%
11-20 Years Experience	11.2	21.8%	28.7%	28.6%
21-30 Years Experience	3.0	5.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.1	2.1%	1.6%	2.9%
Number of Students per Teacher	13.8	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.0	6.3
Average Years Experience of Principals with District	5.0	7.7	5.4
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:	9.0	10.4	11.1
Average Years Experience of Teachers with District:	7.6	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,732	\$56,914	\$51,054
1-5 Years Experience	\$59,120	\$58,997	\$54,577
6-10 Years Experience	\$60,734	\$61,821	\$57,746
11-20 Years Experience	\$61,372	\$63,221	\$61,377
21-30 Years Experience	\$61,524	\$65,542	\$65,949
Over 30 Years Experience	\$73,008	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,015	\$61,600	\$58,887
Professional Support	\$66,631	\$76,167	\$69,505
Campus Administration (School Leadership)	\$98,038	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	19.8	38.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	26.6	51.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.0	9.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON EL

Campus Number: 101917118

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	61%	*	60%	*	-	-	-	-	31%	*	58%	100%	56%	58%
	2021	67%	59%	45%	*	45%	*	-	-	-	-	15%	*	44%	56%	44%	44%
At Meets Grade Level or Above	2022	51%	42%	30%	*	29%	*	-	-	-	-	15%	*	24%	100%	26%	28%
	2021	39%	27%	16%	*	16%	*	-	-	-	-	15%	*	16%	22%	16%	19%
At Masters Grade Level	2022	30%	21%	17%	*	16%	*	-	-	-	-	8%	*	14%	60%	11%	13%
	2021	19%	12%	10%	*	9%	*	-	-	-	-	0%	*	9%	11%	9%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	59%	*	57%	*	-	-	-	-	38%	*	55%	100%	53%	60%
	2021	62%	51%	36%	*	37%	*	-	-	-	-	23%	*	38%	22%	36%	43%
At Meets Grade Level or Above	2022	43%	33%	16%	*	15%	*	-	-	-	-	15%	*	14%	40%	17%	13%
	2021	31%	18%	13%	*	13%	*	-	-	-	-	15%	*	11%	22%	13%	20%
At Masters Grade Level	2022	21%	13%	6%	*	5%	*	-	-	-	-	8%	*	3%	40%	6%	3%
	2021	14%	6%	4%	*	4%	*	-	-	-	-	0%	*	3%	11%	4%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	74%	*	73%	*	-	-	-	-	33%	*	74%	71%	75%	78%
	2021	63%	54%	28%	-	27%	*	-	-	-	-	23%	*	27%	30%	25%	20%
At Meets Grade Level or Above	2022	54%	48%	41%	*	41%	*	-	-	-	-	8%	*	42%	36%	42%	43%
	2021	36%	25%	7%	-	6%	*	-	-	-	-	15%	*	7%	10%	8%	4%
At Masters Grade Level	2022	28%	21%	11%	*	12%	*	-	-	-	-	0%	*	14%	0%	11%	14%
	2021	17%	8%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	59%	*	59%	*	-	-	-	-	29%	*	59%	57%	58%	63%
	2021	59%	50%	36%	-	36%	*	-	-	-	-	31%	*	40%	10%	36%	32%
At Meets Grade Level or Above	2022	43%	35%	27%	*	27%	*	-	-	-	-	13%	*	28%	21%	26%	31%
	2021	36%	21%	7%	-	6%	*	-	-	-	-	23%	*	8%	0%	8%	2%
At Masters Grade Level	2022	23%	15%	8%	*	8%	*	-	-	-	-	0%	*	9%	0%	9%	8%
	2021	21%	10%	1%	-	0%	*	-	-	-	-	0%	*	1%	0%	1%	0%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	64%	*	63%	*	-	-	-	-	32%	88%	62%	74%	62%	65%
	2021	67%	61%	33%	*	33%	60%	-	-	-	-	22%	13%	34%	27%	32%	30%
At Meets Grade Level or Above	2022	48%	43%	29%	*	29%	*	-	-	-	-	12%	38%	28%	39%	29%	29%
	2021	41%	33%	10%	*	9%	40%	-	-	-	-	17%	0%	10%	10%	10%	8%
At Masters Grade Level	2022	23%	18%	11%	*	10%	*	-	-	-	-	3%	13%	10%	13%	9%	10%
	2021	18%	12%	3%	*	2%	20%	-	-	-	-	0%	0%	3%	4%	3%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	68%	*	68%	*	-	-	-	-	32%	*	67%	79%	67%	69%
	2021	68%	61%	36%	*	35%	*	-	-	-	-	19%	*	35%	42%	34%	29%
At Meets Grade Level or Above	2022	53%	45%	36%	*	36%	*	-	-	-	-	11%	*	34%	53%	36%	36%
	2021	45%	35%	12%	*	11%	*	-	-	-	-	15%	*	11%	16%	11%	10%
At Masters Grade Level	2022	25%	18%	14%	*	14%	*	-	-	-	-	3%	*	14%	16%	11%	13%
	2021	18%	12%	4%	*	4%	*	-	-	-	-	0%	*	4%	5%	4%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	59%	*	59%	*	-	-	-	-	32%	*	58%	68%	56%	62%
	2021	66%	61%	36%	*	36%	*	-	-	-	-	27%	*	39%	16%	36%	36%
At Meets Grade Level or Above	2022	42%	37%	23%	*	22%	*	-	-	-	-	14%	*	22%	26%	22%	22%
	2021	37%	30%	10%	*	9%	*	-	-	-	-	19%	*	10%	11%	10%	9%
At Masters Grade Level	2022	20%	16%	7%	*	7%	*	-	-	-	-	3%	*	7%	11%	7%	6%
	2021	18%	11%	3%	*	2%	*	-	-	-	-	0%	*	2%	5%	3%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	8%	*	7%	*	-	-	-	-	8%	*	5%	40%	8%	5%
	2021	24%	12%	10%	*	10%	*	-	-	-	-	15%	*	8%	22%	10%	14%
Reading and Mathematics Including EOC	2022	36%	25%	8%	*	7%	*	-	-	-	-	8%	*	5%	40%	8%	5%
	2021	24%	12%	10%	*	10%	*	-	-	-	-	15%	*	8%	22%	10%	14%
Reading Including EOC	2022	51%	42%	30%	*	29%	*	-	-	-	-	15%	*	24%	100%	26%	28%
	2021	38%	27%	16%	*	16%	*	-	-	-	-	15%	*	16%	22%	16%	19%
Math Including EOC	2022	43%	33%	16%	*	15%	*	-	-	-	-	15%	*	14%	40%	17%	13%
	2021	31%	18%	13%	*	13%	*	-	-	-	-	15%	*	11%	22%	13%	20%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	17%	*	16%	*	-	-	-	-	0%	*	20%	0%	16%	20%
	2021	26%	13%	6%	-	5%	*	-	-	-	-	15%	*	7%	0%	6%	2%
Reading and Mathematics Including EOC	2022	36%	27%	17%	*	16%	*	-	-	-	-	0%	*	20%	0%	16%	20%
	2021	26%	13%	6%	-	5%	*	-	-	-	-	15%	*	7%	0%	6%	2%
Reading Including EOC	2022	54%	48%	41%	*	41%	*	-	-	-	-	8%	*	42%	36%	42%	43%
	2021	36%	25%	6%	-	5%	*	-	-	-	-	15%	*	7%	0%	6%	2%
Math Including EOC	2022	43%	35%	27%	*	27%	*	-	-	-	-	13%	*	28%	21%	26%	31%
	2021	36%	21%	7%	-	6%	*	-	-	-	-	23%	*	8%	0%	8%	2%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	13%	*	12%	*	-	-	-	-	3%	*	14%	11%	13%	13%
	2021	26%	15%	8%	*	7%	*	-	-	-	-	15%	*	7%	11%	8%	7%
Reading and Mathematics Including EOC	2022	36%	27%	13%	*	12%	*	-	-	-	-	3%	*	14%	11%	13%	13%
	2021	28%	17%	8%	*	7%	*	-	-	-	-	15%	*	7%	11%	8%	7%
Reading Including EOC	2022	53%	45%	36%	*	36%	*	-	-	-	-	11%	*	34%	53%	36%	36%
	2021	41%	30%	11%	*	10%	*	-	-	-	-	15%	*	11%	11%	11%	9%
Math Including EOC	2022	43%	34%	23%	*	22%	*	-	-	-	-	14%	*	22%	26%	22%	22%
	2021	37%	25%	10%	*	9%	*	-	-	-	-	19%	*	10%	11%	10%	9%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	79	*	80	*	-	-	-	-	58	*	79	78	84	80
	2019	61	66	67	*	66	*	-	-	-	*	73	-	69	58	68	36
Grade 4 Mathematics	2022	74	79	72	*	72	*	-	-	-	-	57	*	71	82	72	71
	2019	65	61	74	*	75	*	-	-	-	*	71	*	73	81	75	70
All Grades Both Subjects	2022	74	77	75	*	75	*	-	-	-	-	57	*	74	80	76	73
	2019	69	69	72	67	72	42	-	-	-	*	71	*	72	72	72	67
All Grades ELA/Reading	2022	78	80	79	*	80	*	-	-	-	-	58	*	79	78	84	80
	2019	68	68	67	*	66	*	-	-	-	*	73	-	69	58	68	36
All Grades Mathematics	2022	69	74	72	*	72	*	-	-	-	-	57	*	71	82	72	71
	2019	70	70	74	*	75	*	-	-	-	*	71	*	73	81	75	70

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	64%	67%	-	67%	-	-	-	-	-	-	-	*	62%	65%	-
	2021	67%	61%	33%	30%	*	30%	-	-	-	-	-	-	-	26%	39%	30%	-
At Meets Grade Level or Above	2022	48%	43%	29%	28%	-	28%	-	-	-	-	-	-	-	*	30%	29%	-
	2021	41%	33%	10%	7%	*	6%	-	-	-	-	-	-	-	16%	13%	8%	-
At Masters Grade Level	2022	23%	18%	11%	9%	-	9%	-	-	-	-	-	-	-	*	12%	10%	-
	2021	18%	12%	3%	4%	*	3%	-	-	-	-	-	-	-	0%	2%	3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	68%	72%	-	72%	-	-	-	-	-	-	-	*	68%	69%	-
	2021	68%	61%	36%	31%	*	30%	-	-	-	-	-	-	-	14%	45%	29%	-
At Meets Grade Level or Above	2022	53%	45%	36%	35%	-	35%	-	-	-	-	-	-	-	*	37%	36%	-
	2021	45%	35%	12%	9%	*	8%	-	-	-	-	-	-	-	14%	14%	10%	-
At Masters Grade Level	2022	25%	18%	14%	13%	-	13%	-	-	-	-	-	-	-	*	14%	13%	-
	2021	18%	12%	4%	6%	*	5%	-	-	-	-	-	-	-	0%	3%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	59%	62%	-	62%	-	-	-	-	-	-	-	*	55%	62%	-
	2021	66%	61%	36%	36%	*	36%	-	-	-	-	-	-	-	43%	36%	36%	-
At Meets Grade Level or Above	2022	42%	37%	23%	22%	-	22%	-	-	-	-	-	-	-	*	23%	22%	-
	2021	37%	30%	10%	8%	*	8%	-	-	-	-	-	-	-	14%	11%	9%	-
At Masters Grade Level	2022	20%	16%	7%	4%	-	4%	-	-	-	-	-	-	-	*	10%	6%	-
	2021	18%	11%	3%	4%	*	4%	-	-	-	-	-	-	-	0%	2%	3%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	75%	67%	-	67%	-	-	-	-	-	-	-	*	76%	73%	-
	2019	69%	69%	72%	68%	-	68%	-	-	-	-	-	-	-	*		67%	-
All Grades ELA/Reading	2022	78%	80%	79%	*	-	*	-	-	-	-	-	-	-	*	79%	80%	-
	2019	68%	68%	67%	30%	-	30%	-	-	-	-	-	-	-	*		36%	-
All Grades Mathematics	2022	69%	74%	72%	64%	-	64%	-	-	-	-	-	-	-	*	74%	71%	-
	2019	70%	70%	74%	71%	-	71%	-	-	-	-	-	-	-	*		70%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	67%	92%	*	-	-	-	-	93%	100%	97%	66%	92%	94%
Not Included in Accountability: Mobile	5%	4%	6%	33%	6%	*	-	-	-	-	8%	0%	3%	21%	6%	2%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	*	-	-	-	-	0%	0%	0%	14%	1%	4%
Not Tested	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	*	92%	*	-	-	-	-	93%	*	97%	66%	92%	94%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	8%	*	3%	21%	6%	2%
Not Included in Accountability: Other Exclusions	2%	3%	2%	*	2%	*	-	-	-	-	0%	*	0%	14%	1%	4%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	92%	*	92%	*	-	-	-	-	93%	*	97%	66%	92%	94%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	8%	*	3%	21%	6%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	3%	*	-	-	-	-	0%	*	0%	14%	1%	4%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	97%	*	98%	*	-	-	-	*	100%	*	99%	91%	97%	98%
Included in Accountability	83%	86%	83%	*	83%	*	-	-	-	*	79%	*	90%	54%	83%	76%
Not Included in Accountability: Mobile	3%	3%	4%	*	4%	*	-	-	-	*	3%	*	1%	20%	4%	7%
Not Included in Accountability: Other Exclusions	3%	5%	10%	*	10%	*	-	-	-	*	18%	*	8%	17%	10%	16%
Not Tested	11%	7%	3%	*	2%	*	-	-	-	*	0%	*	1%	9%	3%	2%
Absent	2%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	3%	*	2%	*	-	-	-	*	0%	*	1%	9%	3%	2%
Mathematics																
Assessment Participant	88%	95%	97%	*	97%	*	-	-	-	*	100%	*	98%	91%	97%	97%
Included in Accountability	84%	89%	84%	*	84%	*	-	-	-	*	81%	*	91%	54%	84%	77%
Not Included in Accountability: Mobile	4%	3%	5%	*	5%	*	-	-	-	*	3%	*	1%	23%	4%	8%
Not Included in Accountability: Other Exclusions	0%	2%	8%	*	8%	*	-	-	-	*	16%	*	7%	14%	8%	13%
Not Tested	12%	5%	3%	*	3%	*	-	-	-	*	0%	*	2%	9%	3%	3%
Absent	2%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	3%	*	3%	*	-	-	-	*	0%	*	2%	9%	3%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.7%	*	94.8%	93.9%	-	-	-	*	92.8%	94.8%	95.8%
2019-20	98.3%	98.1%	98.6%	94.9%	98.7%	*	-	-	-	*	98.5%	98.6%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	17.3%	*	16.5%	20.0%	-	-	-	*	26.9%	16.4%	12.1%
2019-20	6.7%	8.8%	5.8%	20.0%	4.9%	33.3%	-	-	-	*	6.0%	5.9%	1.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	448	100.0%	49,255	5,402,928	448	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	57	12.7%	4.2%	4.1%	57	12.7%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	57	12.7%	4.2%	3.5%	57	12.7%	4.2%	3.5%
Kindergarten	67	15.0%	6.2%	6.8%	67	15.0%	6.2%	6.8%
Grade 1	95	21.2%	7.4%	7.1%	95	21.2%	7.4%	7.1%
Grade 2	67	15.0%	6.5%	7.1%	67	15.0%	6.5%	7.1%
Grade 3	68	15.2%	6.4%	7.1%	68	15.2%	6.4%	7.1%
Grade 4	94	21.0%	6.9%	7.1%	94	21.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	6	1.3%	8.1%	12.8%	6	1.3%	8.1%	12.8%
Hispanic	431	96.2%	82.8%	52.8%	431	96.2%	82.8%	52.7%
White	9	2.0%	5.2%	26.3%	9	2.0%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	226	50.4%	48.3%	48.9%	226	50.4%	48.3%	48.8%
Male	222	49.6%	51.7%	51.1%	222	49.6%	51.7%	51.2%
Economically Disadvantaged	399	89.1%	79.4%	60.7%	399	89.1%	79.4%	60.6%
Non-Educationally Disadvantaged	49	10.9%	20.6%	39.3%	49	10.9%	20.6%	39.4%
Section 504 Students	20	4.5%	5.8%	7.4%	20	4.5%	5.8%	7.4%
EB Students/EL	268	59.8%	32.6%	21.7%	268	59.8%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	25	5.6%	4.9%	5.0%	25	5.6%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	32	7.1%	3.4%	2.0%	32	7.1%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	448	100.0%	67.8%	64.3%	448	100.0%	67.7%	64.3%
Military Connected	2	0.4%	0.4%	3.3%	2	0.4%	0.4%	3.3%
At-Risk	386	86.2%	69.4%	53.5%	386	86.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	239	53.3%	30.5%	21.9%	239	53.3%	30.4%	21.8%
Gifted and Talented Education	6	1.3%	5.5%	8.0%	6	1.3%	5.5%	8.0%
Special Education	59	13.2%	12.4%	11.6%	59	13.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	55.9%	44.4%	43.0%				
Students with Physical Disabilities	20	33.9%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	54	14.1%	14.7%	13.6%				
By Ethnicity:								
African American	3	0.8%	2.1%	2.5%				
Hispanic	45	11.8%	11.1%	6.6%				
White	3	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.8%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	13.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	27	12.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	45	13.0%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	69	18.4%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH HOUSTON EL (101917118) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	29.7%	11.5%	2.9%	46.2%	9.7%	4.2%
Grade 2	13.6%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.0	17.0	18.7
Grade 1	15.0	18.2	18.7
Grade 2	14.5	16.7	18.6
Grade 3	12.6	15.8	18.7
Grade 4	15.3	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	45.6	78.6%	59.0%	64.1%
Teachers	35.3	61.0%	45.5%	49.3%
Professional Support	8.2	14.2%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	2.9%
Educational Aides:	12.4	21.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	44.6	77.1%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.8%	10.3%	11.2%
Hispanic	24.0	67.8%	39.2%	28.9%
White	9.3	26.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.1	0.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.8%	0.9%	1.2%
Teachers by Sex:				
Males	4.1	11.6%	25.0%	24.1%
Females	31.3	88.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	28.2	79.8%	75.8%	72.6%
Masters	7.1	20.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.9%	7.9%
1-5 Years Experience	12.0	34.1%	27.4%	26.7%
6-10 Years Experience	6.1	17.2%	24.2%	20.6%
11-20 Years Experience	12.2	34.5%	28.7%	28.6%
21-30 Years Experience	5.0	14.2%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.7	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.0	6.3
Average Years Experience of Principals with District	8.0	7.7	5.4
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:	11.4	10.4	11.1
Average Years Experience of Teachers with District:	8.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$56,914	\$51,054
1-5 Years Experience	\$58,952	\$58,997	\$54,577
6-10 Years Experience	\$61,873	\$61,821	\$57,746
11-20 Years Experience	\$61,554	\$63,221	\$61,377
21-30 Years Experience	\$69,201	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,808	\$61,600	\$58,887
Professional Support	\$66,674	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,871	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	15.3	43.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	16.3	46.1%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.7	10.5%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH SHAVER EL

Campus Number: 101917119

2022 Accountability Rating: C

Distinction Designations:

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	76%	*	77%	*	-	-	-	-	29%	*	77%	73%	78%	81%
	2021	67%	59%	61%	*	60%	*	-	-	-	-	48%	-	59%	70%	60%	61%
At Meets Grade Level or Above	2022	51%	42%	40%	*	40%	*	-	-	-	-	0%	*	37%	55%	39%	38%
	2021	39%	27%	32%	*	31%	*	-	-	-	-	24%	-	33%	30%	31%	33%
At Masters Grade Level	2022	30%	21%	24%	*	23%	*	-	-	-	-	0%	*	23%	27%	23%	22%
	2021	19%	12%	13%	*	12%	*	-	-	-	-	0%	-	12%	15%	12%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	88%	*	87%	*	-	-	-	-	71%	*	88%	91%	89%	92%
	2021	62%	51%	63%	*	62%	*	-	-	-	-	36%	-	64%	60%	62%	66%
At Meets Grade Level or Above	2022	43%	33%	54%	*	55%	*	-	-	-	-	14%	*	51%	73%	55%	54%
	2021	31%	18%	24%	*	24%	*	-	-	-	-	16%	-	23%	30%	24%	24%
At Masters Grade Level	2022	21%	13%	25%	*	26%	*	-	-	-	-	0%	*	26%	18%	25%	30%
	2021	14%	6%	9%	*	9%	*	-	-	-	-	8%	-	9%	10%	9%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	75%	*	74%	*	-	-	-	-	54%	80%	76%	69%	74%	77%
	2021	63%	54%	50%	*	50%	*	-	-	-	-	50%	*	49%	50%	47%	46%
At Meets Grade Level or Above	2022	54%	48%	41%	*	39%	*	-	-	-	-	36%	40%	46%	23%	39%	42%
	2021	36%	25%	24%	*	25%	*	-	-	-	-	25%	*	25%	22%	22%	18%
At Masters Grade Level	2022	28%	21%	20%	*	20%	*	-	-	-	-	11%	20%	22%	12%	20%	23%
	2021	17%	8%	10%	*	10%	*	-	-	-	-	0%	*	8%	17%	10%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	65%	*	64%	*	-	-	-	-	41%	60%	68%	54%	65%	66%
	2021	59%	50%	60%	*	60%	*	-	-	-	-	50%	*	59%	67%	59%	54%
At Meets Grade Level or Above	2022	43%	35%	32%	*	32%	*	-	-	-	-	26%	20%	33%	27%	33%	29%
	2021	36%	21%	23%	*	24%	*	-	-	-	-	17%	*	24%	22%	23%	16%
At Masters Grade Level	2022	23%	15%	15%	*	15%	*	-	-	-	-	11%	20%	15%	15%	16%	14%
	2021	21%	10%	8%	*	8%	*	-	-	-	-	0%	*	7%	11%	8%	6%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	75%	88%	74%	90%	-	-	-	-	48%	71%	76%	68%	75%	77%
	2021	67%	61%	57%	60%	56%	57%	-	-	-	-	42%	27%	57%	55%	55%	53%
At Meets Grade Level or Above	2022	48%	43%	40%	38%	40%	60%	-	-	-	-	26%	21%	41%	36%	40%	39%
	2021	41%	33%	24%	0%	24%	43%	-	-	-	-	20%	0%	24%	24%	23%	20%
At Masters Grade Level	2022	23%	18%	20%	13%	20%	30%	-	-	-	-	9%	14%	21%	16%	20%	21%
	2021	18%	12%	9%	0%	9%	14%	-	-	-	-	4%	0%	8%	12%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	*	75%	80%	-	-	-	-	49%	86%	77%	70%	75%	78%
	2021	68%	61%	56%	*	56%	*	-	-	-	-	49%	*	55%	61%	54%	53%
At Meets Grade Level or Above	2022	53%	45%	40%	*	39%	60%	-	-	-	-	29%	29%	42%	32%	39%	40%
	2021	45%	35%	29%	*	28%	*	-	-	-	-	24%	*	29%	26%	27%	25%
At Masters Grade Level	2022	25%	18%	21%	*	21%	20%	-	-	-	-	9%	14%	23%	16%	21%	23%
	2021	18%	12%	11%	*	11%	*	-	-	-	-	0%	*	10%	16%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	74%	*	72%	100%	-	-	-	-	47%	57%	76%	65%	74%	75%
	2021	66%	61%	62%	*	61%	*	-	-	-	-	41%	*	61%	63%	61%	60%
At Meets Grade Level or Above	2022	42%	37%	40%	*	40%	60%	-	-	-	-	24%	14%	40%	41%	41%	38%
	2021	37%	30%	24%	*	24%	*	-	-	-	-	16%	*	23%	26%	24%	20%
At Masters Grade Level	2022	20%	16%	19%	*	19%	40%	-	-	-	-	9%	14%	20%	16%	19%	20%
	2021	18%	11%	8%	*	9%	*	-	-	-	-	5%	*	8%	11%	9%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	34%	*	34%	*	-	-	-	-	0%	*	30%	55%	33%	35%
	2021	24%	12%	15%	*	15%	*	-	-	-	-	12%	-	15%	15%	14%	15%
Reading and Mathematics Including EOC	2022	36%	25%	34%	*	34%	*	-	-	-	-	0%	*	30%	55%	33%	35%
	2021	24%	12%	15%	*	15%	*	-	-	-	-	12%	-	15%	15%	14%	15%
Reading Including EOC	2022	51%	42%	40%	*	40%	*	-	-	-	-	0%	*	37%	55%	39%	38%
	2021	38%	27%	32%	*	31%	*	-	-	-	-	24%	-	33%	30%	31%	33%
Math Including EOC	2022	43%	33%	54%	*	55%	*	-	-	-	-	14%	*	51%	73%	55%	54%
	2021	31%	18%	24%	*	24%	*	-	-	-	-	16%	-	23%	30%	24%	24%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	25%	*	24%	*	-	-	-	-	22%	20%	29%	12%	25%	23%
	2021	26%	13%	16%	*	16%	*	-	-	-	-	17%	*	15%	17%	15%	7%
Reading and Mathematics Including EOC	2022	36%	27%	25%	*	24%	*	-	-	-	-	22%	20%	29%	12%	25%	23%
	2021	26%	13%	16%	*	16%	*	-	-	-	-	17%	*	15%	17%	15%	7%
Reading Including EOC	2022	54%	48%	41%	*	39%	*	-	-	-	-	36%	40%	46%	23%	39%	42%
	2021	36%	25%	24%	*	25%	*	-	-	-	-	25%	*	25%	22%	22%	18%
Math Including EOC	2022	43%	35%	32%	*	32%	*	-	-	-	-	26%	20%	33%	27%	33%	29%
	2021	36%	21%	23%	*	24%	*	-	-	-	-	17%	*	24%	22%	23%	16%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	28%	*	28%	40%	-	-	-	-	18%	14%	29%	24%	28%	27%
	2021	26%	15%	15%	*	15%	*	-	-	-	-	14%	*	15%	16%	15%	11%
Reading and Mathematics Including EOC	2022	36%	27%	28%	*	28%	40%	-	-	-	-	18%	14%	29%	24%	28%	27%
	2021	28%	17%	15%	*	15%	*	-	-	-	-	14%	*	15%	16%	15%	11%
Reading Including EOC	2022	53%	45%	40%	*	39%	60%	-	-	-	-	29%	29%	42%	32%	39%	40%
	2021	41%	30%	29%	*	28%	*	-	-	-	-	24%	*	29%	26%	27%	25%
Math Including EOC	2022	43%	34%	40%	*	40%	60%	-	-	-	-	24%	14%	40%	41%	41%	38%
	2021	37%	25%	24%	*	24%	*	-	-	-	-	16%	*	23%	26%	24%	20%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	75	*	75	*	-	-	-	-	62	*	81	64	74	83
	2019	61	66	58	*	59	*	-	-	-	-	50	*	61	47	60	43
Grade 4 Mathematics	2022	74	79	66	*	65	*	-	-	-	-	65	60	66	65	66	65
	2019	65	61	68	*	68	*	-	-	-	-	65	*	69	63	67	60
All Grades Both Subjects	2022	74	77	69	*	69	*	-	-	-	-	63	75	70	64	69	68
	2019	69	69	64	*	64	*	-	-	-	-	58	*	66	56	64	55
All Grades ELA/Reading	2022	78	80	75	*	75	*	-	-	-	-	62	*	81	64	74	83
	2019	68	68	58	*	59	*	-	-	-	-	50	*	61	47	60	43
All Grades Mathematics	2022	69	74	66	*	65	*	-	-	-	-	65	60	66	65	66	65
	2019	70	70	68	*	68	*	-	-	-	-	65	*	69	63	67	60

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	75%	77%	-	77%	-	-	-	-	-	-	-	78%	71%	77%	*
	2021	67%	61%	57%	55%	-	55%	-	-	-	-	-	-	-	37%	62%	53%	-
At Meets Grade Level or Above	2022	48%	43%	40%	38%	-	38%	-	-	-	-	-	-	-	44%	42%	39%	*
	2021	41%	33%	24%	20%	-	20%	-	-	-	-	-	-	-	15%	32%	20%	-
At Masters Grade Level	2022	23%	18%	20%	21%	-	21%	-	-	-	-	-	-	-	11%	19%	20%	*
	2021	18%	12%	9%	8%	-	8%	-	-	-	-	-	-	-	7%	10%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	78%	-	78%	-	-	-	-	-	-	-	78%	71%	78%	*
	2021	68%	61%	56%	54%	-	54%	-	-	-	-	-	-	-	45%	59%	53%	-
At Meets Grade Level or Above	2022	53%	45%	40%	39%	-	39%	-	-	-	-	-	-	-	44%	40%	40%	*
	2021	45%	35%	29%	26%	-	26%	-	-	-	-	-	-	-	18%	34%	25%	-
At Masters Grade Level	2022	25%	18%	21%	23%	-	23%	-	-	-	-	-	-	-	11%	19%	22%	*
	2021	18%	12%	11%	10%	-	10%	-	-	-	-	-	-	-	9%	13%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	74%	75%	-	75%	-	-	-	-	-	-	-	78%	71%	75%	*
	2021	66%	61%	62%	62%	-	62%	-	-	-	-	-	-	-	36%	65%	60%	-
At Meets Grade Level or Above	2022	42%	37%	40%	37%	-	37%	-	-	-	-	-	-	-	44%	43%	38%	*
	2021	37%	30%	24%	21%	-	21%	-	-	-	-	-	-	-	9%	30%	20%	-
At Masters Grade Level	2022	20%	16%	19%	20%	-	20%	-	-	-	-	-	-	-	11%	18%	19%	*
	2021	18%	11%	8%	7%	-	7%	-	-	-	-	-	-	-	9%	10%	7%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	69%	63%	-	63%	-	-	-	-	-	-	-	92%	70%	68%	-
	2019	69%	69%	64%	54%	-	54%	-	-	-	-	-	-	-	67%		55%	
All Grades ELA/Reading	2022	78%	80%	75%	67%	-	67%	-	-	-	-	-	-	-	100%	73%	83%	-
	2019	68%	68%	58%	37%	-	37%	-	-	-	-	-	-	-	*		42%	
All Grades Mathematics	2022	69%	74%	66%	63%	-	63%	-	-	-	-	-	-	-	83%	67%	65%	-
	2019	70%	70%	68%	58%	-	58%	-	-	-	-	-	-	-	*		59%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	-	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	100%	95%	100%	-	-	-	-	96%	100%	97%	88%	95%	94%
Not Included in Accountability: Mobile	5%	4%	3%	0%	3%	0%	-	-	-	-	3%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	*	96%	100%	-	-	-	-	97%	100%	97%	88%	96%	94%
Not Included in Accountability: Mobile	5%	4%	3%	*	3%	0%	-	-	-	-	3%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	2%	*	1%	0%	-	-	-	-	0%	0%	1%	5%	1%	3%
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	100%	-	-	-	-	97%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	95%	*	95%	100%	-	-	-	-	94%	100%	97%	88%	95%	94%
Not Included in Accountability: Mobile	5%	4%	3%	*	3%	0%	-	-	-	-	3%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	-	3%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	*	1%	0%	-	-	-	-	3%	0%	1%	0%	1%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	97%	*	97%	*	-	-	-	-	98%	*	96%	100%	97%	98%
Included in Accountability	83%	86%	90%	*	90%	*	-	-	-	-	88%	*	94%	76%	90%	93%
Not Included in Accountability: Mobile	3%	3%	7%	*	6%	*	-	-	-	-	10%	*	2%	24%	6%	5%
Not Included in Accountability: Other Exclusions	3%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	11%	7%	3%	*	3%	*	-	-	-	-	2%	*	4%	0%	3%	2%
Absent	2%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	4%	3%	*	3%	*	-	-	-	-	2%	*	4%	0%	3%	2%
Mathematics																
Assessment Participant	88%	95%	97%	*	97%	*	-	-	-	-	98%	*	96%	100%	97%	98%
Included in Accountability	84%	89%	90%	*	90%	*	-	-	-	-	88%	*	94%	76%	90%	93%
Not Included in Accountability: Mobile	4%	3%	7%	*	6%	*	-	-	-	-	10%	*	2%	24%	6%	5%
Not Included in Accountability: Other Exclusions	0%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	5%	3%	*	3%	*	-	-	-	-	2%	*	4%	0%	3%	2%
Absent	2%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	3%	3%	*	3%	*	-	-	-	-	2%	*	4%	0%	3%	2%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.6%	*	94.7%	92.8%	-	-	-	*	93.6%	94.6%	95.5%
2019-20	98.3%	98.1%	98.6%	*	98.6%	98.5%	*	-	-	*	98.6%	98.5%	98.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.4%	25.0%	15.7%	30.0%	-	-	-	*	16.5%	17.1%	13.8%
2019-20	6.7%	8.8%	4.6%	16.7%	4.4%	0.0%	*	-	-	*	5.8%	4.9%	3.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	532	100.0%	49,255	5,402,928	532	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	57	10.7%	4.2%	4.1%	57	10.7%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	57	10.7%	4.2%	3.5%	57	10.7%	4.2%	3.5%
Kindergarten	83	15.6%	6.2%	6.8%	83	15.6%	6.2%	6.8%
Grade 1	103	19.4%	7.4%	7.1%	103	19.4%	7.4%	7.1%
Grade 2	102	19.2%	6.5%	7.1%	102	19.2%	6.5%	7.1%
Grade 3	73	13.7%	6.4%	7.1%	73	13.7%	6.4%	7.1%
Grade 4	114	21.4%	6.9%	7.1%	114	21.4%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	22	4.1%	8.1%	12.8%	22	4.1%	8.1%	12.8%
Hispanic	486	91.4%	82.8%	52.8%	486	91.4%	82.8%	52.7%
White	24	4.5%	5.2%	26.3%	24	4.5%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	0	0.0%	0.7%	2.9%
Sex:								
Female	251	47.2%	48.3%	48.9%	251	47.2%	48.3%	48.8%
Male	281	52.8%	51.7%	51.1%	281	52.8%	51.7%	51.2%
Economically Disadvantaged	507	95.3%	79.4%	60.7%	507	95.3%	79.4%	60.6%
Non-Educationally Disadvantaged	25	4.7%	20.6%	39.3%	25	4.7%	20.6%	39.4%
Section 504 Students	14	2.6%	5.8%	7.4%	14	2.6%	5.8%	7.4%
EB Students/EL	279	52.4%	32.6%	21.7%	279	52.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	24	4.5%	4.9%	5.0%	24	4.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	38	7.1%	3.4%	2.0%	38	7.1%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	532	100.0%	67.8%	64.3%	532	100.0%	67.7%	64.3%
Military Connected	2	0.4%	0.4%	3.3%	2	0.4%	0.4%	3.3%
At-Risk	400	75.2%	69.4%	53.5%	400	75.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	265	49.8%	30.5%	21.9%	265	49.8%	30.4%	21.8%
Gifted and Talented Education	8	1.5%	5.5%	8.0%	8	1.5%	5.5%	8.0%
Special Education	64	12.0%	12.4%	11.6%	64	12.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	40.6%	44.4%	43.0%				
Students with Physical Disabilities	20	31.3%	18.2%	20.8%				
Students with Autism	12	18.8%	21.3%	14.7%				
Students with Behavioral Disabilities	6	9.4%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	96	20.1%	14.7%	13.6%				
By Ethnicity:								
African American	5	1.0%	2.1%	2.5%				
Hispanic	89	18.6%	11.1%	6.6%				
White	2	0.4%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	15	18.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	47	18.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	90	20.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	84	19.3%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	16.0%	11.5%	2.9%	8.3%	9.7%	4.2%
Grade 2	12.7%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	6.7%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	2.1%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.3	17.0	18.7
Grade 1	16.1	18.2	18.7
Grade 2	16.2	16.7	18.6
Grade 3	17.2	15.8	18.7
Grade 4	14.0	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	67.4	100.0%	100.0%	100.0%
Professional Staff:	51.8	76.8%	59.0%	64.1%
Teachers	42.2	62.7%	45.5%	49.3%
Professional Support	7.5	11.2%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	2.9%
Educational Aides:	15.6	23.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	59.0	4,194.0
Part-time Librarians	1.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	47.5	70.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.0	4.7%	10.3%	11.2%
Hispanic	23.0	54.5%	39.2%	28.9%
White	16.2	38.4%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	1.0	2.4%	25.0%	24.1%
Females	41.2	97.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.1	78.3%	75.8%	72.6%
Masters	9.2	21.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	9.5%	7.9%	7.9%
1-5 Years Experience	10.2	24.1%	27.4%	26.7%
6-10 Years Experience	8.0	18.9%	24.2%	20.6%
11-20 Years Experience	14.0	33.2%	28.7%	28.6%
21-30 Years Experience	4.1	9.6%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	4.7%	1.6%	2.9%
Number of Students per Teacher	12.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	9.0	7.7	5.4
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:	11.3	10.4	11.1
Average Years Experience of Teachers with District:	9.6	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,155	\$58,997	\$54,577
6-10 Years Experience	\$60,880	\$61,821	\$57,746
11-20 Years Experience	\$61,785	\$63,221	\$61,377
21-30 Years Experience	\$64,019	\$65,542	\$65,949
Over 30 Years Experience	\$73,814	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,128	\$61,600	\$58,887
Professional Support	\$65,647	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,211	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	17.7	42.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	21.3	50.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.2	7.6%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: WILLIAMS EL

Campus Number: 101917120

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	59%	*	59%	-	-	-	-	-	25%	*	58%	62%	59%	50%
	2021	67%	59%	56%	-	55%	-	-	*	-	-	36%	*	60%	33%	51%	44%
At Meets Grade Level or Above	2022	51%	42%	30%	*	30%	-	-	-	-	-	15%	*	29%	38%	31%	21%
	2021	39%	27%	30%	-	29%	-	-	*	-	-	27%	*	30%	33%	27%	22%
At Masters Grade Level	2022	30%	21%	15%	*	15%	-	-	-	-	-	5%	*	14%	15%	15%	12%
	2021	19%	12%	9%	-	8%	-	-	*	-	-	9%	*	5%	33%	8%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	54%	*	54%	-	-	-	-	-	15%	*	55%	46%	55%	55%
	2021	62%	51%	53%	-	52%	-	-	*	-	-	36%	*	54%	44%	49%	47%
At Meets Grade Level or Above	2022	43%	33%	21%	*	20%	-	-	-	-	-	5%	*	19%	31%	21%	21%
	2021	31%	18%	17%	-	15%	-	-	*	-	-	18%	*	18%	11%	14%	11%
At Masters Grade Level	2022	21%	13%	6%	*	6%	-	-	-	-	-	5%	*	6%	8%	6%	5%
	2021	14%	6%	8%	-	6%	-	-	*	-	-	18%	*	9%	0%	5%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	70%	*	68%	-	-	*	-	-	39%	-	70%	68%	68%	67%
	2021	63%	54%	52%	-	51%	*	-	-	-	-	22%	*	50%	59%	55%	50%
At Meets Grade Level or Above	2022	54%	48%	46%	*	45%	-	-	*	-	-	22%	-	51%	36%	43%	47%
	2021	36%	25%	26%	-	23%	*	-	-	-	-	11%	*	28%	18%	27%	20%
At Masters Grade Level	2022	28%	21%	27%	*	27%	-	-	*	-	-	11%	-	26%	28%	22%	29%
	2021	17%	8%	11%	-	12%	*	-	-	-	-	11%	*	13%	5%	11%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	63%	*	64%	-	-	*	-	-	44%	-	68%	52%	62%	73%
	2021	59%	50%	44%	-	44%	*	-	-	-	-	17%	*	46%	41%	45%	45%
At Meets Grade Level or Above	2022	43%	35%	32%	*	32%	-	-	*	-	-	11%	-	35%	24%	29%	31%
	2021	36%	21%	20%	-	19%	*	-	-	-	-	6%	*	22%	14%	21%	18%
At Masters Grade Level	2022	23%	15%	11%	*	10%	-	-	*	-	-	0%	-	16%	0%	8%	9%
	2021	21%	10%	14%	-	14%	*	-	-	-	-	6%	*	15%	14%	15%	11%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	61%	50%	61%	-	-	*	-	-	30%	17%	62%	58%	61%	61%
	2021	67%	61%	50%	-	49%	67%	-	*	-	-	24%	75%	52%	43%	49%	46%
At Meets Grade Level or Above	2022	48%	43%	32%	33%	32%	-	-	*	-	-	13%	0%	33%	32%	31%	30%
	2021	41%	33%	22%	-	21%	50%	-	*	-	-	12%	38%	24%	17%	22%	18%
At Masters Grade Level	2022	23%	18%	15%	0%	15%	-	-	*	-	-	5%	0%	15%	13%	13%	14%
	2021	18%	12%	9%	-	9%	8%	-	*	-	-	8%	0%	9%	8%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	64%	67%	64%	-	-	*	-	-	32%	*	63%	66%	63%	59%
	2021	68%	61%	54%	-	53%	*	-	*	-	-	28%	*	54%	52%	53%	48%
At Meets Grade Level or Above	2022	53%	45%	38%	50%	38%	-	-	*	-	-	18%	*	39%	37%	37%	34%
	2021	45%	35%	28%	-	26%	*	-	*	-	-	17%	*	29%	23%	27%	21%
At Masters Grade Level	2022	25%	18%	21%	0%	21%	-	-	*	-	-	8%	*	20%	24%	19%	21%
	2021	18%	12%	10%	-	10%	*	-	*	-	-	10%	*	10%	13%	10%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	59%	33%	59%	-	-	*	-	-	29%	*	61%	50%	58%	64%
	2021	66%	61%	48%	-	48%	*	-	*	-	-	24%	*	50%	42%	47%	46%
At Meets Grade Level or Above	2022	42%	37%	26%	17%	26%	-	-	*	-	-	8%	*	26%	26%	25%	26%
	2021	37%	30%	19%	-	17%	*	-	*	-	-	10%	*	20%	13%	18%	15%
At Masters Grade Level	2022	20%	16%	9%	0%	8%	-	-	*	-	-	3%	*	10%	3%	7%	7%
	2021	18%	11%	12%	-	11%	*	-	*	-	-	10%	*	12%	10%	11%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	15%	*	14%	-	-	-	-	-	5%	*	13%	23%	15%	12%
	2021	24%	12%	14%	-	12%	-	-	*	-	-	18%	*	14%	11%	10%	8%
Reading and Mathematics Including EOC	2022	36%	25%	15%	*	14%	-	-	-	-	-	5%	*	13%	23%	15%	12%
	2021	24%	12%	14%	-	12%	-	-	*	-	-	18%	*	14%	11%	10%	8%
Reading Including EOC	2022	51%	42%	30%	*	30%	-	-	-	-	-	15%	*	29%	38%	31%	21%
	2021	38%	27%	30%	-	29%	-	-	*	-	-	27%	*	30%	33%	27%	22%
Math Including EOC	2022	43%	33%	21%	*	20%	-	-	-	-	-	5%	*	19%	31%	21%	21%
	2021	31%	18%	17%	-	15%	-	-	*	-	-	18%	*	18%	11%	14%	11%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	27%	*	27%	-	-	*	-	-	11%	-	32%	16%	24%	27%
	2021	26%	13%	14%	-	13%	*	-	-	-	-	6%	*	18%	5%	15%	14%
Reading and Mathematics Including EOC	2022	36%	27%	27%	*	27%	-	-	*	-	-	11%	-	32%	16%	24%	27%
	2021	26%	13%	14%	-	13%	*	-	-	-	-	6%	*	18%	5%	15%	14%
Reading Including EOC	2022	54%	48%	46%	*	45%	-	-	*	-	-	22%	-	51%	36%	43%	47%
	2021	36%	25%	26%	-	23%	*	-	-	-	-	11%	*	28%	18%	27%	20%
Math Including EOC	2022	43%	35%	32%	*	32%	-	-	*	-	-	11%	-	35%	24%	29%	31%
	2021	36%	21%	20%	-	19%	*	-	-	-	-	6%	*	22%	14%	21%	18%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	21%	17%	20%	-	-	*	-	-	8%	*	21%	18%	19%	20%
	2021	26%	15%	14%	-	13%	*	-	*	-	-	10%	*	16%	6%	13%	11%
Reading and Mathematics Including EOC	2022	36%	27%	21%	17%	20%	-	-	*	-	-	8%	*	21%	18%	19%	20%
	2021	28%	17%	14%	-	13%	*	-	*	-	-	10%	*	16%	6%	13%	11%
Reading Including EOC	2022	53%	45%	38%	50%	38%	-	-	*	-	-	18%	*	39%	37%	37%	34%
	2021	41%	30%	28%	-	26%	*	-	*	-	-	17%	*	29%	23%	27%	21%
Math Including EOC	2022	43%	34%	26%	17%	26%	-	-	*	-	-	8%	*	26%	26%	25%	26%
	2021	37%	25%	19%	-	17%	*	-	*	-	-	10%	*	20%	13%	18%	15%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	70	*	67	-	-	*	-	-	57	-	73	66	69	68
	2019	61	66	73	*	72	*	-	-	-	-	75	-	71	83	72	68
Grade 4 Mathematics	2022	74	79	75	*	74	-	-	*	-	-	61	-	78	69	73	81
	2019	65	61	68	*	68	*	-	-	-	-	73	-	69	64	67	66
All Grades Both Subjects	2022	74	77	73	100	71	-	-	*	-	-	59	-	76	67	72	78
	2019	69	69	70	83	70	*	-	-	-	-	74	-	70	73	70	67
All Grades ELA/Reading	2022	78	80	70	*	67	-	-	*	-	-	57	-	73	66	69	68
	2019	68	68	73	*	72	*	-	-	-	-	75	-	71	83	72	68
All Grades Mathematics	2022	69	74	75	*	74	-	-	*	-	-	61	-	78	69	73	81
	2019	70	70	68	*	68	*	-	-	-	-	73	-	69	64	67	66

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	61%	61%	-	61%	-	-	-	-	-	-	-	86%	61%	61%	-
	2021	67%	61%	50%	48%	-	48%	-	-	-	-	-	-	-	26%	54%	46%	-
At Meets Grade Level or Above	2022	48%	43%	32%	28%	-	28%	-	-	-	-	-	-	-	50%	34%	30%	-
	2021	41%	33%	22%	18%	-	18%	-	-	-	-	-	-	-	16%	27%	18%	-
At Masters Grade Level	2022	23%	18%	15%	13%	-	13%	-	-	-	-	-	-	-	21%	16%	14%	-
	2021	18%	12%	9%	8%	-	8%	-	-	-	-	-	-	-	11%	10%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	64%	56%	-	56%	-	-	-	-	-	-	-	100%	70%	59%	-
	2021	68%	61%	54%	49%	-	49%	-	-	-	-	-	-	-	33%	61%	48%	-
At Meets Grade Level or Above	2022	53%	45%	38%	31%	-	31%	-	-	-	-	-	-	-	71%	43%	34%	-
	2021	45%	35%	28%	22%	-	22%	-	-	-	-	-	-	-	17%	34%	21%	-
At Masters Grade Level	2022	25%	18%	21%	19%	-	19%	-	-	-	-	-	-	-	43%	21%	21%	-
	2021	18%	12%	10%	11%	-	11%	-	-	-	-	-	-	-	17%	9%	11%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	59%	67%	-	67%	-	-	-	-	-	-	-	71%	52%	64%	-
	2021	66%	61%	48%	49%	-	49%	-	-	-	-	-	-	-	17%	50%	46%	-
At Meets Grade Level or Above	2022	42%	37%	26%	25%	-	25%	-	-	-	-	-	-	-	29%	26%	26%	-
	2021	37%	30%	19%	15%	-	15%	-	-	-	-	-	-	-	17%	22%	15%	-
At Masters Grade Level	2022	20%	16%	9%	7%	-	7%	-	-	-	-	-	-	-	0%	10%	7%	-
	2021	18%	11%	12%	8%	-	8%	-	-	-	-	-	-	-	17%	14%	9%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	73%	78%	-	78%	-	-	-	-	-	-	-	67%	69%	78%	-
	2019	69%	69%	70%	65%	-	65%	-	-	-	-	-	-	-	85%		67%	-
All Grades ELA/Reading	2022	78%	80%	70%	50%	-	50%	-	-	-	-	-	-	-	*	71%	68%	-
	2019	68%	68%	73%	64%	-	64%	-	-	-	-	-	-	-	90%		67%	-
All Grades Mathematics	2022	69%	74%	75%	84%	-	84%	-	-	-	-	-	-	-	*	67%	81%	-
	2019	70%	70%	68%	65%	-	65%	-	-	-	-	-	-	-	80%		66%	-

* 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
2021-22 STAAR Participation (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	100%	95%	-	-	*	-	-	95%	75%	99%	84%	95%	94%
Not Included in Accountability: Mobile	5%	4%	3%	0%	4%	-	-	*	-	-	5%	25%	1%	11%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	-	-	*	-	-	0%	0%	0%	4%	2%	3%
Not Tested	1%	2%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	100%	95%	-	-	*	-	-	95%	*	98%	84%	95%	94%
Not Included in Accountability: Mobile	5%	4%	3%	0%	4%	-	-	*	-	-	5%	*	1%	11%	4%	3%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	-	-	*	-	-	0%	*	1%	4%	2%	3%
Not Tested	1%	2%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	100%	95%	-	-	*	-	-	95%	*	99%	84%	95%	95%
Not Included in Accountability: Mobile	5%	4%	3%	0%	4%	-	-	*	-	-	5%	*	1%	11%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	-	-	*	-	-	0%	*	0%	4%	1%	2%
Not Tested	1%	1%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	97%	*	97%	*	-	*	-	-	94%	*	97%	98%	97%	100%
Included in Accountability	83%	86%	85%	*	86%	*	-	*	-	-	83%	*	90%	69%	85%	87%
Not Included in Accountability: Mobile	3%	3%	8%	*	7%	*	-	*	-	-	6%	*	6%	16%	8%	4%
Not Included in Accountability: Other Exclusions	3%	5%	4%	*	5%	*	-	*	-	-	6%	*	1%	13%	4%	9%
Not Tested	11%	7%	3%	*	3%	*	-	*	-	-	6%	*	3%	2%	3%	0%
Absent	2%	2%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	4%	3%	*	3%	*	-	*	-	-	6%	*	3%	2%	3%	0%
Mathematics																
Assessment Participant	88%	95%	97%	*	97%	*	-	*	-	-	94%	*	96%	98%	96%	99%
Included in Accountability	84%	89%	85%	*	86%	*	-	*	-	-	83%	*	90%	69%	85%	87%
Not Included in Accountability: Mobile	4%	3%	8%	*	7%	*	-	*	-	-	6%	*	6%	16%	8%	4%
Not Included in Accountability: Other Exclusions	0%	2%	4%	*	4%	*	-	*	-	-	6%	*	1%	13%	4%	8%
Not Tested	12%	5%	3%	*	3%	*	-	*	-	-	6%	*	4%	2%	4%	1%
Absent	2%	2%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	3%	3%	*	3%	*	-	*	-	-	6%	*	4%	2%	4%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS EL (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													
2020-21	95.0%	93.9%	95.2%	*	95.2%	94.8%	-	*	-	-	93.7%	95.1%	96.0%
2019-20	98.3%	98.1%	98.8%	*	98.9%	97.5%	-	*	-	-	98.5%	98.9%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	13.4%	16.7%	13.2%	20.0%	-	*	-	-	19.1%	13.7%	10.4%
2019-20	6.7%	8.8%	3.8%	16.7%	3.5%	6.7%	-	*	-	-	8.2%	3.3%	3.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	470	100.0%	49,255	5,402,928	470	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	51	10.9%	4.2%	4.1%	51	10.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	51	10.9%	4.2%	3.5%	51	10.9%	4.2%	3.5%
Kindergarten	78	16.6%	6.2%	6.8%	78	16.6%	6.2%	6.8%
Grade 1	83	17.7%	7.4%	7.1%	83	17.7%	7.4%	7.1%
Grade 2	84	17.9%	6.5%	7.1%	84	17.9%	6.5%	7.1%
Grade 3	86	18.3%	6.4%	7.1%	86	18.3%	6.4%	7.1%
Grade 4	88	18.7%	6.9%	7.1%	88	18.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	15	3.2%	8.1%	12.8%	15	3.2%	8.1%	12.8%
Hispanic	441	93.8%	82.8%	52.8%	441	93.8%	82.8%	52.7%
White	10	2.1%	5.2%	26.3%	10	2.1%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	3.0%	4.8%	1	0.2%	3.0%	4.8%
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%	2.9%	3	0.6%	0.7%	2.9%
Sex:								
Female	239	50.9%	48.3%	48.9%	239	50.9%	48.3%	48.8%
Male	231	49.1%	51.7%	51.1%	231	49.1%	51.7%	51.2%
Economically Disadvantaged	448	95.3%	79.4%	60.7%	448	95.3%	79.4%	60.6%
Non-Educationally Disadvantaged	22	4.7%	20.6%	39.3%	22	4.7%	20.6%	39.4%
Section 504 Students	21	4.5%	5.8%	7.4%	21	4.5%	5.8%	7.4%
EB Students/EL	215	45.7%	32.6%	21.7%	215	45.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	19	4.0%	4.9%	5.0%	19	4.0%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	10	2.1%	3.4%	2.0%	10	2.1%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	470	100.0%	67.8%	64.3%	470	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	369	78.5%	69.4%	53.5%	369	78.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	189	40.2%	30.5%	21.9%	189	40.2%	30.4%	21.8%
Gifted and Talented Education	11	2.3%	5.5%	8.0%	11	2.3%	5.5%	8.0%
Special Education	72	15.3%	12.4%	11.6%	72	15.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	25.0%	44.4%	43.0%				
Students with Physical Disabilities	22	30.6%	18.2%	20.8%				
Students with Autism	22	30.6%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	62	16.2%	14.7%	13.6%				
By Ethnicity:								
African American	5	1.3%	2.1%	2.5%				
Hispanic	55	14.4%	11.1%	6.6%				
White	2	0.5%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	10	14.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	25	13.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	56	15.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	69	18.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
WILLIAMS EL (101917120) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	0.0%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	0.0%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.7	17.0	18.7
Grade 1	17.0	18.2	18.7
Grade 2	15.8	16.7	18.6
Grade 3	16.0	15.8	18.7
Grade 4	20.8	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	63.0	100.0%	100.0%	100.0%
Professional Staff:	46.5	73.7%	59.0%	64.1%
Teachers	38.8	61.6%	45.5%	49.3%
Professional Support	5.6	8.9%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.2%	2.3%	2.9%
Educational Aides:	16.6	26.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	45.5	72.1%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.0	7.7%	10.3%	11.2%
Hispanic	21.0	54.1%	39.2%	28.9%
White	14.8	38.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	1.8	4.6%	25.0%	24.1%
Females	37.0	95.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.0	84.9%	75.8%	72.6%
Masters	5.8	15.1%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.7%	7.9%	7.9%
1-5 Years Experience	10.0	25.7%	27.4%	26.7%
6-10 Years Experience	10.8	27.8%	24.2%	20.6%
11-20 Years Experience	13.0	33.5%	28.7%	28.6%
21-30 Years Experience	2.0	5.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
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:	8.9	10.4	11.1
Average Years Experience of Teachers with District:	6.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,540	\$58,997	\$54,577
6-10 Years Experience	\$61,752	\$61,821	\$57,746
11-20 Years Experience	\$62,913	\$63,221	\$61,377
21-30 Years Experience	\$68,808	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,366	\$61,600	\$58,887
Professional Support	\$68,064	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,351	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	12.2	31.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	22.9	58.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
WILLIAMS EL (101917120) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.8	9.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MCMASTERS EL

Campus Number: 101917122

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	74%	*	75%	60%	-	-	-	-	56%	-	75%	60%	73%	64%
	2021	67%	59%	54%	*	54%	*	-	-	-	-	18%	*	55%	50%	53%	13%
At Meets Grade Level or Above	2022	51%	42%	37%	*	42%	0%	-	-	-	-	56%	-	37%	40%	38%	18%
	2021	39%	27%	18%	*	17%	*	-	-	-	-	18%	*	20%	10%	18%	0%
At Masters Grade Level	2022	30%	21%	6%	*	7%	0%	-	-	-	-	0%	-	7%	0%	7%	9%
	2021	19%	12%	4%	*	2%	*	-	-	-	-	0%	*	5%	0%	4%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	82%	*	82%	100%	-	-	-	-	67%	-	84%	60%	86%	77%
	2021	62%	51%	45%	*	47%	*	-	-	-	-	33%	*	46%	40%	44%	0%
At Meets Grade Level or Above	2022	43%	33%	44%	*	42%	80%	-	-	-	-	44%	-	44%	40%	43%	36%
	2021	31%	18%	12%	*	13%	*	-	-	-	-	25%	*	15%	0%	12%	0%
At Masters Grade Level	2022	21%	13%	11%	*	11%	20%	-	-	-	-	0%	-	12%	0%	13%	5%
	2021	14%	6%	2%	*	2%	*	-	-	-	-	8%	*	2%	0%	2%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	81%	*	86%	57%	-	-	-	*	57%	*	86%	69%	79%	71%
	2021	63%	54%	59%	*	59%	67%	-	-	-	-	27%	*	58%	63%	58%	59%
At Meets Grade Level or Above	2022	54%	48%	41%	*	43%	29%	-	-	-	*	43%	*	48%	25%	42%	7%
	2021	36%	25%	27%	*	24%	50%	-	-	-	-	9%	*	27%	26%	27%	22%
At Masters Grade Level	2022	28%	21%	14%	*	10%	29%	-	-	-	*	0%	*	14%	13%	13%	7%
	2021	17%	8%	13%	*	11%	33%	-	-	-	-	0%	*	14%	11%	11%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	68%	*	70%	57%	-	-	-	*	47%	*	70%	65%	67%	60%
	2021	59%	50%	44%	*	43%	50%	-	-	-	-	27%	*	46%	37%	41%	50%
At Meets Grade Level or Above	2022	43%	35%	32%	*	34%	29%	-	-	-	*	33%	*	40%	12%	33%	0%
	2021	36%	21%	23%	*	23%	17%	-	-	-	-	18%	*	27%	11%	20%	28%
At Masters Grade Level	2022	23%	15%	12%	*	12%	14%	-	-	-	*	13%	*	16%	0%	11%	0%
	2021	21%	10%	9%	*	9%	17%	-	-	-	-	0%	*	12%	0%	8%	6%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	76%	71%	78%	67%	-	-	-	*	55%	67%	79%	65%	76%	68%
	2021	67%	61%	51%	50%	51%	50%	-	-	-	-	27%	29%	53%	44%	49%	46%
At Meets Grade Level or Above	2022	48%	43%	38%	14%	40%	33%	-	-	-	*	43%	33%	42%	23%	39%	18%
	2021	41%	33%	24%	38%	23%	33%	-	-	-	-	18%	14%	26%	17%	22%	21%
At Masters Grade Level	2022	23%	18%	11%	14%	10%	17%	-	-	-	*	4%	0%	12%	5%	11%	5%
	2021	18%	12%	9%	0%	8%	21%	-	-	-	-	2%	0%	10%	5%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	78%	*	80%	58%	-	-	-	*	57%	*	80%	67%	76%	67%
	2021	68%	61%	57%	*	57%	56%	-	-	-	-	23%	*	57%	59%	56%	50%
At Meets Grade Level or Above	2022	53%	45%	39%	*	42%	17%	-	-	-	*	48%	*	41%	29%	39%	14%
	2021	45%	35%	23%	*	22%	44%	-	-	-	-	14%	*	24%	21%	23%	18%
At Masters Grade Level	2022	25%	18%	10%	*	9%	17%	-	-	-	*	0%	*	10%	10%	10%	8%
	2021	18%	12%	9%	*	8%	33%	-	-	-	-	0%	*	10%	7%	8%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	75%	*	76%	75%	-	-	-	*	54%	*	78%	64%	77%	70%
	2021	66%	61%	44%	*	44%	44%	-	-	-	-	30%	*	46%	38%	42%	40%
At Meets Grade Level or Above	2022	42%	37%	38%	*	38%	50%	-	-	-	*	38%	*	42%	18%	38%	22%
	2021	37%	30%	19%	*	19%	11%	-	-	-	-	22%	*	22%	7%	17%	23%
At Masters Grade Level	2022	20%	16%	11%	*	11%	17%	-	-	-	*	8%	*	14%	0%	12%	3%
	2021	18%	11%	6%	*	6%	11%	-	-	-	-	4%	*	8%	0%	6%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	23%	*	25%	0%	-	-	-	-	33%	-	23%	20%	23%	18%
	2021	24%	12%	8%	*	9%	*	-	-	-	-	18%	*	10%	0%	8%	0%
Reading and Mathematics Including EOC	2022	36%	25%	23%	*	25%	0%	-	-	-	-	33%	-	23%	20%	23%	18%
	2021	24%	12%	8%	*	9%	*	-	-	-	-	18%	*	10%	0%	8%	0%
Reading Including EOC	2022	51%	42%	37%	*	42%	0%	-	-	-	-	56%	-	37%	40%	38%	18%
	2021	38%	27%	18%	*	17%	*	-	-	-	-	18%	*	20%	10%	18%	0%
Math Including EOC	2022	43%	33%	44%	*	42%	80%	-	-	-	-	44%	-	44%	40%	43%	36%
	2021	31%	18%	12%	*	13%	*	-	-	-	-	25%	*	15%	0%	12%	0%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	28%	*	29%	29%	-	-	-	*	36%	*	36%	6%	28%	0%
	2021	26%	13%	14%	*	13%	17%	-	-	-	-	9%	*	15%	11%	13%	16%
Reading and Mathematics Including EOC	2022	36%	27%	28%	*	29%	29%	-	-	-	*	36%	*	36%	6%	28%	0%
	2021	26%	13%	14%	*	13%	17%	-	-	-	-	9%	*	15%	11%	13%	16%
Reading Including EOC	2022	54%	48%	41%	*	43%	29%	-	-	-	*	43%	*	48%	25%	42%	7%
	2021	36%	25%	27%	*	24%	50%	-	-	-	-	9%	*	27%	26%	27%	22%
Math Including EOC	2022	43%	35%	32%	*	34%	29%	-	-	-	*	33%	*	40%	12%	33%	0%
	2021	36%	21%	23%	*	23%	17%	-	-	-	-	18%	*	27%	11%	20%	28%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	25%	*	27%	17%	-	-	-	*	35%	*	28%	10%	26%	11%
	2021	26%	15%	12%	*	11%	11%	-	-	-	-	14%	*	13%	7%	11%	13%
Reading and Mathematics Including EOC	2022	36%	27%	25%	*	27%	17%	-	-	-	*	35%	*	28%	10%	26%	11%
	2021	28%	17%	12%	*	11%	11%	-	-	-	-	14%	*	13%	7%	11%	13%
Reading Including EOC	2022	53%	45%	39%	*	42%	17%	-	-	-	*	48%	*	41%	29%	39%	14%
	2021	41%	30%	23%	*	22%	44%	-	-	-	-	14%	*	24%	21%	23%	18%
Math Including EOC	2022	43%	34%	38%	*	38%	50%	-	-	-	*	38%	*	42%	18%	38%	22%
	2021	37%	25%	19%	*	19%	11%	-	-	-	-	22%	*	22%	7%	17%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	91	*	89	100	-	-	-	*	91	*	94	86	91	100
	2019	61	66	71	-	68	90	-	-	-	*	77	*	72	67	72	67
Grade 4 Mathematics	2022	74	79	89	*	88	100	-	-	-	*	79	*	89	88	88	96
	2019	65	61	56	*	57	55	-	-	-	*	60	*	55	62	60	64
All Grades Both Subjects	2022	74	77	90	*	89	100	-	-	-	*	84	100	91	87	89	97
	2019	69	69	62	*	61	73	-	-	-	*	67	60	61	64	65	64
All Grades ELA/Reading	2022	78	80	91	*	89	100	-	-	-	*	91	*	94	86	91	100
	2019	68	68	71	-	68	90	-	-	-	*	77	*	72	67	72	67
All Grades Mathematics	2022	69	74	89	*	88	100	-	-	-	*	79	*	89	88	88	96
	2019	70	70	56	*	57	55	-	-	-	*	60	*	55	62	60	64

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	76%	70%	-	70%	-	-	-	-	-	-	-	58%	80%	68%	-
	2021	67%	61%	51%	44%	-	44%	-	-	-	-	-	-	-	56%	54%	46%	-
At Meets Grade Level or Above	2022	48%	43%	38%	21%	-	21%	-	-	-	-	-	-	-	0%	47%	18%	-
	2021	41%	33%	24%	18%	-	18%	-	-	-	-	-	-	-	33%	25%	21%	-
At Masters Grade Level	2022	23%	18%	11%	7%	-	7%	-	-	-	-	-	-	-	0%	13%	5%	-
	2021	18%	12%	9%	3%	-	3%	-	-	-	-	-	-	-	17%	10%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	78%	70%	-	70%	-	-	-	-	-	-	-	50%	82%	67%	-
	2021	68%	61%	57%	47%	-	47%	-	-	-	-	-	-	-	67%	60%	50%	-
At Meets Grade Level or Above	2022	53%	45%	39%	17%	-	17%	-	-	-	-	-	-	-	0%	50%	14%	-
	2021	45%	35%	23%	15%	-	15%	-	-	-	-	-	-	-	33%	26%	18%	-
At Masters Grade Level	2022	25%	18%	10%	10%	-	10%	-	-	-	-	-	-	-	0%	11%	8%	-
	2021	18%	12%	9%	3%	-	3%	-	-	-	-	-	-	-	17%	11%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	75%	71%	-	71%	-	-	-	-	-	-	-	67%	78%	70%	-
	2021	66%	61%	44%	38%	-	38%	-	-	-	-	-	-	-	50%	46%	40%	-
At Meets Grade Level or Above	2022	42%	37%	38%	26%	-	26%	-	-	-	-	-	-	-	0%	45%	22%	-
	2021	37%	30%	19%	21%	-	21%	-	-	-	-	-	-	-	33%	17%	23%	-
At Masters Grade Level	2022	20%	16%	11%	3%	-	3%	-	-	-	-	-	-	-	0%	15%	3%	-
	2021	18%	11%	6%	3%	-	3%	-	-	-	-	-	-	-	17%	7%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	90%	94%	-	94%	-	-	-	-	-	-	-	100%	88%	97%	-
	2019	69%	69%	62%	64%	-	64%	-	-	-	-	-	-	-	56%		63%	-
All Grades ELA/Reading	2022	78%	80%	91%	-	-	-	-	-	-	-	-	-	-	100%	90%	100%	-
	2019	68%	68%	71%	*	-	*	-	-	-	-	-	-	-	*		60%	-
All Grades Mathematics	2022	69%	74%	89%	94%	-	94%	-	-	-	-	-	-	-	100%	86%	96%	-
	2019	70%	70%	56%	63%	-	63%	-	-	-	-	-	-	-	*		63%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	88%	99%	100%	-	-	-	*	94%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	94%	88%	93%	100%	-	-	-	*	94%	100%	99%	77%	94%	91%
Not Included in Accountability: Mobile	5%	4%	5%	0%	5%	0%	-	-	-	*	0%	0%	0%	21%	4%	8%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	1%	13%	1%	0%	-	-	-	*	6%	0%	1%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	-	-	*	4%	0%	1%	0%	1%	0%
Other	0%	0%	0%	13%	0%	0%	-	-	-	*	2%	0%	0%	2%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	*	99%	100%	-	-	-	*	92%	*	99%	96%	98%	100%
Included in Accountability	92%	91%	93%	*	93%	100%	-	-	-	*	92%	*	98%	75%	93%	90%
Not Included in Accountability: Mobile	5%	4%	5%	*	5%	0%	-	-	-	*	0%	*	0%	21%	4%	8%
Not Included in Accountability: Other Exclusions	2%	3%	1%	*	1%	0%	-	-	-	*	0%	*	1%	0%	1%	3%
Not Tested	1%	2%	2%	*	1%	0%	-	-	-	*	8%	*	1%	4%	2%	0%
Absent	1%	2%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Other	0%	0%	1%	*	0%	0%	-	-	-	*	4%	*	0%	4%	1%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	100%	-	-	-	*	96%	*	99%	100%	99%	100%
Included in Accountability	93%	94%	95%	*	94%	100%	-	-	-	*	96%	*	99%	79%	95%	93%
Not Included in Accountability: Mobile	5%	4%	5%	*	5%	0%	-	-	-	*	0%	*	0%	21%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Absent	1%	1%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	*	99%	100%	-	-	-	*	96%	*	99%	100%	99%	100%
Included in Accountability	83%	86%	83%	*	85%	69%	-	-	-	*	81%	*	89%	66%	85%	75%
Not Included in Accountability: Mobile	3%	3%	14%	*	11%	31%	-	-	-	*	11%	*	9%	25%	11%	15%
Not Included in Accountability: Other Exclusions	3%	5%	3%	*	4%	0%	-	-	-	*	4%	*	1%	9%	4%	9%
Not Tested	11%	7%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Absent	2%	2%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Mathematics																
Assessment Participant	88%	95%	99%	*	99%	100%	-	-	-	*	96%	*	99%	100%	99%	100%
Included in Accountability	84%	89%	83%	*	85%	69%	-	-	-	*	82%	*	89%	66%	85%	75%
Not Included in Accountability: Mobile	4%	3%	13%	*	11%	31%	-	-	-	*	11%	*	9%	25%	11%	15%
Not Included in Accountability: Other Exclusions	0%	2%	3%	*	4%	0%	-	-	-	*	4%	*	1%	9%	3%	9%
Not Tested	12%	5%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	1%	0%
Absent	2%	2%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	1%	*	1%	0%	-	-	-	*	4%	*	1%	0%	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
2021-22 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													
2020-21	95.0%	93.9%	94.5%	84.7%	94.7%	94.9%	-	-	-	*	92.5%	94.4%	96.8%
2019-20	98.3%	98.1%	98.5%	*	98.7%	96.4%	-	-	-	*	98.3%	98.3%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.0%	33.3%	14.8%	22.2%	-	-	-	*	29.1%	16.0%	6.0%
2019-20	6.7%	8.8%	4.6%	*	2.4%	19.4%	-	-	-	*	4.2%	5.4%	1.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	377	100.0%	49,255	5,402,928	378	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	11	2.9%	0.3%	0.3%	12	3.2%	0.4%	0.4%
Pre-Kindergarten	51	13.5%	4.2%	4.1%	51	13.5%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	51	13.5%	4.2%	3.5%	51	13.5%	4.2%	3.5%
Kindergarten	60	15.9%	6.2%	6.8%	60	15.9%	6.2%	6.8%
Grade 1	69	18.3%	7.4%	7.1%	69	18.3%	7.4%	7.1%
Grade 2	56	14.9%	6.5%	7.1%	56	14.8%	6.5%	7.1%
Grade 3	65	17.2%	6.4%	7.1%	65	17.2%	6.4%	7.1%
Grade 4	65	17.2%	6.9%	7.1%	65	17.2%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	11	2.9%	8.1%	12.8%	11	2.9%	8.1%	12.8%
Hispanic	326	86.5%	82.8%	52.8%	327	86.5%	82.8%	52.7%
White	37	9.8%	5.2%	26.3%	37	9.8%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	3	0.8%	0.7%	2.9%
Sex:								
Female	172	45.6%	48.3%	48.9%	172	45.5%	48.3%	48.8%
Male	205	54.4%	51.7%	51.1%	206	54.5%	51.7%	51.2%
Economically Disadvantaged	344	91.2%	79.4%	60.7%	344	91.0%	79.4%	60.6%
Non-Educationally Disadvantaged	33	8.8%	20.6%	39.3%	34	9.0%	20.6%	39.4%
Section 504 Students	19	5.0%	5.8%	7.4%	19	5.0%	5.8%	7.4%
EB Students/EL	114	30.2%	32.6%	21.7%	114	30.2%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	17	4.5%	4.9%	5.0%	17	4.5%	4.8%	5.0%
Foster Care	3	0.8%	0.1%	0.3%	3	0.8%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	7	1.9%	3.4%	2.0%	7	1.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	377	100.0%	67.8%	64.3%	378	100.0%	67.7%	64.3%
Military Connected	1	0.3%	0.4%	3.3%	1	0.3%	0.4%	3.3%
At-Risk	248	65.8%	69.4%	53.5%	248	65.6%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	103	27.3%	30.5%	21.9%	103	27.2%	30.4%	21.8%
Gifted and Talented Education	16	4.2%	5.5%	8.0%	16	4.2%	5.5%	8.0%
Special Education	75	19.9%	12.4%	11.6%	76	20.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	30.7%	44.4%	43.0%				
Students with Physical Disabilities	23	30.7%	18.2%	20.8%				
Students with Autism	18	24.0%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	51	16.3%	14.7%	13.6%				
By Ethnicity:								
African American	1	0.3%	2.1%	2.5%				
Hispanic	40	12.8%	11.1%	6.6%				
White	9	2.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	9.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	12	12.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	44	15.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	66	21.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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	0.0%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	6.3%	11.5%	2.9%	7.7%	9.7%	4.2%
Grade 2	3.1%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	2.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.0	17.0	18.7
Grade 1	15.3	18.2	18.7
Grade 2	13.0	16.7	18.6
Grade 3	17.7	15.8	18.7
Grade 4	15.4	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	60.8	100.0%	100.0%	100.0%
Professional Staff:	42.2	69.3%	59.0%	64.1%
Teachers	33.3	54.7%	45.5%	49.3%
Professional Support	6.9	11.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	2.9%
Educational Aides:	18.7	30.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	33.5	55.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	3.0%	10.3%	11.2%
Hispanic	11.0	33.1%	39.2%	28.9%
White	19.3	57.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	6.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.1	9.5%	25.0%	24.1%
Females	30.1	90.5%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	27.2	81.6%	75.8%	72.6%
Masters	6.1	18.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.0%	7.9%	7.9%
1-5 Years Experience	10.0	30.1%	27.4%	26.7%
6-10 Years Experience	9.1	27.3%	24.2%	20.6%
11-20 Years Experience	7.0	21.1%	28.7%	28.6%
21-30 Years Experience	4.2	12.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	3.0%	1.6%	2.9%
Number of Students per Teacher	11.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.3
Average Years Experience of Principals with District	12.0	7.7	5.4
Average Years Experience of Assistant Principals	25.0	7.4	5.5
Average Years Experience of Assistant Principals with District	25.0	7.1	4.8
Average Years Experience of Teachers:	11.6	10.4	11.1
Average Years Experience of Teachers with District:	10.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$59,010	\$58,997	\$54,577
6-10 Years Experience	\$61,712	\$61,821	\$57,746
11-20 Years Experience	\$63,042	\$63,221	\$61,377
21-30 Years Experience	\$63,712	\$65,542	\$65,949
Over 30 Years Experience	\$74,549	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,570	\$61,600	\$58,887
Professional Support	\$68,010	\$76,167	\$69,505
Campus Administration (School Leadership)	\$110,101	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	7.7	23.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	18.3	54.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.3	21.9%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: STUCHBERY EL

Campus Number: 101917123

2022 Accountability Rating: Not Rated: Senate Bill 1365

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	83%	85%	79%	100%	-	86%	*	*	67%	*	82%	90%	80%	79%
	2021	67%	59%	54%	44%	50%	70%	-	89%	-	*	23%	*	52%	63%	53%	46%
At Meets Grade Level or Above	2022	51%	42%	51%	40%	51%	100%	-	43%	*	*	33%	*	51%	50%	49%	50%
	2021	39%	27%	23%	17%	20%	20%	-	56%	-	*	0%	*	23%	21%	21%	27%
At Masters Grade Level	2022	30%	21%	33%	15%	33%	100%	-	43%	*	*	0%	*	32%	40%	29%	38%
	2021	19%	12%	9%	6%	9%	10%	-	11%	-	*	0%	*	10%	5%	6%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	82%	60%	84%	100%	-	100%	*	*	67%	*	81%	90%	78%	91%
	2021	62%	51%	45%	22%	48%	33%	-	89%	-	*	15%	*	44%	47%	44%	46%
At Meets Grade Level or Above	2022	43%	33%	43%	25%	42%	80%	-	71%	*	*	22%	*	43%	40%	39%	62%
	2021	31%	18%	16%	6%	13%	11%	-	67%	-	*	0%	*	19%	5%	14%	27%
At Masters Grade Level	2022	21%	13%	26%	10%	28%	40%	-	43%	*	*	11%	*	27%	10%	22%	50%
	2021	14%	6%	5%	0%	4%	0%	-	33%	-	*	0%	*	7%	0%	4%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	60%	58%	60%	71%	-	71%	-	*	14%	*	58%	63%	59%	62%
	2021	63%	54%	54%	35%	54%	100%	-	88%	-	*	38%	*	55%	52%	52%	65%
At Meets Grade Level or Above	2022	54%	48%	39%	35%	39%	57%	-	43%	-	*	5%	*	38%	40%	34%	31%
	2021	36%	25%	28%	19%	23%	57%	-	75%	-	*	15%	*	27%	31%	27%	35%
At Masters Grade Level	2022	28%	21%	13%	12%	12%	14%	-	29%	-	*	0%	*	15%	9%	11%	12%
	2021	17%	8%	9%	4%	11%	0%	-	25%	-	*	0%	*	8%	10%	10%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	44%	31%	45%	57%	-	86%	-	*	9%	*	47%	37%	41%	54%
	2021	59%	50%	49%	38%	46%	86%	-	88%	-	*	15%	*	51%	45%	51%	69%
At Meets Grade Level or Above	2022	43%	35%	13%	4%	10%	29%	-	57%	-	*	0%	*	16%	6%	11%	19%
	2021	36%	21%	18%	8%	12%	29%	-	88%	-	*	0%	*	18%	17%	19%	38%
At Masters Grade Level	2022	23%	15%	4%	4%	3%	0%	-	14%	-	*	0%	*	5%	0%	5%	4%
	2021	21%	10%	9%	4%	5%	29%	-	38%	-	*	0%	*	7%	14%	8%	12%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	66%	57%	66%	79%	-	86%	*	67%	27%	100%	68%	59%	63%	73%
	2021	67%	61%	51%	39%	50%	70%	-	86%	-	0%	25%	80%	50%	54%	50%	60%
At Meets Grade Level or Above	2022	48%	43%	35%	25%	35%	63%	-	54%	*	42%	10%	63%	38%	28%	33%	43%
	2021	41%	33%	21%	13%	17%	30%	-	69%	-	0%	3%	0%	21%	23%	20%	30%
At Masters Grade Level	2022	23%	18%	18%	10%	18%	33%	-	32%	*	17%	2%	0%	21%	9%	16%	28%
	2021	18%	12%	7%	4%	6%	13%	-	24%	-	0%	0%	0%	7%	9%	7%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	70%	70%	69%	83%	-	79%	*	67%	29%	*	71%	69%	69%	72%
	2021	68%	61%	54%	39%	52%	82%	-	88%	-	*	31%	*	53%	56%	52%	56%
At Meets Grade Level or Above	2022	53%	45%	44%	37%	44%	75%	-	43%	*	50%	13%	*	45%	42%	41%	42%
	2021	45%	35%	26%	18%	22%	35%	-	65%	-	*	8%	*	25%	27%	24%	31%
At Masters Grade Level	2022	25%	18%	22%	13%	22%	50%	-	36%	*	17%	0%	*	24%	16%	20%	27%
	2021	18%	12%	9%	5%	10%	6%	-	18%	-	*	0%	*	9%	8%	8%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	62%	43%	63%	75%	-	93%	*	67%	26%	*	65%	49%	58%	75%
	2021	66%	61%	47%	32%	47%	56%	-	88%	-	*	15%	*	48%	46%	48%	58%
At Meets Grade Level or Above	2022	42%	37%	27%	13%	25%	50%	-	64%	*	33%	6%	*	30%	13%	24%	43%
	2021	37%	30%	17%	7%	13%	19%	-	76%	-	*	0%	*	19%	13%	17%	33%
At Masters Grade Level	2022	20%	16%	14%	7%	15%	17%	-	29%	*	17%	3%	*	17%	2%	13%	30%
	2021	18%	11%	7%	2%	5%	13%	-	35%	-	*	0%	*	7%	8%	6%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	34%	20%	33%	80%	-	50%	*	*	22%	*	35%	30%	32%	45%
	2021	24%	12%	10%	0%	7%	11%	-	44%	-	*	0%	*	13%	0%	6%	15%
Reading and Mathematics Including EOC	2022	36%	25%	34%	20%	33%	80%	-	50%	*	*	22%	*	35%	30%	32%	45%
	2021	24%	12%	10%	0%	7%	11%	-	44%	-	*	0%	*	13%	0%	6%	15%
Reading Including EOC	2022	51%	42%	52%	40%	51%	100%	-	50%	*	*	33%	*	52%	50%	49%	52%
	2021	38%	27%	22%	17%	20%	20%	-	44%	-	*	0%	*	23%	16%	21%	23%
Math Including EOC	2022	43%	33%	42%	25%	42%	80%	-	67%	*	*	22%	*	42%	40%	39%	61%
	2021	31%	18%	16%	6%	13%	11%	-	67%	-	*	0%	*	19%	5%	14%	27%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	9%	4%	8%	29%	-	29%	-	*	0%	*	12%	3%	8%	12%
	2021	26%	13%	14%	8%	7%	29%	-	75%	-	*	0%	*	14%	14%	14%	31%
Reading and Mathematics Including EOC	2022	36%	27%	9%	4%	8%	29%	-	29%	-	*	0%	*	12%	3%	8%	12%
	2021	26%	13%	14%	8%	7%	29%	-	75%	-	*	0%	*	14%	14%	14%	31%
Reading Including EOC	2022	54%	48%	38%	35%	38%	57%	-	43%	-	*	5%	*	38%	39%	34%	32%
	2021	36%	25%	28%	19%	23%	57%	-	75%	-	*	15%	*	27%	31%	27%	35%
Math Including EOC	2022	43%	35%	12%	4%	9%	29%	-	57%	-	*	0%	*	16%	3%	11%	20%
	2021	36%	21%	18%	8%	12%	29%	-	88%	-	*	0%	*	18%	17%	19%	38%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	21%	11%	20%	50%	-	38%	*	33%	6%	*	24%	9%	19%	31%
	2021	26%	15%	12%	5%	7%	19%	-	59%	-	*	0%	*	13%	8%	11%	23%
Reading and Mathematics Including EOC	2022	36%	27%	21%	11%	20%	50%	-	38%	*	33%	6%	*	24%	9%	19%	31%
	2021	28%	17%	12%	5%	7%	19%	-	59%	-	*	0%	*	13%	8%	11%	23%
Reading Including EOC	2022	53%	45%	45%	37%	44%	75%	-	46%	*	50%	13%	*	45%	42%	41%	43%
	2021	41%	30%	25%	18%	22%	35%	-	59%	-	*	8%	*	25%	25%	24%	29%
Math Including EOC	2022	43%	34%	26%	13%	25%	50%	-	62%	*	33%	6%	*	30%	12%	25%	43%
	2021	37%	25%	17%	7%	13%	19%	-	76%	-	*	0%	*	19%	13%	17%	33%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	63	59	63	71	-	79	-	*	28	*	62	65	63	75
	2019	61	66	62	56	61	68	-	83	-	*	55	*	59	70	59	63
Grade 4 Mathematics	2022	74	79	54	46	58	64	-	50	-	*	33	*	54	56	56	78
	2019	65	61	47	52	42	50	-	72	-	*	82	*	48	44	45	41
All Grades Both Subjects	2022	74	77	58	52	60	68	-	64	-	*	30	*	57	60	59	77
	2019	69	69	55	54	51	59	-	78	-	*	68	*	54	57	52	52
All Grades ELA/Reading	2022	78	80	63	59	63	71	-	79	-	*	28	*	62	65	63	75
	2019	68	68	62	56	61	68	-	83	-	*	55	*	59	70	59	63
All Grades Mathematics	2022	69	74	54	46	58	64	-	50	-	*	33	*	54	56	56	78
	2019	70	70	47	52	42	50	-	72	-	*	82	*	48	44	45	41

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	66%	70%	-	70%	-	-	-	88%	-	88%	-	75%	63%	73%	*
	2021	67%	61%	51%	48%	-	48%	-	-	-	85%	-	85%	-	56%	48%	60%	-
At Meets Grade Level or Above	2022	48%	43%	35%	42%	-	42%	-	-	-	54%	-	54%	-	42%	33%	42%	*
	2021	41%	33%	21%	15%	-	15%	-	-	-	67%	-	67%	-	17%	18%	30%	-
At Masters Grade Level	2022	23%	18%	18%	32%	-	32%	-	-	-	33%	-	33%	-	17%	14%	29%	*
	2021	18%	12%	7%	4%	-	4%	-	-	-	21%	-	21%	-	11%	7%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	70%	68%	-	68%	-	-	-	83%	-	83%	-	67%	70%	71%	*
	2021	68%	61%	54%	40%	-	40%	-	-	-	88%	-	88%	-	50%	54%	56%	-
At Meets Grade Level or Above	2022	53%	45%	44%	39%	-	39%	-	-	-	42%	-	42%	-	67%	45%	41%	*
	2021	45%	35%	26%	17%	-	17%	-	-	-	63%	-	63%	-	17%	24%	31%	-
At Masters Grade Level	2022	25%	18%	22%	29%	-	29%	-	-	-	33%	-	33%	-	17%	20%	27%	*
	2021	18%	12%	9%	10%	-	10%	-	-	-	13%	-	13%	-	0%	9%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	62%	71%	-	71%	-	-	-	92%	-	92%	-	83%	56%	75%	*
	2021	66%	61%	47%	40%	-	40%	-	-	-	88%	-	88%	-	67%	43%	58%	-
At Meets Grade Level or Above	2022	42%	37%	27%	45%	-	45%	-	-	-	67%	-	67%	-	17%	20%	44%	*
	2021	37%	30%	17%	13%	-	13%	-	-	-	75%	-	75%	-	17%	12%	33%	-
At Masters Grade Level	2022	20%	16%	14%	34%	-	34%	-	-	-	33%	-	33%	-	17%	7%	31%	*
	2021	18%	11%	7%	0%	-	0%	-	-	-	31%	-	31%	-	17%	6%	12%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	58%	89%	-	89%	-	-	-	64%	-	64%	-	90%	53%	77%	-
	2019	69%	69%	55%	38%	-	38%	-	-	-	79%	-	79%	-	61%		52%	
All Grades ELA/Reading	2022	78%	80%	63%	-	-	-	-	-	-	79%	-	79%	-	*	61%	75%	-
	2019	68%	68%	62%	58%	-	58%	-	-	-	79%	-	79%	-	57%		62%	
All Grades Mathematics	2022	69%	74%	54%	89%	-	89%	-	-	-	50%	-	50%	-	*	46%	78%	-
	2019	70%	70%	47%	18%	-	18%	-	-	-	79%	-	79%	-	64%		41%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	92%	94%	92%	-	100%	*	100%	97%	100%	95%	90%	94%	97%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	8%	-	0%	*	0%	3%	0%	5%	8%	6%	2%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	92%	94%	92%	-	100%	*	100%	97%	*	95%	90%	94%	97%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	8%	-	0%	*	0%	3%	*	5%	8%	6%	2%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	1%	0%	-	0%	*	0%	0%	*	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	92%	94%	92%	-	100%	*	100%	97%	*	95%	90%	94%	97%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	8%	-	0%	*	0%	3%	*	5%	8%	6%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	*	0%	0%	*	0%	2%	0%	2%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	94%	96%	91%	100%	-	100%	-	*	86%	*	93%	97%	94%	100%
Included in Accountability	83%	86%	83%	86%	79%	89%	-	100%	-	*	74%	*	87%	73%	82%	80%
Not Included in Accountability: Mobile	3%	3%	6%	10%	4%	11%	-	0%	-	*	6%	*	2%	14%	6%	2%
Not Included in Accountability: Other Exclusions	3%	5%	5%	0%	9%	0%	-	0%	-	*	6%	*	3%	11%	6%	18%
Not Tested	11%	7%	6%	4%	9%	0%	-	0%	-	*	14%	*	7%	3%	6%	0%
Absent	2%	2%	0%	0%	1%	0%	-	0%	-	*	3%	*	1%	0%	1%	0%
Other	10%	4%	6%	4%	8%	0%	-	0%	-	*	11%	*	7%	3%	6%	0%
Mathematics																
Assessment Participant	88%	95%	93%	96%	90%	95%	-	100%	-	*	89%	*	91%	97%	92%	95%
Included in Accountability	84%	89%	83%	86%	79%	84%	-	100%	-	*	74%	*	87%	73%	81%	80%
Not Included in Accountability: Mobile	4%	3%	6%	10%	6%	11%	-	0%	-	*	9%	*	4%	14%	7%	3%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	6%	0%	-	0%	-	*	6%	*	1%	11%	4%	12%
Not Tested	12%	5%	7%	4%	10%	5%	-	0%	-	*	11%	*	9%	3%	8%	5%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	7%	4%	10%	5%	-	0%	-	*	11%	*	9%	3%	8%	5%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	96.0%	94.2%	96.3%	96.4%	*	98.6%	*	97.6%	94.6%	96.0%	98.1%
2019-20	98.3%	98.1%	99.1%	98.7%	99.2%	98.7%	-	99.6%	*	*	98.9%	99.0%	99.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.4%	19.7%	10.3%	14.6%	*	6.3%	*	0.0%	18.6%	11.8%	2.3%
2019-20	6.7%	8.8%	2.6%	3.7%	1.6%	8.6%	-	2.5%	*	0.0%	3.2%	2.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	620	100.0%	49,255	5,402,928	620	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	6	1.0%	0.3%	0.3%	6	1.0%	0.4%	0.4%
Pre-Kindergarten	55	8.9%	4.2%	4.1%	55	8.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	55	8.9%	4.2%	3.5%	55	8.9%	4.2%	3.5%
Kindergarten	91	14.7%	6.2%	6.8%	91	14.7%	6.2%	6.8%
Grade 1	136	21.9%	7.4%	7.1%	136	21.9%	7.4%	7.1%
Grade 2	115	18.5%	6.5%	7.1%	115	18.5%	6.5%	7.1%
Grade 3	102	16.5%	6.4%	7.1%	102	16.5%	6.4%	7.1%
Grade 4	115	18.5%	6.9%	7.1%	115	18.5%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	152	24.5%	8.1%	12.8%	152	24.5%	8.1%	12.8%
Hispanic	377	60.8%	82.8%	52.8%	377	60.8%	82.8%	52.7%
White	51	8.2%	5.2%	26.3%	51	8.2%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	30	4.8%	3.0%	4.8%	30	4.8%	3.0%	4.8%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	7	1.1%	0.7%	2.9%	7	1.1%	0.7%	2.9%
Sex:								
Female	302	48.7%	48.3%	48.9%	302	48.7%	48.3%	48.8%
Male	318	51.3%	51.7%	51.1%	318	51.3%	51.7%	51.2%
Economically Disadvantaged	484	78.1%	79.4%	60.7%	484	78.1%	79.4%	60.6%
Non-Educationally Disadvantaged	136	21.9%	20.6%	39.3%	136	21.9%	20.6%	39.4%
Section 504 Students	11	1.8%	5.8%	7.4%	11	1.8%	5.8%	7.4%
EB Students/EL	170	27.4%	32.6%	21.7%	170	27.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	10	1.6%	4.9%	5.0%	10	1.6%	4.8%	5.0%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	19	3.1%	3.4%	2.0%	19	3.1%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	620	100.0%	67.8%	64.3%	620	100.0%	67.7%	64.3%
Military Connected	7	1.1%	0.4%	3.3%	7	1.1%	0.4%	3.3%
At-Risk	392	63.2%	69.4%	53.5%	392	63.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	153	24.7%	30.5%	21.9%	153	24.7%	30.4%	21.8%
Gifted and Talented Education	48	7.7%	5.5%	8.0%	48	7.7%	5.5%	8.0%
Special Education	85	13.7%	12.4%	11.6%	85	13.7%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability								
Students with Intellectual Disabilities	31	36.5%	44.4%	43.0%				
Students with Physical Disabilities	21	24.7%	18.2%	20.8%				
Students with Autism	19	22.4%	21.3%	14.7%				
Students with Behavioral Disabilities	8	9.4%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	6	7.1%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	83	16.8%	14.7%	13.6%				
By Ethnicity:								
African American	32	6.5%	2.1%	2.5%				
Hispanic	39	7.9%	11.1%	6.6%				
White	6	1.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	4	0.8%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	12	20.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	8.2%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	71	17.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	100	19.8%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	7.3%	11.5%	2.9%	10.0%	9.7%	4.2%
Grade 2	5.9%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	5.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	17.0	18.7
Grade 1	18.0	18.2	18.7
Grade 2	17.4	16.7	18.6
Grade 3	15.0	15.8	18.7
Grade 4	18.4	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	76.2	100.0%	100.0%	100.0%
Professional Staff:	58.3	76.6%	59.0%	64.1%
Teachers	51.1	67.0%	45.5%	49.3%
Professional Support	5.3	6.9%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	2.9%
Educational Aides:	17.8	23.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	43.0	56.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	11.8%	10.3%	11.2%
Hispanic	19.0	37.2%	39.2%	28.9%
White	26.0	51.0%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	8.1	15.9%	25.0%	24.1%
Females	43.0	84.1%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	38.1	74.6%	75.8%	72.6%
Masters	13.0	25.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.8%	7.9%	7.9%
1-5 Years Experience	7.0	13.6%	27.4%	26.7%
6-10 Years Experience	16.0	31.3%	24.2%	20.6%
11-20 Years Experience	17.1	33.4%	28.7%	28.6%
21-30 Years Experience	7.0	13.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.1%	1.6%	2.9%
Number of Students per Teacher	12.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.0	6.3
Average Years Experience of Principals with District	5.0	7.7	5.4
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:	11.4	10.4	11.1
Average Years Experience of Teachers with District:	9.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,065	\$56,914	\$51,054
1-5 Years Experience	\$58,963	\$58,997	\$54,577
6-10 Years Experience	\$60,939	\$61,821	\$57,746
11-20 Years Experience	\$62,771	\$63,221	\$61,377
21-30 Years Experience	\$67,741	\$65,542	\$65,949
Over 30 Years Experience	\$74,382	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,999	\$61,600	\$58,887
Professional Support	\$74,307	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,311	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	11.2	21.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	35.9	70.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.0	7.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: ATKINSON EL

Campus Number: 101917124

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	79%	-	74%	*	-	100%	-	*	73%	-	83%	40%	71%	67%
	2021	67%	59%	60%	50%	60%	*	-	78%	-	*	31%	*	62%	50%	56%	52%
At Meets Grade Level or Above	2022	51%	42%	54%	-	50%	*	-	67%	-	*	55%	-	56%	40%	44%	52%
	2021	39%	27%	29%	17%	29%	*	-	33%	-	*	8%	*	27%	40%	29%	36%
At Masters Grade Level	2022	30%	21%	32%	-	30%	*	-	33%	-	*	18%	-	33%	20%	29%	33%
	2021	19%	12%	10%	0%	9%	*	-	11%	-	*	0%	*	8%	20%	8%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	67%	-	61%	*	-	83%	-	*	64%	-	69%	40%	59%	62%
	2021	62%	51%	52%	67%	51%	*	-	56%	-	*	23%	*	53%	40%	48%	48%
At Meets Grade Level or Above	2022	43%	33%	44%	-	37%	*	-	67%	-	*	55%	-	44%	40%	37%	38%
	2021	31%	18%	18%	17%	14%	*	-	44%	-	*	8%	*	18%	20%	15%	21%
At Masters Grade Level	2022	21%	13%	16%	-	11%	*	-	17%	-	*	9%	-	13%	40%	12%	14%
	2021	14%	6%	6%	0%	5%	*	-	22%	-	*	0%	*	7%	0%	5%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	84%	100%	80%	*	-	100%	-	*	50%	*	88%	67%	83%	71%
	2021	63%	54%	63%	*	59%	*	-	100%	-	-	11%	*	63%	*	57%	48%
At Meets Grade Level or Above	2022	54%	48%	56%	57%	55%	*	-	80%	-	*	21%	*	58%	44%	55%	45%
	2021	36%	25%	24%	*	22%	*	-	50%	-	-	0%	*	23%	*	18%	14%
At Masters Grade Level	2022	28%	21%	34%	29%	35%	*	-	40%	-	*	7%	*	35%	28%	29%	21%
	2021	17%	8%	10%	*	11%	*	-	17%	-	-	0%	*	9%	*	7%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	75%	71%	72%	*	-	100%	-	*	29%	*	77%	67%	73%	68%
	2021	59%	50%	47%	*	41%	*	-	83%	-	-	0%	*	45%	*	39%	28%
At Meets Grade Level or Above	2022	43%	35%	45%	43%	43%	*	-	80%	-	*	7%	*	51%	22%	40%	42%
	2021	36%	21%	15%	*	13%	*	-	33%	-	-	0%	*	16%	*	7%	3%
At Masters Grade Level	2022	23%	15%	25%	14%	24%	*	-	50%	-	*	0%	*	27%	17%	24%	26%
	2021	21%	10%	7%	*	7%	*	-	17%	-	-	0%	*	8%	*	4%	0%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	77%	86%	73%	90%	-	97%	-	100%	52%	17%	80%	61%	73%	68%
	2021	67%	61%	54%	58%	51%	43%	-	75%	-	*	15%	25%	54%	53%	49%	42%
At Meets Grade Level or Above	2022	48%	43%	50%	50%	47%	60%	-	75%	-	33%	32%	0%	53%	35%	45%	44%
	2021	41%	33%	20%	13%	18%	7%	-	39%	-	*	4%	0%	20%	25%	15%	16%
At Masters Grade Level	2022	23%	18%	27%	21%	26%	30%	-	38%	-	33%	8%	0%	28%	24%	25%	24%
	2021	18%	12%	7%	0%	7%	0%	-	17%	-	*	0%	0%	7%	9%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	82%	100%	78%	100%	-	100%	-	*	60%	*	86%	61%	78%	69%
	2021	68%	61%	62%	60%	60%	40%	-	87%	-	*	23%	*	62%	57%	57%	50%
At Meets Grade Level or Above	2022	53%	45%	55%	57%	53%	60%	-	75%	-	*	36%	*	57%	43%	51%	47%
	2021	45%	35%	26%	10%	26%	20%	-	40%	-	*	5%	*	26%	36%	24%	26%
At Masters Grade Level	2022	25%	18%	33%	29%	33%	20%	-	38%	-	*	12%	*	34%	26%	29%	25%
	2021	18%	12%	10%	0%	10%	0%	-	13%	-	*	0%	*	9%	21%	8%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	72%	71%	68%	80%	-	94%	-	*	44%	*	74%	61%	68%	66%
	2021	66%	61%	50%	70%	46%	40%	-	67%	-	*	14%	*	50%	50%	44%	39%
At Meets Grade Level or Above	2022	42%	37%	45%	43%	40%	60%	-	75%	-	*	28%	*	48%	26%	39%	41%
	2021	37%	30%	17%	20%	13%	0%	-	40%	-	*	5%	*	17%	14%	11%	13%
At Masters Grade Level	2022	20%	16%	22%	14%	19%	40%	-	38%	-	*	4%	*	22%	22%	20%	22%
	2021	18%	11%	7%	0%	6%	0%	-	20%	-	*	0%	*	7%	0%	4%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	39%	-	30%	*	-	67%	-	*	55%	-	38%	40%	29%	33%
	2021	24%	12%	13%	17%	9%	*	-	33%	-	*	8%	*	12%	20%	11%	18%
Reading and Mathematics Including EOC	2022	36%	25%	39%	-	30%	*	-	67%	-	*	55%	-	38%	40%	29%	33%
	2021	24%	12%	13%	17%	9%	*	-	33%	-	*	8%	*	12%	20%	11%	18%
Reading Including EOC	2022	51%	42%	54%	-	50%	*	-	67%	-	*	55%	-	56%	40%	44%	52%
	2021	38%	27%	28%	17%	28%	*	-	33%	-	*	8%	*	27%	30%	27%	33%
Math Including EOC	2022	43%	33%	44%	-	37%	*	-	67%	-	*	55%	-	44%	40%	37%	38%
	2021	31%	18%	18%	17%	14%	*	-	44%	-	*	8%	*	18%	20%	15%	21%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	38%	43%	36%	*	-	60%	-	*	7%	*	42%	22%	35%	34%
	2021	26%	13%	12%	*	11%	*	-	33%	-	-	0%	*	13%	*	5%	3%
Reading and Mathematics Including EOC	2022	36%	27%	38%	43%	36%	*	-	60%	-	*	7%	*	42%	22%	35%	34%
	2021	26%	13%	12%	*	11%	*	-	33%	-	-	0%	*	13%	*	5%	3%
Reading Including EOC	2022	54%	48%	56%	57%	55%	*	-	80%	-	*	21%	*	58%	44%	55%	45%
	2021	36%	25%	24%	*	22%	*	-	50%	-	-	0%	*	23%	*	18%	14%
Math Including EOC	2022	43%	35%	45%	43%	43%	*	-	80%	-	*	7%	*	51%	22%	40%	42%
	2021	36%	21%	15%	*	13%	*	-	33%	-	-	0%	*	16%	*	7%	3%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	38%	43%	34%	60%	-	63%	-	*	28%	*	40%	26%	33%	34%
	2021	26%	15%	13%	10%	10%	0%	-	33%	-	*	5%	*	12%	14%	8%	11%
Reading and Mathematics Including EOC	2022	36%	27%	38%	43%	34%	60%	-	63%	-	*	28%	*	40%	26%	33%	34%
	2021	28%	17%	13%	10%	10%	0%	-	33%	-	*	5%	*	12%	14%	8%	11%
Reading Including EOC	2022	53%	45%	55%	57%	53%	60%	-	75%	-	*	36%	*	57%	43%	51%	47%
	2021	41%	30%	26%	10%	25%	20%	-	40%	-	*	5%	*	26%	29%	23%	24%
Math Including EOC	2022	43%	34%	45%	43%	40%	60%	-	75%	-	*	28%	*	48%	26%	39%	41%
	2021	37%	25%	17%	20%	13%	0%	-	40%	-	*	5%	*	17%	14%	11%	13%

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

Texas Education Agency
2021-22 Progress (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	93	92	92	*	-	100	-	*	83	*	93	93	92	94
	2019	61	66	74	67	75	75	-	77	-	*	72	-	73	79	71	69
Grade 4 Mathematics	2022	74	79	91	100	90	*	-	95	-	*	79	*	94	81	89	90
	2019	65	61	84	83	82	88	-	91	-	*	70	-	84	81	81	80
All Grades Both Subjects	2022	74	77	92	96	91	*	-	98	-	*	81	*	93	87	90	92
	2019	69	69	79	75	79	81	-	84	-	*	71	-	79	80	76	75
All Grades ELA/Reading	2022	78	80	93	92	92	*	-	100	-	*	83	*	93	93	92	94
	2019	68	68	74	67	75	75	-	77	-	*	72	-	73	79	71	69
All Grades Mathematics	2022	69	74	91	100	90	*	-	95	-	*	79	*	94	81	89	90
	2019	70	70	84	83	82	88	-	91	-	*	70	-	84	81	81	80

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	77%	60%	-	60%	-	-	-	100%	-	100%	-	50%	83%	68%	-
	2021	67%	61%	54%	36%	-	36%	-	-	-	59%	-	59%	-	57%	62%	42%	-
At Meets Grade Level or Above	2022	48%	43%	50%	34%	-	34%	-	-	-	83%	-	83%	-	25%	54%	44%	-
	2021	41%	33%	20%	13%	-	13%	-	-	-	25%	-	25%	-	29%	23%	16%	-
At Masters Grade Level	2022	23%	18%	27%	20%	-	20%	-	-	-	46%	-	46%	-	8%	30%	24%	-
	2021	18%	12%	7%	4%	-	4%	-	-	-	9%	-	9%	-	0%	9%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	82%	63%	-	63%	-	-	-	100%	-	100%	-	50%	90%	69%	-
	2021	68%	61%	62%	41%	-	41%	-	-	-	69%	-	69%	-	*	70%	50%	-
At Meets Grade Level or Above	2022	53%	45%	55%	38%	-	38%	-	-	-	83%	-	83%	-	33%	60%	47%	-
	2021	45%	35%	26%	24%	-	24%	-	-	-	31%	-	31%	-	*	27%	26%	-
At Masters Grade Level	2022	25%	18%	33%	25%	-	25%	-	-	-	42%	-	42%	-	0%	38%	25%	-
	2021	18%	12%	10%	9%	-	9%	-	-	-	8%	-	8%	-	*	11%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	72%	58%	-	58%	-	-	-	100%	-	100%	-	50%	75%	66%	-
	2021	66%	61%	50%	33%	-	33%	-	-	-	62%	-	62%	-	*	57%	39%	-
At Meets Grade Level or Above	2022	42%	37%	45%	30%	-	30%	-	-	-	83%	-	83%	-	17%	47%	41%	-
	2021	37%	30%	17%	7%	-	7%	-	-	-	31%	-	31%	-	*	19%	13%	-
At Masters Grade Level	2022	20%	16%	22%	15%	-	15%	-	-	-	50%	-	50%	-	17%	22%	22%	-
	2021	18%	11%	7%	2%	-	2%	-	-	-	15%	-	15%	-	*	8%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	92%	89%	-	89%	-	-	-	97%	-	97%	-	*	93%	92%	-
	2019	69%	69%	79%	65%	-	65%	-	-	-	84%	-	84%	-	*		74%	-
All Grades ELA/Reading	2022	78%	80%	93%	91%	-	91%	-	-	-	100%	-	100%	-	*	93%	94%	-
	2019	68%	68%	74%	71%	-	71%	-	-	-	68%	-	68%	-	*		71%	-
All Grades Mathematics	2022	69%	74%	91%	88%	-	88%	-	-	-	94%	-	94%	-	*	92%	90%	-
	2019	70%	70%	84%	61%	-	61%	-	-	-	100%	-	100%	-	*		77%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	70%	93%	83%	-	94%	-	100%	100%	100%	97%	71%	93%	96%
Not Included in Accountability: Mobile	5%	4%	8%	30%	6%	17%	-	6%	-	0%	0%	0%	3%	28%	7%	3%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	70%	93%	83%	-	94%	-	*	100%	*	97%	70%	93%	95%
Not Included in Accountability: Mobile	5%	4%	8%	30%	6%	17%	-	6%	-	*	0%	*	3%	27%	7%	3%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	0%	-	*	0%	*	0%	3%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	92%	70%	94%	83%	-	94%	-	*	100%	*	97%	72%	93%	97%
Not Included in Accountability: Mobile	5%	4%	8%	30%	6%	17%	-	6%	-	*	0%	*	3%	28%	7%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	-	94%	-	*	96%	*	99%	100%	98%	99%
Included in Accountability	83%	86%	90%	83%	92%	100%	-	83%	-	*	92%	*	94%	64%	92%	87%
Not Included in Accountability: Mobile	3%	3%	5%	17%	5%	0%	-	0%	-	*	0%	*	3%	18%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	2%	0%	-	11%	-	*	4%	*	1%	18%	2%	7%
Not Tested	11%	7%	1%	0%	1%	0%	-	6%	-	*	4%	*	1%	0%	2%	1%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	-	6%	-	*	4%	*	1%	0%	2%	1%
Mathematics																
Assessment Participant	88%	95%	99%	100%	100%	100%	-	94%	-	*	96%	*	99%	100%	99%	100%
Included in Accountability	84%	89%	92%	83%	93%	100%	-	83%	-	*	92%	*	96%	64%	93%	90%
Not Included in Accountability: Mobile	4%	3%	5%	17%	5%	0%	-	0%	-	*	0%	*	3%	18%	4%	4%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	0%	-	11%	-	*	4%	*	0%	18%	2%	6%
Not Tested	12%	5%	1%	0%	0%	0%	-	6%	-	*	4%	*	1%	0%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	1%	0%	0%	0%	-	6%	-	*	4%	*	1%	0%	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
2021-22 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													
2020-21	95.0%	93.9%	96.2%	96.4%	95.8%	96.5%	-	98.3%	-	*	94.5%	95.7%	97.4%
2019-20	98.3%	98.1%	99.2%	98.3%	99.1%	98.8%	*	99.9%	-	*	98.8%	99.1%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	9.9%	8.0%	11.3%	8.3%	-	2.8%	-	*	11.9%	11.4%	7.2%
2019-20	6.7%	8.8%	4.3%	10.7%	3.6%	11.1%	*	0.0%	-	*	6.1%	4.6%	3.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	444	100.0%	49,255	5,402,928	444	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	45	10.1%	4.2%	4.1%	45	10.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	45	10.1%	4.2%	3.5%	45	10.1%	4.2%	3.5%
Kindergarten	67	15.1%	6.2%	6.8%	67	15.1%	6.2%	6.8%
Grade 1	92	20.7%	7.4%	7.1%	92	20.7%	7.4%	7.1%
Grade 2	81	18.2%	6.5%	7.1%	81	18.2%	6.5%	7.1%
Grade 3	59	13.3%	6.4%	7.1%	59	13.3%	6.4%	7.1%
Grade 4	100	22.5%	6.9%	7.1%	100	22.5%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	26	5.9%	8.1%	12.8%	26	5.9%	8.1%	12.8%
Hispanic	353	79.5%	82.8%	52.8%	353	79.5%	82.8%	52.7%
White	21	4.7%	5.2%	26.3%	21	4.7%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	39	8.8%	3.0%	4.8%	39	8.8%	3.0%	4.8%
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%	2.9%	5	1.1%	0.7%	2.9%
Sex:								
Female	210	47.3%	48.3%	48.9%	210	47.3%	48.3%	48.8%
Male	234	52.7%	51.7%	51.1%	234	52.7%	51.7%	51.2%
Economically Disadvantaged	347	78.2%	79.4%	60.7%	347	78.2%	79.4%	60.6%
Non-Educationally Disadvantaged	97	21.8%	20.6%	39.3%	97	21.8%	20.6%	39.4%
Section 504 Students	14	3.2%	5.8%	7.4%	14	3.2%	5.8%	7.4%
EB Students/EL	165	37.2%	32.6%	21.7%	165	37.2%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	22	5.0%	4.9%	5.0%	22	5.0%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	13	2.9%	3.4%	2.0%	13	2.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	444	100.0%	67.8%	64.3%	444	100.0%	67.7%	64.3%
Military Connected	6	1.4%	0.4%	3.3%	6	1.4%	0.4%	3.3%
At-Risk	293	66.0%	69.4%	53.5%	293	66.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	150	33.8%	30.5%	21.9%	150	33.8%	30.4%	21.8%
Gifted and Talented Education	8	1.8%	5.5%	8.0%	8	1.8%	5.5%	8.0%
Special Education	59	13.3%	12.4%	11.6%	59	13.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	30.5%	44.4%	43.0%				
Students with Physical Disabilities	20	33.9%	18.2%	20.8%				
Students with Autism	16	27.1%	21.3%	14.7%				
Students with Behavioral Disabilities	5	8.5%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	33	9.3%	14.7%	13.6%				
By Ethnicity:								
African American	6	1.7%	2.1%	2.5%				
Hispanic	21	5.9%	11.1%	6.6%				
White	2	0.6%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	4	1.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	1.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	8.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	23	8.7%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	62	16.4%	18.3%	18.9%				

Texas Education Agency
2021-22 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	1.4%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	14.3%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	9.4%	6.2%	1.7%	8.3%	4.0%	2.2%
Grade 3	2.4%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.7	17.0	18.7
Grade 1	16.0	18.2	18.7
Grade 2	17.1	16.7	18.6
Grade 3	13.6	15.8	18.7
Grade 4	17.7	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	60.4	100.0%	100.0%	100.0%
Professional Staff:	46.3	76.6%	59.0%	64.1%
Teachers	38.2	63.2%	45.5%	49.3%
Professional Support	6.1	10.1%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	2.9%
Educational Aides:	14.1	23.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	33.3	55.1%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.1	5.5%	10.3%	11.2%
Hispanic	12.0	31.5%	39.2%	28.9%
White	22.1	57.7%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	25.0%	24.1%
Females	38.2	100.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	29.0	76.0%	75.8%	72.6%
Masters	9.2	24.0%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	7.9%	7.9%
1-5 Years Experience	9.0	23.6%	27.4%	26.7%
6-10 Years Experience	9.0	23.6%	24.2%	20.6%
11-20 Years Experience	15.1	39.6%	28.7%	28.6%
21-30 Years Experience	4.1	10.7%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
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:	12.0	10.4	11.1
Average Years Experience of Teachers with District:	9.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,619	\$56,914	\$51,054
1-5 Years Experience	\$58,210	\$58,997	\$54,577
6-10 Years Experience	\$61,897	\$61,821	\$57,746
11-20 Years Experience	\$59,003	\$63,221	\$61,377
21-30 Years Experience	\$53,893	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$58,943	\$61,600	\$58,887
Professional Support	\$66,597	\$76,167	\$69,505
Campus Administration (School Leadership)	\$103,801	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	7.7	20.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	26.6	69.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.8	10.0%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JENSEN EL

Campus Number: 101917125

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	78%	83%	77%	*	-	-	-	*	33%	*	77%	82%	79%	88%
	2021	67%	59%	70%	79%	68%	71%	-	-	-	-	20%	*	77%	36%	68%	77%
At Meets Grade Level or Above	2022	51%	42%	56%	33%	61%	*	-	-	-	*	13%	*	60%	41%	56%	58%
	2021	39%	27%	30%	21%	35%	0%	-	-	-	-	20%	*	35%	7%	28%	37%
At Masters Grade Level	2022	30%	21%	30%	25%	31%	*	-	-	-	*	7%	*	33%	18%	30%	29%
	2021	19%	12%	13%	0%	18%	0%	-	-	-	-	10%	*	16%	0%	13%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	77%	50%	80%	*	-	-	-	*	33%	*	80%	65%	80%	100%
	2021	62%	51%	59%	50%	63%	43%	-	-	-	-	40%	*	64%	36%	58%	80%
At Meets Grade Level or Above	2022	43%	33%	35%	17%	38%	*	-	-	-	*	20%	*	37%	29%	38%	42%
	2021	31%	18%	27%	7%	31%	29%	-	-	-	-	40%	*	29%	14%	26%	40%
At Masters Grade Level	2022	21%	13%	10%	0%	11%	*	-	-	-	*	0%	*	13%	0%	11%	17%
	2021	14%	6%	7%	0%	8%	14%	-	-	-	-	10%	*	7%	7%	6%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	91%	87%	92%	83%	-	-	-	-	67%	*	91%	89%	91%	94%
	2021	63%	54%	57%	0%	65%	50%	-	-	-	-	17%	*	58%	55%	55%	71%
At Meets Grade Level or Above	2022	54%	48%	54%	33%	61%	33%	-	-	-	-	33%	*	62%	26%	54%	62%
	2021	36%	25%	32%	0%	35%	50%	-	-	-	-	0%	*	31%	36%	30%	35%
At Masters Grade Level	2022	28%	21%	32%	33%	33%	17%	-	-	-	-	8%	*	37%	16%	32%	35%
	2021	17%	8%	12%	0%	13%	17%	-	-	-	-	0%	*	10%	18%	12%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	79%	67%	80%	100%	-	-	-	-	58%	*	81%	74%	79%	85%
	2021	59%	50%	54%	0%	59%	67%	-	-	-	-	17%	*	52%	59%	51%	62%
At Meets Grade Level or Above	2022	43%	35%	53%	47%	52%	83%	-	-	-	-	42%	*	59%	32%	53%	59%
	2021	36%	21%	27%	0%	30%	33%	-	-	-	-	0%	*	27%	27%	28%	32%
At Masters Grade Level	2022	23%	15%	21%	13%	20%	50%	-	-	-	-	8%	*	24%	11%	18%	29%
	2021	21%	10%	12%	0%	13%	17%	-	-	-	-	0%	*	11%	14%	13%	12%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	81%	72%	83%	89%	-	-	-	*	46%	100%	82%	78%	82%	91%
	2021	67%	61%	58%	35%	62%	56%	-	-	-	-	24%	71%	61%	48%	57%	68%
At Meets Grade Level or Above	2022	48%	43%	50%	33%	53%	50%	-	-	-	*	26%	67%	55%	32%	50%	56%
	2021	41%	33%	26%	7%	29%	25%	-	-	-	-	16%	29%	27%	21%	26%	30%
At Masters Grade Level	2022	23%	18%	23%	19%	24%	22%	-	-	-	*	6%	17%	27%	11%	23%	28%
	2021	18%	12%	9%	0%	10%	9%	-	-	-	-	5%	0%	9%	9%	9%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	85%	85%	85%	78%	-	-	-	*	48%	*	84%	86%	85%	91%
	2021	68%	61%	63%	48%	66%	62%	-	-	-	-	19%	*	68%	47%	62%	73%
At Meets Grade Level or Above	2022	53%	45%	55%	33%	61%	33%	-	-	-	*	22%	*	61%	33%	55%	60%
	2021	45%	35%	31%	13%	35%	23%	-	-	-	-	13%	*	33%	25%	29%	36%
At Masters Grade Level	2022	25%	18%	31%	30%	32%	11%	-	-	-	*	7%	*	35%	17%	31%	33%
	2021	18%	12%	13%	0%	15%	8%	-	-	-	-	6%	*	13%	11%	12%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	78%	59%	80%	100%	-	-	-	*	44%	*	80%	69%	80%	91%
	2021	66%	61%	56%	30%	61%	54%	-	-	-	-	31%	*	58%	50%	55%	70%
At Meets Grade Level or Above	2022	42%	37%	45%	33%	45%	67%	-	-	-	*	30%	*	48%	31%	46%	52%
	2021	37%	30%	27%	4%	31%	31%	-	-	-	-	25%	*	28%	22%	27%	36%
At Masters Grade Level	2022	20%	16%	16%	7%	16%	33%	-	-	-	*	4%	*	19%	6%	15%	24%
	2021	18%	11%	10%	0%	11%	15%	-	-	-	-	6%	*	9%	11%	9%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	27%	8%	30%	*	-	-	-	*	7%	*	28%	24%	29%	29%
	2021	24%	12%	13%	0%	18%	0%	-	-	-	-	20%	*	16%	0%	13%	17%
Reading and Mathematics Including EOC	2022	36%	25%	27%	8%	30%	*	-	-	-	*	7%	*	28%	24%	29%	29%
	2021	24%	12%	13%	0%	18%	0%	-	-	-	-	20%	*	16%	0%	13%	17%
Reading Including EOC	2022	51%	42%	56%	33%	61%	*	-	-	-	*	13%	*	60%	41%	56%	58%
	2021	38%	27%	30%	21%	35%	0%	-	-	-	-	20%	*	35%	7%	28%	37%
Math Including EOC	2022	43%	33%	35%	17%	38%	*	-	-	-	*	20%	*	37%	29%	38%	42%
	2021	31%	18%	27%	7%	31%	29%	-	-	-	-	40%	*	29%	14%	26%	40%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	36%	27%	38%	33%	-	-	-	-	25%	*	44%	5%	36%	44%
	2021	26%	13%	18%	0%	19%	33%	-	-	-	-	0%	*	15%	27%	18%	18%
Reading and Mathematics Including EOC	2022	36%	27%	36%	27%	38%	33%	-	-	-	-	25%	*	44%	5%	36%	44%
	2021	26%	13%	18%	0%	19%	33%	-	-	-	-	0%	*	15%	27%	18%	18%
Reading Including EOC	2022	54%	48%	54%	33%	61%	33%	-	-	-	-	33%	*	62%	26%	54%	62%
	2021	36%	25%	32%	0%	35%	50%	-	-	-	-	0%	*	31%	36%	30%	35%
Math Including EOC	2022	43%	35%	53%	47%	52%	83%	-	-	-	-	42%	*	59%	32%	53%	59%
	2021	36%	21%	27%	0%	30%	33%	-	-	-	-	0%	*	27%	27%	28%	32%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	32%	19%	34%	33%	-	-	-	*	15%	*	37%	14%	32%	38%
	2021	26%	15%	16%	0%	18%	15%	-	-	-	-	13%	*	15%	17%	15%	17%
Reading and Mathematics Including EOC	2022	36%	27%	32%	19%	34%	33%	-	-	-	*	15%	*	37%	14%	32%	38%
	2021	28%	17%	16%	0%	18%	15%	-	-	-	-	13%	*	15%	17%	15%	17%
Reading Including EOC	2022	53%	45%	55%	33%	61%	33%	-	-	-	*	22%	*	61%	33%	55%	60%
	2021	41%	30%	31%	13%	35%	23%	-	-	-	-	13%	*	33%	25%	29%	36%
Math Including EOC	2022	43%	34%	45%	33%	45%	67%	-	-	-	*	30%	*	48%	31%	46%	52%
	2021	37%	25%	27%	4%	31%	31%	-	-	-	-	25%	*	28%	22%	27%	36%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	84	85	85	80	-	-	-	-	80	*	81	94	85	79
	2019	61	66	73	72	73	75	-	-	-	-	75	*	72	76	75	71
Grade 4 Mathematics	2022	74	79	82	92	78	100	-	-	-	-	73	*	80	88	83	79
	2019	65	61	77	89	76	75	-	-	-	-	67	*	76	81	74	78
All Grades Both Subjects	2022	74	77	83	88	81	91	-	-	-	-	76	*	80	91	84	79
	2019	69	69	75	81	75	75	-	-	-	-	71	57	74	79	75	76
All Grades ELA/Reading	2022	78	80	84	85	85	80	-	-	-	-	80	*	81	94	85	79
	2019	68	68	73	72	73	75	-	-	-	-	75	*	72	76	75	71
All Grades Mathematics	2022	69	74	82	92	78	100	-	-	-	-	73	*	80	88	83	79
	2019	70	70	77	89	76	75	-	-	-	-	67	*	76	81	74	78

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	81%	94%	-	94%	-	-	-	*	-	*	-	*	76%	91%	-
	2021	67%	61%	58%	69%	-	69%	-	-	-	-	-	-	-	20%	52%	68%	-
At Meets Grade Level or Above	2022	48%	43%	50%	56%	-	56%	-	-	-	*	-	*	-	*	46%	56%	-
	2021	41%	33%	26%	31%	-	31%	-	-	-	-	-	-	-	0%	23%	30%	-
At Masters Grade Level	2022	23%	18%	23%	30%	-	30%	-	-	-	*	-	*	-	*	21%	28%	-
	2021	18%	12%	9%	12%	-	12%	-	-	-	-	-	-	-	0%	7%	12%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	85%	94%	-	94%	-	-	-	*	-	*	-	*	81%	91%	-
	2021	68%	61%	63%	76%	-	76%	-	-	-	-	-	-	-	*	57%	73%	-
At Meets Grade Level or Above	2022	53%	45%	55%	61%	-	61%	-	-	-	*	-	*	-	*	52%	60%	-
	2021	45%	35%	31%	37%	-	37%	-	-	-	-	-	-	-	*	28%	36%	-
At Masters Grade Level	2022	25%	18%	31%	35%	-	35%	-	-	-	*	-	*	-	*	30%	33%	-
	2021	18%	12%	13%	19%	-	19%	-	-	-	-	-	-	-	*	9%	19%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	78%	93%	-	93%	-	-	-	*	-	*	-	*	71%	91%	-
	2021	66%	61%	56%	73%	-	73%	-	-	-	-	-	-	-	*	48%	70%	-
At Meets Grade Level or Above	2022	42%	37%	45%	52%	-	52%	-	-	-	*	-	*	-	*	41%	52%	-
	2021	37%	30%	27%	37%	-	37%	-	-	-	-	-	-	-	*	21%	36%	-
At Masters Grade Level	2022	20%	16%	16%	24%	-	24%	-	-	-	*	-	*	-	*	11%	24%	-
	2021	18%	11%	10%	11%	-	11%	-	-	-	-	-	-	-	*	9%	11%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	83%	76%	-	76%	-	-	-	*	-	*	-	*	85%	79%	-
	2019	69%	69%	75%	76%	-	76%	-	-	-	-	-	-	-	82%		77%	-
All Grades ELA/Reading	2022	78%	80%	84%	72%	-	72%	-	-	-	*	-	*	-	*	86%	79%	-
	2019	68%	68%	73%	50%	-	50%	-	-	-	-	-	-	-	100%		73%	-
All Grades Mathematics	2022	69%	74%	82%	77%	-	77%	-	-	-	*	-	*	-	*	84%	79%	-
	2019	70%	70%	77%	81%	-	81%	-	-	-	-	-	-	-	67%		78%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	-	-	*	97%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	93%	96%	92%	90%	-	-	-	*	93%	100%	96%	82%	93%	91%
Not Included in Accountability: Mobile	5%	4%	6%	4%	7%	10%	-	-	-	*	3%	0%	4%	14%	5%	8%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	-	-	*	97%	*	100%	98%	99%	100%
Included in Accountability	92%	91%	93%	96%	92%	90%	-	-	-	*	93%	*	96%	82%	93%	91%
Not Included in Accountability: Mobile	5%	4%	6%	4%	7%	10%	-	-	-	*	3%	*	4%	14%	5%	8%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	*	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	-	-	*	3%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	*	97%	*	100%	98%	99%	100%
Included in Accountability	93%	94%	93%	96%	92%	90%	-	-	-	*	93%	*	96%	82%	93%	91%
Not Included in Accountability: Mobile	5%	4%	6%	4%	7%	10%	-	-	-	*	3%	*	4%	14%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	*	3%	*	0%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	*	3%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	-	-	-	-	100%	*	99%	98%	99%	100%
Included in Accountability	83%	86%	88%	85%	89%	93%	-	-	-	-	89%	*	94%	73%	87%	85%
Not Included in Accountability: Mobile	3%	3%	7%	15%	6%	0%	-	-	-	-	6%	*	4%	16%	8%	5%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	7%	-	-	-	-	6%	*	2%	8%	4%	9%
Not Tested	11%	7%	1%	0%	1%	0%	-	-	-	-	0%	*	1%	2%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	-	-	-	-	0%	*	1%	2%	1%	0%
Mathematics																
Assessment Participant	88%	95%	99%	100%	99%	100%	-	-	-	-	100%	*	99%	98%	99%	100%
Included in Accountability	84%	89%	88%	85%	89%	93%	-	-	-	-	89%	*	94%	73%	87%	85%
Not Included in Accountability: Mobile	4%	3%	7%	15%	6%	0%	-	-	-	-	6%	*	4%	16%	8%	5%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	4%	7%	-	-	-	-	6%	*	2%	8%	4%	9%
Not Tested	12%	5%	1%	0%	1%	0%	-	-	-	-	0%	*	1%	2%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	3%	1%	0%	1%	0%	-	-	-	-	0%	*	1%	2%	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
2021-22 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													
2020-21	95.0%	93.9%	95.2%	94.3%	95.6%	93.3%	-	*	*	*	93.1%	95.0%	96.6%
2019-20	98.3%	98.1%	98.8%	98.6%	98.8%	98.6%	-	-	-	*	98.0%	98.7%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	14.3%	21.2%	12.8%	17.4%	-	*	*	*	26.0%	15.4%	7.6%
2019-20	6.7%	8.8%	4.0%	1.8%	4.3%	5.6%	-	-	-	*	7.5%	4.9%	2.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	573	100.0%	49,255	5,402,928	573	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	79	13.8%	4.2%	4.1%	79	13.8%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	79	13.8%	4.2%	3.5%	79	13.8%	4.2%	3.5%
Kindergarten	95	16.6%	6.2%	6.8%	95	16.6%	6.2%	6.8%
Grade 1	111	19.4%	7.4%	7.1%	111	19.4%	7.4%	7.1%
Grade 2	105	18.3%	6.5%	7.1%	105	18.3%	6.5%	7.1%
Grade 3	87	15.2%	6.4%	7.1%	87	15.2%	6.4%	7.1%
Grade 4	96	16.8%	6.9%	7.1%	96	16.8%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	84	14.7%	8.1%	12.8%	84	14.7%	8.1%	12.8%
Hispanic	430	75.0%	82.8%	52.8%	430	75.0%	82.8%	52.7%
White	44	7.7%	5.2%	26.3%	44	7.7%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	4	0.7%	3.0%	4.8%	4	0.7%	3.0%	4.8%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	8	1.4%	0.7%	2.9%	8	1.4%	0.7%	2.9%
Sex:								
Female	285	49.7%	48.3%	48.9%	285	49.7%	48.3%	48.8%
Male	288	50.3%	51.7%	51.1%	288	50.3%	51.7%	51.2%
Economically Disadvantaged	489	85.3%	79.4%	60.7%	489	85.3%	79.4%	60.6%
Non-Educationally Disadvantaged	84	14.7%	20.6%	39.3%	84	14.7%	20.6%	39.4%
Section 504 Students	12	2.1%	5.8%	7.4%	12	2.1%	5.8%	7.4%
EB Students/EL	181	31.6%	32.6%	21.7%	181	31.6%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	9	1.6%	4.9%	5.0%	9	1.6%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.5%	0.7%	1.1%	3	0.5%	0.7%	1.1%
Immigrant	16	2.8%	3.4%	2.0%	16	2.8%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	573	100.0%	67.8%	64.3%	573	100.0%	67.7%	64.3%
Military Connected	4	0.7%	0.4%	3.3%	4	0.7%	0.4%	3.3%
At-Risk	418	72.9%	69.4%	53.5%	418	72.9%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	168	29.3%	30.5%	21.9%	168	29.3%	30.4%	21.8%
Gifted and Talented Education	7	1.2%	5.5%	8.0%	7	1.2%	5.5%	8.0%
Special Education	52	9.1%	12.4%	11.6%	52	9.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	52							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	15.4%	44.4%	43.0%				
Students with Physical Disabilities	19	36.5%	18.2%	20.8%				
Students with Autism	11	21.2%	21.3%	14.7%				
Students with Behavioral Disabilities	14	26.9%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	114	24.3%	14.7%	13.6%				
By Ethnicity:								
African American	17	3.6%	2.1%	2.5%				
Hispanic	84	17.9%	11.1%	6.6%				
White	12	2.6%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	16.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	32	20.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	100	25.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	143	30.7%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	14.6%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	8.9%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	1.2%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.3	17.0	18.7
Grade 1	21.0	18.2	18.7
Grade 2	17.6	16.7	18.6
Grade 3	13.9	15.8	18.7
Grade 4	18.6	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	72.5	100.0%	100.0%	100.0%
Professional Staff:	54.0	74.5%	59.0%	64.1%
Teachers	45.9	63.4%	45.5%	49.3%
Professional Support	6.0	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	2.9%
Educational Aides:	18.5	25.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	52.5	72.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.1	4.5%	10.3%	11.2%
Hispanic	26.0	56.7%	39.2%	28.9%
White	16.8	36.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	1.7	3.6%	25.0%	24.1%
Females	44.3	96.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	37.8	82.3%	75.8%	72.6%
Masters	8.1	17.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	7.9%	7.9%
1-5 Years Experience	15.1	32.8%	27.4%	26.7%
6-10 Years Experience	11.7	25.4%	24.2%	20.6%
11-20 Years Experience	14.1	30.7%	28.7%	28.6%
21-30 Years Experience	3.1	6.8%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	8.0	6.3
Average Years Experience of Principals with District	13.0	7.7	5.4
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:	9.9	10.4	11.1
Average Years Experience of Teachers with District:	8.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,076	\$56,914	\$51,054
1-5 Years Experience	\$59,358	\$58,997	\$54,577
6-10 Years Experience	\$62,469	\$61,821	\$57,746
11-20 Years Experience	\$58,848	\$63,221	\$61,377
21-30 Years Experience	\$63,025	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,009	\$61,600	\$58,887
Professional Support	\$66,894	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,831	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.2	28.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	29.1	63.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.6	7.9%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BURNETT EL

Campus Number: 101917126

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	68%	50%	70%	63%	-	100%	-	*	40%	*	68%	68%	64%	63%
	2021	67%	59%	44%	33%	50%	*	-	*	-	*	15%	-	45%	40%	40%	43%
At Meets Grade Level or Above	2022	51%	42%	34%	38%	30%	38%	-	57%	-	*	5%	*	33%	37%	29%	25%
	2021	39%	27%	20%	33%	20%	*	-	*	-	*	15%	-	22%	10%	17%	13%
At Masters Grade Level	2022	30%	21%	16%	13%	17%	0%	-	29%	-	*	0%	*	14%	26%	13%	16%
	2021	19%	12%	5%	0%	7%	*	-	*	-	*	8%	-	4%	10%	6%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	59%	63%	58%	38%	-	100%	-	*	30%	*	60%	53%	55%	59%
	2021	62%	51%	32%	33%	27%	*	-	*	-	*	8%	-	33%	30%	31%	39%
At Meets Grade Level or Above	2022	43%	33%	15%	0%	15%	25%	-	29%	-	*	10%	*	18%	5%	14%	16%
	2021	31%	18%	10%	0%	11%	*	-	*	-	*	8%	-	10%	10%	10%	9%
At Masters Grade Level	2022	21%	13%	4%	0%	5%	13%	-	0%	-	*	0%	*	4%	5%	5%	3%
	2021	14%	6%	2%	0%	2%	*	-	*	-	*	0%	-	2%	0%	2%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	67%	73%	69%	*	-	20%	-	-	33%	*	65%	71%	66%	56%
	2021	63%	54%	56%	33%	60%	43%	-	*	-	-	10%	-	65%	37%	50%	64%
At Meets Grade Level or Above	2022	54%	48%	44%	55%	42%	*	-	20%	-	-	7%	*	48%	35%	43%	40%
	2021	36%	25%	22%	33%	18%	29%	-	*	-	-	0%	-	23%	21%	19%	14%
At Masters Grade Level	2022	28%	21%	16%	18%	18%	*	-	0%	-	-	0%	*	13%	24%	17%	12%
	2021	17%	8%	3%	17%	0%	0%	-	*	-	-	0%	-	5%	0%	2%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	49%	36%	51%	*	-	60%	-	-	27%	*	48%	53%	49%	52%
	2021	59%	50%	50%	33%	48%	71%	-	*	-	-	18%	-	49%	53%	47%	45%
At Meets Grade Level or Above	2022	43%	35%	24%	27%	24%	*	-	20%	-	-	0%	*	22%	29%	28%	32%
	2021	36%	21%	25%	0%	26%	29%	-	*	-	-	9%	-	27%	21%	19%	23%
At Masters Grade Level	2022	23%	15%	10%	18%	7%	*	-	20%	-	-	0%	*	7%	18%	13%	12%
	2021	21%	10%	10%	0%	11%	0%	-	*	-	-	0%	-	10%	11%	6%	14%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	61%	55%	62%	55%	-	75%	-	33%	33%	*	61%	61%	58%	58%
	2021	67%	61%	45%	33%	47%	45%	-	55%	-	*	12%	-	47%	42%	41%	46%
At Meets Grade Level or Above	2022	48%	43%	28%	32%	27%	35%	-	33%	-	17%	6%	*	29%	26%	27%	27%
	2021	41%	33%	18%	13%	18%	14%	-	45%	-	*	7%	-	18%	17%	15%	15%
At Masters Grade Level	2022	23%	18%	11%	13%	11%	5%	-	13%	-	17%	0%	*	9%	18%	11%	11%
	2021	18%	12%	4%	3%	4%	0%	-	18%	-	*	2%	-	4%	4%	3%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	68%	63%	69%	70%	-	67%	-	*	37%	*	67%	69%	65%	60%
	2021	68%	61%	50%	33%	55%	36%	-	40%	-	*	13%	-	54%	38%	45%	53%
At Meets Grade Level or Above	2022	53%	45%	38%	47%	35%	50%	-	42%	-	*	6%	*	39%	36%	34%	32%
	2021	45%	35%	21%	33%	19%	18%	-	40%	-	*	9%	-	22%	17%	18%	13%
At Masters Grade Level	2022	25%	18%	16%	16%	17%	0%	-	17%	-	*	0%	*	13%	25%	15%	14%
	2021	18%	12%	4%	8%	3%	0%	-	20%	-	*	4%	-	4%	3%	4%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	55%	47%	55%	40%	-	83%	-	*	29%	*	55%	53%	52%	56%
	2021	66%	61%	41%	33%	38%	73%	-	60%	-	*	13%	-	40%	45%	39%	42%
At Meets Grade Level or Above	2022	42%	37%	19%	16%	19%	20%	-	25%	-	*	6%	*	19%	17%	19%	23%
	2021	37%	30%	18%	0%	19%	18%	-	40%	-	*	8%	-	18%	17%	14%	16%
At Masters Grade Level	2022	20%	16%	6%	11%	5%	10%	-	8%	-	*	0%	*	5%	11%	8%	7%
	2021	18%	11%	6%	0%	7%	0%	-	20%	-	*	0%	-	6%	7%	4%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	12%	0%	12%	25%	-	14%	-	*	5%	*	14%	5%	10%	9%
	2021	24%	12%	8%	0%	9%	*	-	*	-	*	8%	-	8%	10%	8%	4%
Reading and Mathematics Including EOC	2022	36%	25%	12%	0%	12%	25%	-	14%	-	*	5%	*	14%	5%	10%	9%
	2021	24%	12%	8%	0%	9%	*	-	*	-	*	8%	-	8%	10%	8%	4%
Reading Including EOC	2022	51%	42%	34%	38%	30%	38%	-	57%	-	*	5%	*	33%	37%	29%	25%
	2021	38%	27%	20%	33%	20%	*	-	*	-	*	15%	-	22%	10%	17%	13%
Math Including EOC	2022	43%	33%	15%	0%	15%	25%	-	29%	-	*	10%	*	18%	5%	14%	16%
	2021	31%	18%	10%	0%	11%	*	-	*	-	*	8%	-	10%	10%	10%	9%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	19%	27%	18%	*	-	20%	-	-	0%	*	17%	24%	26%	28%
	2021	26%	13%	10%	0%	9%	14%	-	*	-	-	0%	-	15%	0%	6%	5%
Reading and Mathematics Including EOC	2022	36%	27%	19%	27%	18%	*	-	20%	-	-	0%	*	17%	24%	26%	28%
	2021	26%	13%	10%	0%	9%	14%	-	*	-	-	0%	-	15%	0%	6%	5%
Reading Including EOC	2022	54%	48%	44%	55%	42%	*	-	20%	-	-	7%	*	48%	35%	43%	40%
	2021	36%	25%	22%	33%	18%	29%	-	*	-	-	0%	-	23%	21%	19%	14%
Math Including EOC	2022	43%	35%	24%	27%	24%	*	-	20%	-	-	0%	*	22%	29%	28%	32%
	2021	36%	21%	25%	0%	26%	29%	-	*	-	-	9%	-	27%	21%	19%	23%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	15%	16%	14%	20%	-	17%	-	*	3%	*	15%	14%	16%	18%
	2021	26%	15%	9%	0%	9%	9%	-	40%	-	*	4%	-	11%	3%	7%	4%
Reading and Mathematics Including EOC	2022	36%	27%	15%	16%	14%	20%	-	17%	-	*	3%	*	15%	14%	16%	18%
	2021	28%	17%	9%	0%	9%	9%	-	40%	-	*	4%	-	11%	3%	7%	4%
Reading Including EOC	2022	53%	45%	38%	47%	35%	50%	-	42%	-	*	6%	*	39%	36%	34%	32%
	2021	41%	30%	21%	33%	19%	18%	-	40%	-	*	9%	-	22%	17%	18%	13%
Math Including EOC	2022	43%	34%	19%	16%	19%	20%	-	25%	-	*	6%	*	19%	17%	19%	23%
	2021	37%	25%	18%	0%	19%	18%	-	40%	-	*	8%	-	18%	17%	14%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	75	81	77	*	-	*	-	-	55	-	75	75	74	56
	2019	61	66	71	64	74	50	-	*	*	-	67	-	77	50	71	88
Grade 4 Mathematics	2022	74	79	68	63	73	*	-	*	-	-	42	*	69	65	67	76
	2019	65	61	69	79	67	75	-	*	*	-	56	-	72	59	69	70
All Grades Both Subjects	2022	74	77	71	72	74	*	-	38	-	-	48	*	71	70	70	70
	2019	69	69	70	71	70	63	-	94	*	-	61	-	75	55	70	79
All Grades ELA/Reading	2022	78	80	75	81	77	*	-	*	-	-	55	-	75	75	74	56
	2019	68	68	71	64	74	50	-	*	*	-	67	-	77	50	71	88
All Grades Mathematics	2022	69	74	68	63	73	*	-	*	-	-	42	*	69	65	67	76
	2019	70	70	69	79	67	75	-	*	*	-	56	-	72	59	69	70

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	61%	56%	-	56%	-	-	-	89%	-	89%	-	40%	63%	57%	*
	2021	67%	61%	45%	45%	-	45%	-	-	-	50%	-	50%	-	57%	45%	46%	-
At Meets Grade Level or Above	2022	48%	43%	28%	26%	-	26%	-	-	-	39%	-	39%	-	20%	29%	26%	*
	2021	41%	33%	18%	14%	-	14%	-	-	-	38%	-	38%	-	0%	20%	15%	-
At Masters Grade Level	2022	23%	18%	11%	12%	-	12%	-	-	-	17%	-	17%	-	0%	12%	11%	*
	2021	18%	12%	4%	4%	-	4%	-	-	-	0%	-	0%	-	0%	4%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	68%	62%	-	62%	-	-	-	78%	-	78%	-	40%	72%	59%	*
	2021	68%	61%	50%	55%	-	55%	-	-	-	*	-	*	-	*	48%	53%	-
At Meets Grade Level or Above	2022	53%	45%	38%	28%	-	28%	-	-	-	56%	-	56%	-	20%	42%	30%	*
	2021	45%	35%	21%	11%	-	11%	-	-	-	*	-	*	-	*	26%	13%	-
At Masters Grade Level	2022	25%	18%	16%	15%	-	15%	-	-	-	22%	-	22%	-	0%	17%	14%	*
	2021	18%	12%	4%	0%	-	0%	-	-	-	*	-	*	-	*	7%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	55%	51%	-	51%	-	-	-	100%	-	100%	-	40%	54%	55%	*
	2021	66%	61%	41%	39%	-	39%	-	-	-	*	-	*	-	*	41%	42%	-
At Meets Grade Level or Above	2022	42%	37%	19%	23%	-	23%	-	-	-	22%	-	22%	-	20%	16%	21%	*
	2021	37%	30%	18%	16%	-	16%	-	-	-	*	-	*	-	*	19%	16%	-
At Masters Grade Level	2022	20%	16%	6%	8%	-	8%	-	-	-	11%	-	11%	-	0%	6%	7%	*
	2021	18%	11%	6%	11%	-	11%	-	-	-	*	-	*	-	*	4%	9%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	71%	78%	-	78%	-	-	-	*	-	*	-	67%	71%	70%	*
	2019	69%	69%	70%	85%	-	85%	-	-	-	67%	-	67%	-	*		80%	
All Grades ELA/Reading	2022	78%	80%	75%	*	-	*	-	-	-	*	-	*	-	*	80%	56%	*
	2019	68%	68%	71%	93%	-	93%	-	-	-	*	-	*	-	*		90%	
All Grades Mathematics	2022	69%	74%	68%	81%	-	81%	-	-	-	*	-	*	-	*	62%	75%	*
	2019	70%	70%	69%	78%	-	78%	-	-	-	*	-	*	-	*		71%	

* 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
2021-22 STAAR Participation (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	88%	73%	90%	91%	-	92%	-	100%	95%	*	96%	69%	90%	92%
Not Included in Accountability: Mobile	5%	4%	10%	27%	8%	9%	-	0%	-	0%	5%	*	4%	25%	10%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	8%	-	0%	0%	*	0%	6%	0%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	88%	73%	90%	91%	-	92%	-	*	95%	*	96%	69%	90%	92%
Not Included in Accountability: Mobile	5%	4%	10%	27%	8%	9%	-	0%	-	*	5%	*	4%	25%	10%	3%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	0%	-	8%	-	*	0%	*	0%	6%	0%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	88%	73%	90%	91%	-	92%	-	*	95%	*	96%	69%	90%	92%
Not Included in Accountability: Mobile	5%	4%	10%	27%	8%	9%	-	0%	-	*	5%	*	4%	25%	10%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	8%	-	*	0%	*	0%	6%	0%	5%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	96%	90%	97%	100%	-	100%	-	*	96%	-	95%	100%	98%	100%
Included in Accountability	83%	86%	84%	57%	88%	92%	-	100%	-	*	85%	-	90%	71%	86%	94%
Not Included in Accountability: Mobile	3%	3%	11%	29%	9%	8%	-	0%	-	*	11%	-	4%	29%	12%	4%
Not Included in Accountability: Other Exclusions	3%	5%	1%	5%	0%	0%	-	0%	-	*	0%	-	1%	0%	0%	2%
Not Tested	11%	7%	4%	10%	3%	0%	-	0%	-	*	4%	-	5%	0%	2%	0%
Absent	2%	2%	1%	0%	1%	0%	-	0%	-	*	4%	-	1%	0%	1%	0%
Other	10%	4%	3%	10%	2%	0%	-	0%	-	*	0%	-	4%	0%	2%	0%
Mathematics																
Assessment Participant	88%	95%	97%	90%	98%	100%	-	100%	-	*	100%	-	96%	100%	98%	100%
Included in Accountability	84%	89%	86%	60%	89%	92%	-	100%	-	*	89%	-	92%	71%	87%	96%
Not Included in Accountability: Mobile	4%	3%	12%	30%	9%	8%	-	0%	-	*	11%	-	4%	29%	12%	4%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Not Tested	12%	5%	3%	10%	2%	0%	-	0%	-	*	0%	-	4%	0%	2%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Other	10%	3%	3%	10%	2%	0%	-	0%	-	*	0%	-	4%	0%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT EL (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													
2020-21	95.0%	93.9%	93.5%	90.8%	93.9%	91.5%	-	97.5%	-	*	93.0%	93.5%	96.0%
2019-20	98.3%	98.1%	98.6%	97.9%	98.8%	97.2%	*	99.9%	-	*	98.8%	98.6%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	23.4%	39.6%	18.2%	48.0%	-	6.3%	-	60.0%	24.3%	22.8%	10.4%
2019-20	6.7%	8.8%	6.5%	9.1%	5.6%	10.7%	*	0.0%	-	20.0%	8.9%	7.0%	2.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	501	100.0%	49,255	5,402,928	501	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	10	2.0%	0.3%	0.3%	10	2.0%	0.4%	0.4%
Pre-Kindergarten	72	14.4%	4.2%	4.1%	72	14.4%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	72	14.4%	4.2%	3.5%	72	14.4%	4.2%	3.5%
Kindergarten	74	14.8%	6.2%	6.8%	74	14.8%	6.2%	6.8%
Grade 1	97	19.4%	7.4%	7.1%	97	19.4%	7.4%	7.1%
Grade 2	77	15.4%	6.5%	7.1%	77	15.4%	6.5%	7.1%
Grade 3	103	20.6%	6.4%	7.1%	103	20.6%	6.4%	7.1%
Grade 4	68	13.6%	6.9%	7.1%	68	13.6%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	71	14.2%	8.1%	12.8%	71	14.2%	8.1%	12.8%
Hispanic	370	73.9%	82.8%	52.8%	370	73.9%	82.8%	52.7%
White	24	4.8%	5.2%	26.3%	24	4.8%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	25	5.0%	3.0%	4.8%	25	5.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	2.2%	0.7%	2.9%	11	2.2%	0.7%	2.9%
Sex:								
Female	246	49.1%	48.3%	48.9%	246	49.1%	48.3%	48.8%
Male	255	50.9%	51.7%	51.1%	255	50.9%	51.7%	51.2%
Economically Disadvantaged	418	83.4%	79.4%	60.7%	418	83.4%	79.4%	60.6%
Non-Educationally Disadvantaged	83	16.6%	20.6%	39.3%	83	16.6%	20.6%	39.4%
Section 504 Students	16	3.2%	5.8%	7.4%	16	3.2%	5.8%	7.4%
EB Students/EL	170	33.9%	32.6%	21.7%	170	33.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	21	4.2%	4.9%	5.0%	21	4.2%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	2	0.4%	0.7%	1.1%	2	0.4%	0.7%	1.1%
Immigrant	17	3.4%	3.4%	2.0%	17	3.4%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	501	100.0%	67.8%	64.3%	501	100.0%	67.7%	64.3%
Military Connected	3	0.6%	0.4%	3.3%	3	0.6%	0.4%	3.3%
At-Risk	322	64.3%	69.4%	53.5%	322	64.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	155	30.9%	30.5%	21.9%	155	30.9%	30.4%	21.8%
Gifted and Talented Education	14	2.8%	5.5%	8.0%	14	2.8%	5.5%	8.0%
Special Education	92	18.4%	12.4%	11.6%	92	18.4%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	22.8%	44.4%	43.0%				
Students with Physical Disabilities	27	29.3%	18.2%	20.8%				
Students with Autism	31	33.7%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	66	18.0%	14.7%	13.6%				
By Ethnicity:								
African American	24	6.6%	2.1%	2.5%				
Hispanic	32	8.7%	11.1%	6.6%				
White	7	1.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.5%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	14	18.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	12.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	52	16.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	107	27.0%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
BURNETT EL (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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	16.2%	11.5%	2.9%	23.8%	9.7%	4.2%
Grade 2	5.3%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	9.4%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	3.6%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.3	17.0	18.7
Grade 1	22.3	18.2	18.7
Grade 2	15.5	16.7	18.6
Grade 3	18.5	15.8	18.7
Grade 4	15.7	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	75.8	100.0%	100.0%	100.0%
Professional Staff:	53.3	70.3%	59.0%	64.1%
Teachers	44.2	58.3%	45.5%	49.3%
Professional Support	7.1	9.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	2.9%
Educational Aides:	22.5	29.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	51.5	68.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	5.0	11.3%	10.3%	11.2%
Hispanic	16.0	36.2%	39.2%	28.9%
White	18.2	41.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	9.0%	2.8%	1.9%
Pacific Islander	1.0	2.3%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	2.0	4.5%	25.0%	24.1%
Females	42.2	95.5%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	33.2	75.1%	75.8%	72.6%
Masters	11.0	24.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.9%	7.9%
1-5 Years Experience	17.0	38.5%	27.4%	26.7%
6-10 Years Experience	4.0	9.0%	24.2%	20.6%
11-20 Years Experience	11.2	25.3%	28.7%	28.6%
21-30 Years Experience	10.0	22.6%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	4.5%	1.6%	2.9%
Number of Students per Teacher	11.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.0	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
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	10.4	11.1
Average Years Experience of Teachers with District:	9.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$56,914	\$51,054
1-5 Years Experience	\$58,201	\$58,997	\$54,577
6-10 Years Experience	\$62,644	\$61,821	\$57,746
11-20 Years Experience	\$64,849	\$63,221	\$61,377
21-30 Years Experience	\$66,038	\$65,542	\$65,949
Over 30 Years Experience	\$77,331	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,927	\$61,600	\$58,887
Professional Support	\$67,671	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,281	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	11.2	25.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	28.1	63.5%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BURNETT EL (101917126) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.9	11.2%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FRAZIER EL

Campus Number: 101917127

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	76%	*	77%	*	-	*	-	*	45%	-	77%	67%	73%	88%
	2021	67%	59%	66%	56%	64%	100%	-	*	-	*	25%	-	65%	67%	60%	62%
At Meets Grade Level or Above	2022	51%	42%	49%	*	49%	*	-	*	-	*	25%	-	49%	50%	44%	63%
	2021	39%	27%	33%	22%	31%	71%	-	*	-	*	13%	-	33%	33%	30%	38%
At Masters Grade Level	2022	30%	21%	27%	*	26%	*	-	*	-	*	10%	-	26%	33%	25%	31%
	2021	19%	12%	16%	0%	21%	14%	-	*	-	*	0%	-	19%	11%	13%	31%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	75%	*	72%	*	-	*	-	*	50%	-	75%	67%	73%	94%
	2021	62%	51%	58%	38%	60%	86%	-	*	-	*	43%	-	60%	56%	54%	62%
At Meets Grade Level or Above	2022	43%	33%	51%	*	49%	*	-	*	-	*	30%	-	52%	33%	49%	69%
	2021	31%	18%	32%	25%	31%	57%	-	*	-	*	0%	-	33%	28%	33%	31%
At Masters Grade Level	2022	21%	13%	25%	*	25%	*	-	*	-	*	10%	-	25%	33%	25%	44%
	2021	14%	6%	17%	13%	17%	29%	-	*	-	*	0%	-	14%	22%	13%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	86%	86%	88%	88%	-	67%	-	*	50%	*	80%	100%	84%	86%
	2021	63%	54%	57%	*	52%	83%	-	*	-	*	25%	-	60%	50%	52%	69%
At Meets Grade Level or Above	2022	54%	48%	58%	43%	55%	88%	-	67%	-	*	8%	*	53%	68%	51%	55%
	2021	36%	25%	25%	*	19%	67%	-	*	-	*	8%	-	29%	13%	23%	23%
At Masters Grade Level	2022	28%	21%	23%	14%	22%	25%	-	33%	-	*	0%	*	24%	18%	20%	32%
	2021	17%	8%	9%	*	6%	33%	-	*	-	*	0%	-	12%	0%	6%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	90%	100%	92%	75%	-	83%	-	*	83%	*	88%	95%	92%	91%
	2021	59%	50%	53%	*	50%	67%	-	*	-	*	25%	-	52%	56%	48%	62%
At Meets Grade Level or Above	2022	43%	35%	61%	71%	59%	75%	-	33%	-	*	33%	*	61%	59%	55%	59%
	2021	36%	21%	22%	*	20%	33%	-	*	-	*	0%	-	23%	19%	21%	38%
At Masters Grade Level	2022	23%	15%	27%	14%	27%	38%	-	33%	-	*	8%	*	27%	27%	22%	41%
	2021	21%	10%	7%	*	4%	33%	-	*	-	*	0%	-	10%	0%	6%	15%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	82%	91%	81%	85%	-	75%	-	67%	55%	*	79%	91%	80%	89%
	2021	67%	61%	55%	50%	52%	81%	-	70%	-	45%	22%	-	56%	54%	51%	63%
At Meets Grade Level or Above	2022	48%	43%	55%	50%	53%	85%	-	50%	-	50%	25%	*	54%	59%	50%	61%
	2021	41%	33%	25%	19%	22%	53%	-	20%	-	27%	4%	-	27%	20%	23%	26%
At Masters Grade Level	2022	23%	18%	25%	9%	25%	45%	-	31%	-	17%	8%	*	25%	25%	23%	37%
	2021	18%	12%	10%	4%	9%	25%	-	10%	-	9%	0%	-	11%	7%	7%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	81%	82%	82%	90%	-	63%	-	*	47%	*	78%	93%	78%	87%
	2021	68%	61%	61%	50%	57%	92%	-	*	-	*	25%	-	62%	59%	56%	65%
At Meets Grade Level or Above	2022	53%	45%	54%	36%	52%	90%	-	63%	-	*	19%	*	51%	64%	47%	58%
	2021	45%	35%	29%	17%	24%	69%	-	*	-	*	10%	-	31%	24%	26%	31%
At Masters Grade Level	2022	25%	18%	25%	9%	25%	40%	-	25%	-	*	6%	*	25%	21%	23%	32%
	2021	18%	12%	12%	0%	13%	23%	-	*	-	*	0%	-	15%	6%	9%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	82%	100%	81%	80%	-	88%	-	*	63%	*	81%	89%	82%	92%
	2021	66%	61%	55%	45%	54%	77%	-	*	-	*	32%	-	55%	56%	51%	62%
At Meets Grade Level or Above	2022	42%	37%	56%	64%	54%	80%	-	38%	-	*	31%	*	56%	54%	52%	63%
	2021	37%	30%	27%	27%	25%	46%	-	*	-	*	0%	-	28%	24%	27%	35%
At Masters Grade Level	2022	20%	16%	26%	9%	25%	50%	-	38%	-	*	9%	*	25%	29%	24%	42%
	2021	18%	11%	12%	9%	9%	31%	-	*	-	*	0%	-	12%	12%	9%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	35%	*	33%	*	-	*	-	*	10%	-	35%	33%	35%	50%
	2021	24%	12%	25%	25%	21%	57%	-	*	-	*	0%	-	24%	28%	24%	23%
Reading and Mathematics Including EOC	2022	36%	25%	35%	*	33%	*	-	*	-	*	10%	-	35%	33%	35%	50%
	2021	24%	12%	25%	25%	21%	57%	-	*	-	*	0%	-	24%	28%	24%	23%
Reading Including EOC	2022	51%	42%	49%	*	49%	*	-	*	-	*	25%	-	49%	50%	44%	63%
	2021	38%	27%	33%	22%	31%	71%	-	*	-	*	13%	-	33%	33%	30%	38%
Math Including EOC	2022	43%	33%	51%	*	49%	*	-	*	-	*	30%	-	52%	33%	49%	69%
	2021	31%	18%	32%	25%	31%	57%	-	*	-	*	0%	-	33%	28%	33%	31%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	46%	29%	47%	75%	-	33%	-	*	8%	*	49%	41%	39%	50%
	2021	26%	13%	15%	*	13%	33%	-	*	-	*	0%	-	17%	6%	13%	15%
Reading and Mathematics Including EOC	2022	36%	27%	46%	29%	47%	75%	-	33%	-	*	8%	*	49%	41%	39%	50%
	2021	26%	13%	15%	*	13%	33%	-	*	-	*	0%	-	17%	6%	13%	15%
Reading Including EOC	2022	54%	48%	58%	43%	55%	88%	-	67%	-	*	8%	*	53%	68%	51%	55%
	2021	36%	25%	25%	*	19%	67%	-	*	-	*	8%	-	29%	13%	23%	23%
Math Including EOC	2022	43%	35%	61%	71%	59%	75%	-	33%	-	*	33%	*	61%	59%	55%	59%
	2021	36%	21%	22%	*	20%	33%	-	*	-	*	0%	-	23%	19%	21%	38%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	41%	27%	39%	80%	-	38%	-	*	9%	*	41%	39%	37%	50%
	2021	26%	15%	20%	18%	17%	46%	-	*	-	*	0%	-	20%	18%	18%	19%
Reading and Mathematics Including EOC	2022	36%	27%	41%	27%	39%	80%	-	38%	-	*	9%	*	41%	39%	37%	50%
	2021	28%	17%	20%	18%	17%	46%	-	*	-	*	0%	-	20%	18%	18%	19%
Reading Including EOC	2022	53%	45%	54%	36%	52%	90%	-	63%	-	*	19%	*	51%	64%	47%	58%
	2021	41%	30%	29%	17%	24%	69%	-	*	-	*	10%	-	31%	24%	26%	31%
Math Including EOC	2022	43%	34%	56%	64%	54%	80%	-	38%	-	*	31%	*	56%	54%	52%	63%
	2021	37%	25%	27%	27%	25%	46%	-	*	-	*	0%	-	28%	24%	27%	35%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	86	93	84	92	-	80	-	*	73	*	83	93	86	65
	2019	61	66	59	50	62	45	-	*	-	-	36	-	58	63	63	61
Grade 4 Mathematics	2022	74	79	90	100	88	92	-	100	-	*	95	*	87	100	92	95
	2019	65	61	62	57	60	80	-	*	-	-	61	-	60	69	61	50
All Grades Both Subjects	2022	74	77	88	96	86	92	-	90	-	*	83	*	85	97	89	85
	2019	69	69	61	54	61	63	-	*	-	-	49	-	59	66	62	53
All Grades ELA/Reading	2022	78	80	86	93	84	92	-	80	-	*	73	*	83	93	86	65
	2019	68	68	59	50	62	45	-	*	-	-	36	-	58	63	63	61
All Grades Mathematics	2022	69	74	90	100	88	92	-	100	-	*	95	*	87	100	92	95
	2019	70	70	62	57	60	80	-	*	-	-	61	-	60	69	61	50

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	82%	94%	-	94%	-	-	-	-	-	-	-	81%	79%	89%	-
	2021	67%	61%	55%	81%	-	81%	-	-	-	100%	-	100%	-	11%	53%	63%	-
At Meets Grade Level or Above	2022	48%	43%	55%	62%	-	62%	-	-	-	-	-	-	-	58%	52%	61%	-
	2021	41%	33%	25%	31%	-	31%	-	-	-	80%	-	80%	-	0%	25%	26%	-
At Masters Grade Level	2022	23%	18%	25%	40%	-	40%	-	-	-	-	-	-	-	31%	21%	37%	-
	2021	18%	12%	10%	14%	-	14%	-	-	-	60%	-	60%	-	0%	9%	14%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	81%	92%	-	92%	-	-	-	-	-	-	-	77%	79%	87%	-
	2021	68%	61%	61%	82%	-	82%	-	-	-	*	-	*	-	14%	60%	65%	-
At Meets Grade Level or Above	2022	53%	45%	54%	64%	-	64%	-	-	-	-	-	-	-	46%	52%	58%	-
	2021	45%	35%	29%	35%	-	35%	-	-	-	*	-	*	-	0%	28%	31%	-
At Masters Grade Level	2022	25%	18%	25%	36%	-	36%	-	-	-	-	-	-	-	23%	22%	32%	-
	2021	18%	12%	12%	24%	-	24%	-	-	-	*	-	*	-	0%	11%	19%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	82%	96%	-	96%	-	-	-	-	-	-	-	85%	79%	92%	-
	2021	66%	61%	55%	76%	-	76%	-	-	-	*	-	*	-	14%	54%	62%	-
At Meets Grade Level or Above	2022	42%	37%	56%	60%	-	60%	-	-	-	-	-	-	-	69%	53%	63%	-
	2021	37%	30%	27%	41%	-	41%	-	-	-	*	-	*	-	0%	25%	35%	-
At Masters Grade Level	2022	20%	16%	26%	44%	-	44%	-	-	-	-	-	-	-	38%	20%	42%	-
	2021	18%	11%	12%	12%	-	12%	-	-	-	*	-	*	-	0%	11%	15%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	88%	82%	-	82%	-	-	-	-	-	-	-	88%	89%	85%	-
	2019	69%	69%	61%	59%	-	59%	-	-	-	*	-	*	-	35%		53%	-
All Grades ELA/Reading	2022	78%	80%	86%	*	-	*	-	-	-	-	-	-	-	75%	91%	65%	-
	2019	68%	68%	59%	*	-	*	-	-	-	*	-	*	-	50%		61%	-
All Grades Mathematics	2022	69%	74%	90%	92%	-	92%	-	-	-	-	-	-	-	100%	88%	95%	-
	2019	70%	70%	62%	57%	-	57%	-	-	-	*	-	*	-	20%		50%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	92%	96%	91%	-	89%	-	100%	100%	50%	97%	88%	95%	97%
Not Included in Accountability: Mobile	5%	4%	5%	8%	4%	9%	-	11%	-	0%	0%	50%	3%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	92%	96%	91%	-	89%	-	*	100%	*	97%	88%	95%	97%
Not Included in Accountability: Mobile	5%	4%	5%	8%	4%	9%	-	11%	-	*	0%	*	3%	13%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	92%	96%	91%	-	89%	-	*	100%	*	97%	88%	95%	97%
Not Included in Accountability: Mobile	5%	4%	5%	8%	4%	9%	-	11%	-	*	0%	*	3%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	93%	-	100%	-	*	95%	*	98%	100%	99%	97%
Included in Accountability	83%	86%	90%	100%	91%	87%	-	67%	-	*	91%	*	90%	89%	91%	72%
Not Included in Accountability: Mobile	3%	3%	5%	0%	6%	7%	-	0%	-	*	0%	*	4%	8%	5%	11%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	3%	0%	-	33%	-	*	5%	*	4%	3%	4%	14%
Not Tested	11%	7%	1%	0%	1%	7%	-	0%	-	*	5%	*	2%	0%	1%	3%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	7%	-	0%	-	*	5%	*	2%	0%	1%	3%
Mathematics																
Assessment Participant	88%	95%	99%	92%	100%	100%	-	100%	-	*	95%	*	99%	100%	99%	100%
Included in Accountability	84%	89%	91%	92%	91%	93%	-	67%	-	*	90%	*	91%	89%	91%	74%
Not Included in Accountability: Mobile	4%	3%	5%	0%	6%	7%	-	0%	-	*	0%	*	4%	8%	5%	11%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	3%	0%	-	33%	-	*	5%	*	4%	3%	4%	14%
Not Tested	12%	5%	1%	8%	0%	0%	-	0%	-	*	5%	*	1%	0%	1%	0%
Absent	2%	2%	1%	8%	0%	0%	-	0%	-	*	5%	*	1%	0%	1%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	96.3%	95.9%	96.1%	96.4%	-	99.2%	*	*	95.7%	96.0%	96.9%
2019-20	98.3%	98.1%	99.1%	99.2%	99.1%	98.4%	-	99.2%	*	*	98.8%	99.0%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	8.9%	7.7%	9.6%	8.3%	-	0.0%	*	*	10.5%	10.2%	5.5%
2019-20	6.7%	8.8%	3.5%	3.1%	3.1%	5.9%	-	0.0%	*	0.0%	6.3%	4.0%	1.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	424	100.0%	49,255	5,402,928	424	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	3	0.7%	0.3%	0.3%	3	0.7%	0.4%	0.4%
Pre-Kindergarten	49	11.6%	4.2%	4.1%	49	11.6%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	49	11.6%	4.2%	3.5%	49	11.6%	4.2%	3.5%
Kindergarten	66	15.6%	6.2%	6.8%	66	15.6%	6.2%	6.8%
Grade 1	96	22.6%	7.4%	7.1%	96	22.6%	7.4%	7.1%
Grade 2	65	15.3%	6.5%	7.1%	65	15.3%	6.5%	7.1%
Grade 3	73	17.2%	6.4%	7.1%	73	17.2%	6.4%	7.1%
Grade 4	72	17.0%	6.9%	7.1%	72	17.0%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	35	8.3%	8.1%	12.8%	35	8.3%	8.1%	12.8%
Hispanic	334	78.8%	82.8%	52.8%	334	78.8%	82.8%	52.7%
White	36	8.5%	5.2%	26.3%	36	8.5%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	12	2.8%	3.0%	4.8%	12	2.8%	3.0%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	6	1.4%	0.7%	2.9%	6	1.4%	0.7%	2.9%
Sex:								
Female	204	48.1%	48.3%	48.9%	204	48.1%	48.3%	48.8%
Male	220	51.9%	51.7%	51.1%	220	51.9%	51.7%	51.2%
Economically Disadvantaged	317	74.8%	79.4%	60.7%	317	74.8%	79.4%	60.6%
Non-Educationally Disadvantaged	107	25.2%	20.6%	39.3%	107	25.2%	20.6%	39.4%
Section 504 Students	15	3.5%	5.8%	7.4%	15	3.5%	5.8%	7.4%
EB Students/EL	95	22.4%	32.6%	21.7%	95	22.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	28	6.6%	4.9%	5.0%	28	6.6%	4.8%	5.0%
Foster Care	2	0.5%	0.1%	0.3%	2	0.5%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	5	1.2%	3.4%	2.0%	5	1.2%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	424	100.0%	67.8%	64.3%	424	100.0%	67.7%	64.3%
Military Connected	2	0.5%	0.4%	3.3%	2	0.5%	0.4%	3.3%
At-Risk	259	61.1%	69.4%	53.5%	259	61.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	69	16.3%	30.5%	21.9%	69	16.3%	30.4%	21.8%
Gifted and Talented Education	18	4.2%	5.5%	8.0%	18	4.2%	5.5%	8.0%
Special Education	68	16.0%	12.4%	11.6%	68	16.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	30.9%	44.4%	43.0%				
Students with Physical Disabilities	**	**	18.2%	20.8%				
Students with Autism	29	42.6%	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	41	13.0%	14.7%	13.6%				
By Ethnicity:								
African American	3	1.0%	2.1%	2.5%				
Hispanic	34	10.8%	11.1%	6.6%				
White	4	1.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	7.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	15.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	30	13.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	62	17.4%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	14.1%	11.5%	2.9%	8.3%	9.7%	4.2%
Grade 2	3.6%	6.2%	1.7%	5.3%	4.0%	2.2%
Grade 3	1.6%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.9	17.0	18.7
Grade 1	19.3	18.2	18.7
Grade 2	17.1	16.7	18.6
Grade 3	20.0	15.8	18.7
Grade 4	14.8	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	64.5	100.0%	100.0%	100.0%
Professional Staff:	45.6	70.8%	59.0%	64.1%
Teachers	37.3	57.9%	45.5%	49.3%
Professional Support	6.3	9.8%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.1%	2.3%	2.9%
Educational Aides:	18.8	29.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	41.0	63.7%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.0	10.7%	10.3%	11.2%
Hispanic	13.3	35.5%	39.2%	28.9%
White	17.1	45.7%	46.5%	56.4%
American Indian	1.0	2.7%	0.2%	0.3%
Asian	2.0	5.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	2.0	5.4%	25.0%	24.1%
Females	35.3	94.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	35.3	94.5%	75.8%	72.6%
Masters	2.1	5.5%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.2	11.2%	7.9%	7.9%
1-5 Years Experience	9.0	24.1%	27.4%	26.7%
6-10 Years Experience	11.0	29.5%	24.2%	20.6%
11-20 Years Experience	10.1	26.9%	28.7%	28.6%
21-30 Years Experience	3.1	8.2%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.4	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	8.0	6.3
Average Years Experience of Principals with District	11.0	7.7	5.4
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:	9.7	10.4	11.1
Average Years Experience of Teachers with District:	7.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,859	\$56,914	\$51,054
1-5 Years Experience	\$59,243	\$58,997	\$54,577
6-10 Years Experience	\$61,852	\$61,821	\$57,746
11-20 Years Experience	\$60,133	\$63,221	\$61,377
21-30 Years Experience	\$61,814	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,970	\$61,600	\$58,887
Professional Support	\$68,048	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,891	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.4	17.1%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	27.4	73.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.5	9.4%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TEAGUE EL

Campus Number: 101917128

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	82%	60%	83%	71%	-	93%	-	*	61%	88%	83%	69%	78%	73%
	2021	67%	59%	71%	40%	74%	67%	-	67%	-	-	47%	*	73%	65%	64%	87%
At Meets Grade Level or Above	2022	51%	42%	49%	60%	45%	65%	-	43%	-	*	26%	25%	50%	31%	43%	29%
	2021	39%	27%	30%	0%	31%	33%	-	33%	-	-	18%	*	31%	30%	29%	30%
At Masters Grade Level	2022	30%	21%	22%	40%	19%	29%	-	21%	-	*	0%	0%	23%	15%	16%	15%
	2021	19%	12%	17%	0%	15%	33%	-	25%	-	-	6%	*	19%	5%	13%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	74%	60%	73%	82%	-	71%	-	*	39%	75%	75%	62%	71%	79%
	2021	62%	51%	49%	0%	47%	56%	-	75%	-	-	35%	*	49%	45%	42%	47%
At Meets Grade Level or Above	2022	43%	33%	30%	40%	27%	41%	-	36%	-	*	9%	13%	32%	15%	27%	23%
	2021	31%	18%	22%	0%	17%	44%	-	50%	-	-	12%	*	22%	20%	14%	7%
At Masters Grade Level	2022	21%	13%	12%	20%	13%	6%	-	7%	-	*	0%	13%	11%	15%	9%	8%
	2021	14%	6%	8%	0%	6%	22%	-	17%	-	-	6%	*	9%	0%	5%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	83%	20%	84%	100%	-	93%	-	*	45%	80%	85%	75%	78%	87%
	2021	63%	54%	48%	27%	45%	76%	-	54%	-	*	17%	*	50%	38%	48%	43%
At Meets Grade Level or Above	2022	54%	48%	53%	0%	52%	83%	-	50%	-	*	18%	60%	56%	39%	47%	49%
	2021	36%	25%	17%	18%	15%	24%	-	23%	-	*	6%	*	19%	8%	15%	14%
At Masters Grade Level	2022	28%	21%	26%	0%	26%	42%	-	21%	-	*	14%	20%	26%	25%	22%	19%
	2021	17%	8%	6%	0%	3%	18%	-	15%	-	*	6%	*	7%	0%	5%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	61%	0%	57%	92%	-	93%	-	*	27%	60%	68%	33%	53%	62%
	2021	59%	50%	40%	36%	36%	35%	-	77%	-	*	6%	*	43%	25%	38%	37%
At Meets Grade Level or Above	2022	43%	35%	29%	0%	30%	33%	-	36%	-	*	14%	40%	32%	15%	22%	30%
	2021	36%	21%	20%	0%	18%	18%	-	54%	-	*	6%	*	21%	17%	21%	22%
At Masters Grade Level	2022	23%	15%	13%	0%	10%	25%	-	29%	-	*	9%	40%	15%	4%	11%	19%
	2021	21%	10%	9%	0%	7%	12%	-	23%	-	*	6%	*	9%	4%	9%	4%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	75%	35%	74%	84%	-	88%	-	38%	43%	77%	78%	58%	70%	75%
	2021	67%	61%	50%	33%	49%	57%	-	67%	-	67%	23%	50%	52%	41%	46%	45%
At Meets Grade Level or Above	2022	48%	43%	40%	25%	39%	55%	-	41%	-	25%	17%	31%	43%	26%	35%	33%
	2021	41%	33%	21%	12%	20%	25%	-	38%	-	0%	9%	17%	22%	18%	20%	16%
At Masters Grade Level	2022	23%	18%	18%	15%	17%	24%	-	20%	-	25%	6%	15%	19%	15%	14%	15%
	2021	18%	12%	8%	0%	7%	14%	-	17%	-	0%	5%	11%	10%	2%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	82%	40%	84%	83%	-	93%	-	*	53%	85%	84%	73%	78%	80%
	2021	68%	61%	59%	31%	59%	73%	-	60%	-	*	31%	57%	60%	50%	55%	59%
At Meets Grade Level or Above	2022	53%	45%	51%	30%	49%	72%	-	46%	-	*	22%	38%	53%	37%	45%	39%
	2021	45%	35%	23%	13%	23%	27%	-	28%	-	*	11%	14%	24%	18%	21%	20%
At Masters Grade Level	2022	25%	18%	24%	20%	23%	34%	-	21%	-	*	7%	8%	24%	22%	19%	17%
	2021	18%	12%	11%	0%	9%	23%	-	20%	-	*	6%	14%	12%	2%	8%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	67%	30%	65%	86%	-	82%	-	*	33%	69%	71%	43%	62%	71%
	2021	66%	61%	44%	25%	41%	42%	-	76%	-	*	20%	57%	46%	34%	39%	41%
At Meets Grade Level or Above	2022	42%	37%	30%	20%	29%	38%	-	36%	-	*	11%	23%	32%	15%	24%	26%
	2021	37%	30%	21%	0%	18%	27%	-	52%	-	*	9%	29%	21%	18%	18%	16%
At Masters Grade Level	2022	20%	16%	12%	10%	12%	14%	-	18%	-	*	4%	23%	13%	8%	10%	14%
	2021	18%	11%	8%	0%	6%	15%	-	20%	-	*	6%	14%	9%	2%	7%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	26%	40%	24%	35%	-	29%	-	*	4%	13%	28%	15%	24%	19%
	2021	24%	12%	16%	0%	13%	22%	-	33%	-	-	12%	*	15%	20%	10%	7%
Reading and Mathematics Including EOC	2022	36%	25%	26%	40%	24%	35%	-	29%	-	*	4%	13%	28%	15%	24%	19%
	2021	24%	12%	16%	0%	13%	22%	-	33%	-	-	12%	*	15%	20%	10%	7%
Reading Including EOC	2022	51%	42%	49%	60%	45%	65%	-	43%	-	*	26%	25%	50%	31%	43%	29%
	2021	38%	27%	30%	0%	31%	33%	-	33%	-	-	18%	*	31%	30%	29%	30%
Math Including EOC	2022	43%	33%	30%	40%	27%	41%	-	36%	-	*	9%	13%	32%	15%	27%	23%
	2021	31%	18%	22%	0%	17%	44%	-	50%	-	-	12%	*	22%	20%	14%	7%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	28%	0%	28%	36%	-	36%	-	*	14%	40%	31%	15%	20%	26%
	2021	26%	13%	11%	0%	10%	18%	-	23%	-	*	6%	*	13%	4%	12%	12%
Reading and Mathematics Including EOC	2022	36%	27%	28%	0%	28%	36%	-	36%	-	*	14%	40%	31%	15%	20%	26%
	2021	26%	13%	11%	0%	10%	18%	-	23%	-	*	6%	*	13%	4%	12%	12%
Reading Including EOC	2022	54%	48%	52%	0%	52%	82%	-	50%	-	*	18%	60%	56%	37%	46%	49%
	2021	36%	25%	17%	18%	15%	24%	-	23%	-	*	6%	*	19%	8%	15%	14%
Math Including EOC	2022	43%	35%	29%	0%	30%	36%	-	36%	-	*	14%	40%	32%	15%	22%	30%
	2021	36%	21%	20%	0%	18%	18%	-	54%	-	*	6%	*	21%	17%	21%	22%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	27%	20%	26%	36%	-	32%	-	*	9%	23%	29%	15%	22%	22%
	2021	26%	15%	13%	0%	12%	19%	-	28%	-	*	9%	0%	14%	11%	11%	10%
Reading and Mathematics Including EOC	2022	36%	27%	27%	20%	26%	36%	-	32%	-	*	9%	23%	29%	15%	22%	22%
	2021	28%	17%	13%	0%	12%	19%	-	28%	-	*	9%	0%	14%	11%	11%	10%
Reading Including EOC	2022	53%	45%	50%	30%	49%	71%	-	46%	-	*	22%	38%	53%	35%	45%	39%
	2021	41%	30%	23%	13%	23%	27%	-	28%	-	*	11%	14%	24%	18%	21%	20%
Math Including EOC	2022	43%	34%	30%	20%	29%	39%	-	36%	-	*	11%	23%	32%	15%	25%	26%
	2021	37%	25%	21%	0%	18%	27%	-	52%	-	*	9%	29%	21%	18%	18%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	86	*	88	92	-	89	-	*	75	*	87	83	86	83
	2019	61	66	70	83	66	67	-	94	-	*	50	*	67	81	69	75
Grade 4 Mathematics	2022	74	79	71	*	71	63	-	86	-	*	76	*	76	52	68	70
	2019	65	61	53	61	52	50	-	75	-	*	50	*	56	40	54	61
All Grades Both Subjects	2022	74	77	78	50	78	77	-	88	-	67	76	86	81	66	76	74
	2019	69	69	61	72	58	58	-	84	-	56	50	*	61	59	60	65
All Grades ELA/Reading	2022	78	80	86	*	88	92	-	89	-	*	75	*	87	83	86	83
	2019	68	68	70	83	66	67	-	94	-	*	50	*	67	81	69	75
All Grades Mathematics	2022	69	74	71	*	71	63	-	86	-	*	76	*	76	52	68	70
	2019	70	70	53	61	52	50	-	75	-	*	50	*	56	40	54	61

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	75%	74%	-	74%	-	-	-	*	-	*	-	77%	74%	75%	*
	2021	67%	61%	50%	44%	-	44%	-	-	-	53%	-	53%	-	47%	52%	45%	-
At Meets Grade Level or Above	2022	48%	43%	40%	36%	-	36%	-	-	-	*	-	*	-	26%	44%	32%	*
	2021	41%	33%	21%	16%	-	16%	-	-	-	24%	-	24%	-	12%	24%	16%	-
At Masters Grade Level	2022	23%	18%	18%	17%	-	17%	-	-	-	*	-	*	-	12%	20%	15%	*
	2021	18%	12%	8%	7%	-	7%	-	-	-	6%	-	6%	-	0%	9%	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	82%	80%	-	80%	-	-	-	*	-	*	-	79%	84%	80%	*
	2021	68%	61%	59%	64%	-	64%	-	-	-	50%	-	50%	-	47%	58%	59%	-
At Meets Grade Level or Above	2022	53%	45%	51%	47%	-	47%	-	-	-	*	-	*	-	24%	57%	38%	*
	2021	45%	35%	23%	22%	-	22%	-	-	-	17%	-	17%	-	13%	24%	20%	-
At Masters Grade Level	2022	25%	18%	24%	19%	-	19%	-	-	-	*	-	*	-	12%	28%	16%	*
	2021	18%	12%	11%	12%	-	12%	-	-	-	0%	-	0%	-	0%	11%	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	67%	68%	-	68%	-	-	-	*	-	*	-	76%	65%	70%	*
	2021	66%	61%	44%	34%	-	34%	-	-	-	67%	-	67%	-	53%	45%	41%	-
At Meets Grade Level or Above	2022	42%	37%	30%	25%	-	25%	-	-	-	*	-	*	-	27%	31%	26%	*
	2021	37%	30%	21%	14%	-	14%	-	-	-	50%	-	50%	-	13%	23%	16%	-
At Masters Grade Level	2022	20%	16%	12%	15%	-	15%	-	-	-	*	-	*	-	12%	11%	14%	*
	2021	18%	11%	8%	5%	-	5%	-	-	-	17%	-	17%	-	0%	10%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	78%	69%	-	69%	-	-	-	-	-	-	-	78%	79%	74%	*
	2019	69%	69%	61%	54%	-	54%	-	-	-	-	-	-	-	78%		64%	
All Grades ELA/Reading	2022	78%	80%	86%	*	-	*	-	-	-	-	-	-	-	86%	87%	82%	*
	2019	68%	68%	70%	*	-	*	-	-	-	-	-	-	-	89%		80%	
All Grades Mathematics	2022	69%	74%	71%	71%	-	71%	-	-	-	-	-	-	-	69%	72%	71%	*
	2019	70%	70%	53%	56%	-	56%	-	-	-	-	-	-	-	67%		59%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	100%	-	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	93%	91%	93%	91%	-	100%	-	80%	96%	93%	97%	75%	92%	90%
Not Included in Accountability: Mobile	5%	4%	5%	9%	4%	9%	-	0%	-	20%	2%	7%	3%	15%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	-	0%	-	0%	1%	0%	0%	8%	2%	4%
Not Tested	1%	2%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	92%	91%	93%	91%	93%	91%	-	100%	-	80%	96%	93%	97%	76%	92%	90%
Not Included in Accountability: Mobile	5%	4%	5%	9%	4%	9%	-	0%	-	20%	2%	7%	3%	15%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	0%	-	0%	-	0%	2%	0%	0%	9%	2%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	100%	-	100%	98%	100%	100%	96%	99%	99%
Included in Accountability	93%	94%	93%	91%	93%	91%	-	100%	-	80%	96%	93%	97%	74%	92%	90%
Not Included in Accountability: Mobile	5%	4%	5%	9%	4%	9%	-	0%	-	20%	2%	7%	3%	15%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	0%	-	0%	0%	0%	0%	7%	2%	4%
Not Tested	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	0%	4%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	0%	4%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	-	97%	-	*	98%	100%	98%	100%	99%	99%
Included in Accountability	83%	86%	89%	80%	90%	93%	-	78%	-	*	85%	100%	90%	83%	87%	81%
Not Included in Accountability: Mobile	3%	3%	4%	20%	3%	4%	-	3%	-	*	5%	0%	3%	11%	6%	2%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	5%	4%	-	16%	-	*	7%	0%	6%	6%	6%	16%
Not Tested	11%	7%	1%	0%	1%	0%	-	3%	-	*	2%	0%	2%	0%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	-	3%	-	*	2%	0%	2%	0%	1%	1%
Mathematics																
Assessment Participant	88%	95%	99%	100%	99%	100%	-	97%	-	*	98%	100%	98%	100%	99%	99%
Included in Accountability	84%	89%	89%	80%	90%	93%	-	78%	-	*	85%	100%	90%	83%	87%	81%
Not Included in Accountability: Mobile	4%	3%	4%	20%	3%	4%	-	3%	-	*	5%	0%	3%	11%	6%	2%
Not Included in Accountability: Other Exclusions	0%	2%	6%	0%	5%	4%	-	16%	-	*	7%	0%	6%	6%	6%	16%
Not Tested	12%	5%	1%	0%	1%	0%	-	3%	-	*	2%	0%	2%	0%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	10%	3%	1%	0%	1%	0%	-	3%	-	*	2%	0%	2%	0%	1%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	96.3%	91.9%	96.5%	95.2%	-	98.5%	-	*	94.2%	96.0%	97.8%
2019-20	98.3%	98.1%	98.8%	98.3%	98.7%	98.6%	-	99.6%	-	99.1%	99.1%	98.7%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	9.0%	38.2%	7.2%	10.1%	-	1.8%	-	28.6%	17.7%	10.1%	3.0%
2019-20	6.7%	8.8%	5.0%	5.4%	5.1%	9.4%	-	0.0%	-	0.0%	3.2%	5.6%	1.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	737	100.0%	49,255	5,402,928	737	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	79	10.7%	4.2%	4.1%	79	10.7%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	79	10.7%	4.2%	3.5%	79	10.7%	4.2%	3.5%
Kindergarten	101	13.7%	6.2%	6.8%	101	13.7%	6.2%	6.8%
Grade 1	142	19.3%	7.4%	7.1%	142	19.3%	7.4%	7.1%
Grade 2	128	17.4%	6.5%	7.1%	128	17.4%	6.5%	7.1%
Grade 3	145	19.7%	6.4%	7.1%	145	19.7%	6.4%	7.1%
Grade 4	142	19.3%	6.9%	7.1%	142	19.3%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	41	5.6%	8.1%	12.8%	41	5.6%	8.1%	12.8%
Hispanic	537	72.9%	82.8%	52.8%	537	72.9%	82.8%	52.7%
White	80	10.9%	5.2%	26.3%	80	10.9%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	73	9.9%	3.0%	4.8%	73	9.9%	3.0%	4.8%
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%	2.9%	6	0.8%	0.7%	2.9%
Sex:								
Female	347	47.1%	48.3%	48.9%	347	47.1%	48.3%	48.8%
Male	390	52.9%	51.7%	51.1%	390	52.9%	51.7%	51.2%
Economically Disadvantaged	516	70.0%	79.4%	60.7%	516	70.0%	79.4%	60.6%
Non-Educationally Disadvantaged	221	30.0%	20.6%	39.3%	221	30.0%	20.6%	39.4%
Section 504 Students	24	3.3%	5.8%	7.4%	24	3.3%	5.8%	7.4%
EB Students/EL	247	33.5%	32.6%	21.7%	247	33.5%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	29	3.9%	4.9%	5.0%	29	3.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.5%	0.7%	1.1%	4	0.5%	0.7%	1.1%
Immigrant	28	3.8%	3.4%	2.0%	28	3.8%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	737	100.0%	67.8%	64.3%	737	100.0%	67.7%	64.3%
Military Connected	4	0.5%	0.4%	3.3%	4	0.5%	0.4%	3.3%
At-Risk	482	65.4%	69.4%	53.5%	482	65.4%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	194	26.3%	30.5%	21.9%	194	26.3%	30.4%	21.8%
Gifted and Talented Education	16	2.2%	5.5%	8.0%	16	2.2%	5.5%	8.0%
Special Education	115	15.6%	12.4%	11.6%	115	15.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	115							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	22.6%	44.4%	43.0%				
Students with Physical Disabilities	51	44.3%	18.2%	20.8%				
Students with Autism	24	20.9%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	57	9.5%	14.7%	13.6%				
By Ethnicity:								
African American	8	1.3%	2.1%	2.5%				
Hispanic	32	5.4%	11.1%	6.6%				
White	11	1.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.5%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	8.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	10	5.0%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	49	11.0%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	64	10.7%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	5.9%	11.5%	2.9%	19.2%	9.7%	4.2%
Grade 2	1.8%	6.2%	1.7%	11.4%	4.0%	2.2%
Grade 3	0.9%	2.4%	1.0%	4.5%	0.9%	1.0%
Grade 4	0.8%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.5	17.0	18.7
Grade 1	21.2	18.2	18.7
Grade 2	19.4	16.7	18.6
Grade 3	17.8	15.8	18.7
Grade 4	21.6	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	84.5	100.0%	100.0%	100.0%
Professional Staff:	62.9	74.4%	59.0%	64.1%
Teachers	52.3	61.8%	45.5%	49.3%
Professional Support	7.6	9.0%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.5%	2.3%	2.9%
Educational Aides:	21.6	25.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	50.1	59.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	5.0	9.6%	10.3%	11.2%
Hispanic	20.1	38.4%	39.2%	28.9%
White	26.2	50.0%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	2.0	3.8%	25.0%	24.1%
Females	50.3	96.2%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	41.2	78.8%	75.8%	72.6%
Masters	11.1	21.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.8%	7.9%	7.9%
1-5 Years Experience	10.0	19.1%	27.4%	26.7%
6-10 Years Experience	11.0	21.0%	24.2%	20.6%
11-20 Years Experience	17.1	32.8%	28.7%	28.6%
21-30 Years Experience	10.1	19.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	2.0	3.8%	1.6%	2.9%
Number of Students per Teacher	14.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	8.0	6.3
Average Years Experience of Principals with District	16.0	7.7	5.4
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:	13.8	10.4	11.1
Average Years Experience of Teachers with District:	9.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,021	\$56,914	\$51,054
1-5 Years Experience	\$59,080	\$58,997	\$54,577
6-10 Years Experience	\$61,701	\$61,821	\$57,746
11-20 Years Experience	\$62,235	\$63,221	\$61,377
21-30 Years Experience	\$62,591	\$65,542	\$65,949
Over 30 Years Experience	\$64,186	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,501	\$61,600	\$58,887
Professional Support	\$68,151	\$76,167	\$69,505
Campus Administration (School Leadership)	\$98,512	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.0	24.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	36.7	70.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.6	4.9%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MOORE EL

Campus Number: 101917129

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	84%	100%	81%	-	-	100%	-	*	77%	*	85%	80%	85%	71%
	2021	67%	59%	64%	71%	63%	40%	-	71%	-	*	60%	-	68%	50%	62%	55%
At Meets Grade Level or Above	2022	51%	42%	57%	83%	53%	-	-	63%	-	*	46%	*	59%	40%	53%	42%
	2021	39%	27%	36%	43%	30%	20%	-	57%	-	*	40%	-	40%	21%	32%	34%
At Masters Grade Level	2022	30%	21%	26%	83%	21%	-	-	38%	-	*	15%	*	27%	20%	18%	13%
	2021	19%	12%	15%	29%	15%	0%	-	0%	-	*	20%	-	19%	0%	13%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	72%	83%	67%	-	-	88%	-	*	77%	*	76%	50%	69%	61%
	2021	62%	51%	66%	71%	61%	80%	-	71%	-	*	60%	-	66%	64%	62%	52%
At Meets Grade Level or Above	2022	43%	33%	43%	83%	36%	-	-	63%	-	*	46%	*	45%	30%	38%	29%
	2021	31%	18%	24%	43%	17%	0%	-	43%	-	*	40%	-	25%	21%	19%	17%
At Masters Grade Level	2022	21%	13%	22%	67%	17%	-	-	38%	-	*	23%	*	24%	10%	16%	10%
	2021	14%	6%	9%	29%	7%	0%	-	0%	-	*	10%	-	11%	0%	8%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	92%	90%	90%	100%	-	100%	-	*	79%	*	91%	100%	92%	92%
	2021	63%	54%	61%	56%	62%	*	-	55%	-	*	30%	-	63%	58%	55%	60%
At Meets Grade Level or Above	2022	54%	48%	62%	70%	57%	80%	-	63%	-	*	50%	*	68%	38%	55%	58%
	2021	36%	25%	35%	33%	34%	*	-	36%	-	*	20%	-	38%	26%	31%	33%
At Masters Grade Level	2022	28%	21%	30%	40%	26%	0%	-	50%	-	*	14%	*	34%	15%	27%	27%
	2021	17%	8%	15%	11%	14%	*	-	18%	-	*	10%	-	14%	16%	16%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	79%	70%	74%	100%	-	100%	-	*	64%	*	81%	69%	75%	73%
	2021	59%	50%	61%	67%	58%	*	-	73%	-	*	45%	-	66%	47%	57%	67%
At Meets Grade Level or Above	2022	43%	35%	38%	40%	29%	20%	-	88%	-	*	29%	*	38%	38%	33%	35%
	2021	36%	21%	27%	44%	22%	*	-	36%	-	*	40%	-	25%	32%	26%	27%
At Masters Grade Level	2022	23%	15%	21%	40%	12%	0%	-	50%	-	*	21%	*	21%	23%	18%	8%
	2021	21%	10%	12%	11%	8%	*	-	27%	-	*	10%	-	11%	16%	10%	13%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	82%	84%	78%	100%	-	97%	-	90%	74%	*	83%	76%	80%	74%
	2021	67%	61%	62%	66%	58%	69%	-	68%	-	77%	39%	-	64%	53%	58%	59%
At Meets Grade Level or Above	2022	48%	43%	50%	66%	44%	50%	-	69%	-	60%	43%	*	53%	37%	45%	40%
	2021	41%	33%	29%	39%	26%	31%	-	38%	-	38%	29%	-	31%	24%	27%	28%
At Masters Grade Level	2022	23%	18%	25%	53%	19%	0%	-	44%	-	20%	19%	*	26%	17%	20%	14%
	2021	18%	12%	11%	17%	9%	13%	-	11%	-	23%	10%	-	12%	7%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	88%	94%	85%	100%	-	100%	-	80%	78%	*	87%	91%	89%	81%
	2021	68%	61%	63%	63%	63%	57%	-	61%	-	80%	40%	-	65%	55%	59%	58%
At Meets Grade Level or Above	2022	53%	45%	59%	75%	55%	80%	-	63%	-	60%	48%	*	63%	39%	54%	49%
	2021	45%	35%	35%	38%	32%	43%	-	44%	-	40%	27%	-	39%	24%	32%	34%
At Masters Grade Level	2022	25%	18%	28%	56%	23%	0%	-	44%	-	20%	15%	*	30%	17%	23%	19%
	2021	18%	12%	15%	19%	15%	14%	-	11%	-	20%	13%	-	17%	9%	14%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	75%	75%	70%	100%	-	94%	-	100%	70%	*	78%	61%	72%	67%
	2021	66%	61%	63%	69%	59%	71%	-	72%	-	80%	50%	-	66%	55%	59%	59%
At Meets Grade Level or Above	2022	42%	37%	41%	56%	33%	20%	-	75%	-	60%	37%	*	42%	35%	36%	32%
	2021	37%	30%	25%	44%	20%	14%	-	39%	-	40%	40%	-	25%	27%	23%	22%
At Masters Grade Level	2022	20%	16%	22%	50%	15%	0%	-	44%	-	20%	22%	*	23%	17%	17%	9%
	2021	18%	11%	11%	19%	7%	14%	-	17%	-	20%	10%	-	11%	9%	9%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	38%	83%	33%	-	-	50%	-	*	31%	*	42%	10%	33%	26%
	2021	24%	12%	22%	43%	15%	0%	-	43%	-	*	40%	-	23%	21%	17%	17%
Reading and Mathematics Including EOC	2022	36%	25%	38%	83%	33%	-	-	50%	-	*	31%	*	42%	10%	33%	26%
	2021	24%	12%	22%	43%	15%	0%	-	43%	-	*	40%	-	23%	21%	17%	17%
Reading Including EOC	2022	51%	42%	57%	83%	53%	-	-	63%	-	*	46%	*	59%	40%	53%	42%
	2021	38%	27%	36%	43%	30%	20%	-	57%	-	*	40%	-	40%	21%	32%	34%
Math Including EOC	2022	43%	33%	43%	83%	36%	-	-	63%	-	*	46%	*	45%	30%	38%	29%
	2021	31%	18%	24%	43%	17%	0%	-	43%	-	*	40%	-	25%	21%	19%	17%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	35%	40%	29%	20%	-	63%	-	*	29%	*	36%	31%	29%	27%
	2021	26%	13%	17%	22%	16%	*	-	18%	-	*	20%	-	18%	16%	16%	17%
Reading and Mathematics Including EOC	2022	36%	27%	35%	40%	29%	20%	-	63%	-	*	29%	*	36%	31%	29%	27%
	2021	26%	13%	17%	22%	16%	*	-	18%	-	*	20%	-	18%	16%	16%	17%
Reading Including EOC	2022	54%	48%	62%	70%	57%	80%	-	63%	-	*	50%	*	68%	38%	55%	58%
	2021	36%	25%	35%	33%	34%	*	-	36%	-	*	20%	-	38%	26%	31%	33%
Math Including EOC	2022	43%	35%	38%	40%	29%	20%	-	88%	-	*	29%	*	38%	38%	33%	35%
	2021	36%	21%	27%	44%	22%	*	-	36%	-	*	40%	-	25%	32%	26%	27%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	37%	56%	31%	20%	-	56%	-	40%	30%	*	39%	22%	31%	26%
	2021	26%	15%	20%	31%	16%	14%	-	28%	-	40%	27%	-	20%	18%	16%	17%
Reading and Mathematics Including EOC	2022	36%	27%	37%	56%	31%	20%	-	56%	-	40%	30%	*	39%	22%	31%	26%
	2021	28%	17%	20%	31%	16%	14%	-	28%	-	40%	27%	-	20%	18%	16%	17%
Reading Including EOC	2022	53%	45%	59%	75%	55%	80%	-	63%	-	60%	48%	*	63%	39%	54%	49%
	2021	41%	30%	35%	38%	32%	43%	-	44%	-	40%	27%	-	39%	24%	32%	34%
Math Including EOC	2022	43%	34%	41%	56%	33%	20%	-	75%	-	60%	37%	*	42%	35%	36%	32%
	2021	37%	25%	25%	44%	20%	14%	-	39%	-	40%	40%	-	25%	27%	23%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	90	88	91	100	-	81	-	*	100	-	88	96	90	89
	2019	61	66	82	72	84	*	-	75	-	*	85	-	82	83	82	69
Grade 4 Mathematics	2022	74	79	82	100	73	100	-	94	-	*	83	*	83	77	82	69
	2019	65	61	79	67	78	*	-	90	-	*	85	*	79	78	83	89
All Grades Both Subjects	2022	74	77	86	94	81	100	-	88	-	*	91	*	85	86	86	76
	2019	69	69	80	69	81	*	-	83	-	100	85	*	80	81	83	82
All Grades ELA/Reading	2022	78	80	90	88	91	100	-	81	-	*	100	-	88	96	90	89
	2019	68	68	82	72	84	*	-	75	-	*	85	-	82	83	82	69
All Grades Mathematics	2022	69	74	82	100	73	100	-	94	-	*	83	*	83	77	82	69
	2019	70	70	79	67	78	*	-	90	-	*	85	*	79	78	83	89

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	82%	71%	-	71%	-	-	-	90%	-	90%	-	59%	87%	74%	-
	2021	67%	61%	62%	60%	-	60%	-	-	-	64%	-	64%	-	47%	64%	58%	*
At Meets Grade Level or Above	2022	48%	43%	50%	32%	-	32%	-	-	-	60%	-	60%	-	36%	56%	40%	-
	2021	41%	33%	29%	29%	-	29%	-	-	-	31%	-	31%	-	18%	31%	27%	*
At Masters Grade Level	2022	23%	18%	25%	8%	-	8%	-	-	-	27%	-	27%	-	14%	32%	14%	-
	2021	18%	12%	11%	13%	-	13%	-	-	-	10%	-	10%	-	9%	11%	11%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	88%	74%	-	74%	-	-	-	93%	-	93%	-	82%	93%	81%	-
	2021	68%	61%	63%	61%	-	61%	-	-	-	56%	-	56%	-	50%	66%	57%	*
At Meets Grade Level or Above	2022	53%	45%	59%	42%	-	42%	-	-	-	53%	-	53%	-	64%	66%	49%	-
	2021	45%	35%	35%	36%	-	36%	-	-	-	38%	-	38%	-	21%	36%	33%	*
At Masters Grade Level	2022	25%	18%	28%	13%	-	13%	-	-	-	27%	-	27%	-	27%	34%	19%	-
	2021	18%	12%	15%	18%	-	18%	-	-	-	13%	-	13%	-	14%	13%	16%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	75%	68%	-	68%	-	-	-	87%	-	87%	-	36%	81%	67%	-
	2021	66%	61%	63%	57%	-	57%	-	-	-	69%	-	69%	-	50%	66%	59%	*
At Meets Grade Level or Above	2022	42%	37%	41%	23%	-	23%	-	-	-	67%	-	67%	-	9%	47%	32%	-
	2021	37%	30%	25%	18%	-	18%	-	-	-	31%	-	31%	-	14%	28%	21%	*
At Masters Grade Level	2022	20%	16%	22%	3%	-	3%	-	-	-	27%	-	27%	-	0%	31%	9%	-
	2021	18%	11%	11%	11%	-	11%	-	-	-	13%	-	13%	-	0%	12%	9%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	86%	64%	-	64%	-	-	-	83%	-	83%	-	82%	91%	76%	-
	2019	69%	69%	80%	83%	-	83%	-	-	-	75%	-	75%	-	83%		82%	
All Grades ELA/Reading	2022	78%	80%	90%	*	-	*	-	-	-	75%	-	75%	-	100%	91%	89%	-
	2019	68%	68%	82%	*	-	*	-	-	-	*	-	*	-	67%		65%	
All Grades Mathematics	2022	69%	74%	82%	62%	-	62%	-	-	-	92%	-	92%	-	64%	91%	69%	-
	2019	70%	70%	79%	82%	-	82%	-	-	-	*	-	*	-	100%		90%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	94%	95%	83%	-	89%	-	83%	93%	*	97%	79%	93%	97%
Not Included in Accountability: Mobile	5%	4%	7%	6%	5%	17%	-	11%	-	17%	7%	*	3%	21%	7%	3%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	94%	95%	83%	-	89%	-	83%	93%	*	97%	79%	93%	97%
Not Included in Accountability: Mobile	5%	4%	7%	6%	5%	17%	-	11%	-	17%	7%	*	3%	21%	7%	3%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	94%	95%	83%	-	89%	-	83%	93%	*	97%	79%	93%	97%
Not Included in Accountability: Mobile	5%	4%	7%	6%	5%	17%	-	11%	-	17%	7%	*	3%	21%	7%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	97%	94%	98%	100%	-	100%	-	71%	97%	-	98%	93%	97%	98%
Included in Accountability	83%	86%	93%	89%	94%	100%	-	95%	-	71%	91%	-	96%	83%	94%	94%
Not Included in Accountability: Mobile	3%	3%	3%	6%	3%	0%	-	5%	-	0%	6%	-	2%	8%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	-	0%	-	0%	0%	-	0%	3%	1%	2%
Not Tested	11%	7%	3%	6%	2%	0%	-	0%	-	29%	3%	-	2%	8%	3%	2%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	10%	4%	3%	6%	2%	0%	-	0%	-	29%	3%	-	2%	8%	3%	2%
Mathematics																
Assessment Participant	88%	95%	97%	94%	98%	100%	-	100%	-	71%	97%	-	98%	92%	97%	98%
Included in Accountability	84%	89%	93%	89%	95%	100%	-	95%	-	71%	91%	-	96%	85%	95%	95%
Not Included in Accountability: Mobile	4%	3%	3%	6%	3%	0%	-	5%	-	0%	6%	-	2%	8%	3%	3%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	12%	5%	3%	6%	2%	0%	-	0%	-	29%	3%	-	2%	8%	3%	2%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	10%	3%	3%	6%	2%	0%	-	0%	-	29%	3%	-	2%	8%	3%	2%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	96.9%	95.8%	96.7%	96.9%	*	98.4%	-	98.7%	95.2%	96.7%	98.2%
2019-20	98.3%	98.1%	99.3%	99.1%	99.1%	99.2%	*	99.8%	-	99.7%	98.8%	99.2%	99.5%
Chronic Absenteeism													
2020-21	15.0%	18.0%	5.9%	11.4%	6.8%	0.0%	*	0.0%	-	0.0%	13.8%	6.8%	1.5%
2019-20	6.7%	8.8%	2.1%	2.6%	2.2%	5.0%	*	0.0%	-	0.0%	3.8%	2.6%	2.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	377	100.0%	49,255	5,402,928	377	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	34	9.0%	4.2%	4.1%	34	9.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	34	9.0%	4.2%	3.5%	34	9.0%	4.2%	3.5%
Kindergarten	63	16.7%	6.2%	6.8%	63	16.7%	6.2%	6.8%
Grade 1	58	15.4%	7.4%	7.1%	58	15.4%	7.4%	7.1%
Grade 2	78	20.7%	6.5%	7.1%	78	20.7%	6.5%	7.1%
Grade 3	78	20.7%	6.4%	7.1%	78	20.7%	6.4%	7.1%
Grade 4	66	17.5%	6.9%	7.1%	66	17.5%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	32	8.5%	8.1%	12.8%	32	8.5%	8.1%	12.8%
Hispanic	276	73.2%	82.8%	52.8%	276	73.2%	82.8%	52.7%
White	21	5.6%	5.2%	26.3%	21	5.6%	5.2%	26.3%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	35	9.3%	3.0%	4.8%	35	9.3%	3.0%	4.8%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	11	2.9%	0.7%	2.9%	11	2.9%	0.7%	2.9%
Sex:								
Female	176	46.7%	48.3%	48.9%	176	46.7%	48.3%	48.8%
Male	201	53.3%	51.7%	51.1%	201	53.3%	51.7%	51.2%
Economically Disadvantaged	287	76.1%	79.4%	60.7%	287	76.1%	79.4%	60.6%
Non-Educationally Disadvantaged	90	23.9%	20.6%	39.3%	90	23.9%	20.6%	39.4%
Section 504 Students	18	4.8%	5.8%	7.4%	18	4.8%	5.8%	7.4%
EB Students/EL	139	36.9%	32.6%	21.7%	139	36.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	18	4.8%	4.9%	5.0%	18	4.8%	4.8%	5.0%
Foster Care	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Homeless	2	0.5%	0.7%	1.1%	2	0.5%	0.7%	1.1%
Immigrant	11	2.9%	3.4%	2.0%	11	2.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	377	100.0%	67.8%	64.3%	377	100.0%	67.7%	64.3%
Military Connected	4	1.1%	0.4%	3.3%	4	1.1%	0.4%	3.3%
At-Risk	248	65.8%	69.4%	53.5%	248	65.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	118	31.3%	30.5%	21.9%	118	31.3%	30.4%	21.8%
Gifted and Talented Education	18	4.8%	5.5%	8.0%	18	4.8%	5.5%	8.0%
Special Education	55	14.6%	12.4%	11.6%	55	14.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	50.9%	44.4%	43.0%				
Students with Physical Disabilities	19	34.5%	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	34	10.0%	14.7%	13.6%				
By Ethnicity:								
African American	6	1.8%	2.1%	2.5%				
Hispanic	20	5.9%	11.1%	6.6%				
White	3	0.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	4	1.2%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	6.9%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	14	10.7%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	25	9.7%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	51	16.6%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	11.0%	11.5%	2.9%	10.0%	9.7%	4.2%
Grade 2	8.8%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	3.3%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.7	17.0	18.7
Grade 1	14.3	18.2	18.7
Grade 2	19.3	16.7	18.6
Grade 3	17.3	15.8	18.7
Grade 4	15.0	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.7	100.0%	100.0%	100.0%
Professional Staff:	42.8	78.2%	59.0%	64.1%
Teachers	34.2	62.4%	45.5%	49.3%
Professional Support	6.6	12.1%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	2.9%
Educational Aides:	11.9	21.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	29.2	53.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.0	5.9%	10.3%	11.2%
Hispanic	15.0	44.0%	39.2%	28.9%
White	16.1	47.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	1.1	3.3%	25.0%	24.1%
Females	33.0	96.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	28.1	82.4%	75.8%	72.6%
Masters	6.0	17.6%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.9%	7.9%	7.9%
1-5 Years Experience	10.0	29.3%	27.4%	26.7%
6-10 Years Experience	10.0	29.3%	24.2%	20.6%
11-20 Years Experience	9.1	26.7%	28.7%	28.6%
21-30 Years Experience	3.0	8.8%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	8.0	6.3
Average Years Experience of Principals with District	15.0	7.7	5.4
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:	9.7	10.4	11.1
Average Years Experience of Teachers with District:	8.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,738	\$58,997	\$54,577
6-10 Years Experience	\$61,490	\$61,821	\$57,746
11-20 Years Experience	\$62,433	\$63,221	\$61,377
21-30 Years Experience	\$69,030	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,377	\$61,600	\$58,887
Professional Support	\$71,877	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,671	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.9	20.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	21.9	64.0%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.4	15.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: YOUNG EL

Campus Number: 101917130

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	59%	*	59%	*	-	-	-	*	29%	-	61%	55%	61%	48%
	2021	67%	59%	49%	38%	50%	60%	*	-	*	*	43%	-	49%	50%	47%	50%
At Meets Grade Level or Above	2022	51%	42%	28%	*	28%	*	-	-	-	*	14%	-	30%	23%	32%	26%
	2021	39%	27%	29%	25%	29%	40%	*	-	*	*	29%	-	29%	27%	28%	32%
At Masters Grade Level	2022	30%	21%	13%	*	13%	*	-	-	-	*	0%	-	14%	9%	14%	13%
	2021	19%	12%	23%	13%	25%	20%	*	-	*	*	14%	-	25%	14%	22%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	51%	*	51%	*	-	-	-	*	29%	-	50%	55%	55%	50%
	2021	62%	51%	45%	13%	48%	60%	*	-	*	*	50%	-	47%	41%	44%	50%
At Meets Grade Level or Above	2022	43%	33%	13%	*	13%	*	-	-	-	*	14%	-	14%	9%	14%	13%
	2021	31%	18%	16%	13%	16%	20%	*	-	*	*	36%	-	17%	14%	16%	16%
At Masters Grade Level	2022	21%	13%	6%	*	5%	*	-	-	-	*	0%	-	8%	0%	7%	7%
	2021	14%	6%	6%	13%	6%	0%	*	-	*	*	14%	-	7%	5%	6%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	60%	67%	60%	*	-	-	-	-	40%	*	69%	41%	56%	58%
	2021	63%	54%	36%	10%	37%	*	-	-	-	-	35%	*	37%	33%	34%	25%
At Meets Grade Level or Above	2022	54%	48%	31%	33%	32%	*	-	-	-	-	27%	*	34%	25%	27%	31%
	2021	36%	25%	20%	10%	20%	*	-	-	-	-	20%	*	22%	17%	19%	15%
At Masters Grade Level	2022	28%	21%	12%	33%	11%	*	-	-	-	-	0%	*	16%	3%	10%	10%
	2021	17%	8%	8%	10%	8%	*	-	-	-	-	10%	*	11%	5%	7%	1%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	61%	67%	60%	*	-	-	-	-	60%	*	66%	50%	60%	55%
	2021	59%	50%	28%	20%	29%	*	-	-	-	-	25%	*	29%	26%	27%	19%
At Meets Grade Level or Above	2022	43%	35%	26%	17%	27%	*	-	-	-	-	33%	*	28%	22%	26%	20%
	2021	36%	21%	8%	10%	8%	*	-	-	-	-	20%	*	9%	7%	9%	6%
At Masters Grade Level	2022	23%	15%	9%	17%	9%	*	-	-	-	-	0%	*	10%	6%	9%	8%
	2021	21%	10%	5%	10%	5%	*	-	-	-	-	20%	*	7%	2%	5%	4%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	58%	61%	58%	38%	-	-	-	*	43%	*	61%	49%	58%	53%
	2021	67%	61%	37%	22%	38%	58%	*	-	*	*	35%	*	39%	34%	36%	32%
At Meets Grade Level or Above	2022	48%	43%	25%	22%	25%	25%	-	-	-	*	25%	*	27%	20%	25%	23%
	2021	41%	33%	17%	13%	17%	32%	*	-	*	*	25%	*	19%	15%	16%	15%
At Masters Grade Level	2022	23%	18%	10%	17%	9%	25%	-	-	-	*	0%	*	12%	5%	10%	10%
	2021	18%	12%	9%	9%	9%	11%	*	-	*	*	14%	*	11%	5%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	59%	67%	60%	*	-	-	-	*	36%	*	65%	46%	58%	54%
	2021	68%	61%	42%	22%	43%	63%	*	-	*	*	38%	*	43%	39%	39%	36%
At Meets Grade Level or Above	2022	53%	45%	30%	33%	30%	*	-	-	-	*	23%	*	32%	24%	29%	29%
	2021	45%	35%	24%	17%	24%	50%	*	-	*	*	24%	*	26%	20%	23%	23%
At Masters Grade Level	2022	25%	18%	12%	22%	12%	*	-	-	-	*	0%	*	15%	6%	12%	11%
	2021	18%	12%	15%	11%	15%	25%	*	-	*	*	12%	*	18%	8%	14%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	56%	56%	56%	*	-	-	-	*	50%	*	58%	52%	58%	53%
	2021	66%	61%	36%	17%	37%	50%	*	-	*	*	35%	*	38%	31%	35%	33%
At Meets Grade Level or Above	2022	42%	37%	20%	11%	20%	*	-	-	-	*	27%	*	21%	17%	21%	17%
	2021	37%	30%	12%	11%	11%	25%	*	-	*	*	26%	*	13%	9%	12%	10%
At Masters Grade Level	2022	20%	16%	8%	11%	7%	*	-	-	-	*	0%	*	9%	4%	8%	8%
	2021	18%	11%	6%	11%	5%	0%	*	-	*	*	18%	*	7%	3%	5%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	12%	*	11%	*	-	-	-	*	14%	-	13%	9%	13%	11%
	2021	24%	12%	12%	13%	13%	0%	*	-	*	*	29%	-	12%	14%	11%	13%
Reading and Mathematics Including EOC	2022	36%	25%	12%	*	11%	*	-	-	-	*	14%	-	13%	9%	13%	11%
	2021	24%	12%	12%	13%	13%	0%	*	-	*	*	29%	-	12%	14%	11%	13%
Reading Including EOC	2022	51%	42%	28%	*	28%	*	-	-	-	*	14%	-	30%	23%	32%	26%
	2021	38%	27%	29%	25%	29%	40%	*	-	*	*	29%	-	29%	27%	28%	32%
Math Including EOC	2022	43%	33%	13%	*	13%	*	-	-	-	*	14%	-	14%	9%	14%	13%
	2021	31%	18%	16%	13%	16%	20%	*	-	*	*	36%	-	17%	14%	16%	16%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	17%	17%	18%	*	-	-	-	-	27%	*	18%	16%	16%	15%
	2021	26%	13%	6%	10%	5%	*	-	-	-	-	20%	*	8%	2%	6%	4%
Reading and Mathematics Including EOC	2022	36%	27%	17%	17%	18%	*	-	-	-	-	27%	*	18%	16%	16%	15%
	2021	26%	13%	6%	10%	5%	*	-	-	-	-	20%	*	8%	2%	6%	4%
Reading Including EOC	2022	54%	48%	31%	33%	32%	*	-	-	-	-	27%	*	34%	25%	27%	31%
	2021	36%	25%	20%	10%	20%	*	-	-	-	-	20%	*	22%	17%	19%	15%
Math Including EOC	2022	43%	35%	26%	17%	27%	*	-	-	-	-	33%	*	28%	22%	26%	20%
	2021	36%	21%	8%	10%	8%	*	-	-	-	-	20%	*	9%	7%	9%	6%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	15%	11%	15%	*	-	-	-	*	23%	*	15%	13%	15%	14%
	2021	26%	15%	9%	11%	8%	13%	*	-	*	*	24%	*	10%	6%	8%	8%
Reading and Mathematics Including EOC	2022	36%	27%	15%	11%	15%	*	-	-	-	*	23%	*	15%	13%	15%	14%
	2021	28%	17%	9%	11%	8%	13%	*	-	*	*	24%	*	10%	6%	8%	8%
Reading Including EOC	2022	53%	45%	30%	33%	30%	*	-	-	-	*	23%	*	32%	24%	29%	29%
	2021	41%	30%	24%	17%	24%	50%	*	-	*	*	24%	*	26%	20%	23%	23%
Math Including EOC	2022	43%	34%	20%	11%	20%	*	-	-	-	*	27%	*	21%	17%	21%	17%
	2021	37%	25%	12%	11%	11%	25%	*	-	*	*	26%	*	13%	9%	12%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	86	83	90	*	-	-	-	-	78	-	88	80	84	100
	2019	61	66	66	92	59	90	-	*	-	-	75	*	70	63	65	54
Grade 4 Mathematics	2022	74	79	77	83	76	*	-	-	-	-	79	*	73	85	76	77
	2019	65	61	63	58	62	70	-	*	-	-	75	*	61	66	61	72
All Grades Both Subjects	2022	74	77	79	83	79	*	-	-	-	-	78	*	78	84	78	80
	2019	69	69	64	75	61	80	-	*	-	-	75	*	64	64	63	69
All Grades ELA/Reading	2022	78	80	86	83	90	*	-	-	-	-	78	-	88	80	84	100
	2019	68	68	66	92	59	90	-	*	-	-	75	*	70	63	65	54
All Grades Mathematics	2022	69	74	77	83	76	*	-	-	-	-	79	*	73	85	76	77
	2019	70	70	63	58	62	70	-	*	-	-	75	*	61	66	61	72

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	58%	55%	-	55%	-	-	-	*	-	*	-	45%	68%	53%	*
	2021	67%	61%	37%	30%	-	30%	-	-	-	-	-	-	-	47%	45%	32%	-
At Meets Grade Level or Above	2022	48%	43%	25%	23%	-	23%	-	-	-	*	-	*	-	18%	29%	23%	*
	2021	41%	33%	17%	14%	-	14%	-	-	-	-	-	-	-	20%	21%	15%	-
At Masters Grade Level	2022	23%	18%	10%	11%	-	11%	-	-	-	*	-	*	-	7%	11%	10%	*
	2021	18%	12%	9%	9%	-	9%	-	-	-	-	-	-	-	3%	11%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	59%	56%	-	56%	-	-	-	*	-	*	-	43%	72%	53%	*
	2021	68%	61%	42%	34%	-	34%	-	-	-	-	-	-	-	60%	49%	36%	-
At Meets Grade Level or Above	2022	53%	45%	30%	30%	-	30%	-	-	-	*	-	*	-	21%	32%	29%	*
	2021	45%	35%	24%	21%	-	21%	-	-	-	-	-	-	-	40%	26%	23%	-
At Masters Grade Level	2022	25%	18%	12%	12%	-	12%	-	-	-	*	-	*	-	11%	15%	11%	*
	2021	18%	12%	15%	15%	-	15%	-	-	-	-	-	-	-	0%	16%	14%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	56%	55%	-	55%	-	-	-	*	-	*	-	46%	63%	53%	*
	2021	66%	61%	36%	33%	-	33%	-	-	-	-	-	-	-	30%	40%	33%	-
At Meets Grade Level or Above	2022	42%	37%	20%	16%	-	16%	-	-	-	*	-	*	-	14%	27%	17%	*
	2021	37%	30%	12%	11%	-	11%	-	-	-	-	-	-	-	10%	14%	10%	-
At Masters Grade Level	2022	20%	16%	8%	10%	-	10%	-	-	-	*	-	*	-	4%	7%	8%	*
	2021	18%	11%	6%	4%	-	4%	-	-	-	-	-	-	-	10%	7%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	79%	76%	-	76%	-	-	-	-	-	-	-	100%	79%	81%	*
	2019	69%	69%	64%	69%	-	69%	-	-	-	-	-	-	-	67%		68%	
All Grades ELA/Reading	2022	78%	80%	86%	*	-	*	-	-	-	-	-	-	-	100%	81%	100%	*
	2019	68%	68%	66%	42%	-	42%	-	-	-	-	-	-	-	67%		54%	
All Grades Mathematics	2022	69%	74%	77%	75%	-	75%	-	-	-	-	-	-	-	100%	76%	78%	*
	2019	70%	70%	63%	72%	-	72%	-	-	-	-	-	-	-	67%		71%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	83%	82%	84%	57%	-	-	-	*	81%	50%	89%	72%	84%	87%
Not Included in Accountability: Mobile	5%	4%	16%	18%	15%	43%	-	-	-	*	15%	50%	10%	27%	15%	12%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	*	4%	0%	1%	1%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	83%	82%	84%	57%	-	-	-	*	81%	*	89%	71%	84%	87%
Not Included in Accountability: Mobile	5%	4%	16%	18%	15%	43%	-	-	-	*	15%	*	10%	26%	15%	12%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	-	-	*	4%	*	1%	3%	1%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	84%	82%	85%	57%	-	-	-	*	81%	*	89%	73%	85%	88%
Not Included in Accountability: Mobile	5%	4%	16%	18%	15%	43%	-	-	-	*	15%	*	10%	27%	15%	12%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	4%	*	1%	0%	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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	*	-	*	*	97%	*	99%	99%	99%	99%
Included in Accountability	83%	86%	86%	100%	85%	89%	*	-	*	*	89%	*	91%	76%	86%	86%
Not Included in Accountability: Mobile	3%	3%	9%	0%	10%	0%	*	-	*	*	5%	*	6%	15%	9%	6%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	11%	*	-	*	*	3%	*	2%	7%	4%	7%
Not Tested	11%	7%	1%	0%	1%	0%	*	-	*	*	3%	*	1%	1%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	1%	0%	*	-	*	*	3%	*	1%	1%	1%	1%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	*	-	*	*	97%	*	99%	100%	100%	99%
Included in Accountability	84%	89%	87%	100%	85%	100%	*	-	*	*	89%	*	91%	78%	87%	87%
Not Included in Accountability: Mobile	4%	3%	9%	0%	10%	0%	*	-	*	*	5%	*	6%	16%	9%	6%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	4%	0%	*	-	*	*	3%	*	2%	6%	4%	6%
Not Tested	12%	5%	0%	0%	0%	0%	*	-	*	*	3%	*	1%	0%	0%	1%
Absent	2%	2%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Other	10%	3%	0%	0%	0%	0%	*	-	*	*	3%	*	1%	0%	0%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.4%	88.8%	93.9%	91.2%	*	*	*	*	93.2%	93.3%	94.7%
2019-20	98.3%	98.1%	98.1%	95.2%	98.4%	98.1%	*	*	*	*	98.0%	98.1%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	25.8%	55.0%	22.6%	42.1%	*	*	*	33.3%	33.9%	26.0%	15.4%
2019-20	6.7%	8.8%	9.5%	26.9%	7.0%	13.0%	*	*	*	*	12.7%	9.5%	4.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	626	100.0%	49,255	5,402,928	626	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	20	3.2%	0.3%	0.3%	20	3.2%	0.4%	0.4%
Pre-Kindergarten	62	9.9%	4.2%	4.1%	62	9.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	1	0.2%	0.0%	0.6%	1	0.2%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	61	9.7%	4.2%	3.5%	61	9.7%	4.2%	3.5%
Kindergarten	99	15.8%	6.2%	6.8%	99	15.8%	6.2%	6.8%
Grade 1	120	19.2%	7.4%	7.1%	120	19.2%	7.4%	7.1%
Grade 2	116	18.5%	6.5%	7.1%	116	18.5%	6.5%	7.1%
Grade 3	98	15.7%	6.4%	7.1%	98	15.7%	6.4%	7.1%
Grade 4	111	17.7%	6.9%	7.1%	111	17.7%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	50	8.0%	8.1%	12.8%	50	8.0%	8.1%	12.8%
Hispanic	538	85.9%	82.8%	52.8%	538	85.9%	82.8%	52.7%
White	30	4.8%	5.2%	26.3%	30	4.8%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	2	0.3%	3.0%	4.8%	2	0.3%	3.0%	4.8%
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%	2.9%	5	0.8%	0.7%	2.9%
Sex:								
Female	331	52.9%	48.3%	48.9%	331	52.9%	48.3%	48.8%
Male	295	47.1%	51.7%	51.1%	295	47.1%	51.7%	51.2%
Economically Disadvantaged	555	88.7%	79.4%	60.7%	555	88.7%	79.4%	60.6%
Non-Educationally Disadvantaged	71	11.3%	20.6%	39.3%	71	11.3%	20.6%	39.4%
Section 504 Students	11	1.8%	5.8%	7.4%	11	1.8%	5.8%	7.4%
EB Students/EL	352	56.2%	32.6%	21.7%	352	56.2%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	10	1.6%	4.9%	5.0%	10	1.6%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	15	2.4%	0.7%	1.1%	15	2.4%	0.7%	1.1%
Immigrant	98	15.7%	3.4%	2.0%	98	15.7%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	626	100.0%	67.8%	64.3%	626	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	434	69.3%	69.4%	53.5%	434	69.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	331	52.9%	30.5%	21.9%	331	52.9%	30.4%	21.8%
Gifted and Talented Education	12	1.9%	5.5%	8.0%	12	1.9%	5.5%	8.0%
Special Education	68	10.9%	12.4%	11.6%	68	10.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	22.1%	44.4%	43.0%				
Students with Physical Disabilities	37	54.4%	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	9	13.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	131	24.7%	14.7%	13.6%				
By Ethnicity:								
African American	13	2.5%	2.1%	2.5%				
Hispanic	108	20.4%	11.1%	6.6%				
White	7	1.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	13.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	64	21.8%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	111	23.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	160	31.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	5.1%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	2.2%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	3.1%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.5	17.0	18.7
Grade 1	18.3	18.2	18.7
Grade 2	18.0	16.7	18.6
Grade 3	14.7	15.8	18.7
Grade 4	13.9	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	73.9	100.0%	100.0%	100.0%
Professional Staff:	54.9	74.4%	59.0%	64.1%
Teachers	46.5	62.9%	45.5%	49.3%
Professional Support	6.5	8.8%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	2.9%
Educational Aides:	18.9	25.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	48.2	65.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	5.0	10.8%	10.3%	11.2%
Hispanic	21.0	45.2%	39.2%	28.9%
White	19.4	41.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	2.0	4.3%	25.0%	24.1%
Females	44.5	95.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	37.2	80.1%	75.8%	72.6%
Masters	9.2	19.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.6%	7.9%	7.9%
1-5 Years Experience	12.0	25.9%	27.4%	26.7%
6-10 Years Experience	11.7	25.2%	24.2%	20.6%
11-20 Years Experience	10.2	22.0%	28.7%	28.6%
21-30 Years Experience	7.0	15.1%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.5	3.2%	1.6%	2.9%
Number of Students per Teacher	13.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.0	6.3
Average Years Experience of Principals with District	3.0	7.7	5.4
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:	10.9	10.4	11.1
Average Years Experience of Teachers with District:	10.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,820	\$56,914	\$51,054
1-5 Years Experience	\$59,519	\$58,997	\$54,577
6-10 Years Experience	\$61,890	\$61,821	\$57,746
11-20 Years Experience	\$60,702	\$63,221	\$61,377
21-30 Years Experience	\$52,450	\$65,542	\$65,949
Over 30 Years Experience	\$69,984	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,497	\$61,600	\$58,887
Professional Support	\$68,659	\$76,167	\$69,505
Campus Administration (School Leadership)	\$99,121	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	19.6	42.1%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	22.4	48.2%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.5	9.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SPARKS EL

Campus Number: 101917131

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	81%	-	81%	-	-	-	-	-	56%	*	79%	*	80%	81%
	2021	67%	59%	64%	*	63%	-	-	-	-	-	25%	*	63%	71%	64%	57%
At Meets Grade Level or Above	2022	51%	42%	58%	-	58%	-	-	-	-	-	22%	*	56%	*	59%	48%
	2021	39%	27%	20%	*	20%	-	-	-	-	-	13%	*	19%	29%	21%	26%
At Masters Grade Level	2022	30%	21%	28%	-	28%	-	-	-	-	-	11%	*	31%	*	27%	19%
	2021	19%	12%	8%	*	8%	-	-	-	-	-	0%	*	7%	14%	9%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	65%	-	65%	-	-	-	-	-	44%	*	62%	*	66%	62%
	2021	62%	51%	68%	*	69%	-	-	-	-	-	25%	*	72%	43%	66%	74%
At Meets Grade Level or Above	2022	43%	33%	42%	-	42%	-	-	-	-	-	22%	*	38%	*	41%	48%
	2021	31%	18%	20%	*	20%	-	-	-	-	-	13%	*	21%	14%	21%	26%
At Masters Grade Level	2022	21%	13%	21%	-	21%	-	-	-	-	-	11%	*	23%	*	20%	19%
	2021	14%	6%	8%	*	8%	-	-	-	-	-	0%	*	9%	0%	9%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	88%	*	88%	*	-	-	-	-	50%	*	89%	86%	88%	83%
	2021	63%	54%	67%	-	68%	*	-	-	-	-	60%	*	65%	75%	66%	67%
At Meets Grade Level or Above	2022	54%	48%	61%	*	61%	*	-	-	-	-	30%	*	62%	57%	59%	59%
	2021	36%	25%	25%	-	25%	*	-	-	-	-	60%	*	20%	42%	25%	21%
At Masters Grade Level	2022	28%	21%	22%	*	23%	*	-	-	-	-	10%	*	22%	21%	23%	21%
	2021	17%	8%	5%	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	81%	*	82%	*	-	-	-	-	40%	*	82%	79%	82%	76%
	2021	59%	50%	67%	-	68%	*	-	-	-	-	60%	*	67%	67%	68%	67%
At Meets Grade Level or Above	2022	43%	35%	47%	*	49%	*	-	-	-	-	30%	*	49%	43%	46%	52%
	2021	36%	21%	30%	-	30%	*	-	-	-	-	60%	*	31%	25%	31%	23%
At Masters Grade Level	2022	23%	15%	17%	*	18%	*	-	-	-	-	0%	*	20%	7%	16%	21%
	2021	21%	10%	21%	-	22%	*	-	-	-	-	50%	*	20%	25%	22%	18%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	80%	*	80%	*	-	-	-	-	47%	100%	79%	86%	80%	76%
	2021	67%	61%	64%	*	64%	*	-	-	-	-	48%	50%	64%	64%	63%	62%
At Meets Grade Level or Above	2022	48%	43%	52%	*	53%	*	-	-	-	-	26%	75%	52%	56%	52%	52%
	2021	41%	33%	23%	*	24%	*	-	-	-	-	41%	17%	21%	32%	24%	23%
At Masters Grade Level	2022	23%	18%	22%	*	22%	*	-	-	-	-	8%	38%	24%	11%	21%	20%
	2021	18%	12%	10%	*	10%	*	-	-	-	-	15%	8%	9%	16%	11%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	85%	*	85%	*	-	-	-	-	53%	*	85%	89%	85%	82%
	2021	68%	61%	66%	*	66%	*	-	-	-	-	44%	40%	64%	74%	65%	63%
At Meets Grade Level or Above	2022	53%	45%	60%	*	60%	*	-	-	-	-	26%	*	60%	61%	59%	54%
	2021	45%	35%	23%	*	23%	*	-	-	-	-	39%	20%	20%	37%	24%	23%
At Masters Grade Level	2022	25%	18%	25%	*	25%	*	-	-	-	-	11%	*	26%	17%	25%	20%
	2021	18%	12%	6%	*	6%	*	-	-	-	-	0%	0%	5%	11%	7%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	75%	*	75%	*	-	-	-	-	42%	*	73%	83%	75%	70%
	2021	66%	61%	68%	*	69%	*	-	-	-	-	44%	80%	70%	58%	67%	69%
At Meets Grade Level or Above	2022	42%	37%	45%	*	46%	*	-	-	-	-	26%	*	44%	50%	44%	50%
	2021	37%	30%	25%	*	26%	*	-	-	-	-	39%	20%	26%	21%	26%	24%
At Masters Grade Level	2022	20%	16%	19%	*	19%	*	-	-	-	-	5%	*	21%	6%	18%	20%
	2021	18%	11%	15%	*	16%	*	-	-	-	-	28%	20%	15%	16%	16%	16%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	35%	-	35%	-	-	-	-	-	22%	*	31%	*	34%	33%
	2021	24%	12%	6%	*	6%	-	-	-	-	-	13%	*	7%	0%	6%	13%
Reading and Mathematics Including EOC	2022	36%	25%	35%	-	35%	-	-	-	-	-	22%	*	31%	*	34%	33%
	2021	24%	12%	6%	*	6%	-	-	-	-	-	13%	*	7%	0%	6%	13%
Reading Including EOC	2022	51%	42%	58%	-	58%	-	-	-	-	-	22%	*	56%	*	59%	48%
	2021	38%	27%	20%	*	20%	-	-	-	-	-	13%	*	19%	29%	21%	26%
Math Including EOC	2022	43%	33%	42%	-	42%	-	-	-	-	-	22%	*	38%	*	41%	48%
	2021	31%	18%	20%	*	20%	-	-	-	-	-	13%	*	21%	14%	21%	26%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	36%	*	37%	*	-	-	-	-	30%	*	38%	29%	34%	41%
	2021	26%	13%	13%	-	13%	*	-	-	-	-	60%	*	10%	25%	14%	5%
Reading and Mathematics Including EOC	2022	36%	27%	36%	*	37%	*	-	-	-	-	30%	*	38%	29%	34%	41%
	2021	26%	13%	13%	-	13%	*	-	-	-	-	60%	*	10%	25%	14%	5%
Reading Including EOC	2022	54%	48%	61%	*	61%	*	-	-	-	-	30%	*	62%	57%	59%	59%
	2021	36%	25%	25%	-	25%	*	-	-	-	-	60%	*	20%	42%	25%	21%
Math Including EOC	2022	43%	35%	47%	*	49%	*	-	-	-	-	30%	*	49%	43%	46%	52%
	2021	36%	21%	30%	-	30%	*	-	-	-	-	60%	*	31%	25%	31%	23%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	35%	*	36%	*	-	-	-	-	26%	*	35%	39%	34%	38%
	2021	26%	15%	10%	*	10%	*	-	-	-	-	39%	0%	9%	16%	10%	8%
Reading and Mathematics Including EOC	2022	36%	27%	35%	*	36%	*	-	-	-	-	26%	*	35%	39%	34%	38%
	2021	28%	17%	10%	*	10%	*	-	-	-	-	39%	0%	9%	16%	10%	8%
Reading Including EOC	2022	53%	45%	60%	*	60%	*	-	-	-	-	26%	*	60%	61%	59%	54%
	2021	41%	30%	23%	*	23%	*	-	-	-	-	39%	20%	20%	37%	24%	23%
Math Including EOC	2022	43%	34%	45%	*	46%	*	-	-	-	-	26%	*	44%	50%	44%	50%
	2021	37%	25%	25%	*	26%	*	-	-	-	-	39%	20%	26%	21%	26%	24%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	92	*	91	*	-	-	-	-	71	*	94	83	91	79
	2019	61	66	57	*	53	*	-	-	-	*	23	-	62	42	53	64
Grade 4 Mathematics	2022	74	79	88	*	88	*	-	-	-	-	78	*	88	91	88	85
	2019	65	61	53	*	55	*	-	-	-	*	50	*	55	47	50	69
All Grades Both Subjects	2022	74	77	90	*	90	*	-	-	-	-	75	*	91	88	89	83
	2019	69	69	55	*	54	*	-	-	-	*	37	*	58	44	51	67
All Grades ELA/Reading	2022	78	80	92	*	91	*	-	-	-	-	71	*	94	83	91	79
	2019	68	68	57	*	53	*	-	-	-	*	23	-	62	42	53	64
All Grades Mathematics	2022	69	74	88	*	88	*	-	-	-	-	78	*	88	91	88	85
	2019	70	70	53	*	55	*	-	-	-	*	50	*	55	47	50	69

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	80%	75%	-	75%	-	-	-	-	-	-	-	83%	84%	76%	-
	2021	67%	61%	64%	60%	-	60%	-	-	-	-	-	-	-	100%	66%	62%	-
At Meets Grade Level or Above	2022	48%	43%	52%	55%	-	55%	-	-	-	-	-	-	-	33%	53%	52%	-
	2021	41%	33%	23%	22%	-	22%	-	-	-	-	-	-	-	33%	24%	23%	-
At Masters Grade Level	2022	23%	18%	22%	23%	-	23%	-	-	-	-	-	-	-	0%	23%	20%	-
	2021	18%	12%	10%	10%	-	10%	-	-	-	-	-	-	-	22%	10%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	85%	80%	-	80%	-	-	-	-	-	-	-	100%	88%	82%	-
	2021	68%	61%	66%	61%	-	61%	-	-	-	-	-	-	-	*	69%	63%	-
At Meets Grade Level or Above	2022	53%	45%	60%	57%	-	57%	-	-	-	-	-	-	-	33%	65%	54%	-
	2021	45%	35%	23%	24%	-	24%	-	-	-	-	-	-	-	*	22%	23%	-
At Masters Grade Level	2022	25%	18%	25%	23%	-	23%	-	-	-	-	-	-	-	0%	29%	20%	-
	2021	18%	12%	6%	8%	-	8%	-	-	-	-	-	-	-	*	4%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	75%	70%	-	70%	-	-	-	-	-	-	-	67%	79%	70%	-
	2021	66%	61%	68%	68%	-	68%	-	-	-	-	-	-	-	*	65%	69%	-
At Meets Grade Level or Above	2022	42%	37%	45%	52%	-	52%	-	-	-	-	-	-	-	33%	40%	50%	-
	2021	37%	30%	25%	22%	-	22%	-	-	-	-	-	-	-	*	27%	24%	-
At Masters Grade Level	2022	20%	16%	19%	23%	-	23%	-	-	-	-	-	-	-	0%	17%	20%	-
	2021	18%	11%	15%	14%	-	14%	-	-	-	-	-	-	-	*	14%	16%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	90%	88%	-	88%	-	-	-	-	-	-	-	65%	96%	83%	-
	2019	69%	69%	55%	79%	-	79%	-	-	-	-	-	-	-	10%		67%	-
All Grades ELA/Reading	2022	78%	80%	92%	92%	-	92%	-	-	-	-	-	-	-	50%	100%	79%	-
	2019	68%	68%	57%	76%	-	76%	-	-	-	-	-	-	-	20%		64%	-
All Grades Mathematics	2022	69%	74%	88%	86%	-	86%	-	-	-	-	-	-	-	80%	92%	85%	-
	2019	70%	70%	53%	81%	-	81%	-	-	-	-	-	-	-	0%		69%	-

* 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
2021-22 STAAR Participation (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	89%	*	89%	*	-	-	-	-	86%	100%	98%	62%	90%	84%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	5%	0%	0%	24%	6%	8%
Not Included in Accountability: Other Exclusions	1%	2%	5%	*	5%	*	-	-	-	-	9%	0%	2%	14%	4%	8%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	89%	*	88%	*	-	-	-	-	86%	*	98%	62%	90%	83%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	5%	*	0%	24%	6%	8%
Not Included in Accountability: Other Exclusions	2%	3%	5%	*	5%	*	-	-	-	-	9%	*	2%	14%	5%	8%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	*	89%	*	-	-	-	-	86%	*	99%	62%	91%	85%
Not Included in Accountability: Mobile	5%	4%	6%	*	6%	*	-	-	-	-	5%	*	0%	24%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	4%	*	4%	*	-	-	-	-	9%	*	1%	14%	4%	7%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	97%	*	97%	*	-	-	-	-	92%	100%	98%	93%	97%	99%
Included in Accountability	83%	86%	85%	*	85%	*	-	-	-	-	75%	100%	90%	68%	86%	85%
Not Included in Accountability: Mobile	3%	3%	7%	*	7%	*	-	-	-	-	4%	0%	6%	11%	6%	7%
Not Included in Accountability: Other Exclusions	3%	5%	5%	*	5%	*	-	-	-	-	13%	0%	2%	14%	5%	7%
Not Tested	11%	7%	3%	*	3%	*	-	-	-	-	8%	0%	2%	7%	3%	1%
Absent	2%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	*	3%	*	-	-	-	-	8%	0%	2%	7%	3%	1%
Mathematics																
Assessment Participant	88%	95%	97%	*	97%	*	-	-	-	-	92%	100%	98%	93%	97%	99%
Included in Accountability	84%	89%	85%	*	85%	*	-	-	-	-	75%	100%	90%	68%	86%	85%
Not Included in Accountability: Mobile	4%	3%	7%	*	7%	*	-	-	-	-	4%	0%	6%	11%	6%	7%
Not Included in Accountability: Other Exclusions	0%	2%	5%	*	5%	*	-	-	-	-	13%	0%	2%	14%	5%	7%
Not Tested	12%	5%	3%	*	3%	*	-	-	-	-	8%	0%	2%	7%	3%	1%
Absent	2%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	3%	3%	*	3%	*	-	-	-	-	8%	0%	2%	7%	3%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS EL (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													
2020-21	95.0%	93.9%	95.1%	93.4%	95.2%	*	*	-	-	-	93.5%	95.0%	96.2%
2019-20	98.3%	98.1%	98.6%	96.2%	98.7%	*	-	-	-	*	97.5%	98.5%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	16.6%	23.1%	16.1%	*	*	-	-	-	19.0%	16.8%	11.1%
2019-20	6.7%	8.8%	5.8%	22.2%	4.4%	14.3%	-	-	-	*	11.9%	6.0%	1.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	354	100.0%	49,255	5,402,928	354	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	7	2.0%	0.3%	0.3%	7	2.0%	0.4%	0.4%
Pre-Kindergarten	42	11.9%	4.2%	4.1%	42	11.9%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	42	11.9%	4.2%	3.5%	42	11.9%	4.2%	3.5%
Kindergarten	59	16.7%	6.2%	6.8%	59	16.7%	6.2%	6.8%
Grade 1	73	20.6%	7.4%	7.1%	73	20.6%	7.4%	7.1%
Grade 2	59	16.7%	6.5%	7.1%	59	16.7%	6.5%	7.1%
Grade 3	48	13.6%	6.4%	7.1%	48	13.6%	6.4%	7.1%
Grade 4	66	18.6%	6.9%	7.1%	66	18.6%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	10	2.8%	8.1%	12.8%	10	2.8%	8.1%	12.8%
Hispanic	333	94.1%	82.8%	52.8%	333	94.1%	82.8%	52.7%
White	7	2.0%	5.2%	26.3%	7	2.0%	5.2%	26.3%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	1	0.3%	3.0%	4.8%	1	0.3%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.6%	0.7%	2.9%	2	0.6%	0.7%	2.9%
Sex:								
Female	168	47.5%	48.3%	48.9%	168	47.5%	48.3%	48.8%
Male	186	52.5%	51.7%	51.1%	186	52.5%	51.7%	51.2%
Economically Disadvantaged	338	95.5%	79.4%	60.7%	338	95.5%	79.4%	60.6%
Non-Educationally Disadvantaged	16	4.5%	20.6%	39.3%	16	4.5%	20.6%	39.4%
Section 504 Students	11	3.1%	5.8%	7.4%	11	3.1%	5.8%	7.4%
EB Students/EL	158	44.6%	32.6%	21.7%	158	44.6%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	9	2.5%	4.9%	5.0%	9	2.5%	4.8%	5.0%
Foster Care	3	0.8%	0.1%	0.3%	3	0.8%	0.1%	0.3%
Homeless	3	0.8%	0.7%	1.1%	3	0.8%	0.7%	1.1%
Immigrant	26	7.3%	3.4%	2.0%	26	7.3%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	354	100.0%	67.8%	64.3%	354	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	254	71.8%	69.4%	53.5%	254	71.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	144	40.7%	30.5%	21.9%	144	40.7%	30.4%	21.8%
Gifted and Talented Education	10	2.8%	5.5%	8.0%	10	2.8%	5.5%	8.0%
Special Education	63	17.8%	12.4%	11.6%	63	17.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	25.4%	44.4%	43.0%				
Students with Physical Disabilities	26	41.3%	18.2%	20.8%				
Students with Autism	13	20.6%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	46	16.8%	14.7%	13.6%				
By Ethnicity:								
African American	6	2.2%	2.1%	2.5%				
Hispanic	38	13.9%	11.1%	6.6%				
White	2	0.7%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	7.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	21	15.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	41	15.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	69	25.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
SPARKS EL (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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	19.0%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	5.3%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	3.8%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	3.6%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	17.0	18.7
Grade 1	21.0	18.2	18.7
Grade 2	15.7	16.7	18.6
Grade 3	12.0	15.8	18.7
Grade 4	18.5	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	58.5	100.0%	100.0%	100.0%
Professional Staff:	42.5	72.7%	59.0%	64.1%
Teachers	34.3	58.7%	45.5%	49.3%
Professional Support	6.2	10.6%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	2.9%
Educational Aides:	16.0	27.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	35.2	60.1%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.9%	10.3%	11.2%
Hispanic	16.0	46.6%	39.2%	28.9%
White	17.3	50.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.2	9.2%	25.0%	24.1%
Females	31.2	90.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	29.2	85.0%	75.8%	72.6%
Masters	4.2	12.1%	22.5%	25.2%
Doctorate	1.0	2.9%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.7%	7.9%	7.9%
1-5 Years Experience	12.0	35.0%	27.4%	26.7%
6-10 Years Experience	7.0	20.4%	24.2%	20.6%
11-20 Years Experience	4.1	12.0%	28.7%	28.6%
21-30 Years Experience	8.2	23.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	10.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
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:	10.6	10.4	11.1
Average Years Experience of Teachers with District:	8.8	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,541	\$58,997	\$54,577
6-10 Years Experience	\$61,542	\$61,821	\$57,746
11-20 Years Experience	\$64,402	\$63,221	\$61,377
21-30 Years Experience	\$65,830	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,519	\$61,600	\$58,887
Professional Support	\$65,106	\$76,167	\$69,505
Campus Administration (School Leadership)	\$101,381	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.6	39.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	17.8	51.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SPARKS EL (101917131) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.9	8.4%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TURNER EL

Campus Number: 101917132

2022 Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	88%	57%	87%	96%	-	*	-	*	89%	*	93%	64%	85%	86%
	2021	67%	59%	79%	20%	82%	77%	-	*	*	*	78%	*	83%	63%	70%	*
At Meets Grade Level or Above	2022	51%	42%	58%	57%	48%	68%	-	*	-	*	56%	*	61%	43%	59%	71%
	2021	39%	27%	42%	0%	41%	54%	-	*	*	*	78%	*	46%	26%	32%	*
At Masters Grade Level	2022	30%	21%	31%	14%	24%	44%	-	*	-	*	17%	*	36%	7%	20%	29%
	2021	19%	12%	16%	0%	14%	31%	-	*	*	*	11%	*	18%	5%	7%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	75%	29%	76%	80%	-	*	-	*	72%	*	77%	64%	67%	86%
	2021	62%	51%	65%	20%	66%	69%	-	*	*	*	78%	*	68%	53%	58%	*
At Meets Grade Level or Above	2022	43%	33%	43%	29%	37%	48%	-	*	-	*	50%	*	48%	21%	41%	71%
	2021	31%	18%	22%	0%	25%	15%	-	*	*	*	67%	*	26%	5%	22%	*
At Masters Grade Level	2022	21%	13%	16%	0%	9%	20%	-	*	-	*	6%	*	19%	0%	13%	29%
	2021	14%	6%	5%	0%	4%	15%	-	*	*	*	11%	*	7%	0%	3%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	91%	83%	91%	94%	-	*	-	*	67%	*	92%	88%	87%	83%
	2021	63%	54%	54%	*	53%	53%	-	60%	-	*	33%	*	52%	70%	53%	17%
At Meets Grade Level or Above	2022	54%	48%	65%	58%	65%	63%	-	*	-	*	50%	*	70%	53%	57%	75%
	2021	36%	25%	33%	*	34%	24%	-	40%	-	*	33%	*	32%	40%	32%	17%
At Masters Grade Level	2022	28%	21%	24%	17%	22%	31%	-	*	-	*	8%	*	28%	16%	16%	17%
	2021	17%	8%	11%	*	13%	6%	-	0%	-	*	0%	*	8%	30%	3%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	81%	50%	85%	81%	-	*	-	*	42%	*	84%	72%	74%	75%
	2021	59%	50%	54%	*	60%	47%	-	20%	-	*	33%	*	56%	40%	47%	50%
At Meets Grade Level or Above	2022	43%	35%	46%	25%	46%	50%	-	*	-	*	42%	*	50%	38%	39%	42%
	2021	36%	21%	23%	*	28%	12%	-	0%	-	*	33%	*	25%	10%	26%	17%
At Masters Grade Level	2022	23%	15%	20%	25%	18%	25%	-	*	-	*	8%	*	24%	13%	14%	17%
	2021	21%	10%	7%	*	11%	0%	-	0%	-	*	0%	*	8%	0%	8%	0%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	84%	58%	85%	88%	-	100%	-	83%	70%	100%	87%	75%	79%	82%
	2021	67%	61%	64%	45%	66%	60%	-	74%	*	50%	51%	43%	65%	57%	59%	58%
At Meets Grade Level or Above	2022	48%	43%	53%	42%	50%	57%	-	100%	-	67%	50%	58%	57%	41%	49%	63%
	2021	41%	33%	31%	27%	33%	25%	-	39%	*	13%	47%	21%	33%	22%	28%	42%
At Masters Grade Level	2022	23%	18%	23%	16%	18%	30%	-	63%	-	33%	10%	8%	27%	11%	16%	21%
	2021	18%	12%	9%	5%	10%	9%	-	4%	*	0%	4%	14%	9%	6%	5%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	90%	74%	89%	95%	-	100%	-	*	80%	100%	92%	80%	86%	84%
	2021	68%	61%	68%	44%	69%	63%	-	78%	*	*	56%	20%	68%	66%	63%	44%
At Meets Grade Level or Above	2022	53%	45%	62%	58%	58%	66%	-	100%	-	*	53%	83%	66%	50%	57%	74%
	2021	45%	35%	38%	33%	38%	37%	-	67%	*	*	56%	0%	39%	31%	32%	44%
At Masters Grade Level	2022	25%	18%	27%	16%	23%	39%	-	63%	-	*	13%	17%	32%	13%	17%	21%
	2021	18%	12%	14%	11%	14%	17%	-	11%	*	*	6%	0%	14%	14%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	78%	42%	82%	80%	-	100%	-	*	60%	100%	81%	70%	71%	79%
	2021	66%	61%	60%	44%	64%	57%	-	56%	*	*	56%	60%	63%	48%	54%	67%
At Meets Grade Level or Above	2022	42%	37%	45%	26%	43%	49%	-	100%	-	*	47%	33%	49%	33%	40%	53%
	2021	37%	30%	23%	22%	27%	13%	-	11%	*	*	50%	40%	26%	7%	23%	44%
At Masters Grade Level	2022	20%	16%	18%	16%	14%	22%	-	63%	-	*	7%	0%	21%	9%	14%	21%
	2021	18%	11%	6%	0%	7%	7%	-	0%	*	*	6%	40%	7%	0%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	36%	29%	26%	44%	-	*	-	*	39%	*	39%	21%	37%	71%
	2021	24%	12%	18%	0%	20%	15%	-	*	*	*	67%	*	21%	5%	18%	*
Reading and Mathematics Including EOC	2022	36%	25%	36%	29%	26%	44%	-	*	-	*	39%	*	39%	21%	37%	71%
	2021	24%	12%	18%	0%	20%	15%	-	*	*	*	67%	*	21%	5%	18%	*
Reading Including EOC	2022	51%	42%	58%	57%	48%	68%	-	*	-	*	56%	*	61%	43%	59%	71%
	2021	38%	27%	42%	0%	41%	54%	-	*	*	*	78%	*	46%	26%	32%	*
Math Including EOC	2022	43%	33%	43%	29%	37%	48%	-	*	-	*	50%	*	48%	21%	41%	71%
	2021	31%	18%	22%	0%	25%	15%	-	*	*	*	67%	*	26%	5%	22%	*
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	41%	25%	39%	44%	-	*	-	*	42%	*	46%	28%	32%	42%
	2021	26%	13%	17%	*	19%	12%	-	0%	-	*	33%	*	18%	10%	21%	17%
Reading and Mathematics Including EOC	2022	36%	27%	41%	25%	39%	44%	-	*	-	*	42%	*	46%	28%	32%	42%
	2021	26%	13%	17%	*	19%	12%	-	0%	-	*	33%	*	18%	10%	21%	17%
Reading Including EOC	2022	54%	48%	65%	58%	65%	63%	-	*	-	*	50%	*	70%	53%	57%	75%
	2021	36%	25%	33%	*	34%	24%	-	40%	-	*	33%	*	32%	40%	32%	17%
Math Including EOC	2022	43%	35%	46%	25%	46%	50%	-	*	-	*	42%	*	50%	38%	39%	42%
	2021	36%	21%	23%	*	28%	12%	-	0%	-	*	33%	*	25%	10%	26%	17%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	39%	26%	34%	44%	-	100%	-	*	40%	33%	43%	26%	34%	53%
	2021	26%	15%	18%	22%	19%	13%	-	11%	*	*	50%	0%	20%	7%	19%	44%
Reading and Mathematics Including EOC	2022	36%	27%	39%	26%	34%	44%	-	100%	-	*	40%	33%	43%	26%	34%	53%
	2021	28%	17%	18%	22%	19%	13%	-	11%	*	*	50%	0%	20%	7%	19%	44%
Reading Including EOC	2022	53%	45%	62%	58%	58%	66%	-	100%	-	*	53%	83%	66%	50%	57%	74%
	2021	41%	30%	38%	33%	38%	37%	-	67%	*	*	56%	0%	39%	31%	32%	44%
Math Including EOC	2022	43%	34%	45%	26%	43%	49%	-	100%	-	*	47%	33%	49%	33%	40%	53%
	2021	37%	25%	23%	22%	27%	13%	-	11%	*	*	50%	40%	26%	7%	23%	44%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	83	96	83	72	-	*	-	*	70	*	81	88	82	89
	2019	61	66	75	92	74	72	-	83	-	-	77	*	74	78	72	64
Grade 4 Mathematics	2022	74	79	83	92	83	78	-	*	-	*	70	*	81	88	79	83
	2019	65	61	74	100	73	64	-	100	-	-	77	*	74	74	73	83
All Grades Both Subjects	2022	74	77	83	94	83	75	-	94	-	*	70	*	81	88	80	86
	2019	69	69	75	96	74	68	-	92	-	-	77	*	74	76	72	74
All Grades ELA/Reading	2022	78	80	83	96	83	72	-	*	-	*	70	*	81	88	82	89
	2019	68	68	75	92	74	72	-	83	-	-	77	*	74	78	72	64
All Grades Mathematics	2022	69	74	83	92	83	78	-	*	-	*	70	*	81	88	79	83
	2019	70	70	74	100	73	64	-	100	-	-	77	*	74	74	73	83

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	84%	-	-	-	-	-	-	-	-	-	-	77%	84%	79%	*
	2021	67%	61%	64%	-	-	-	-	-	-	-	-	-	-	58%	65%	58%	-
At Meets Grade Level or Above	2022	48%	43%	53%	-	-	-	-	-	-	-	-	-	-	50%	52%	59%	*
	2021	41%	33%	31%	-	-	-	-	-	-	-	-	-	-	42%	31%	42%	-
At Masters Grade Level	2022	23%	18%	23%	-	-	-	-	-	-	-	-	-	-	31%	23%	24%	*
	2021	18%	12%	9%	-	-	-	-	-	-	-	-	-	-	0%	9%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	90%	-	-	-	-	-	-	-	-	-	-	77%	90%	82%	*
	2021	68%	61%	68%	-	-	-	-	-	-	-	-	-	-	44%	69%	44%	-
At Meets Grade Level or Above	2022	53%	45%	62%	-	-	-	-	-	-	-	-	-	-	62%	60%	71%	*
	2021	45%	35%	38%	-	-	-	-	-	-	-	-	-	-	44%	38%	44%	-
At Masters Grade Level	2022	25%	18%	27%	-	-	-	-	-	-	-	-	-	-	31%	28%	24%	*
	2021	18%	12%	14%	-	-	-	-	-	-	-	-	-	-	0%	14%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	78%	-	-	-	-	-	-	-	-	-	-	77%	78%	76%	*
	2021	66%	61%	60%	-	-	-	-	-	-	-	-	-	-	67%	60%	67%	-
At Meets Grade Level or Above	2022	42%	37%	45%	-	-	-	-	-	-	-	-	-	-	38%	44%	47%	*
	2021	37%	30%	23%	-	-	-	-	-	-	-	-	-	-	44%	22%	44%	-
At Masters Grade Level	2022	20%	16%	18%	-	-	-	-	-	-	-	-	-	-	31%	18%	24%	*
	2021	18%	11%	6%	-	-	-	-	-	-	-	-	-	-	0%	7%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	83%	-	-	-	-	-	-	-	-	-	-	92%	83%	82%	*
	2019	69%	69%	75%	-	-	-	-	-	-	-	-	-	-	77%		77%	
All Grades ELA/Reading	2022	78%	80%	83%	-	-	-	-	-	-	-	-	-	-	92%	82%	86%	*
	2019	68%	68%	75%	-	-	-	-	-	-	-	-	-	-	70%		70%	
All Grades Mathematics	2022	69%	74%	83%	-	-	-	-	-	-	-	-	-	-	92%	83%	79%	*
	2019	70%	70%	74%	-	-	-	-	-	-	-	-	-	-	83%		83%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	95%	96%	95%	-	89%	-	100%	94%	100%	99%	85%	96%	100%
Not Included in Accountability: Mobile	5%	4%	5%	5%	4%	5%	-	11%	-	0%	6%	0%	1%	15%	4%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	95%	96%	95%	-	89%	-	*	94%	100%	99%	85%	96%	100%
Not Included in Accountability: Mobile	5%	4%	5%	5%	4%	5%	-	11%	-	*	6%	0%	1%	15%	4%	0%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	95%	96%	95%	-	89%	-	*	94%	100%	99%	85%	96%	100%
Not Included in Accountability: Mobile	5%	4%	5%	5%	4%	5%	-	11%	-	*	6%	0%	1%	15%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	86%	89%	82%	89%	100%	-	82%	*	*	95%	100%	93%	74%	85%	43%
Not Included in Accountability: Mobile	3%	3%	8%	18%	8%	0%	-	18%	*	*	5%	0%	6%	18%	12%	33%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	4%	0%	-	0%	*	*	0%	0%	1%	8%	3%	24%
Not Tested	11%	7%	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%
Other	10%	4%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	89%	89%	75%	89%	100%	-	82%	*	*	95%	100%	93%	73%	85%	43%
Not Included in Accountability: Mobile	4%	3%	9%	25%	8%	0%	-	18%	*	*	5%	0%	6%	20%	12%	33%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	4%	0%	-	0%	*	*	0%	0%	1%	8%	3%	24%
Not Tested	12%	5%	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%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	95.1%	92.9%	95.0%	95.0%	*	98.4%	*	98.5%	92.2%	93.8%	95.4%
2019-20	98.3%	98.1%	98.8%	99.2%	98.8%	98.7%	-	99.3%	*	*	98.3%	98.6%	98.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	15.5%	32.1%	15.0%	16.7%	*	0.0%	*	0.0%	30.8%	20.9%	20.0%
2019-20	6.7%	8.8%	5.7%	0.0%	5.3%	8.2%	-	6.7%	*	*	10.3%	6.2%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	550	100.0%	49,255	5,402,928	552	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	4	0.7%	0.3%	0.3%	6	1.1%	0.4%	0.4%
Pre-Kindergarten	56	10.2%	4.2%	4.1%	56	10.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	56	10.2%	4.2%	3.5%	56	10.1%	4.2%	3.5%
Kindergarten	102	18.5%	6.2%	6.8%	102	18.5%	6.2%	6.8%
Grade 1	99	18.0%	7.4%	7.1%	99	17.9%	7.4%	7.1%
Grade 2	89	16.2%	6.5%	7.1%	89	16.1%	6.5%	7.1%
Grade 3	89	16.2%	6.4%	7.1%	89	16.1%	6.4%	7.1%
Grade 4	111	20.2%	6.9%	7.1%	111	20.1%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	45	8.2%	8.1%	12.8%	45	8.2%	8.1%	12.8%
Hispanic	352	64.0%	82.8%	52.8%	353	63.9%	82.8%	52.7%
White	120	21.8%	5.2%	26.3%	121	21.9%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	22	4.0%	3.0%	4.8%	22	4.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	2.0%	0.7%	2.9%	11	2.0%	0.7%	2.9%
Sex:								
Female	277	50.4%	48.3%	48.9%	278	50.4%	48.3%	48.8%
Male	273	49.6%	51.7%	51.1%	274	49.6%	51.7%	51.2%
Economically Disadvantaged	348	63.3%	79.4%	60.7%	348	63.0%	79.4%	60.6%
Non-Educationally Disadvantaged	202	36.7%	20.6%	39.3%	204	37.0%	20.6%	39.4%
Section 504 Students	26	4.7%	5.8%	7.4%	26	4.7%	5.8%	7.4%
EB Students/EL	35	6.4%	32.6%	21.7%	35	6.3%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	26	4.7%	4.9%	5.0%	26	4.7%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	3	0.5%	0.7%	1.1%	3	0.5%	0.7%	1.1%
Immigrant	3	0.5%	3.4%	2.0%	3	0.5%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	550	100.0%	67.8%	64.3%	552	100.0%	67.7%	64.3%
Military Connected	7	1.3%	0.4%	3.3%	7	1.3%	0.4%	3.3%
At-Risk	188	34.2%	69.4%	53.5%	189	34.2%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	6	1.1%	30.5%	21.9%	6	1.1%	30.4%	21.8%
Gifted and Talented Education	8	1.5%	5.5%	8.0%	8	1.4%	5.5%	8.0%
Special Education	86	15.6%	12.4%	11.6%	88	15.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	31	36.0%	44.4%	43.0%				
Students with Physical Disabilities	27	31.4%	18.2%	20.8%				
Students with Autism	19	22.1%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	68	16.4%	14.7%	13.6%				
By Ethnicity:								
African American	8	1.9%	2.1%	2.5%				
Hispanic	47	11.4%	11.1%	6.6%				
White	8	1.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.7%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	9.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	14	41.2%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	52	20.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	88	21.9%	18.3%	18.9%				

Texas Education Agency
2021-22 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	0.0%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	9.1%	11.5%	2.9%	15.0%	9.7%	4.2%
Grade 2	1.9%	6.2%	1.7%	5.0%	4.0%	2.2%
Grade 3	4.2%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.4	17.0	18.7
Grade 1	17.6	18.2	18.7
Grade 2	17.2	16.7	18.6
Grade 3	19.3	15.8	18.7
Grade 4	20.6	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	61.4	100.0%	100.0%	100.0%
Professional Staff:	48.2	78.5%	59.0%	64.1%
Teachers	39.4	64.2%	45.5%	49.3%
Professional Support	6.8	11.1%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	2.9%
Educational Aides:	13.2	21.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	16.2	26.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	1.1	2.8%	10.3%	11.2%
Hispanic	6.1	15.5%	39.2%	28.9%
White	31.2	79.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.5%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	7.6%	25.0%	24.1%
Females	36.4	92.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	34.2	86.9%	75.8%	72.6%
Masters	5.2	13.1%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.1%	7.9%	7.9%
1-5 Years Experience	10.0	25.4%	27.4%	26.7%
6-10 Years Experience	12.0	30.4%	24.2%	20.6%
11-20 Years Experience	8.3	21.0%	28.7%	28.6%
21-30 Years Experience	7.1	17.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.1	0.1%	1.6%	2.9%
Number of Students per Teacher	14.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	9.0	7.7	5.4
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:	11.4	10.4	11.1
Average Years Experience of Teachers with District:	10.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,408	\$58,997	\$54,577
6-10 Years Experience	\$61,911	\$61,821	\$57,746
11-20 Years Experience	\$56,933	\$63,221	\$61,377
21-30 Years Experience	\$55,609	\$65,542	\$65,949
Over 30 Years Experience	\$97,378	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$58,676	\$61,600	\$58,887
Professional Support	\$69,604	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,371	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	34.4	87.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.9	12.5%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MORALES EL

Campus Number: 101917133

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	86%	*	85%	*	-	-	-	*	33%	*	85%	*	87%	86%
	2021	67%	59%	54%	-	56%	*	-	-	-	*	25%	*	51%	86%	53%	52%
At Meets Grade Level or Above	2022	51%	42%	42%	*	41%	*	-	-	-	*	0%	*	42%	*	42%	43%
	2021	39%	27%	19%	-	20%	*	-	-	-	*	8%	*	16%	43%	17%	16%
At Masters Grade Level	2022	30%	21%	25%	*	26%	*	-	-	-	*	0%	*	23%	*	24%	25%
	2021	19%	12%	9%	-	9%	*	-	-	-	*	0%	*	7%	29%	9%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	77%	*	78%	*	-	-	-	*	17%	*	75%	*	76%	93%
	2021	62%	51%	38%	-	40%	*	-	-	-	*	8%	*	38%	29%	37%	52%
At Meets Grade Level or Above	2022	43%	33%	25%	*	26%	*	-	-	-	*	0%	*	26%	*	24%	29%
	2021	31%	18%	5%	-	5%	*	-	-	-	*	0%	*	5%	0%	4%	10%
At Masters Grade Level	2022	21%	13%	11%	*	11%	*	-	-	-	*	0%	*	11%	*	11%	14%
	2021	14%	6%	1%	-	1%	*	-	-	-	*	0%	*	1%	0%	1%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	82%	*	85%	*	-	-	-	*	50%	*	80%	100%	82%	89%
	2021	63%	54%	49%	-	50%	*	-	-	-	*	33%	-	52%	33%	47%	49%
At Meets Grade Level or Above	2022	54%	48%	42%	*	43%	*	-	-	-	*	17%	*	41%	50%	41%	43%
	2021	36%	25%	17%	-	16%	*	-	-	-	*	25%	-	15%	25%	15%	14%
At Masters Grade Level	2022	28%	21%	13%	*	14%	*	-	-	-	*	8%	*	10%	38%	11%	14%
	2021	17%	8%	5%	-	5%	*	-	-	-	*	8%	-	6%	0%	4%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	76%	*	78%	*	-	-	-	*	42%	*	74%	88%	75%	80%
	2021	59%	50%	52%	-	53%	*	-	-	-	*	33%	-	52%	50%	52%	57%
At Meets Grade Level or Above	2022	43%	35%	26%	*	27%	*	-	-	-	*	8%	*	26%	25%	25%	37%
	2021	36%	21%	22%	-	21%	*	-	-	-	*	25%	-	21%	25%	21%	22%
At Masters Grade Level	2022	23%	15%	9%	*	9%	*	-	-	-	*	8%	*	9%	13%	8%	14%
	2021	21%	10%	10%	-	9%	*	-	-	-	*	17%	-	7%	25%	8%	6%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	80%	*	82%	33%	-	-	-	*	39%	64%	78%	96%	80%	87%
	2021	67%	61%	45%	-	46%	29%	-	-	-	20%	27%	*	45%	42%	43%	46%
At Meets Grade Level or Above	2022	48%	43%	34%	*	34%	17%	-	-	-	*	8%	29%	34%	33%	33%	38%
	2021	41%	33%	14%	-	14%	21%	-	-	-	0%	17%	*	13%	20%	13%	14%
At Masters Grade Level	2022	23%	18%	14%	*	14%	0%	-	-	-	*	6%	7%	13%	25%	13%	17%
	2021	18%	12%	6%	-	5%	14%	-	-	-	0%	8%	*	5%	12%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	84%	*	85%	*	-	-	-	*	44%	71%	82%	100%	84%	87%
	2021	68%	61%	52%	-	53%	33%	-	-	-	*	29%	*	51%	53%	50%	50%
At Meets Grade Level or Above	2022	53%	45%	42%	*	42%	*	-	-	-	*	11%	14%	41%	50%	41%	43%
	2021	45%	35%	18%	-	18%	17%	-	-	-	*	17%	*	16%	32%	16%	15%
At Masters Grade Level	2022	25%	18%	18%	*	19%	*	-	-	-	*	6%	0%	15%	42%	16%	19%
	2021	18%	12%	7%	-	7%	0%	-	-	-	*	4%	*	6%	11%	7%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	76%	*	78%	*	-	-	-	*	33%	57%	75%	92%	76%	86%
	2021	66%	61%	45%	-	46%	17%	-	-	-	*	21%	*	45%	42%	44%	55%
At Meets Grade Level or Above	2022	42%	37%	25%	*	27%	*	-	-	-	*	6%	43%	26%	17%	24%	33%
	2021	37%	30%	13%	-	14%	17%	-	-	-	*	13%	*	13%	16%	13%	18%
At Masters Grade Level	2022	20%	16%	10%	*	10%	*	-	-	-	*	6%	14%	10%	8%	9%	14%
	2021	18%	11%	6%	-	5%	17%	-	-	-	*	8%	*	4%	16%	5%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	21%	*	22%	*	-	-	-	*	0%	*	23%	*	20%	21%
	2021	24%	12%	4%	-	4%	*	-	-	-	*	0%	*	4%	0%	3%	6%
Reading and Mathematics Including EOC	2022	36%	25%	21%	*	22%	*	-	-	-	*	0%	*	23%	*	20%	21%
	2021	24%	12%	4%	-	4%	*	-	-	-	*	0%	*	4%	0%	3%	6%
Reading Including EOC	2022	51%	42%	42%	*	41%	*	-	-	-	*	0%	*	42%	*	42%	43%
	2021	38%	27%	19%	-	20%	*	-	-	-	*	8%	*	16%	43%	17%	16%
Math Including EOC	2022	43%	33%	25%	*	26%	*	-	-	-	*	0%	*	26%	*	24%	29%
	2021	31%	18%	5%	-	5%	*	-	-	-	*	0%	*	5%	0%	4%	10%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	19%	*	20%	*	-	-	-	*	8%	*	20%	13%	18%	29%
	2021	26%	13%	11%	-	10%	*	-	-	-	*	25%	-	11%	8%	9%	8%
Reading and Mathematics Including EOC	2022	36%	27%	19%	*	20%	*	-	-	-	*	8%	*	20%	13%	18%	29%
	2021	26%	13%	11%	-	10%	*	-	-	-	*	25%	-	11%	8%	9%	8%
Reading Including EOC	2022	54%	48%	42%	*	43%	*	-	-	-	*	17%	*	41%	50%	41%	43%
	2021	36%	25%	16%	-	15%	*	-	-	-	*	25%	-	15%	17%	13%	12%
Math Including EOC	2022	43%	35%	26%	*	27%	*	-	-	-	*	8%	*	26%	25%	25%	37%
	2021	36%	21%	22%	-	21%	*	-	-	-	*	25%	-	21%	25%	21%	22%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	20%	*	21%	*	-	-	-	*	6%	14%	21%	8%	19%	25%
	2021	26%	15%	7%	-	7%	17%	-	-	-	*	13%	*	8%	5%	6%	8%
Reading and Mathematics Including EOC	2022	36%	27%	20%	*	21%	*	-	-	-	*	6%	14%	21%	8%	19%	25%
	2021	28%	17%	7%	-	7%	17%	-	-	-	*	13%	*	8%	5%	6%	8%
Reading Including EOC	2022	53%	45%	42%	*	42%	*	-	-	-	*	11%	14%	41%	50%	41%	43%
	2021	41%	30%	17%	-	17%	17%	-	-	-	*	17%	*	16%	26%	15%	14%
Math Including EOC	2022	43%	34%	25%	*	27%	*	-	-	-	*	6%	43%	26%	17%	24%	33%
	2021	37%	25%	13%	-	14%	17%	-	-	-	*	13%	*	13%	16%	13%	18%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	80	*	79	*	-	-	-	-	83	*	81	70	81	85
	2019	61	66	66	-	66	*	-	-	-	-	56	*	58	92	66	67
Grade 4 Mathematics	2022	74	79	92	*	93	*	-	-	-	*	92	*	91	100	92	94
	2019	65	61	74	-	75	*	-	-	-	-	79	*	73	77	74	73
All Grades Both Subjects	2022	74	77	87	*	87	*	-	-	-	*	88	100	87	88	88	92
	2019	69	69	71	-	72	56	-	-	-	-	69	50	68	83	71	72
All Grades ELA/Reading	2022	78	80	80	*	79	*	-	-	-	-	83	*	81	70	81	85
	2019	68	68	66	-	66	*	-	-	-	-	56	*	58	92	66	67
All Grades Mathematics	2022	69	74	92	*	93	*	-	-	-	*	92	*	91	100	92	94
	2019	70	70	74	-	75	*	-	-	-	-	79	*	73	77	74	73

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	80%	81%	-	81%	-	-	-	-	-	-	-	90%	74%	87%	-
	2021	67%	61%	45%	46%	-	45%	-	-	*	-	-	-	-	43%	44%	46%	-
At Meets Grade Level or Above	2022	48%	43%	34%	39%	-	39%	-	-	-	-	-	-	-	38%	30%	38%	-
	2021	41%	33%	14%	16%	-	14%	-	-	*	-	-	-	-	3%	15%	14%	-
At Masters Grade Level	2022	23%	18%	14%	13%	-	13%	-	-	-	-	-	-	-	19%	11%	17%	-
	2021	18%	12%	6%	6%	-	6%	-	-	*	-	-	-	-	0%	6%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	84%	85%	-	85%	-	-	-	-	-	-	-	89%	81%	87%	-
	2021	68%	61%	52%	49%	-	48%	-	-	*	-	-	-	-	55%	53%	50%	-
At Meets Grade Level or Above	2022	53%	45%	42%	41%	-	41%	-	-	-	-	-	-	-	44%	42%	43%	-
	2021	45%	35%	18%	18%	-	16%	-	-	*	-	-	-	-	0%	20%	15%	-
At Masters Grade Level	2022	25%	18%	18%	15%	-	15%	-	-	-	-	-	-	-	22%	17%	19%	-
	2021	18%	12%	7%	9%	-	9%	-	-	*	-	-	-	-	0%	6%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	76%	78%	-	78%	-	-	-	-	-	-	-	92%	68%	86%	-
	2021	66%	61%	45%	57%	-	57%	-	-	*	-	-	-	-	45%	35%	55%	-
At Meets Grade Level or Above	2022	42%	37%	25%	37%	-	37%	-	-	-	-	-	-	-	31%	18%	33%	-
	2021	37%	30%	13%	19%	-	18%	-	-	*	-	-	-	-	9%	10%	18%	-
At Masters Grade Level	2022	20%	16%	10%	11%	-	11%	-	-	-	-	-	-	-	17%	6%	14%	-
	2021	18%	11%	6%	6%	-	6%	-	-	*	-	-	-	-	0%	6%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	87%	93%	-	93%	-	-	-	-	-	-	-	91%	85%	92%	-
	2019	69%	69%	71%	76%	-	76%	-	-	-	-	-	-	-	63%		73%	-
All Grades ELA/Reading	2022	78%	80%	80%	*	-	*	-	-	-	-	-	-	-	88%	79%	85%	-
	2019	68%	68%	66%	*	-	*	-	-	-	-	-	-	-	50%		63%	-
All Grades Mathematics	2022	69%	74%	92%	94%	-	94%	-	-	-	-	-	-	-	94%	91%	94%	-
	2019	70%	70%	74%	75%	-	75%	-	-	-	-	-	-	-	75%		75%	-

* 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
2021-22 STAAR Participation (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	67%	93%	100%	-	-	-	*	95%	100%	98%	59%	95%	89%
Not Included in Accountability: Mobile	5%	4%	7%	33%	7%	0%	-	-	-	*	5%	0%	2%	39%	5%	10%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	*	93%	*	-	-	-	*	95%	100%	98%	57%	95%	89%
Not Included in Accountability: Mobile	5%	4%	7%	*	7%	*	-	-	-	*	5%	0%	2%	38%	5%	10%
Not Included in Accountability: Other Exclusions	2%	3%	1%	*	1%	*	-	-	-	*	0%	0%	0%	5%	0%	1%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	*	93%	*	-	-	-	*	95%	100%	98%	60%	95%	90%
Not Included in Accountability: Mobile	5%	4%	7%	*	7%	*	-	-	-	*	5%	0%	2%	40%	5%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	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%
Reading																
Assessment Participant	89%	93%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	83%	86%	92%	-	92%	100%	-	-	-	*	92%	*	95%	73%	93%	88%
Not Included in Accountability: Mobile	3%	3%	3%	-	3%	0%	-	-	-	*	0%	*	1%	12%	3%	2%
Not Included in Accountability: Other Exclusions	3%	5%	5%	-	5%	0%	-	-	-	*	8%	*	3%	15%	4%	10%
Not Tested	11%	7%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	2%	2%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	89%	92%	-	92%	100%	-	-	-	*	92%	*	95%	73%	93%	88%
Not Included in Accountability: Mobile	4%	3%	3%	-	3%	0%	-	-	-	*	0%	*	1%	12%	3%	2%
Not Included in Accountability: Other Exclusions	0%	2%	5%	-	5%	0%	-	-	-	*	8%	*	3%	15%	4%	10%
Not Tested	12%	5%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	2%	2%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	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
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES EL (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													
2020-21	95.0%	93.9%	94.4%	*	94.6%	88.8%	-	-	-	*	94.0%	94.2%	96.0%
2019-20	98.3%	98.1%	98.7%	-	98.8%	96.5%	*	-	-	*	98.9%	98.7%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.8%	*	18.6%	43.8%	-	-	-	*	20.8%	19.8%	11.2%
2019-20	6.7%	8.8%	3.7%	-	3.6%	9.1%	*	-	-	*	3.8%	2.9%	4.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES EL (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES EL (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	402	100.0%	49,255	5,402,928	403	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	13	3.2%	0.3%	0.3%	14	3.5%	0.4%	0.4%
Pre-Kindergarten	34	8.5%	4.2%	4.1%	34	8.4%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	34	8.5%	4.2%	3.5%	34	8.4%	4.2%	3.5%
Kindergarten	68	16.9%	6.2%	6.8%	68	16.9%	6.2%	6.8%
Grade 1	83	20.6%	7.4%	7.1%	83	20.6%	7.4%	7.1%
Grade 2	66	16.4%	6.5%	7.1%	66	16.4%	6.5%	7.1%
Grade 3	59	14.7%	6.4%	7.1%	59	14.6%	6.4%	7.1%
Grade 4	79	19.7%	6.9%	7.1%	79	19.6%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	3	0.7%	8.1%	12.8%	3	0.7%	8.1%	12.8%
Hispanic	379	94.3%	82.8%	52.8%	380	94.3%	82.8%	52.7%
White	15	3.7%	5.2%	26.3%	15	3.7%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	1.0%	0.7%	2.9%	4	1.0%	0.7%	2.9%
Sex:								
Female	212	52.7%	48.3%	48.9%	213	52.9%	48.3%	48.8%
Male	190	47.3%	51.7%	51.1%	190	47.1%	51.7%	51.2%
Economically Disadvantaged	364	90.5%	79.4%	60.7%	364	90.3%	79.4%	60.6%
Non-Educationally Disadvantaged	38	9.5%	20.6%	39.3%	39	9.7%	20.6%	39.4%
Section 504 Students	10	2.5%	5.8%	7.4%	10	2.5%	5.8%	7.4%
EB Students/EL	174	43.3%	32.6%	21.7%	174	43.2%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	13	3.2%	4.9%	5.0%	13	3.2%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	16	4.0%	3.4%	2.0%	16	4.0%	3.4%	2.0%
Migrant	2	0.5%	0.2%	0.3%	2	0.5%	0.2%	0.3%
Title I	402	100.0%	67.8%	64.3%	403	100.0%	67.7%	64.3%
Military Connected	2	0.5%	0.4%	3.3%	2	0.5%	0.4%	3.3%
At-Risk	323	80.3%	69.4%	53.5%	324	80.4%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	157	39.1%	30.5%	21.9%	157	39.0%	30.4%	21.8%
Gifted and Talented Education	8	2.0%	5.5%	8.0%	8	2.0%	5.5%	8.0%
Special Education	60	14.9%	12.4%	11.6%	61	15.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	18.3%	44.4%	43.0%				
Students with Physical Disabilities	23	38.3%	18.2%	20.8%				
Students with Autism	15	25.0%	21.3%	14.7%				
Students with Behavioral Disabilities	6	10.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	5	8.3%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	52	14.3%	14.7%	13.6%				
By Ethnicity:								
African American	1	0.3%	2.1%	2.5%				
Hispanic	47	12.9%	11.1%	6.6%				
White	4	1.1%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	3.8%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	23	12.8%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	47	14.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	105	27.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
MORALES EL (101917133) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	17.2%	11.5%	2.9%	7.1%	9.7%	4.2%
Grade 2	7.9%	6.2%	1.7%	11.1%	4.0%	2.2%
Grade 3	4.1%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.4%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.5	17.0	18.7
Grade 1	16.3	18.2	18.7
Grade 2	18.5	16.7	18.6
Grade 3	16.0	15.8	18.7
Grade 4	17.0	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	61.5	100.0%	100.0%	100.0%
Professional Staff:	44.7	72.7%	59.0%	64.1%
Teachers	35.9	58.4%	45.5%	49.3%
Professional Support	6.8	11.1%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	2.9%
Educational Aides:	16.8	27.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	40.5	65.9%	65.4%	52.1%
Teachers by Ethnicity:				
African American	2.0	5.6%	10.3%	11.2%
Hispanic	17.0	47.4%	39.2%	28.9%
White	14.9	41.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.8%	0.9%	1.2%
Teachers by Sex:				
Males	4.0	11.2%	25.0%	24.1%
Females	31.9	88.8%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	28.1	78.3%	75.8%	72.6%
Masters	7.0	19.5%	22.5%	25.2%
Doctorate	0.8	2.3%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	13.9%	7.9%	7.9%
1-5 Years Experience	4.1	11.3%	27.4%	26.7%
6-10 Years Experience	10.8	30.1%	24.2%	20.6%
11-20 Years Experience	13.0	36.2%	28.7%	28.6%
21-30 Years Experience	3.0	8.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.2	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
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:	10.3	10.4	11.1
Average Years Experience of Teachers with District:	8.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,200	\$56,914	\$51,054
1-5 Years Experience	\$59,068	\$58,997	\$54,577
6-10 Years Experience	\$62,455	\$61,821	\$57,746
11-20 Years Experience	\$53,862	\$63,221	\$61,377
21-30 Years Experience	\$67,901	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$58,542	\$61,600	\$58,887
Professional Support	\$68,305	\$76,167	\$69,505
Campus Administration (School Leadership)	\$98,331	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.6	37.9%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	18.3	51.0%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MORALES EL (101917133) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.0	11.1%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MATTHYS EL

Campus Number: 101917134

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	68%	-	68%	-	-	*	-	-	50%	-	68%	*	67%	67%
	2021	67%	59%	56%	-	55%	*	-	-	-	-	18%	*	57%	43%	55%	60%
At Meets Grade Level or Above	2022	51%	42%	32%	-	32%	-	-	*	-	-	25%	-	31%	*	29%	23%
	2021	39%	27%	22%	-	22%	*	-	-	-	-	6%	*	23%	0%	20%	29%
At Masters Grade Level	2022	30%	21%	17%	-	17%	-	-	*	-	-	0%	-	17%	*	16%	13%
	2021	19%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	74%	-	73%	-	-	*	-	-	75%	-	75%	*	71%	77%
	2021	62%	51%	47%	-	47%	*	-	-	-	-	35%	*	48%	29%	45%	53%
At Meets Grade Level or Above	2022	43%	33%	32%	-	32%	-	-	*	-	-	42%	-	32%	*	30%	38%
	2021	31%	18%	14%	-	14%	*	-	-	-	-	12%	*	14%	14%	13%	20%
At Masters Grade Level	2022	21%	13%	7%	-	7%	-	-	*	-	-	17%	-	7%	*	6%	8%
	2021	14%	6%	1%	-	1%	*	-	-	-	-	0%	*	1%	0%	0%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	63%	*	62%	*	-	-	-	-	30%	40%	63%	62%	64%	59%
	2021	63%	54%	52%	-	52%	*	*	-	-	-	29%	*	56%	31%	49%	56%
At Meets Grade Level or Above	2022	54%	48%	31%	*	31%	*	-	-	-	-	22%	0%	31%	31%	33%	33%
	2021	36%	25%	20%	-	20%	*	*	-	-	-	21%	*	23%	6%	16%	20%
At Masters Grade Level	2022	28%	21%	6%	*	6%	*	-	-	-	-	4%	0%	6%	8%	7%	6%
	2021	17%	8%	4%	-	4%	*	*	-	-	-	0%	*	5%	0%	1%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	62%	*	62%	*	-	-	-	-	39%	80%	63%	54%	61%	75%
	2021	59%	50%	59%	-	59%	*	*	-	-	-	36%	*	59%	56%	56%	69%
At Meets Grade Level or Above	2022	43%	35%	30%	*	30%	*	-	-	-	-	17%	20%	30%	31%	29%	49%
	2021	36%	21%	24%	-	24%	*	*	-	-	-	14%	*	27%	13%	21%	26%
At Masters Grade Level	2022	23%	15%	12%	*	12%	*	-	-	-	-	0%	0%	14%	0%	12%	20%
	2021	21%	10%	14%	-	14%	*	*	-	-	-	7%	*	17%	0%	12%	17%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	66%	*	66%	*	-	*	-	-	44%	60%	67%	57%	65%	69%
	2021	67%	61%	52%	-	52%	20%	*	-	-	-	28%	24%	54%	41%	50%	57%
At Meets Grade Level or Above	2022	48%	43%	31%	*	31%	*	-	*	-	-	24%	10%	31%	32%	30%	37%
	2021	41%	33%	19%	-	18%	0%	*	-	-	-	13%	0%	21%	7%	16%	21%
At Masters Grade Level	2022	23%	18%	10%	*	10%	*	-	*	-	-	4%	0%	11%	4%	10%	12%
	2021	18%	12%	6%	-	6%	0%	*	-	-	-	3%	0%	7%	0%	5%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	65%	*	65%	*	-	*	-	-	37%	40%	65%	64%	65%	62%
	2021	68%	61%	54%	-	54%	*	*	-	-	-	23%	29%	57%	35%	52%	58%
At Meets Grade Level or Above	2022	53%	45%	31%	*	31%	*	-	*	-	-	23%	0%	31%	36%	31%	29%
	2021	45%	35%	21%	-	21%	*	*	-	-	-	13%	0%	23%	4%	18%	24%
At Masters Grade Level	2022	25%	18%	11%	*	11%	*	-	*	-	-	3%	0%	11%	7%	11%	9%
	2021	18%	12%	5%	-	5%	*	*	-	-	-	0%	0%	6%	0%	3%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	67%	*	67%	*	-	*	-	-	51%	80%	69%	50%	65%	76%
	2021	66%	61%	53%	-	53%	*	*	-	-	-	35%	29%	53%	48%	51%	62%
At Meets Grade Level or Above	2022	42%	37%	31%	*	31%	*	-	*	-	-	26%	20%	31%	29%	30%	44%
	2021	37%	30%	19%	-	19%	*	*	-	-	-	13%	0%	20%	13%	17%	23%
At Masters Grade Level	2022	20%	16%	10%	*	10%	*	-	*	-	-	6%	0%	10%	0%	9%	14%
	2021	18%	11%	8%	-	8%	*	*	-	-	-	3%	0%	9%	0%	6%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	18%	-	19%	-	-	*	-	-	25%	-	19%	*	16%	18%
	2021	24%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	11%
Reading and Mathematics Including EOC	2022	36%	25%	18%	-	19%	-	-	*	-	-	25%	-	19%	*	16%	18%
	2021	24%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	11%
Reading Including EOC	2022	51%	42%	32%	-	32%	-	-	*	-	-	25%	-	31%	*	29%	23%
	2021	38%	27%	22%	-	22%	*	-	-	-	-	6%	*	23%	0%	20%	29%
Math Including EOC	2022	43%	33%	32%	-	32%	-	-	*	-	-	42%	-	32%	*	30%	38%
	2021	31%	18%	14%	-	14%	*	-	-	-	-	12%	*	14%	14%	13%	20%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	18%	*	18%	*	-	-	-	-	9%	0%	17%	23%	19%	27%
	2021	26%	13%	14%	-	13%	*	*	-	-	-	14%	*	15%	6%	11%	13%
Reading and Mathematics Including EOC	2022	36%	27%	18%	*	18%	*	-	-	-	-	9%	0%	17%	23%	19%	27%
	2021	26%	13%	14%	-	13%	*	*	-	-	-	14%	*	15%	6%	11%	13%
Reading Including EOC	2022	54%	48%	31%	*	31%	*	-	-	-	-	22%	0%	31%	31%	33%	33%
	2021	36%	25%	19%	-	18%	*	*	-	-	-	21%	*	22%	6%	15%	19%
Math Including EOC	2022	43%	35%	30%	*	30%	*	-	-	-	-	17%	20%	30%	31%	30%	49%
	2021	36%	21%	24%	-	24%	*	*	-	-	-	14%	*	27%	13%	21%	26%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	18%	*	18%	*	-	*	-	-	14%	0%	18%	21%	18%	23%
	2021	26%	15%	10%	-	9%	*	*	-	-	-	6%	0%	11%	4%	8%	12%
Reading and Mathematics Including EOC	2022	36%	27%	18%	*	18%	*	-	*	-	-	14%	0%	18%	21%	18%	23%
	2021	28%	17%	10%	-	9%	*	*	-	-	-	6%	0%	11%	4%	8%	12%
Reading Including EOC	2022	53%	45%	31%	*	31%	*	-	*	-	-	23%	0%	31%	36%	31%	29%
	2021	41%	30%	20%	-	20%	*	*	-	-	-	13%	0%	23%	4%	17%	23%
Math Including EOC	2022	43%	34%	31%	*	31%	*	-	*	-	-	26%	20%	31%	29%	30%	44%
	2021	37%	25%	19%	-	19%	*	*	-	-	-	13%	0%	20%	13%	17%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	82	*	82	*	-	-	-	-	81	*	80	100	82	85
	2019	61	66	61	*	61	*	-	-	-	-	33	-	63	58	61	38
Grade 4 Mathematics	2022	74	79	78	*	78	*	-	-	-	-	63	70	80	67	77	89
	2019	65	61	65	*	64	*	-	-	-	-	78	*	63	75	67	57
All Grades Both Subjects	2022	74	77	80	*	79	*	-	-	-	-	72	67	80	80	79	88
	2019	69	69	64	*	63	*	-	-	-	-	56	*	63	67	65	53
All Grades ELA/Reading	2022	78	80	82	*	82	*	-	-	-	-	81	*	80	100	82	85
	2019	68	68	61	*	61	*	-	-	-	-	33	-	63	58	61	38
All Grades Mathematics	2022	69	74	78	*	78	*	-	-	-	-	63	70	80	67	77	89
	2019	70	70	65	*	64	*	-	-	-	-	78	*	63	75	67	57

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	66%	72%	-	72%	-	-	-	-	-	-	-	61%	63%	69%	-
	2021	67%	61%	52%	54%	-	54%	-	-	-	-	-	-	-	63%	47%	56%	*
At Meets Grade Level or Above	2022	48%	43%	31%	43%	-	43%	-	-	-	-	-	-	-	22%	25%	37%	-
	2021	41%	33%	19%	24%	-	24%	-	-	-	-	-	-	-	13%	16%	20%	*
At Masters Grade Level	2022	23%	18%	10%	16%	-	16%	-	-	-	-	-	-	-	2%	9%	12%	-
	2021	18%	12%	6%	8%	-	8%	-	-	-	-	-	-	-	7%	3%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	65%	65%	-	65%	-	-	-	-	-	-	-	56%	69%	62%	-
	2021	68%	61%	54%	56%	-	56%	-	-	-	-	-	-	-	60%	49%	57%	*
At Meets Grade Level or Above	2022	53%	45%	31%	33%	-	33%	-	-	-	-	-	-	-	19%	34%	29%	-
	2021	45%	35%	21%	26%	-	26%	-	-	-	-	-	-	-	16%	17%	23%	*
At Masters Grade Level	2022	25%	18%	11%	11%	-	11%	-	-	-	-	-	-	-	4%	13%	9%	-
	2021	18%	12%	5%	7%	-	7%	-	-	-	-	-	-	-	8%	2%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	67%	79%	-	79%	-	-	-	-	-	-	-	67%	58%	76%	-
	2021	66%	61%	53%	60%	-	60%	-	-	-	-	-	-	-	64%	42%	61%	*
At Meets Grade Level or Above	2022	42%	37%	31%	52%	-	52%	-	-	-	-	-	-	-	26%	16%	44%	-
	2021	37%	30%	19%	26%	-	26%	-	-	-	-	-	-	-	12%	14%	22%	*
At Masters Grade Level	2022	20%	16%	10%	21%	-	21%	-	-	-	-	-	-	-	0%	5%	14%	-
	2021	18%	11%	8%	10%	-	10%	-	-	-	-	-	-	-	8%	5%	9%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	93%	-	93%	-	-	-	-	-	-	-	84%	74%	88%	-
	2019	69%	69%	64%	56%	-	56%	-	-	-	-	-	-	-	29%		53%	
All Grades ELA/Reading	2022	78%	80%	82%	-	-	-	-	-	-	-	-	-	-	85%	82%	85%	-
	2019	68%	68%	61%	50%	-	50%	-	-	-	-	-	-	-	8%		38%	
All Grades Mathematics	2022	69%	74%	78%	93%	-	93%	-	-	-	-	-	-	-	84%	67%	89%	-
	2019	70%	70%	65%	58%	-	58%	-	-	-	-	-	-	-	50%		57%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	*	99%	*	-	*	-	-	100%	100%	100%	96%	100%	100%
Included in Accountability	93%	93%	94%	*	94%	*	-	*	-	-	95%	100%	99%	58%	94%	92%
Not Included in Accountability: Mobile	5%	4%	3%	*	3%	*	-	*	-	-	3%	0%	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	3%	*	3%	*	-	*	-	-	3%	0%	0%	25%	3%	6%
Not Tested	1%	2%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Absent	1%	2%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Other	0%	0%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	*	99%	*	-	*	-	-	100%	100%	100%	96%	100%	100%
Included in Accountability	92%	91%	94%	*	94%	*	-	*	-	-	95%	100%	99%	58%	94%	92%
Not Included in Accountability: Mobile	5%	4%	3%	*	3%	*	-	*	-	-	3%	0%	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	2%	3%	3%	*	3%	*	-	*	-	-	3%	0%	0%	25%	3%	6%
Not Tested	1%	2%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Absent	1%	2%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Other	0%	0%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	*	99%	*	-	*	-	-	100%	100%	100%	96%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	*	-	*	-	-	95%	100%	99%	58%	94%	92%
Not Included in Accountability: Mobile	5%	4%	3%	*	3%	*	-	*	-	-	3%	0%	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	3%	*	3%	*	-	*	-	-	3%	0%	0%	25%	3%	6%
Not Tested	1%	1%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Absent	1%	1%	1%	*	1%	*	-	*	-	-	0%	0%	0%	4%	0%	0%
Other	0%	0%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	86%	93%	*	94%	*	*	-	-	-	91%	100%	97%	74%	94%	91%
Not Included in Accountability: Mobile	3%	3%	2%	*	2%	*	*	-	-	-	3%	0%	0%	13%	1%	1%
Not Included in Accountability: Other Exclusions	3%	5%	5%	*	5%	*	*	-	-	-	6%	0%	3%	13%	5%	8%
Not Tested	11%	7%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	2%	2%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	95%	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	89%	93%	*	94%	*	*	-	-	-	91%	100%	97%	74%	94%	91%
Not Included in Accountability: Mobile	4%	3%	2%	*	2%	*	*	-	-	-	3%	0%	0%	13%	1%	1%
Not Included in Accountability: Other Exclusions	0%	2%	5%	*	5%	*	*	-	-	-	6%	0%	3%	13%	5%	8%
Not Tested	12%	5%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	2%	2%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	3%	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
2021-22 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													
2020-21	95.0%	93.9%	96.2%	*	96.2%	95.3%	*	*	-	-	95.5%	96.0%	96.8%
2019-20	98.3%	98.1%	99.1%	*	99.1%	*	*	*	-	-	98.9%	99.1%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	9.0%	*	8.8%	25.0%	*	*	-	-	9.7%	9.2%	5.7%
2019-20	6.7%	8.8%	1.6%	*	1.6%	0.0%	*	*	-	-	1.6%	1.6%	0.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	497	100.0%	49,255	5,402,928	497	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	8	1.6%	0.3%	0.3%	8	1.6%	0.4%	0.4%
Pre-Kindergarten	52	10.5%	4.2%	4.1%	52	10.5%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	52	10.5%	4.2%	3.5%	52	10.5%	4.2%	3.5%
Kindergarten	72	14.5%	6.2%	6.8%	72	14.5%	6.2%	6.8%
Grade 1	94	18.9%	7.4%	7.1%	94	18.9%	7.4%	7.1%
Grade 2	85	17.1%	6.5%	7.1%	85	17.1%	6.5%	7.1%
Grade 3	80	16.1%	6.4%	7.1%	80	16.1%	6.4%	7.1%
Grade 4	106	21.3%	6.9%	7.1%	106	21.3%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	4	0.8%	8.1%	12.8%	4	0.8%	8.1%	12.8%
Hispanic	479	96.4%	82.8%	52.8%	479	96.4%	82.8%	52.7%
White	11	2.2%	5.2%	26.3%	11	2.2%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	3.0%	4.8%	1	0.2%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.7%	2.9%	2	0.4%	0.7%	2.9%
Sex:								
Female	223	44.9%	48.3%	48.9%	223	44.9%	48.3%	48.8%
Male	274	55.1%	51.7%	51.1%	274	55.1%	51.7%	51.2%
Economically Disadvantaged	452	90.9%	79.4%	60.7%	452	90.9%	79.4%	60.6%
Non-Educationally Disadvantaged	45	9.1%	20.6%	39.3%	45	9.1%	20.6%	39.4%
Section 504 Students	11	2.2%	5.8%	7.4%	11	2.2%	5.8%	7.4%
EB Students/EL	239	48.1%	32.6%	21.7%	239	48.1%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	13	2.6%	4.9%	5.0%	13	2.6%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	30	6.0%	3.4%	2.0%	30	6.0%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	497	100.0%	67.8%	64.3%	497	100.0%	67.7%	64.3%
Military Connected	2	0.4%	0.4%	3.3%	2	0.4%	0.4%	3.3%
At-Risk	383	77.1%	69.4%	53.5%	383	77.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	216	43.5%	30.5%	21.9%	216	43.5%	30.4%	21.8%
Gifted and Talented Education	12	2.4%	5.5%	8.0%	12	2.4%	5.5%	8.0%
Special Education	77	15.5%	12.4%	11.6%	77	15.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	26.0%	44.4%	43.0%				
Students with Physical Disabilities	21	27.3%	18.2%	20.8%				
Students with Autism	26	33.8%	21.3%	14.7%				
Students with Behavioral Disabilities	**	**	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	42	10.2%	14.7%	13.6%				
By Ethnicity:								
African American	1	0.2%	2.1%	2.5%				
Hispanic	38	9.3%	11.1%	6.6%				
White	3	0.7%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	8.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	11	5.2%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	33	9.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	78	17.6%	18.3%	18.9%				

Texas Education Agency
2021-22 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	7.1%	11.5%	2.9%	31.3%	9.7%	4.2%
Grade 2	8.8%	6.2%	1.7%	15.4%	4.0%	2.2%
Grade 3	1.3%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	2.4%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.0	17.0	18.7
Grade 1	19.0	18.2	18.7
Grade 2	14.0	16.7	18.6
Grade 3	18.0	15.8	18.7
Grade 4	18.0	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	74.1	100.0%	100.0%	100.0%
Professional Staff:	52.2	70.5%	59.0%	64.1%
Teachers	44.1	59.5%	45.5%	49.3%
Professional Support	6.1	8.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	2.9%
Educational Aides:	21.9	29.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	56.1	75.6%	65.4%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	10.3%	11.2%
Hispanic	30.0	68.0%	39.2%	28.9%
White	12.1	27.4%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.3%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	6.8%	25.0%	24.1%
Females	41.1	93.2%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	39.1	88.7%	75.8%	72.6%
Masters	5.0	11.3%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.8%	7.9%	7.9%
1-5 Years Experience	15.0	34.1%	27.4%	26.7%
6-10 Years Experience	12.1	27.3%	24.2%	20.6%
11-20 Years Experience	13.0	29.5%	28.7%	28.6%
21-30 Years Experience	1.0	2.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
Average Years Experience of Assistant Principals	18.0	7.4	5.5
Average Years Experience of Assistant Principals with District	18.0	7.1	4.8
Average Years Experience of Teachers:	7.8	10.4	11.1
Average Years Experience of Teachers with District:	6.4	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,752	\$56,914	\$51,054
1-5 Years Experience	\$57,648	\$58,997	\$54,577
6-10 Years Experience	\$61,531	\$61,821	\$57,746
11-20 Years Experience	\$61,865	\$63,221	\$61,377
21-30 Years Experience	\$82,099	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,515	\$61,600	\$58,887
Professional Support	\$69,162	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,601	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	17.5	39.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	21.9	49.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.7	10.7%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MORRIS MIDDLE

Campus Number: 101917135

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	78%	70%	79%	88%	-	87%	-	*	47%	67%	83%	63%	77%	78%
	2021	73%	62%	72%	66%	72%	80%	-	89%	*	*	45%	100%	75%	63%	71%	70%
At Meets Grade Level or Above	2022	58%	47%	52%	45%	52%	63%	-	67%	-	*	25%	0%	57%	39%	50%	58%
	2021	46%	31%	38%	31%	34%	60%	-	74%	*	*	18%	80%	40%	29%	36%	32%
At Masters Grade Level	2022	36%	26%	28%	25%	27%	50%	-	40%	-	*	5%	0%	31%	21%	27%	33%
	2021	30%	17%	21%	15%	17%	40%	-	56%	*	*	6%	60%	22%	17%	18%	16%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	79%	69%	80%	88%	-	100%	-	*	50%	33%	84%	66%	78%	90%
	2021	70%	58%	66%	61%	64%	73%	-	100%	*	*	52%	100%	70%	55%	64%	61%
At Meets Grade Level or Above	2022	48%	34%	46%	33%	47%	50%	-	79%	-	*	32%	0%	49%	36%	44%	55%
	2021	44%	25%	32%	15%	30%	53%	-	78%	*	*	24%	60%	35%	25%	31%	24%
At Masters Grade Level	2022	25%	13%	23%	24%	20%	13%	-	71%	-	*	18%	0%	24%	20%	20%	28%
	2021	25%	10%	14%	3%	11%	20%	-	59%	*	*	6%	40%	15%	8%	12%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	70%	54%	72%	100%	-	87%	-	*	42%	50%	75%	58%	69%	80%
	2021	62%	49%	63%	52%	63%	73%	-	85%	*	*	40%	60%	64%	59%	60%	65%
At Meets Grade Level or Above	2022	38%	29%	39%	29%	38%	50%	-	73%	-	*	23%	17%	41%	33%	37%	50%
	2021	31%	16%	25%	14%	23%	27%	-	67%	*	*	18%	40%	27%	20%	23%	28%
At Masters Grade Level	2022	18%	11%	16%	9%	15%	38%	-	47%	-	*	7%	0%	15%	19%	14%	24%
	2021	13%	4%	9%	3%	7%	13%	-	41%	*	*	2%	40%	10%	5%	7%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	76%	71%	76%	93%	-	86%	-	*	48%	57%	80%	65%	75%	73%
	2021	62%	53%	59%	47%	59%	83%	-	78%	*	55%	35%	*	61%	55%	58%	48%
At Meets Grade Level or Above	2022	43%	32%	42%	37%	38%	71%	-	79%	-	*	20%	43%	46%	32%	39%	42%
	2021	32%	24%	30%	28%	27%	58%	-	51%	*	18%	20%	*	31%	30%	28%	15%
At Masters Grade Level	2022	23%	13%	20%	17%	18%	21%	-	50%	-	*	11%	14%	23%	13%	19%	22%
	2021	15%	9%	10%	6%	7%	17%	-	35%	*	9%	6%	*	9%	14%	9%	4%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	76%	68%	77%	89%	-	92%	-	*	58%	86%	80%	68%	76%	71%
	2021	68%	56%	66%	51%	70%	57%	-	73%	*	56%	43%	*	66%	65%	64%	69%
At Meets Grade Level or Above	2022	39%	22%	35%	26%	36%	44%	-	62%	-	*	24%	57%	38%	30%	33%	36%
	2021	36%	18%	23%	15%	25%	14%	-	33%	*	22%	28%	*	22%	27%	23%	14%
At Masters Grade Level	2022	16%	4%	5%	6%	5%	0%	-	8%	-	*	7%	0%	5%	4%	5%	3%
	2021	15%	3%	3%	3%	3%	0%	-	13%	*	0%	6%	*	2%	5%	3%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	100%	100%	100%	100%	-	100%	-	-	*	-	100%	*	100%	100%
	2021	55%	48%	99%	100%	97%	100%	-	100%	-	*	*	-	100%	89%	98%	100%
At Meets Grade Level or Above	2022	31%	24%	89%	67%	86%	100%	-	100%	-	-	*	-	89%	*	92%	96%
	2021	27%	18%	64%	38%	58%	20%	-	91%	-	*	*	-	67%	44%	61%	73%
At Masters Grade Level	2022	13%	8%	49%	17%	38%	60%	-	87%	-	-	*	-	48%	*	52%	71%
	2021	12%	5%	29%	13%	18%	0%	-	59%	-	*	*	-	32%	11%	28%	27%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	77%	67%	77%	92%	-	91%	-	61%	49%	59%	81%	64%	76%	79%
	2021	67%	61%	67%	56%	66%	77%	-	88%	100%	56%	43%	74%	69%	60%	65%	63%
At Meets Grade Level or Above	2022	48%	43%	45%	35%	44%	62%	-	77%	-	39%	25%	25%	48%	34%	42%	50%
	2021	41%	33%	31%	21%	29%	43%	-	66%	50%	32%	22%	43%	33%	27%	29%	24%
At Masters Grade Level	2022	23%	18%	20%	16%	18%	27%	-	51%	-	22%	10%	3%	22%	15%	19%	24%
	2021	18%	12%	12%	6%	9%	19%	-	45%	25%	12%	5%	35%	13%	10%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	77%	70%	77%	91%	-	86%	-	57%	48%	62%	82%	64%	76%	76%
	2021	68%	61%	65%	56%	65%	81%	-	83%	*	53%	40%	78%	68%	58%	64%	59%
At Meets Grade Level or Above	2022	53%	45%	47%	41%	45%	68%	-	74%	-	43%	22%	23%	51%	35%	44%	49%
	2021	45%	35%	34%	30%	30%	59%	-	61%	*	20%	19%	44%	35%	29%	32%	23%
At Masters Grade Level	2022	25%	18%	24%	21%	22%	32%	-	47%	-	29%	8%	8%	27%	17%	23%	27%
	2021	18%	12%	15%	10%	12%	30%	-	44%	*	13%	6%	33%	15%	15%	14%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	80%	70%	80%	91%	-	98%	-	57%	54%	62%	84%	68%	79%	83%
	2021	66%	61%	69%	59%	69%	74%	-	94%	*	60%	48%	78%	72%	62%	68%	67%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	45%	32%	45%	59%	-	81%	-	29%	29%	31%	50%	33%	43%	51%
	2021	37%	30%	32%	17%	30%	37%	-	72%	*	40%	26%	44%	34%	27%	31%	23%
At Masters Grade Level	2022	20%	16%	17%	15%	15%	18%	-	57%	-	14%	13%	0%	20%	12%	16%	22%
	2021	18%	11%	11%	4%	8%	11%	-	48%	*	13%	6%	33%	12%	7%	10%	7%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	70%	54%	72%	100%	-	87%	-	*	42%	50%	75%	58%	69%	80%
	2021	71%	65%	63%	52%	63%	73%	-	85%	*	*	40%	60%	64%	59%	60%	65%
At Meets Grade Level or Above	2022	47%	45%	39%	29%	38%	50%	-	73%	-	*	23%	17%	41%	33%	37%	50%
	2021	44%	35%	25%	14%	23%	27%	-	67%	*	*	18%	40%	27%	20%	23%	28%
At Masters Grade Level	2022	21%	16%	16%	9%	15%	38%	-	47%	-	*	7%	0%	15%	19%	14%	24%
	2021	20%	12%	9%	3%	7%	13%	-	41%	*	*	2%	40%	10%	5%	7%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	35%	27%	34%	50%	-	69%	-	*	23%	0%	38%	27%	32%	42%
	2021	34%	18%	23%	12%	19%	40%	-	70%	*	*	16%	40%	25%	16%	21%	18%
Reading and Mathematics Including EOC	2022	41%	28%	35%	27%	34%	50%	-	69%	-	*	23%	0%	38%	27%	32%	42%
	2021	34%	18%	23%	12%	19%	40%	-	70%	*	*	16%	40%	25%	16%	21%	18%
Reading Including EOC	2022	58%	47%	52%	45%	52%	63%	-	71%	-	*	25%	0%	57%	39%	50%	58%
	2021	46%	31%	38%	31%	34%	60%	-	74%	*	*	18%	80%	40%	29%	36%	32%
Math Including EOC	2022	48%	35%	45%	33%	47%	50%	-	77%	-	*	32%	0%	49%	35%	43%	55%
	2021	44%	25%	32%	15%	30%	53%	-	78%	*	*	24%	60%	35%	25%	31%	24%
6th Graders																	
Reading and Mathematics	2022	31%	20%	33%	22%	30%	57%	-	71%	-	*	17%	43%	37%	22%	30%	37%
	2021	24%	14%	19%	10%	17%	8%	-	49%	*	18%	21%	*	19%	17%	18%	11%
Reading and Mathematics Including EOC	2022	31%	20%	33%	22%	30%	57%	-	71%	-	*	17%	43%	37%	22%	30%	37%
	2021	24%	14%	19%	10%	17%	8%	-	49%	*	18%	21%	*	19%	17%	18%	11%
Reading Including EOC	2022	43%	32%	42%	37%	38%	71%	-	79%	-	*	20%	43%	46%	32%	39%	42%
	2021	32%	24%	30%	28%	27%	58%	-	51%	*	18%	20%	*	31%	30%	28%	15%
Math Including EOC	2022	40%	29%	45%	31%	43%	64%	-	82%	-	*	26%	57%	50%	30%	43%	48%
	2021	36%	23%	32%	18%	30%	17%	-	68%	*	36%	29%	*	33%	29%	30%	22%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	34%	25%	32%	55%	-	71%	-	29%	21%	23%	37%	24%	31%	39%
	2021	26%	15%	21%	11%	18%	26%	-	58%	*	20%	18%	22%	22%	17%	19%	14%
Reading and Mathematics Including EOC	2022	36%	27%	34%	25%	32%	55%	-	71%	-	29%	21%	23%	37%	24%	31%	39%
	2021	28%	17%	21%	11%	18%	26%	-	58%	*	20%	18%	22%	22%	17%	19%	14%
Reading Including EOC	2022	53%	45%	47%	41%	45%	68%	-	76%	-	43%	22%	23%	51%	35%	44%	50%
	2021	41%	30%	34%	30%	30%	59%	-	61%	*	20%	19%	44%	35%	29%	32%	23%
Math Including EOC	2022	43%	34%	45%	32%	45%	59%	-	80%	-	29%	29%	31%	50%	33%	43%	51%
	2021	37%	25%	32%	17%	30%	37%	-	72%	*	40%	26%	44%	34%	27%	31%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	84	84	84	81	-	90	-	*	76	80	87	74	84	80
	2019	81	78	73	78	71	82	-	79	-	*	71	70	73	74	73	72
Grade 5 Mathematics	2022	79	78	88	87	88	69	-	100	-	*	89	100	91	78	88	91
	2019	83	76	84	84	84	82	-	84	-	*	86	60	84	82	83	82
Grade 6 ELA/Reading	2022	61	62	74	65	75	64	-	85	-	*	64	75	75	69	72	71
	2019	42	42	40	46	37	25	-	54	*	29	32	29	39	41	42	44
Grade 6 Mathematics	2022	61	69	77	83	74	83	-	95	-	*	80	83	77	76	76	81
	2019	54	50	39	39	38	56	-	38	*	50	53	21	37	41	38	35
Grade 7 Mathematics	2022	60	55	77	60	77	70	-	87	-	-	*	-	77	*	80	88
	2019	62	57	45	45	38	*	-	61	-	-	*	-	44	50	45	53
All Grades Both Subjects	2022	74	77	80	79	80	73	-	90	-	93	77	84	82	74	80	81
	2019	69	69	58	60	56	66	-	66	*	43	63	42	58	58	58	58
All Grades ELA/Reading	2022	78	80	78	74	79	70	-	87	-	86	71	77	81	71	78	75
	2019	68	68	55	61	53	61	-	66	*	30	54	46	55	56	57	57
All Grades Mathematics	2022	69	74	82	84	81	75	-	94	-	100	84	91	84	77	82	86
	2019	70	70	60	60	59	70	-	66	*	55	73	38	60	60	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
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	77%	-	-	-	-	-	-	-	-	-	-	77%	76%	76%	99%
	2021	67%	61%	67%	*	-	*	-	-	-	-	-	-	-	64%	68%	63%	-
At Meets Grade Level or Above	2022	48%	43%	45%	-	-	-	-	-	-	-	-	-	-	45%	42%	45%	86%
	2021	41%	33%	31%	*	-	*	-	-	-	-	-	-	-	24%	34%	24%	-
At Masters Grade Level	2022	23%	18%	20%	-	-	-	-	-	-	-	-	-	-	20%	18%	20%	51%
	2021	18%	12%	12%	*	-	*	-	-	-	-	-	-	-	9%	14%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	77%	-	-	-	-	-	-	-	-	-	-	72%	78%	72%	97%
	2021	68%	61%	65%	*	-	*	-	-	-	-	-	-	-	59%	67%	59%	-
At Meets Grade Level or Above	2022	53%	45%	47%	-	-	-	-	-	-	-	-	-	-	43%	45%	42%	91%
	2021	45%	35%	34%	*	-	*	-	-	-	-	-	-	-	24%	37%	23%	-
At Masters Grade Level	2022	25%	18%	24%	-	-	-	-	-	-	-	-	-	-	21%	22%	21%	63%
	2021	18%	12%	15%	*	-	*	-	-	-	-	-	-	-	10%	17%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	80%	-	-	-	-	-	-	-	-	-	-	80%	78%	80%	100%
	2021	66%	61%	69%	*	-	*	-	-	-	-	-	-	-	68%	70%	67%	-
At Meets Grade Level or Above	2022	42%	37%	45%	-	-	-	-	-	-	-	-	-	-	45%	42%	45%	91%
	2021	37%	30%	32%	*	-	*	-	-	-	-	-	-	-	23%	35%	23%	-
At Masters Grade Level	2022	20%	16%	17%	-	-	-	-	-	-	-	-	-	-	18%	15%	18%	44%
	2021	18%	11%	11%	*	-	*	-	-	-	-	-	-	-	8%	12%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	70%	-	-	-	-	-	-	-	-	-	-	79%	65%	78%	100%
	2021	71%	65%	63%	-	-	-	-	-	-	-	-	-	-	65%	62%	65%	-
At Meets Grade Level or Above	2022	47%	45%	39%	-	-	-	-	-	-	-	-	-	-	49%	33%	49%	60%
	2021	44%	35%	25%	-	-	-	-	-	-	-	-	-	-	28%	24%	28%	-
At Masters Grade Level	2022	21%	16%	16%	-	-	-	-	-	-	-	-	-	-	22%	12%	22%	40%
	2021	20%	12%	9%	-	-	-	-	-	-	-	-	-	-	8%	10%	8%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	-	-	-	-	-	-	-	-	-	-	80%	80%	79%	87%
	2019	69%	69%	58%	52%	-	52%	-	-	-	57%	-	57%	-	57%	-	53%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	78%	-	-	-	-	-	-	-	-	-	-	73%	80%	73%	85%
	2019	68%	68%	55%	47%	-	47%	-	-	-	53%	-	53%	-	60%		51%	
All Grades Mathematics	2022	69%	74%	82%	-	-	-	-	-	-	-	-	-	-	86%	80%	86%	89%
	2019	70%	70%	60%	55%	-	55%	-	-	-	60%	-	60%	-	54%		55%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	99%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	89%	95%	96%	-	93%	-	100%	94%	82%	97%	87%	95%	96%
Not Included in Accountability: Mobile	5%	4%	5%	11%	4%	4%	-	6%	-	0%	5%	18%	3%	12%	5%	2%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	1%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	1%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	88%	95%	96%	-	93%	-	100%	94%	81%	97%	86%	95%	96%
Not Included in Accountability: Mobile	5%	4%	6%	12%	4%	4%	-	7%	-	0%	6%	19%	3%	12%	5%	2%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	98%	-	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	94%	88%	95%	96%	-	91%	-	100%	94%	81%	97%	87%	95%	96%
Not Included in Accountability: Mobile	5%	4%	5%	12%	4%	4%	-	7%	-	0%	6%	19%	3%	12%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	0%	0%	0%	0%	-	2%	-	0%	1%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	2%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	90%	95%	100%	-	94%	-	*	95%	86%	97%	86%	96%	95%
Not Included in Accountability: Mobile	4%	3%	5%	10%	4%	0%	-	6%	-	*	5%	14%	3%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	*	0%	0%	0%	2%	0%	2%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	98%	97%	99%	100%	-	97%	*	89%	99%	100%	98%	97%	98%	100%
Included in Accountability	83%	86%	93%	92%	93%	100%	-	94%	*	83%	93%	100%	96%	83%	92%	87%
Not Included in Accountability: Mobile	3%	3%	3%	5%	3%	0%	-	3%	*	0%	4%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	3%	0%	-	0%	*	6%	2%	0%	1%	6%	2%	9%
Not Tested	11%	7%	2%	3%	1%	0%	-	3%	*	11%	1%	0%	2%	3%	2%	0%
Absent	2%	2%	1%	1%	0%	0%	-	1%	*	6%	0%	0%	0%	2%	1%	0%
Other	10%	4%	1%	2%	1%	0%	-	1%	*	6%	1%	0%	2%	1%	1%	0%
Mathematics																
Assessment Participant	88%	95%	97%	95%	98%	100%	-	97%	*	88%	97%	100%	98%	96%	97%	99%
Included in Accountability	84%	89%	93%	90%	93%	100%	-	94%	*	88%	93%	100%	96%	83%	92%	89%
Not Included in Accountability: Mobile	4%	3%	3%	5%	3%	0%	-	3%	*	0%	4%	0%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	2%	0%	-	0%	*	0%	1%	0%	0%	6%	2%	6%
Not Tested	12%	5%	3%	5%	2%	0%	-	3%	*	12%	3%	0%	2%	4%	3%	1%
Absent	2%	2%	1%	3%	0%	0%	-	1%	*	6%	2%	0%	1%	3%	1%	1%
Other	10%	3%	2%	3%	1%	0%	-	1%	*	6%	1%	0%	2%	1%	1%	1%
Science																
Assessment Participant	87%	92%	99%	97%	99%	100%	-	100%	*	*	96%	100%	99%	99%	99%	99%
Included in Accountability	84%	88%	94%	90%	94%	100%	-	96%	*	*	91%	100%	98%	82%	94%	88%
Not Included in Accountability: Mobile	3%	3%	4%	7%	3%	0%	-	4%	*	*	4%	0%	1%	11%	4%	5%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	2%	0%	-	0%	*	*	2%	0%	0%	5%	2%	5%
Not Tested	13%	8%	1%	3%	1%	0%	-	0%	*	*	4%	0%	1%	1%	1%	1%
Absent	2%	3%	0%	1%	0%	0%	-	0%	*	*	2%	0%	0%	1%	0%	0%
Other	10%	5%	1%	1%	1%	0%	-	0%	*	*	2%	0%	1%	0%	0%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	97.0%	95.9%	97.1%	96.5%	-	99.1%	*	95.2%	96.0%	96.8%	97.9%
2019-20	98.3%	98.1%	99.2%	98.7%	99.3%	98.7%	-	99.9%	*	99.1%	99.1%	99.1%	99.7%
Chronic Absenteeism													
2020-21	15.0%	18.0%	7.6%	12.1%	6.9%	9.4%	-	1.4%	*	11.1%	10.4%	8.1%	3.7%
2019-20	6.7%	8.8%	3.1%	6.1%	2.6%	4.7%	-	0.0%	*	0.0%	3.7%	4.0%	1.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	714	100.0%	49,255	5,402,928	715	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	342	47.9%	7.2%	7.2%	342	47.8%	7.1%	7.2%
Grade 6	372	52.1%	7.1%	7.4%	373	52.2%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	132	18.5%	8.1%	12.8%	132	18.5%	8.1%	12.8%
Hispanic	505	70.7%	82.8%	52.8%	506	70.8%	82.8%	52.7%
White	27	3.8%	5.2%	26.3%	27	3.8%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	44	6.2%	3.0%	4.8%	44	6.2%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	5	0.7%	0.7%	2.9%	5	0.7%	0.7%	2.9%
Sex:								
Female	365	51.1%	48.3%	48.9%	365	51.0%	48.3%	48.8%
Male	349	48.9%	51.7%	51.1%	350	49.0%	51.7%	51.2%
Economically Disadvantaged	562	78.7%	79.4%	60.7%	562	78.6%	79.4%	60.6%
Non-Educationally Disadvantaged	152	21.3%	20.6%	39.3%	153	21.4%	20.6%	39.4%
Section 504 Students	58	8.1%	5.8%	7.4%	58	8.1%	5.8%	7.4%
EB Students/EL	201	28.2%	32.6%	21.7%	201	28.1%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	8	1.0%	0.8%	0.6%				
Students w/ Dyslexia	71	9.9%	4.9%	5.0%	71	9.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	0.7%	0.7%	1.1%	5	0.7%	0.7%	1.1%
Immigrant	12	1.7%	3.4%	2.0%	12	1.7%	3.4%	2.0%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	714	100.0%	67.8%	64.3%	715	100.0%	67.7%	64.3%
Military Connected	3	0.4%	0.4%	3.3%	3	0.4%	0.4%	3.3%
At-Risk	512	71.7%	69.4%	53.5%	513	71.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	170	23.8%	30.5%	21.9%	170	23.8%	30.4%	21.8%
Gifted and Talented Education	37	5.2%	5.5%	8.0%	37	5.2%	5.5%	8.0%
Special Education	111	15.5%	12.4%	11.6%	112	15.7%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	111							
By Type of Primary Disability								
Students with Intellectual Disabilities	72	64.9%	44.4%	43.0%				
Students with Physical Disabilities	9	8.1%	18.2%	20.8%				
Students with Autism	10	9.0%	21.3%	14.7%				
Students with Behavioral Disabilities	20	18.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	89	10.9%	14.7%	13.6%				
By Ethnicity:								
African American	34	4.2%	2.1%	2.5%				
Hispanic	47	5.7%	11.1%	6.6%				
White	2	0.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	6	0.7%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	13	11.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	14	7.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	68	10.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	68	18.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.3%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.3%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	16.7	17.4	20.2
Grade 6	16.3	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	81.4	100.0%	100.0%	100.0%
Professional Staff:	72.0	88.5%	59.0%	64.1%
Teachers	61.4	75.5%	45.5%	49.3%
Professional Support	6.6	8.1%	10.1%	10.7%
Campus Administration (School Leadership)	4.0	4.9%	2.3%	2.9%
Educational Aides:	9.3	11.5%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	42.9	52.7%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	9.8%	10.3%	11.2%
Hispanic	22.0	35.8%	39.2%	28.9%
White	30.4	49.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	4.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	17.2	28.0%	25.0%	24.1%
Females	44.2	72.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	40.2	65.5%	75.8%	72.6%
Masters	20.2	32.9%	22.5%	25.2%
Doctorate	1.0	1.6%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	13.0%	7.9%	7.9%
1-5 Years Experience	18.1	29.4%	27.4%	26.7%
6-10 Years Experience	13.0	21.2%	24.2%	20.6%
11-20 Years Experience	15.3	24.9%	28.7%	28.6%
21-30 Years Experience	7.1	11.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
Average Years Experience of Assistant Principals	9.0	7.4	5.5
Average Years Experience of Assistant Principals with District	8.7	7.1	4.8
Average Years Experience of Teachers:	9.3	10.4	11.1
Average Years Experience of Teachers with District:	7.2	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,869	\$56,914	\$51,054
1-5 Years Experience	\$58,380	\$58,997	\$54,577
6-10 Years Experience	\$60,033	\$61,821	\$57,746
11-20 Years Experience	\$65,171	\$63,221	\$61,377
21-30 Years Experience	\$67,210	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,371	\$61,600	\$58,887
Professional Support	\$68,672	\$76,167	\$69,505
Campus Administration (School Leadership)	\$94,622	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	1.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	49.6	80.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	9.0	14.7%	14.2%	9.6%
Other	1.7	2.8%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DE ZAVALA MIDDLE

Campus Number: 101917136

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	69%	*	68%	83%	-	-	-	-	49%	*	74%	49%	68%	66%
	2021	73%	62%	60%	*	59%	67%	-	-	-	-	19%	80%	62%	39%	59%	54%
At Meets Grade Level or Above	2022	58%	47%	33%	*	31%	50%	-	-	-	-	21%	*	36%	20%	33%	30%
	2021	46%	31%	28%	*	27%	42%	-	-	-	-	5%	0%	30%	7%	27%	20%
At Masters Grade Level	2022	36%	26%	14%	*	14%	33%	-	-	-	-	3%	*	16%	5%	13%	13%
	2021	30%	17%	15%	*	15%	25%	-	-	-	-	3%	0%	17%	4%	14%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	66%	*	65%	67%	-	-	-	-	38%	*	70%	49%	65%	69%
	2021	70%	58%	58%	*	58%	67%	-	-	-	-	22%	20%	59%	54%	57%	56%
At Meets Grade Level or Above	2022	48%	34%	21%	*	21%	17%	-	-	-	-	21%	*	23%	13%	19%	23%
	2021	44%	25%	21%	*	22%	8%	-	-	-	-	3%	0%	23%	7%	20%	20%
At Masters Grade Level	2022	25%	13%	4%	*	4%	17%	-	-	-	-	5%	*	5%	2%	4%	5%
	2021	25%	10%	6%	*	6%	0%	-	-	-	-	0%	0%	6%	0%	5%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	46%	*	45%	83%	-	-	-	-	33%	*	50%	35%	46%	45%
	2021	62%	49%	39%	*	40%	33%	-	-	-	-	11%	40%	40%	33%	39%	34%
At Meets Grade Level or Above	2022	38%	29%	15%	*	14%	17%	-	-	-	-	18%	*	17%	4%	14%	15%
	2021	31%	16%	5%	*	5%	8%	-	-	-	-	0%	0%	5%	0%	5%	1%
At Masters Grade Level	2022	18%	11%	5%	*	6%	0%	-	-	-	-	5%	*	7%	0%	5%	4%
	2021	13%	4%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	53%	*	51%	85%	-	-	-	*	10%	*	55%	41%	53%	48%
	2021	62%	53%	50%	33%	50%	*	-	*	-	*	33%	25%	52%	37%	50%	33%
At Meets Grade Level or Above	2022	43%	32%	24%	*	23%	38%	-	-	-	*	7%	*	26%	16%	24%	22%
	2021	32%	24%	23%	17%	23%	*	-	*	-	*	25%	0%	23%	18%	22%	13%
At Masters Grade Level	2022	23%	13%	9%	*	8%	23%	-	-	-	*	0%	*	10%	7%	9%	8%
	2021	15%	9%	8%	0%	8%	*	-	*	-	*	10%	0%	9%	0%	8%	2%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	47%	*	46%	67%	-	-	-	*	18%	*	47%	47%	47%	46%
	2021	68%	56%	42%	*	42%	*	-	*	-	-	30%	29%	45%	26%	43%	38%
At Meets Grade Level or Above	2022	39%	22%	9%	*	7%	33%	-	-	-	*	4%	*	8%	12%	9%	9%
	2021	36%	18%	12%	*	11%	*	-	*	-	-	26%	0%	13%	3%	12%	8%
At Masters Grade Level	2022	16%	4%	2%	*	2%	0%	-	-	-	*	4%	*	3%	0%	2%	3%
	2021	15%	3%	2%	*	2%	*	-	*	-	-	13%	0%	3%	0%	2%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	82%	-	82%	*	-	-	-	-	*	-	81%	*	80%	87%
	2021	55%	48%	79%	*	82%	*	-	-	-	*	*	*	81%	63%	80%	79%
At Meets Grade Level or Above	2022	31%	24%	44%	-	45%	*	-	-	-	-	*	-	43%	*	39%	49%
	2021	27%	18%	28%	*	28%	*	-	-	-	*	*	*	29%	25%	29%	21%
At Masters Grade Level	2022	13%	8%	9%	-	10%	*	-	-	-	-	*	-	9%	*	4%	13%
	2021	12%	5%	8%	*	9%	*	-	-	-	*	*	*	10%	0%	8%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	58%	67%	57%	77%	-	-	-	*	31%	63%	61%	44%	57%	57%
	2021	67%	61%	51%	28%	52%	52%	-	*	-	*	25%	39%	53%	39%	51%	44%
At Meets Grade Level or Above	2022	48%	43%	22%	50%	21%	32%	-	-	-	*	15%	6%	24%	13%	21%	22%
	2021	41%	33%	18%	11%	18%	21%	-	*	-	*	14%	0%	20%	9%	18%	13%
At Masters Grade Level	2022	23%	18%	7%	6%	7%	14%	-	-	-	*	3%	0%	8%	3%	7%	7%
	2021	18%	12%	7%	6%	6%	10%	-	*	-	*	6%	0%	7%	1%	6%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	61%	71%	60%	84%	-	-	-	*	32%	50%	64%	45%	61%	58%
	2021	68%	61%	54%	38%	55%	60%	-	*	-	*	27%	46%	57%	38%	54%	44%
At Meets Grade Level or Above	2022	53%	45%	29%	71%	27%	42%	-	-	-	*	15%	17%	31%	18%	28%	26%
	2021	45%	35%	25%	13%	25%	40%	-	*	-	*	16%	0%	27%	14%	24%	17%
At Masters Grade Level	2022	25%	18%	12%	14%	11%	26%	-	-	-	*	1%	0%	13%	6%	11%	11%
	2021	18%	12%	11%	0%	11%	20%	-	*	-	*	7%	0%	13%	2%	11%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	71%	60%	68%	-	-	-	*	29%	67%	63%	48%	60%	63%
	2021	66%	61%	54%	25%	54%	60%	-	*	-	*	28%	31%	56%	42%	54%	50%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	19%	43%	18%	26%	-	-	-	*	13%	0%	20%	13%	17%	21%
	2021	37%	30%	18%	13%	18%	13%	-	*	-	*	16%	0%	19%	7%	18%	16%
At Masters Grade Level	2022	20%	16%	4%	0%	4%	5%	-	-	-	*	4%	0%	5%	1%	3%	5%
	2021	18%	11%	5%	13%	5%	7%	-	*	-	*	7%	0%	5%	0%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	46%	*	45%	83%	-	-	-	-	33%	*	50%	35%	46%	45%
	2021	71%	65%	39%	*	40%	33%	-	-	-	-	11%	40%	40%	33%	39%	34%
At Meets Grade Level or Above	2022	47%	45%	15%	*	14%	17%	-	-	-	-	18%	*	17%	4%	14%	15%
	2021	44%	35%	5%	*	5%	8%	-	-	-	-	0%	0%	5%	0%	5%	1%
At Masters Grade Level	2022	21%	16%	5%	*	6%	0%	-	-	-	-	5%	*	7%	0%	5%	4%
	2021	20%	12%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	14%	*	13%	17%	-	-	-	-	15%	*	16%	5%	14%	14%
	2021	34%	18%	12%	*	13%	0%	-	-	-	-	3%	0%	13%	4%	12%	8%
Reading and Mathematics Including EOC	2022	41%	28%	14%	*	13%	17%	-	-	-	-	15%	*	16%	5%	14%	14%
	2021	34%	18%	12%	*	13%	0%	-	-	-	-	3%	0%	13%	4%	12%	8%
Reading Including EOC	2022	58%	47%	33%	*	31%	50%	-	-	-	-	21%	*	36%	20%	33%	30%
	2021	46%	31%	28%	*	27%	42%	-	-	-	-	5%	0%	30%	7%	27%	20%
Math Including EOC	2022	48%	35%	21%	*	21%	17%	-	-	-	-	21%	*	23%	13%	19%	23%
	2021	44%	25%	21%	*	22%	8%	-	-	-	-	3%	0%	23%	7%	20%	20%
6th Graders																	
Reading and Mathematics	2022	31%	20%	11%	*	10%	15%	-	-	-	*	3%	*	12%	5%	10%	12%
	2021	24%	14%	11%	17%	10%	*	-	*	-	*	25%	0%	11%	5%	11%	5%
Reading and Mathematics Including EOC	2022	31%	20%	11%	*	10%	15%	-	-	-	*	3%	*	12%	5%	10%	12%
	2021	24%	14%	11%	17%	10%	*	-	*	-	*	25%	0%	11%	5%	11%	5%
Reading Including EOC	2022	43%	32%	24%	*	23%	38%	-	-	-	*	7%	*	26%	16%	24%	22%
	2021	32%	24%	22%	17%	22%	*	-	*	-	*	25%	0%	23%	16%	22%	12%
Math Including EOC	2022	40%	29%	16%	*	15%	31%	-	-	-	*	3%	*	17%	14%	15%	19%
	2021	36%	23%	15%	17%	15%	*	-	*	-	*	27%	0%	16%	8%	16%	10%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	12%	43%	12%	16%	-	-	-	*	10%	0%	14%	5%	12%	13%
	2021	26%	15%	11%	13%	11%	7%	-	*	-	*	15%	0%	12%	5%	11%	7%
Reading and Mathematics Including EOC	2022	36%	27%	12%	43%	12%	16%	-	-	-	*	10%	0%	14%	5%	12%	13%
	2021	28%	17%	11%	13%	11%	7%	-	*	-	*	15%	0%	12%	5%	11%	7%
Reading Including EOC	2022	53%	45%	29%	71%	27%	42%	-	-	-	*	15%	17%	31%	18%	28%	26%
	2021	41%	30%	25%	13%	25%	40%	-	*	-	*	16%	0%	27%	12%	24%	16%
Math Including EOC	2022	43%	34%	19%	43%	18%	26%	-	-	-	*	13%	0%	20%	13%	17%	21%
	2021	37%	25%	18%	13%	18%	13%	-	*	-	*	16%	0%	19%	7%	18%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	87	*	87	80	-	-	-	-	73	*	87	86	87	87
	2019	81	78	71	83	71	78	-	-	-	-	58	94	71	72	71	72
Grade 5 Mathematics	2022	79	78	73	*	73	50	-	-	-	-	75	*	73	72	73	78
	2019	83	76	72	75	71	89	-	-	-	-	56	100	72	69	71	74
Grade 6 ELA/Reading	2022	61	62	56	*	56	58	-	-	-	-	57	*	55	62	55	54
	2019	42	42	38	*	37	70	-	-	*	*	36	43	38	40	39	36
Grade 6 Mathematics	2022	61	69	55	*	55	56	-	-	-	-	44	*	53	62	55	57
	2019	54	50	38	*	38	70	-	-	-	*	41	20	40	33	38	38
Grade 7 Mathematics	2022	60	55	55	-	56	*	-	-	-	-	*	-	55	-	53	62
	2019	62	57	13	*	12	-	-	-	*	-	*	*	11	21	13	9
All Grades Both Subjects	2022	74	77	67	75	68	57	-	-	-	-	63	79	67	71	67	69
	2019	69	69	55	70	54	79	-	-	*	*	48	68	55	53	54	55
All Grades ELA/Reading	2022	78	80	71	75	71	65	-	-	-	-	66	83	70	74	70	70
	2019	68	68	56	78	55	75	-	-	*	*	48	70	56	55	56	55
All Grades Mathematics	2022	69	74	64	75	64	50	-	-	-	-	61	75	63	68	64	69
	2019	70	70	54	63	53	82	-	-	*	*	49	66	55	50	53	54

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	58%	71%	-	-	-	-	71%	-	-	-	-	55%	58%	55%	96%
	2021	67%	61%	51%	*	-	*	-	-	-	-	-	-	-	44%	58%	44%	*
At Meets Grade Level or Above	2022	48%	43%	22%	43%	-	-	-	-	43%	-	-	-	-	19%	22%	19%	66%
	2021	41%	33%	18%	*	-	*	-	-	-	-	-	-	-	13%	23%	13%	*
At Masters Grade Level	2022	23%	18%	7%	29%	-	-	-	-	29%	-	-	-	-	6%	7%	6%	30%
	2021	18%	12%	7%	*	-	*	-	-	-	-	-	-	-	4%	9%	4%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	61%	*	-	-	-	-	*	-	-	-	-	56%	66%	55%	100%
	2021	68%	61%	54%	*	-	*	-	-	-	-	-	-	-	44%	63%	44%	*
At Meets Grade Level or Above	2022	53%	45%	29%	*	-	-	-	-	*	-	-	-	-	22%	33%	22%	83%
	2021	45%	35%	25%	*	-	*	-	-	-	-	-	-	-	16%	32%	16%	*
At Masters Grade Level	2022	25%	18%	12%	*	-	-	-	-	*	-	-	-	-	8%	13%	8%	50%
	2021	18%	12%	11%	*	-	*	-	-	-	-	-	-	-	7%	15%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	*	-	-	-	-	*	-	-	-	-	61%	55%	61%	96%
	2021	66%	61%	54%	*	-	*	-	-	-	-	-	-	-	50%	57%	50%	*
At Meets Grade Level or Above	2022	42%	37%	19%	*	-	-	-	-	*	-	-	-	-	19%	15%	19%	54%
	2021	37%	30%	18%	*	-	*	-	-	-	-	-	-	-	15%	20%	15%	*
At Masters Grade Level	2022	20%	16%	4%	*	-	-	-	-	*	-	-	-	-	5%	2%	5%	13%
	2021	18%	11%	5%	*	-	*	-	-	-	-	-	-	-	3%	6%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	46%	*	-	-	-	-	*	-	-	-	-	45%	48%	44%	80%
	2021	71%	65%	39%	*	-	*	-	-	-	-	-	-	-	34%	46%	34%	-
At Meets Grade Level or Above	2022	47%	45%	15%	*	-	-	-	-	*	-	-	-	-	14%	15%	14%	40%
	2021	44%	35%	5%	*	-	*	-	-	-	-	-	-	-	1%	9%	1%	-
At Masters Grade Level	2022	21%	16%	5%	*	-	-	-	-	*	-	-	-	-	3%	8%	4%	20%
	2021	20%	12%	0%	*	-	*	-	-	-	-	-	-	-	0%	0%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	67%	83%	-	-	-	-	83%	-	-	-	-	70%	64%	70%	64%
	2019	69%	69%	55%	55%	-	55%	-	-	-	*	-	*	-	52%		55%	

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	71%	*	-	-	-	-	*	-	-	-	-	70%	72%	70%	70%
	2019	68%	68%	56%	53%	-	53%	-	-		*	-	*		52%		53%	
All Grades Mathematics	2022	69%	74%	64%	*	-	-	-	-	*	-	-	-	-	70%	56%	69%	57%
	2019	70%	70%	54%	57%	-	57%	-	-		*	-	*		52%		56%	

* 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
2021-22 STAAR Participation (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	64%	92%	96%	-	-	-	*	89%	100%	98%	72%	93%	91%
Not Included in Accountability: Mobile	5%	4%	7%	36%	6%	0%	-	-	-	*	9%	0%	1%	23%	6%	7%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	4%	-	-	-	*	3%	0%	0%	5%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	64%	92%	95%	-	-	-	*	88%	100%	98%	72%	92%	91%
Not Included in Accountability: Mobile	5%	4%	7%	36%	6%	0%	-	-	-	*	8%	0%	1%	22%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	5%	-	-	-	*	4%	0%	0%	6%	2%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	92%	64%	92%	95%	-	-	-	*	89%	100%	98%	73%	93%	92%
Not Included in Accountability: Mobile	5%	4%	7%	36%	6%	0%	-	-	-	*	8%	0%	1%	23%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	5%	-	-	-	*	3%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	67%	91%	100%	-	-	-	-	89%	*	99%	71%	93%	91%
Not Included in Accountability: Mobile	4%	3%	8%	33%	7%	0%	-	-	-	-	11%	*	1%	26%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	-	0%	*	0%	4%	1%	2%
Not Tested	2%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	99%	100%	99%	100%	-	*	-	*	100%	100%	99%	96%	99%	100%
Included in Accountability	83%	86%	89%	89%	89%	88%	-	*	-	*	96%	100%	97%	56%	90%	87%
Not Included in Accountability: Mobile	3%	3%	4%	11%	4%	6%	-	*	-	*	1%	0%	2%	14%	4%	2%
Not Included in Accountability: Other Exclusions	3%	5%	5%	0%	5%	6%	-	*	-	*	3%	0%	1%	26%	5%	11%
Not Tested	11%	7%	1%	0%	1%	0%	-	*	-	*	0%	0%	1%	4%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	2%	0%	0%
Other	10%	4%	1%	0%	1%	0%	-	*	-	*	0%	0%	1%	3%	1%	0%
Mathematics																
Assessment Participant	88%	95%	99%	100%	99%	100%	-	*	-	*	99%	100%	99%	97%	99%	99%
Included in Accountability	84%	89%	90%	89%	90%	88%	-	*	-	*	96%	100%	97%	57%	90%	87%
Not Included in Accountability: Mobile	4%	3%	4%	11%	4%	6%	-	*	-	*	1%	0%	2%	15%	4%	2%
Not Included in Accountability: Other Exclusions	0%	2%	5%	0%	5%	6%	-	*	-	*	2%	0%	0%	26%	4%	10%
Not Tested	12%	5%	1%	0%	1%	0%	-	*	-	*	1%	0%	1%	3%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	-	*	-	*	1%	0%	0%	1%	0%	0%
Other	10%	3%	1%	0%	1%	0%	-	*	-	*	0%	0%	1%	2%	1%	0%
Science																
Assessment Participant	87%	92%	98%	*	98%	100%	-	-	-	-	98%	100%	99%	94%	98%	99%
Included in Accountability	84%	88%	91%	*	91%	100%	-	-	-	-	93%	100%	98%	56%	92%	90%
Not Included in Accountability: Mobile	3%	3%	3%	*	3%	0%	-	-	-	-	0%	0%	0%	15%	3%	3%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	4%	*	4%	0%	-	-	-	-	5%	0%	0%	23%	3%	7%
Not Tested	13%	8%	2%	*	2%	0%	-	-	-	-	3%	0%	1%	6%	2%	1%
Absent	2%	3%	1%	*	1%	0%	-	-	-	-	3%	0%	0%	4%	1%	1%
Other	10%	5%	1%	*	1%	0%	-	-	-	-	0%	0%	1%	2%	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
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE (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													
2020-21	95.0%	93.9%	93.4%	88.7%	93.4%	93.9%	-	*	-	*	92.3%	93.3%	94.3%
2019-20	98.3%	98.1%	98.4%	97.3%	98.5%	95.7%	-	*	-	*	98.1%	98.4%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	22.4%	50.0%	21.8%	27.3%	-	*	-	*	25.5%	22.7%	19.6%
2019-20	6.7%	8.8%	6.3%	12.5%	5.8%	16.0%	-	*	-	*	8.3%	6.3%	2.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE (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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE (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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	558	100.0%	49,255	5,402,928	559	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	280	50.2%	7.2%	7.2%	280	50.1%	7.1%	7.2%
Grade 6	278	49.8%	7.1%	7.4%	279	49.9%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	9	1.6%	8.1%	12.8%	9	1.6%	8.1%	12.8%
Hispanic	526	94.3%	82.8%	52.8%	527	94.3%	82.8%	52.7%
White	21	3.8%	5.2%	26.3%	21	3.8%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.7%	2.9%	2	0.4%	0.7%	2.9%
Sex:								
Female	273	48.9%	48.3%	48.9%	273	48.8%	48.3%	48.8%
Male	285	51.1%	51.7%	51.1%	286	51.2%	51.7%	51.2%
Economically Disadvantaged	514	92.1%	79.4%	60.7%	515	92.1%	79.4%	60.6%
Non-Educationally Disadvantaged	44	7.9%	20.6%	39.3%	44	7.9%	20.6%	39.4%
Section 504 Students	39	7.0%	5.8%	7.4%	39	7.0%	5.8%	7.4%
EB Students/EL	321	57.5%	32.6%	21.7%	321	57.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	4	0.6%	0.8%	0.6%				
Students w/ Dyslexia	46	8.2%	4.9%	5.0%	46	8.2%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	0.9%	0.7%	1.1%	6	1.1%	0.7%	1.1%
Immigrant	25	4.5%	3.4%	2.0%	25	4.5%	3.4%	2.0%
Migrant	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Title I	558	100.0%	67.8%	64.3%	559	100.0%	67.7%	64.3%
Military Connected	2	0.4%	0.4%	3.3%	2	0.4%	0.4%	3.3%
At-Risk	487	87.3%	69.4%	53.5%	488	87.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	294	52.7%	30.5%	21.9%	294	52.6%	30.4%	21.8%
Gifted and Talented Education	47	8.4%	5.5%	8.0%	47	8.4%	5.5%	8.0%
Special Education	75	13.4%	12.4%	11.6%	76	13.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	68.0%	44.4%	43.0%				
Students with Physical Disabilities	*	*	18.2%	20.8%				
Students with Autism	**	**	21.3%	14.7%				
Students with Behavioral Disabilities	12	16.0%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	109	15.1%	14.7%	13.6%				
By Ethnicity:								
African American	7	1.0%	2.1%	2.5%				
Hispanic	96	13.3%	11.1%	6.6%				
White	6	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	10.9%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	38	11.6%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	92	14.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	68	22.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
DE ZAVALA MIDDLE (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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.8%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	1.3%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	15.0	17.4	20.2
Grade 6	15.4	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	78.2	100.0%	100.0%	100.0%
Professional Staff:	66.0	84.4%	59.0%	64.1%
Teachers	53.4	68.2%	45.5%	49.3%
Professional Support	9.6	12.3%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	2.9%
Educational Aides:	12.2	15.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	43.7	55.9%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.0	7.5%	10.3%	11.2%
Hispanic	24.0	45.0%	39.2%	28.9%
White	23.4	43.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.9%	0.9%	1.2%
Teachers by Sex:				
Males	13.2	24.7%	25.0%	24.1%
Females	40.2	75.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	42.2	79.1%	75.8%	72.6%
Masters	10.2	19.1%	22.5%	25.2%
Doctorate	1.0	1.9%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	15.0%	7.9%	7.9%
1-5 Years Experience	18.1	33.8%	27.4%	26.7%
6-10 Years Experience	20.0	37.5%	24.2%	20.6%
11-20 Years Experience	7.1	13.3%	28.7%	28.6%
21-30 Years Experience	0.2	0.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	10.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	6.4	10.4	11.1
Average Years Experience of Teachers with District:	5.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$59,100	\$58,997	\$54,577
6-10 Years Experience	\$62,156	\$61,821	\$57,746
11-20 Years Experience	\$61,112	\$63,221	\$61,377
21-30 Years Experience	\$70,393	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,334	\$61,600	\$58,887
Professional Support	\$67,308	\$76,167	\$69,505
Campus Administration (School Leadership)	\$95,905	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.3%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	2.6	4.9%	0.5%	1.7%
Regular Education	39.8	74.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
DE ZAVALA MIDDLE (101917136) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	10.8	20.3%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: LAURA WELCH BUSH EL

Campus Number: 101917137

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	78%	73%	77%	100%	-	75%	-	*	53%	*	80%	50%	77%	68%
	2021	67%	59%	70%	57%	66%	*	-	100%	-	*	42%	*	70%	67%	67%	74%
At Meets Grade Level or Above	2022	51%	42%	42%	45%	38%	83%	-	50%	-	*	27%	*	45%	0%	41%	29%
	2021	39%	27%	40%	43%	36%	*	-	50%	-	*	33%	*	40%	44%	37%	49%
At Masters Grade Level	2022	30%	21%	19%	18%	17%	33%	-	25%	-	*	7%	*	20%	0%	15%	24%
	2021	19%	12%	20%	29%	18%	*	-	10%	-	*	8%	*	17%	44%	14%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	76%	73%	72%	100%	-	100%	-	*	53%	*	78%	50%	73%	82%
	2021	62%	51%	67%	57%	62%	*	-	100%	-	*	25%	*	68%	56%	67%	71%
At Meets Grade Level or Above	2022	43%	33%	38%	9%	37%	67%	-	63%	-	*	20%	*	39%	25%	36%	47%
	2021	31%	18%	28%	14%	26%	*	-	50%	-	*	17%	*	26%	44%	27%	37%
At Masters Grade Level	2022	21%	13%	16%	0%	15%	67%	-	13%	-	*	7%	*	17%	0%	15%	16%
	2021	14%	6%	10%	14%	7%	*	-	30%	-	*	17%	*	9%	22%	8%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	87%	67%	86%	*	-	100%	-	*	71%	80%	85%	100%	84%	82%
	2021	63%	54%	68%	46%	68%	80%	-	*	-	*	21%	*	67%	77%	67%	61%
At Meets Grade Level or Above	2022	54%	48%	62%	50%	60%	*	-	82%	-	*	41%	40%	59%	80%	53%	50%
	2021	36%	25%	36%	15%	37%	40%	-	*	-	*	14%	*	34%	46%	31%	35%
At Masters Grade Level	2022	28%	21%	30%	17%	25%	*	-	64%	-	*	24%	40%	29%	33%	25%	23%
	2021	17%	8%	16%	0%	15%	40%	-	*	-	*	0%	*	16%	15%	12%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	73%	33%	70%	*	-	100%	-	*	47%	80%	73%	73%	69%	73%
	2021	59%	50%	50%	15%	54%	40%	-	*	-	*	14%	*	49%	54%	43%	61%
At Meets Grade Level or Above	2022	43%	35%	37%	0%	32%	*	-	91%	-	*	35%	40%	38%	33%	36%	41%
	2021	36%	21%	20%	0%	21%	20%	-	*	-	*	0%	*	20%	15%	16%	26%
At Masters Grade Level	2022	23%	15%	23%	0%	16%	*	-	82%	-	*	12%	40%	23%	20%	19%	25%
	2021	21%	10%	10%	0%	9%	20%	-	*	-	*	0%	*	10%	8%	7%	16%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	78%	65%	76%	100%	-	95%	-	100%	56%	86%	79%	74%	76%	76%
	2021	67%	61%	65%	42%	64%	62%	-	100%	-	83%	25%	70%	64%	65%	62%	67%
At Meets Grade Level or Above	2022	48%	43%	45%	26%	42%	63%	-	74%	-	75%	31%	43%	45%	41%	42%	42%
	2021	41%	33%	32%	15%	31%	38%	-	63%	-	25%	13%	60%	31%	37%	27%	38%
At Masters Grade Level	2022	23%	18%	22%	9%	18%	38%	-	50%	-	63%	13%	43%	22%	17%	19%	22%
	2021	18%	12%	14%	8%	12%	24%	-	34%	-	17%	4%	40%	13%	19%	10%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	82%	71%	82%	100%	-	89%	-	*	63%	86%	82%	83%	81%	76%
	2021	68%	61%	69%	50%	67%	75%	-	100%	-	100%	31%	*	69%	73%	67%	68%
At Meets Grade Level or Above	2022	53%	45%	52%	47%	50%	63%	-	68%	-	*	34%	43%	52%	52%	47%	40%
	2021	45%	35%	38%	25%	37%	50%	-	64%	-	40%	23%	*	37%	45%	34%	42%
At Masters Grade Level	2022	25%	18%	24%	18%	21%	25%	-	47%	-	*	16%	43%	25%	22%	20%	23%
	2021	18%	12%	18%	10%	16%	50%	-	21%	-	20%	4%	*	16%	27%	13%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	74%	59%	71%	100%	-	100%	-	*	50%	86%	75%	65%	71%	77%
	2021	66%	61%	58%	30%	58%	50%	-	100%	-	80%	19%	*	59%	55%	55%	67%
At Meets Grade Level or Above	2022	42%	37%	38%	6%	34%	63%	-	79%	-	*	28%	43%	39%	30%	36%	44%
	2021	37%	30%	24%	5%	23%	25%	-	57%	-	20%	8%	*	23%	27%	22%	32%
At Masters Grade Level	2022	20%	16%	19%	0%	15%	50%	-	53%	-	*	9%	43%	20%	13%	17%	21%
	2021	18%	11%	10%	5%	8%	13%	-	36%	-	20%	8%	*	10%	14%	8%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	25%	9%	22%	67%	-	43%	-	*	20%	*	26%	0%	22%	22%
	2021	24%	12%	22%	14%	20%	*	-	30%	-	*	17%	*	19%	44%	21%	34%
Reading and Mathematics Including EOC	2022	36%	25%	25%	9%	22%	67%	-	43%	-	*	20%	*	26%	0%	22%	22%
	2021	24%	12%	22%	14%	20%	*	-	30%	-	*	17%	*	19%	44%	21%	34%
Reading Including EOC	2022	51%	42%	42%	45%	38%	83%	-	57%	-	*	27%	*	45%	0%	42%	30%
	2021	38%	27%	40%	43%	36%	*	-	50%	-	*	33%	*	40%	44%	37%	49%
Math Including EOC	2022	43%	33%	38%	9%	37%	67%	-	57%	-	*	20%	*	39%	14%	35%	46%
	2021	31%	18%	28%	14%	26%	*	-	50%	-	*	17%	*	26%	44%	27%	37%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	33%	0%	29%	*	-	82%	-	*	24%	40%	33%	36%	30%	34%
	2021	26%	13%	15%	0%	14%	20%	-	*	-	*	0%	*	16%	8%	12%	19%
Reading and Mathematics Including EOC	2022	36%	27%	33%	0%	29%	*	-	82%	-	*	24%	40%	33%	36%	30%	34%
	2021	26%	13%	15%	0%	14%	20%	-	*	-	*	0%	*	16%	8%	12%	19%
Reading Including EOC	2022	54%	48%	61%	50%	60%	*	-	82%	-	*	41%	40%	59%	79%	53%	50%
	2021	36%	25%	36%	15%	37%	40%	-	*	-	*	14%	*	34%	46%	31%	35%
Math Including EOC	2022	43%	35%	38%	0%	32%	*	-	91%	-	*	35%	40%	38%	36%	36%	41%
	2021	36%	21%	20%	0%	21%	20%	-	*	-	*	0%	*	20%	15%	16%	26%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	29%	6%	26%	50%	-	67%	-	*	22%	43%	29%	24%	26%	28%
	2021	26%	15%	18%	5%	17%	25%	-	43%	-	20%	8%	*	18%	23%	16%	27%
Reading and Mathematics Including EOC	2022	36%	27%	29%	6%	26%	50%	-	67%	-	*	22%	43%	29%	24%	26%	28%
	2021	28%	17%	18%	5%	17%	25%	-	43%	-	20%	8%	*	18%	23%	16%	27%
Reading Including EOC	2022	53%	45%	52%	47%	49%	63%	-	72%	-	*	34%	43%	52%	52%	47%	41%
	2021	41%	30%	38%	25%	37%	50%	-	64%	-	40%	23%	*	37%	45%	34%	42%
Math Including EOC	2022	43%	34%	38%	6%	35%	63%	-	78%	-	*	28%	43%	39%	29%	36%	43%
	2021	37%	25%	24%	5%	23%	25%	-	57%	-	20%	8%	*	23%	27%	22%	32%

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

Texas Education Agency
2021-22 Progress (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	86	*	83	*	-	100	-	*	93	100	86	82	90	75
	2019	61	66	70	62	69	*	-	77	*	*	71	*	71	66	66	68
Grade 4 Mathematics	2022	74	79	78	60	76	*	-	100	-	*	73	100	77	86	77	82
	2019	65	61	58	43	58	*	-	73	*	*	31	70	61	43	58	59
All Grades Both Subjects	2022	74	77	81	78	79	*	-	100	-	92	83	100	81	84	83	79
	2019	69	69	63	52	63	69	-	75	*	*	50	64	65	54	62	63
All Grades ELA/Reading	2022	78	80	86	*	83	*	-	100	-	*	93	100	86	82	90	75
	2019	68	68	70	62	69	*	-	77	*	*	71	*	71	66	66	68
All Grades Mathematics	2022	69	74	78	60	76	*	-	100	-	*	73	100	77	86	77	82
	2019	70	70	58	43	58	*	-	73	*	*	31	70	61	43	58	59

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	78%	76%	-	54%	82%	-	-	89%	-	89%	-	56%	80%	76%	-
	2021	67%	61%	65%	64%	-	52%	72%	-	-	100%	-	100%	-	59%	63%	67%	-
At Meets Grade Level or Above	2022	48%	43%	45%	38%	-	19%	44%	-	-	64%	-	64%	-	31%	47%	42%	-
	2021	41%	33%	32%	36%	-	18%	47%	-	-	60%	-	60%	-	35%	29%	38%	-
At Masters Grade Level	2022	23%	18%	22%	18%	-	4%	22%	-	-	39%	-	39%	-	19%	22%	22%	-
	2021	18%	12%	14%	18%	-	4%	26%	-	-	40%	-	40%	-	6%	12%	18%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	82%	73%	-	62%	77%	-	-	86%	-	86%	-	75%	87%	76%	-
	2021	68%	61%	69%	64%	-	55%	70%	-	-	100%	-	100%	-	67%	69%	68%	-
At Meets Grade Level or Above	2022	53%	45%	52%	37%	-	23%	40%	-	-	57%	-	57%	-	38%	59%	40%	-
	2021	45%	35%	38%	40%	-	20%	52%	-	-	71%	-	71%	-	33%	36%	42%	-
At Masters Grade Level	2022	25%	18%	24%	18%	-	0%	23%	-	-	43%	-	43%	-	25%	25%	23%	-
	2021	18%	12%	18%	21%	-	5%	30%	-	-	29%	-	29%	-	17%	16%	21%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	74%	78%	-	46%	87%	-	-	93%	-	93%	-	38%	73%	77%	-
	2021	66%	61%	58%	64%	-	45%	76%	-	-	100%	-	100%	-	50%	54%	67%	-
At Meets Grade Level or Above	2022	42%	37%	38%	40%	-	15%	47%	-	-	71%	-	71%	-	25%	34%	44%	-
	2021	37%	30%	24%	30%	-	10%	42%	-	-	43%	-	43%	-	33%	20%	32%	-
At Masters Grade Level	2022	20%	16%	19%	18%	-	8%	21%	-	-	36%	-	36%	-	13%	19%	21%	-
	2021	18%	11%	10%	13%	-	5%	18%	-	-	43%	-	43%	-	0%	8%	15%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	81%	73%	-	81%	68%	-	-	100%	-	100%	-	80%	82%	79%	-
	2019	69%	69%	63%	64%	-	75%	58%	-	-	69%	-	69%	-	47%		61%	-
All Grades ELA/Reading	2022	78%	80%	86%	61%	-	*	59%	-	-	100%	-	100%	-	80%	91%	75%	-
	2019	68%	68%	70%	64%	-	*	59%	-	-	*	-	*	-	56%		63%	-
All Grades Mathematics	2022	69%	74%	78%	78%	-	85%	74%	-	-	100%	-	100%	-	80%	75%	82%	-
	2019	70%	70%	58%	64%	-	72%	56%	-	-	*	-	*	-	39%		59%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	94%	95%	100%	-	83%	-	100%	97%	100%	98%	72%	94%	93%
Not Included in Accountability: Mobile	5%	4%	4%	6%	4%	0%	-	4%	-	0%	3%	0%	2%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	1%	0%	-	13%	-	0%	0%	0%	0%	13%	2%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	94%	95%	100%	-	83%	-	*	97%	100%	98%	72%	94%	93%
Not Included in Accountability: Mobile	5%	4%	4%	6%	4%	0%	-	4%	-	*	3%	0%	2%	16%	4%	2%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	1%	0%	-	13%	-	*	0%	0%	0%	13%	2%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	94%	95%	100%	-	83%	-	*	97%	100%	98%	72%	94%	93%
Not Included in Accountability: Mobile	5%	4%	4%	6%	4%	0%	-	4%	-	*	3%	0%	2%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	1%	0%	-	13%	-	*	0%	0%	0%	13%	2%	5%
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%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	98%	100%	98%	100%	-	100%	-	100%	97%	*	98%	100%	98%	99%
Included in Accountability	83%	86%	93%	100%	93%	100%	-	82%	-	100%	90%	*	96%	76%	92%	88%
Not Included in Accountability: Mobile	3%	3%	2%	0%	2%	0%	-	6%	-	0%	0%	*	0%	17%	2%	3%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	2%	0%	-	12%	-	0%	7%	*	2%	7%	4%	8%
Not Tested	11%	7%	2%	0%	2%	0%	-	0%	-	0%	3%	*	2%	0%	2%	1%
Absent	2%	2%	0%	0%	1%	0%	-	0%	-	0%	3%	*	1%	0%	1%	0%
Other	10%	4%	1%	0%	2%	0%	-	0%	-	0%	0%	*	2%	0%	1%	1%
Mathematics																
Assessment Participant	88%	95%	98%	100%	97%	100%	-	100%	-	100%	97%	*	97%	100%	98%	99%
Included in Accountability	84%	89%	93%	100%	92%	100%	-	82%	-	100%	90%	*	95%	76%	92%	88%
Not Included in Accountability: Mobile	4%	3%	2%	0%	2%	0%	-	6%	-	0%	0%	*	0%	17%	2%	3%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	2%	0%	-	12%	-	0%	7%	*	2%	7%	4%	8%
Not Tested	12%	5%	2%	0%	3%	0%	-	0%	-	0%	3%	*	3%	0%	2%	1%
Absent	2%	2%	0%	0%	1%	0%	-	0%	-	0%	3%	*	1%	0%	1%	0%
Other	10%	3%	2%	0%	2%	0%	-	0%	-	0%	0%	*	2%	0%	1%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	97.8%	96.9%	97.6%	98.2%	-	99.3%	*	*	97.2%	97.4%	98.4%
2019-20	98.3%	98.1%	99.3%	99.0%	99.3%	99.4%	-	99.9%	*	*	99.3%	99.2%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	3.1%	8.1%	3.0%	2.9%	-	0.0%	*	*	4.2%	4.3%	1.4%
2019-20	6.7%	8.8%	1.7%	4.8%	0.8%	2.8%	-	2.8%	0.0%	*	1.7%	2.3%	1.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	597	100.0%	49,255	5,402,928	599	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	2	0.3%	0.4%	0.4%
Pre-Kindergarten	60	10.1%	4.2%	4.1%	60	10.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	60	10.1%	4.2%	3.5%	60	10.0%	4.2%	3.5%
Kindergarten	104	17.4%	6.2%	6.8%	104	17.4%	6.2%	6.8%
Grade 1	97	16.2%	7.4%	7.1%	97	16.2%	7.4%	7.1%
Grade 2	111	18.6%	6.5%	7.1%	111	18.5%	6.5%	7.1%
Grade 3	109	18.3%	6.4%	7.1%	109	18.2%	6.4%	7.1%
Grade 4	116	19.4%	6.9%	7.1%	116	19.4%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	33	5.5%	8.1%	12.8%	33	5.5%	8.1%	12.8%
Hispanic	441	73.9%	82.8%	52.8%	441	73.6%	82.8%	52.7%
White	46	7.7%	5.2%	26.3%	47	7.8%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	67	11.2%	3.0%	4.8%	67	11.2%	3.0%	4.8%
Pacific Islander	3	0.5%	0.1%	0.2%	3	0.5%	0.1%	0.2%
Two or More Races	7	1.2%	0.7%	2.9%	8	1.3%	0.7%	2.9%
Sex:								
Female	306	51.3%	48.3%	48.9%	308	51.4%	48.3%	48.8%
Male	291	48.7%	51.7%	51.1%	291	48.6%	51.7%	51.2%
Economically Disadvantaged	396	66.3%	79.4%	60.7%	398	66.4%	79.4%	60.6%
Non-Educationally Disadvantaged	201	33.7%	20.6%	39.3%	201	33.6%	20.6%	39.4%
Section 504 Students	24	4.0%	5.8%	7.4%	24	4.0%	5.8%	7.4%
EB Students/EL	238	39.9%	32.6%	21.7%	238	39.7%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	15	2.5%	4.9%	5.0%	15	2.5%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	14	2.3%	3.4%	2.0%	14	2.3%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	597	100.0%	67.8%	64.3%	599	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	394	66.0%	69.4%	53.5%	396	66.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	332	55.6%	30.5%	21.9%	332	55.4%	30.4%	21.8%
Gifted and Talented Education	43	7.2%	5.5%	8.0%	43	7.2%	5.5%	8.0%
Special Education	67	11.2%	12.4%	11.6%	69	11.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	11.9%	44.4%	43.0%				
Students with Physical Disabilities	39	58.2%	18.2%	20.8%				
Students with Autism	7	10.4%	21.3%	14.7%				
Students with Behavioral Disabilities	13	19.4%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	22	4.9%	14.7%	13.6%				
By Ethnicity:								
African American	5	1.1%	2.1%	2.5%				
Hispanic	14	3.1%	11.1%	6.6%				
White	0	0.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.4%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	5.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	2.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	12	4.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	49	10.2%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
LAURA WELCH BUSH EL (101917137) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	6.8%	11.5%	2.9%	5.9%	9.7%	4.2%
Grade 2	6.4%	6.2%	1.7%	9.5%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	0.0%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.9	17.0	18.7
Grade 1	16.2	18.2	18.7
Grade 2	18.2	16.7	18.6
Grade 3	14.4	15.8	18.7
Grade 4	15.8	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 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:	57.4	79.2%	59.0%	64.1%
Teachers	49.2	67.9%	45.5%	49.3%
Professional Support	6.2	8.6%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	2.9%
Educational Aides:	15.0	20.8%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	55.3	76.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.1	8.2%	10.3%	11.2%
Hispanic	30.1	61.2%	39.2%	28.9%
White	13.1	26.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	6.1%	25.0%	24.1%
Females	46.2	93.9%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	43.2	87.7%	75.8%	72.6%
Masters	6.1	12.3%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	7.9%	7.9%
1-5 Years Experience	12.0	24.4%	27.4%	26.7%
6-10 Years Experience	13.0	26.4%	24.2%	20.6%
11-20 Years Experience	17.1	34.8%	28.7%	28.6%
21-30 Years Experience	5.1	10.3%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.0	6.3
Average Years Experience of Principals with District	5.0	7.7	5.4
Average Years Experience of Assistant Principals	2.0	7.4	5.5
Average Years Experience of Assistant Principals with District	1.0	7.1	4.8
Average Years Experience of Teachers:	10.6	10.4	11.1
Average Years Experience of Teachers with District:	8.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,614	\$56,914	\$51,054
1-5 Years Experience	\$58,939	\$58,997	\$54,577
6-10 Years Experience	\$61,432	\$61,821	\$57,746
11-20 Years Experience	\$63,001	\$63,221	\$61,377
21-30 Years Experience	\$68,838	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,814	\$61,600	\$58,887
Professional Support	\$66,986	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,101	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.3	6.7%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	42.9	87.2%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.0	6.1%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH BELT EL

Campus Number: 101917138

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	87%	75%	88%	100%	-	89%	-	*	63%	*	92%	76%	80%	85%
	2021	67%	59%	63%	65%	65%	71%	-	56%	-	*	35%	*	63%	67%	58%	40%
At Meets Grade Level or Above	2022	51%	42%	61%	42%	59%	50%	-	78%	-	*	38%	*	65%	52%	58%	38%
	2021	39%	27%	34%	18%	36%	43%	-	56%	-	*	24%	*	37%	17%	29%	20%
At Masters Grade Level	2022	30%	21%	38%	25%	35%	17%	-	67%	-	*	0%	*	45%	20%	36%	23%
	2021	19%	12%	14%	12%	16%	14%	-	11%	-	*	0%	*	17%	0%	15%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	83%	58%	84%	83%	-	94%	-	*	88%	80%	90%	64%	80%	69%
	2021	62%	51%	62%	35%	65%	71%	-	78%	-	*	41%	*	63%	55%	43%	80%
At Meets Grade Level or Above	2022	43%	33%	60%	25%	58%	67%	-	83%	-	*	63%	60%	68%	40%	56%	23%
	2021	31%	18%	24%	18%	26%	14%	-	22%	-	*	18%	*	24%	18%	13%	40%
At Masters Grade Level	2022	21%	13%	30%	17%	24%	17%	-	56%	-	*	25%	20%	30%	28%	30%	15%
	2021	14%	6%	9%	12%	7%	0%	-	22%	-	*	6%	*	8%	18%	6%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	87%	74%	89%	100%	-	92%	-	*	52%	100%	87%	88%	84%	83%
	2021	63%	54%	72%	70%	63%	100%	-	80%	-	*	41%	60%	70%	81%	71%	40%
At Meets Grade Level or Above	2022	54%	48%	64%	61%	65%	50%	-	69%	-	*	29%	71%	65%	58%	55%	58%
	2021	36%	25%	42%	20%	42%	47%	-	60%	-	*	24%	40%	42%	38%	36%	20%
At Masters Grade Level	2022	28%	21%	28%	9%	31%	25%	-	46%	-	*	14%	29%	33%	8%	26%	42%
	2021	17%	8%	17%	5%	15%	24%	-	50%	-	*	6%	0%	21%	0%	10%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	81%	68%	82%	75%	-	100%	-	*	48%	100%	83%	75%	70%	83%
	2021	59%	50%	77%	65%	75%	88%	-	90%	-	*	59%	60%	76%	81%	75%	60%
At Meets Grade Level or Above	2022	43%	35%	45%	18%	42%	50%	-	92%	-	*	33%	71%	46%	42%	32%	67%
	2021	36%	21%	41%	10%	34%	65%	-	90%	-	*	24%	20%	44%	24%	33%	30%
At Masters Grade Level	2022	23%	15%	21%	5%	23%	13%	-	46%	-	*	5%	43%	22%	21%	18%	33%
	2021	21%	10%	24%	5%	19%	35%	-	70%	-	*	0%	20%	29%	0%	18%	10%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	85%	70%	86%	89%	-	94%	-	100%	57%	91%	88%	76%	79%	80%
	2021	67%	61%	67%	54%	65%	85%	-	78%	-	88%	44%	48%	67%	70%	62%	55%
At Meets Grade Level or Above	2022	48%	43%	57%	38%	56%	54%	-	81%	-	100%	36%	70%	60%	48%	50%	46%
	2021	41%	33%	34%	16%	32%	46%	-	57%	-	56%	22%	14%	36%	23%	26%	20%
At Masters Grade Level	2022	23%	18%	29%	12%	28%	18%	-	55%	-	38%	10%	26%	32%	19%	27%	28%
	2021	18%	12%	15%	6%	14%	22%	-	35%	-	6%	5%	5%	17%	2%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	87%	74%	88%	100%	-	90%	-	*	55%	91%	89%	82%	82%	84%
	2021	68%	61%	68%	68%	64%	92%	-	68%	-	67%	38%	63%	67%	76%	66%	40%
At Meets Grade Level or Above	2022	53%	45%	63%	54%	62%	50%	-	74%	-	*	31%	73%	65%	55%	56%	48%
	2021	45%	35%	38%	19%	39%	46%	-	58%	-	50%	24%	25%	40%	30%	33%	20%
At Masters Grade Level	2022	25%	18%	32%	14%	32%	21%	-	58%	-	*	10%	18%	38%	14%	31%	32%
	2021	18%	12%	16%	8%	16%	21%	-	32%	-	0%	3%	0%	19%	0%	12%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	82%	65%	83%	79%	-	97%	-	*	59%	92%	86%	69%	75%	76%
	2021	66%	61%	71%	51%	70%	83%	-	84%	-	100%	50%	50%	70%	72%	63%	67%
At Meets Grade Level or Above	2022	42%	37%	52%	21%	49%	57%	-	87%	-	*	41%	67%	55%	41%	43%	44%
	2021	37%	30%	33%	14%	31%	50%	-	58%	-	67%	21%	13%	35%	22%	25%	33%
At Masters Grade Level	2022	20%	16%	25%	9%	23%	14%	-	52%	-	*	10%	33%	25%	24%	23%	24%
	2021	18%	11%	17%	8%	14%	25%	-	47%	-	17%	3%	13%	19%	6%	13%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	51%	17%	49%	50%	-	72%	-	*	38%	*	56%	36%	44%	23%
	2021	24%	12%	17%	6%	20%	14%	-	22%	-	*	18%	*	18%	9%	9%	20%
Reading and Mathematics Including EOC	2022	36%	25%	51%	17%	49%	50%	-	72%	-	*	38%	*	56%	36%	44%	23%
	2021	24%	12%	17%	6%	20%	14%	-	22%	-	*	18%	*	18%	9%	9%	20%
Reading Including EOC	2022	51%	42%	61%	42%	59%	50%	-	78%	-	*	38%	*	65%	52%	58%	38%
	2021	38%	27%	34%	18%	36%	43%	-	56%	-	*	24%	*	37%	17%	29%	20%
Math Including EOC	2022	43%	33%	60%	25%	58%	67%	-	83%	-	*	63%	60%	68%	40%	56%	23%
	2021	31%	18%	24%	18%	26%	14%	-	22%	-	*	18%	*	24%	18%	13%	40%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	36%	14%	37%	25%	-	69%	-	*	24%	43%	37%	33%	23%	50%
	2021	26%	13%	29%	5%	27%	41%	-	60%	-	*	18%	20%	32%	14%	22%	10%
Reading and Mathematics Including EOC	2022	36%	27%	36%	14%	37%	25%	-	69%	-	*	24%	43%	37%	33%	23%	50%
	2021	26%	13%	29%	5%	27%	41%	-	60%	-	*	18%	20%	32%	14%	22%	10%
Reading Including EOC	2022	54%	48%	64%	61%	65%	50%	-	69%	-	*	29%	71%	65%	58%	55%	58%
	2021	36%	25%	42%	20%	42%	47%	-	60%	-	*	24%	40%	42%	38%	36%	20%
Math Including EOC	2022	43%	35%	45%	18%	42%	50%	-	92%	-	*	33%	71%	46%	42%	32%	67%
	2021	36%	21%	41%	10%	34%	65%	-	90%	-	*	24%	20%	44%	24%	33%	30%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	43%	15%	42%	36%	-	71%	-	*	28%	55%	46%	35%	33%	36%
	2021	26%	15%	24%	5%	24%	33%	-	42%	-	33%	18%	13%	26%	13%	17%	13%
Reading and Mathematics Including EOC	2022	36%	27%	43%	15%	42%	36%	-	71%	-	*	28%	55%	46%	35%	33%	36%
	2021	28%	17%	24%	5%	24%	33%	-	42%	-	33%	18%	13%	26%	13%	17%	13%
Reading Including EOC	2022	53%	45%	63%	54%	62%	50%	-	74%	-	*	31%	73%	65%	55%	56%	48%
	2021	41%	30%	38%	19%	39%	46%	-	58%	-	50%	24%	25%	40%	30%	33%	20%
Math Including EOC	2022	43%	34%	52%	21%	49%	57%	-	87%	-	*	41%	67%	55%	41%	43%	44%
	2021	37%	25%	33%	14%	31%	50%	-	58%	-	67%	21%	13%	35%	22%	25%	33%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	84	68	90	69	-	91	-	*	74	*	82	97	84	95
	2019	61	66	66	59	67	85	-	66	-	*	37	*	67	64	62	70
Grade 4 Mathematics	2022	74	79	82	78	81	69	-	100	-	*	71	*	80	94	78	91
	2019	65	61	77	67	78	65	-	95	-	*	67	*	77	77	74	80
All Grades Both Subjects	2022	74	77	83	73	86	69	-	95	-	*	72	100	81	95	81	93
	2019	69	69	72	63	72	75	-	81	-	50	52	67	72	71	68	75
All Grades ELA/Reading	2022	78	80	84	68	90	69	-	91	-	*	74	*	82	97	84	95
	2019	68	68	66	59	67	85	-	66	-	*	37	*	67	64	62	70
All Grades Mathematics	2022	69	74	82	78	81	69	-	100	-	*	71	*	80	94	78	91
	2019	70	70	77	67	78	65	-	95	-	*	67	*	77	77	74	80

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	85%	-	-	-	-	-	-	83%	-	83%	-	77%	85%	80%	-
	2021	67%	61%	67%	-	-	-	-	-	-	61%	-	61%	-	47%	68%	55%	-
At Meets Grade Level or Above	2022	48%	43%	57%	-	-	-	-	-	-	50%	-	50%	-	42%	59%	46%	-
	2021	41%	33%	34%	-	-	-	-	-	-	26%	-	26%	-	12%	35%	20%	-
At Masters Grade Level	2022	23%	18%	29%	-	-	-	-	-	-	25%	-	25%	-	31%	29%	28%	-
	2021	18%	12%	15%	-	-	-	-	-	-	13%	-	13%	-	0%	16%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	87%	-	-	-	-	-	-	83%	-	83%	-	85%	88%	84%	-
	2021	68%	61%	68%	-	-	-	-	-	-	44%	-	44%	-	33%	70%	40%	-
At Meets Grade Level or Above	2022	53%	45%	63%	-	-	-	-	-	-	50%	-	50%	-	46%	65%	48%	-
	2021	45%	35%	38%	-	-	-	-	-	-	22%	-	22%	-	17%	40%	20%	-
At Masters Grade Level	2022	25%	18%	32%	-	-	-	-	-	-	25%	-	25%	-	38%	32%	32%	-
	2021	18%	12%	16%	-	-	-	-	-	-	0%	-	0%	-	0%	17%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	82%	-	-	-	-	-	-	83%	-	83%	-	69%	83%	76%	-
	2021	66%	61%	71%	-	-	-	-	-	-	78%	-	78%	-	50%	71%	67%	-
At Meets Grade Level or Above	2022	42%	37%	52%	-	-	-	-	-	-	50%	-	50%	-	38%	53%	44%	-
	2021	37%	30%	33%	-	-	-	-	-	-	44%	-	44%	-	17%	33%	33%	-
At Masters Grade Level	2022	20%	16%	25%	-	-	-	-	-	-	25%	-	25%	-	23%	25%	24%	-
	2021	18%	11%	17%	-	-	-	-	-	-	33%	-	33%	-	0%	17%	20%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	83%	-	-	-	-	-	-	94%	-	94%	-	93%	82%	93%	-
	2019	69%	69%	72%	-	-	-	-	-	-	*	-	*	-	73%		71%	-
All Grades ELA/Reading	2022	78%	80%	84%	-	-	-	-	-	-	*	-	*	-	100%	83%	95%	-
	2019	68%	68%	66%	-	-	-	-	-	-	*	-	*	-	69%		64%	-
All Grades Mathematics	2022	69%	74%	82%	-	-	-	-	-	-	*	-	*	-	86%	81%	91%	-
	2019	70%	70%	77%	-	-	-	-	-	-	*	-	*	-	77%		79%	-

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	97%	94%	98%	93%	-	100%	*	100%	100%	96%	97%	97%	97%	100%
Included in Accountability	93%	93%	91%	86%	93%	93%	-	89%	*	100%	97%	96%	94%	82%	96%	86%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	0%	-	9%	*	0%	3%	0%	3%	13%	0%	10%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	3%	*	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	2%	3%	6%	2%	7%	-	0%	*	0%	0%	4%	3%	3%	3%	0%
Absent	1%	2%	3%	5%	2%	7%	-	0%	*	0%	0%	4%	2%	3%	3%	0%
Other	0%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	97%	95%	98%	93%	-	100%	*	*	100%	92%	97%	97%	97%	100%
Included in Accountability	92%	91%	91%	88%	93%	93%	-	89%	*	*	97%	92%	94%	82%	96%	86%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	0%	-	9%	*	*	3%	0%	3%	13%	0%	10%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	3%	*	*	0%	0%	0%	2%	1%	3%
Not Tested	1%	2%	3%	5%	3%	7%	-	0%	*	*	0%	8%	3%	3%	3%	0%
Absent	1%	2%	3%	5%	3%	7%	-	0%	*	*	0%	8%	3%	3%	3%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	97%	93%	98%	93%	-	100%	*	*	100%	100%	97%	97%	96%	100%
Included in Accountability	93%	94%	91%	85%	93%	93%	-	89%	*	*	97%	100%	94%	82%	96%	86%
Not Included in Accountability: Mobile	5%	4%	6%	8%	5%	0%	-	9%	*	*	3%	0%	3%	13%	0%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	3%	*	*	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	3%	8%	2%	7%	-	0%	*	*	0%	0%	3%	3%	4%	0%
Absent	1%	1%	2%	5%	2%	7%	-	0%	*	*	0%	0%	2%	3%	3%	0%
Other	0%	0%	0%	3%	0%	0%	-	0%	*	*	0%	0%	1%	0%	1%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	98%	100%	-	96%	-	100%	98%	100%	99%	96%	99%	94%
Included in Accountability	83%	86%	89%	93%	94%	83%	-	70%	-	100%	85%	100%	94%	72%	88%	48%
Not Included in Accountability: Mobile	3%	3%	4%	8%	2%	10%	-	0%	-	0%	3%	0%	1%	15%	2%	3%
Not Included in Accountability: Other Exclusions	3%	5%	6%	0%	3%	7%	-	26%	-	0%	10%	0%	5%	9%	9%	42%
Not Tested	11%	7%	1%	0%	2%	0%	-	4%	-	0%	3%	0%	1%	4%	1%	6%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	1%	0%	2%	0%	-	4%	-	0%	3%	0%	1%	4%	1%	6%
Mathematics																
Assessment Participant	88%	95%	100%	100%	99%	100%	-	100%	-	100%	97%	100%	100%	98%	99%	100%
Included in Accountability	84%	89%	91%	93%	95%	86%	-	76%	-	100%	87%	100%	95%	76%	90%	58%
Not Included in Accountability: Mobile	4%	3%	4%	8%	2%	11%	-	0%	-	0%	3%	0%	1%	17%	2%	4%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	2%	4%	-	24%	-	0%	8%	0%	4%	5%	7%	38%
Not Tested	12%	5%	0%	0%	1%	0%	-	0%	-	0%	3%	0%	0%	2%	1%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	0%	0%	1%	0%	-	0%	-	0%	3%	0%	0%	2%	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
2021-22 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													
2020-21	95.0%	93.9%	96.6%	95.4%	96.3%	97.1%	*	98.9%	*	94.1%	96.5%	95.9%	97.5%
2019-20	98.3%	98.1%	99.2%	98.9%	99.4%	99.2%	*	99.2%	*	96.1%	99.5%	99.0%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	9.2%	24.1%	6.1%	9.6%	*	1.4%	0.0%	23.1%	8.3%	10.1%	8.9%
2019-20	6.7%	8.8%	3.4%	6.5%	2.5%	0.0%	*	1.8%	*	27.3%	1.4%	4.8%	2.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	723	100.0%	49,255	5,402,928	724	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	3	0.4%	0.3%	0.3%	4	0.6%	0.4%	0.4%
Pre-Kindergarten	77	10.7%	4.2%	4.1%	77	10.6%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	1	0.1%	0.0%	0.6%	1	0.1%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	76	10.5%	4.2%	3.5%	76	10.5%	4.2%	3.5%
Kindergarten	137	18.9%	6.2%	6.8%	137	18.9%	6.2%	6.8%
Grade 1	155	21.4%	7.4%	7.1%	155	21.4%	7.4%	7.1%
Grade 2	133	18.4%	6.5%	7.1%	133	18.4%	6.5%	7.1%
Grade 3	103	14.2%	6.4%	7.1%	103	14.2%	6.4%	7.1%
Grade 4	115	15.9%	6.9%	7.1%	115	15.9%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	133	18.4%	8.1%	12.8%	133	18.4%	8.1%	12.8%
Hispanic	388	53.7%	82.8%	52.8%	388	53.6%	82.8%	52.7%
White	68	9.4%	5.2%	26.3%	69	9.5%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	119	16.5%	3.0%	4.8%	119	16.4%	3.0%	4.8%
Pacific Islander	5	0.7%	0.1%	0.2%	5	0.7%	0.1%	0.2%
Two or More Races	10	1.4%	0.7%	2.9%	10	1.4%	0.7%	2.9%
Sex:								
Female	318	44.0%	48.3%	48.9%	318	43.9%	48.3%	48.8%
Male	405	56.0%	51.7%	51.1%	406	56.1%	51.7%	51.2%
Economically Disadvantaged	400	55.3%	79.4%	60.7%	400	55.2%	79.4%	60.6%
Non-Educationally Disadvantaged	323	44.7%	20.6%	39.3%	324	44.8%	20.6%	39.4%
Section 504 Students	31	4.3%	5.8%	7.4%	31	4.3%	5.8%	7.4%
EB Students/EL	91	12.6%	32.6%	21.7%	91	12.6%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	17	2.4%	4.9%	5.0%	17	2.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	0.7%	0.7%	1.1%	5	0.7%	0.7%	1.1%
Immigrant	18	2.5%	3.4%	2.0%	18	2.5%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	723	100.0%	67.8%	64.3%	724	100.0%	67.7%	64.3%
Military Connected	11	1.5%	0.4%	3.3%	11	1.5%	0.4%	3.3%
At-Risk	355	49.1%	69.4%	53.5%	355	49.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	66	9.1%	30.5%	21.9%	66	9.1%	30.4%	21.8%
Gifted and Talented Education	14	1.9%	5.5%	8.0%	14	1.9%	5.5%	8.0%
Special Education	106	14.7%	12.4%	11.6%	107	14.8%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	106							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	13.2%	44.4%	43.0%				
Students with Physical Disabilities	62	58.5%	18.2%	20.8%				
Students with Autism	24	22.6%	21.3%	14.7%				
Students with Behavioral Disabilities	6	5.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	70	13.4%	14.7%	13.6%				
By Ethnicity:								
African American	24	4.6%	2.1%	2.5%				
Hispanic	25	4.8%	11.1%	6.6%				
White	11	2.1%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	6	1.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.8%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	10	10.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	5	8.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	49	16.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	112	20.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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	0.0%	0.1%	1.9%	5.9%	0.2%	5.2%
Grade 1	4.7%	11.5%	2.9%	13.0%	9.7%	4.2%
Grade 2	14.1%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	4.7%	2.4%	1.0%	3.6%	0.9%	1.0%
Grade 4	1.8%	0.9%	0.7%	8.7%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.4	17.0	18.7
Grade 1	21.1	18.2	18.7
Grade 2	20.9	16.7	18.6
Grade 3	16.8	15.8	18.7
Grade 4	18.8	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	78.0	100.0%	100.0%	100.0%
Professional Staff:	60.8	78.0%	59.0%	64.1%
Teachers	51.5	66.1%	45.5%	49.3%
Professional Support	7.3	9.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	2.9%
Educational Aides:	17.2	22.0%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	35.9	46.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	11.6%	10.3%	11.2%
Hispanic	7.0	13.6%	39.2%	28.9%
White	32.1	62.2%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	6.5	12.5%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.0	5.8%	25.0%	24.1%
Females	48.5	94.2%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	41.6	80.8%	75.8%	72.6%
Masters	9.9	19.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.8	13.1%	7.9%	7.9%
1-5 Years Experience	14.4	27.9%	27.4%	26.7%
6-10 Years Experience	10.5	20.3%	24.2%	20.6%
11-20 Years Experience	17.9	34.7%	28.7%	28.6%
21-30 Years Experience	2.1	4.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	14.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	8.0	6.3
Average Years Experience of Principals with District	23.0	7.7	5.4
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:	8.1	10.4	11.1
Average Years Experience of Teachers with District:	6.6	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,766	\$56,914	\$51,054
1-5 Years Experience	\$58,843	\$58,997	\$54,577
6-10 Years Experience	\$60,021	\$61,821	\$57,746
11-20 Years Experience	\$64,020	\$63,221	\$61,377
21-30 Years Experience	\$68,567	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,127	\$61,600	\$58,887
Professional Support	\$68,673	\$76,167	\$69,505
Campus Administration (School Leadership)	\$106,591	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	43.9	85.2%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	7.6	14.8%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: CARTER LOMAX MIDDLE

Campus Number: 101917139

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	77%	80%	75%	86%	-	86%	-	*	43%	53%	78%	71%	73%	73%
	2021	73%	62%	72%	*	72%	76%	-	62%	-	80%	30%	*	74%	60%	69%	61%
At Meets Grade Level or Above	2022	58%	47%	55%	50%	52%	69%	-	71%	-	*	30%	27%	55%	52%	51%	49%
	2021	46%	31%	43%	*	41%	59%	-	46%	-	20%	10%	*	45%	35%	36%	27%
At Masters Grade Level	2022	36%	26%	33%	40%	31%	42%	-	50%	-	*	5%	20%	35%	25%	29%	31%
	2021	30%	17%	29%	*	27%	45%	-	31%	-	20%	3%	*	29%	27%	23%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	70%	60%	69%	81%	-	86%	-	*	43%	47%	74%	57%	68%	68%
	2021	70%	58%	72%	*	70%	83%	-	85%	-	80%	30%	*	73%	64%	69%	70%
At Meets Grade Level or Above	2022	48%	34%	36%	40%	35%	39%	-	57%	-	*	23%	33%	38%	29%	37%	37%
	2021	44%	25%	37%	*	37%	38%	-	46%	-	20%	7%	*	37%	38%	32%	27%
At Masters Grade Level	2022	25%	13%	16%	20%	14%	17%	-	50%	-	*	2%	27%	17%	14%	17%	18%
	2021	25%	10%	15%	*	13%	17%	-	38%	-	20%	3%	*	15%	17%	12%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	72%	50%	71%	81%	-	86%	-	*	48%	47%	73%	68%	69%	71%
	2021	62%	49%	70%	*	69%	79%	-	77%	-	80%	27%	*	72%	60%	66%	65%
At Meets Grade Level or Above	2022	38%	29%	43%	40%	39%	58%	-	79%	-	*	27%	20%	44%	38%	40%	45%
	2021	31%	16%	30%	*	29%	41%	-	31%	-	20%	13%	*	29%	34%	26%	15%
At Masters Grade Level	2022	18%	11%	17%	20%	15%	28%	-	29%	-	*	14%	0%	17%	15%	15%	15%
	2021	13%	4%	10%	*	10%	7%	-	8%	-	20%	3%	*	9%	13%	8%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	72%	*	70%	81%	-	80%	-	80%	44%	80%	74%	62%	70%	67%
	2021	62%	53%	66%	71%	62%	74%	-	86%	-	100%	33%	40%	67%	59%	63%	40%
At Meets Grade Level or Above	2022	43%	32%	39%	*	38%	44%	-	50%	-	20%	15%	40%	41%	33%	35%	36%
	2021	32%	24%	36%	43%	34%	38%	-	50%	-	60%	25%	20%	37%	30%	33%	12%
At Masters Grade Level	2022	23%	13%	19%	*	18%	28%	-	20%	-	20%	0%	0%	20%	15%	16%	12%
	2021	15%	9%	13%	0%	13%	5%	-	21%	-	60%	3%	0%	12%	15%	13%	3%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	68%	*	70%	62%	-	*	-	*	41%	*	69%	67%	70%	72%
	2021	68%	56%	64%	40%	64%	71%	-	67%	-	*	32%	100%	66%	56%	60%	65%
At Meets Grade Level or Above	2022	39%	22%	17%	*	17%	19%	-	*	-	*	15%	*	15%	22%	19%	17%
	2021	36%	18%	17%	20%	17%	21%	-	17%	-	*	21%	20%	15%	28%	15%	13%
At Masters Grade Level	2022	16%	4%	2%	*	1%	5%	-	*	-	*	9%	*	1%	2%	2%	1%
	2021	15%	3%	2%	0%	2%	0%	-	0%	-	*	3%	0%	2%	0%	3%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	94%	*	97%	87%	-	88%	-	*	-	*	95%	86%	93%	97%
	2021	55%	48%	93%	*	95%	86%	-	100%	-	*	*	-	94%	88%	92%	86%
At Meets Grade Level or Above	2022	31%	24%	69%	*	69%	80%	-	50%	-	*	-	*	69%	71%	67%	74%
	2021	27%	18%	60%	*	66%	36%	-	63%	-	*	*	-	60%	63%	58%	14%
At Masters Grade Level	2022	13%	8%	33%	*	35%	27%	-	25%	-	*	-	*	31%	43%	29%	40%
	2021	12%	5%	21%	*	22%	7%	-	25%	-	*	*	-	19%	38%	19%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	74%	58%	73%	80%	-	84%	-	81%	44%	51%	76%	66%	71%	72%
	2021	67%	61%	70%	44%	69%	77%	-	79%	-	88%	32%	55%	72%	61%	67%	62%
At Meets Grade Level or Above	2022	48%	43%	42%	39%	40%	51%	-	61%	-	25%	23%	27%	43%	37%	39%	40%
	2021	41%	33%	35%	30%	34%	40%	-	43%	-	32%	17%	23%	35%	34%	31%	20%
At Masters Grade Level	2022	23%	18%	19%	21%	18%	26%	-	35%	-	13%	6%	13%	20%	16%	18%	18%
	2021	18%	12%	15%	11%	14%	14%	-	22%	-	28%	3%	9%	14%	16%	12%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	74%	71%	73%	83%	-	83%	-	86%	44%	60%	76%	66%	72%	70%
	2021	68%	61%	68%	55%	67%	75%	-	74%	-	90%	32%	33%	70%	60%	66%	53%
At Meets Grade Level or Above	2022	53%	45%	47%	50%	45%	57%	-	63%	-	29%	23%	30%	48%	43%	44%	43%
	2021	45%	35%	39%	36%	38%	47%	-	48%	-	40%	18%	22%	41%	33%	35%	21%
At Masters Grade Level	2022	25%	18%	26%	29%	24%	35%	-	38%	-	14%	3%	15%	28%	20%	23%	21%
	2021	18%	12%	20%	9%	20%	22%	-	26%	-	40%	3%	11%	20%	21%	18%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	74%	50%	73%	76%	-	83%	-	71%	42%	45%	76%	64%	72%	74%
	2021	66%	61%	72%	42%	71%	79%	-	85%	-	90%	34%	78%	74%	63%	68%	69%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	36%	29%	34%	42%	-	50%	-	29%	19%	30%	37%	31%	35%	36%
	2021	37%	30%	33%	25%	33%	31%	-	44%	-	30%	16%	22%	32%	36%	29%	21%
At Masters Grade Level	2022	20%	16%	14%	14%	13%	15%	-	38%	-	14%	5%	20%	15%	13%	14%	15%
	2021	18%	11%	11%	8%	10%	9%	-	26%	-	20%	3%	0%	11%	12%	9%	7%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	72%	50%	71%	81%	-	86%	-	*	48%	47%	73%	68%	69%	71%
	2021	71%	65%	70%	*	69%	79%	-	77%	-	80%	27%	*	72%	60%	66%	65%
At Meets Grade Level or Above	2022	47%	45%	43%	40%	39%	58%	-	79%	-	*	27%	20%	44%	38%	40%	45%
	2021	44%	35%	30%	*	29%	41%	-	31%	-	20%	13%	*	29%	34%	26%	15%
At Masters Grade Level	2022	21%	16%	17%	20%	15%	28%	-	29%	-	*	14%	0%	17%	15%	15%	15%
	2021	20%	12%	10%	*	10%	7%	-	8%	-	20%	3%	*	9%	13%	8%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	34%	40%	32%	40%	-	50%	-	*	18%	27%	35%	28%	33%	35%
	2021	34%	18%	29%	*	28%	34%	-	31%	-	20%	7%	*	30%	26%	24%	16%
Reading and Mathematics Including EOC	2022	41%	28%	34%	40%	32%	40%	-	50%	-	*	18%	27%	35%	28%	33%	35%
	2021	34%	18%	29%	*	28%	34%	-	31%	-	20%	7%	*	30%	26%	24%	16%
Reading Including EOC	2022	58%	47%	54%	50%	52%	69%	-	71%	-	*	30%	27%	55%	52%	50%	49%
	2021	46%	31%	43%	*	41%	59%	-	46%	-	20%	10%	*	45%	35%	36%	27%
Math Including EOC	2022	48%	35%	37%	40%	35%	40%	-	57%	-	*	23%	33%	38%	30%	37%	37%
	2021	44%	25%	37%	*	37%	38%	-	46%	-	20%	7%	*	37%	38%	32%	27%
6th Graders																	
Reading and Mathematics	2022	31%	20%	27%	*	26%	39%	-	40%	-	20%	9%	20%	28%	23%	26%	26%
	2021	24%	14%	21%	14%	20%	21%	-	43%	-	40%	17%	20%	22%	20%	19%	5%
Reading and Mathematics Including EOC	2022	31%	20%	27%	*	26%	39%	-	40%	-	20%	9%	20%	28%	23%	26%	26%
	2021	24%	14%	21%	14%	20%	21%	-	43%	-	40%	17%	20%	22%	20%	19%	5%
Reading Including EOC	2022	43%	32%	39%	*	38%	44%	-	50%	-	20%	15%	40%	41%	33%	35%	36%
	2021	32%	24%	36%	43%	34%	38%	-	50%	-	60%	25%	20%	37%	30%	33%	12%
Math Including EOC	2022	40%	29%	35%	*	33%	44%	-	40%	-	40%	15%	20%	35%	33%	33%	34%
	2021	36%	23%	29%	25%	29%	26%	-	43%	-	40%	24%	20%	29%	34%	26%	13%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	31%	29%	29%	39%	-	46%	-	17%	14%	25%	32%	26%	30%	30%
	2021	26%	15%	25%	18%	24%	27%	-	37%	-	30%	12%	22%	25%	23%	22%	11%
Reading and Mathematics Including EOC	2022	36%	27%	31%	29%	29%	39%	-	46%	-	17%	14%	25%	32%	26%	30%	30%
	2021	28%	17%	25%	18%	24%	27%	-	37%	-	30%	12%	22%	25%	23%	22%	11%
Reading Including EOC	2022	53%	45%	47%	50%	45%	56%	-	63%	-	17%	23%	30%	48%	43%	43%	43%
	2021	41%	30%	39%	36%	38%	47%	-	48%	-	40%	18%	22%	41%	33%	35%	21%
Math Including EOC	2022	43%	34%	36%	29%	34%	42%	-	50%	-	33%	19%	30%	37%	31%	35%	36%
	2021	37%	25%	33%	25%	33%	31%	-	44%	-	30%	16%	22%	32%	36%	29%	21%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	89	88	88	94	-	100	-	*	78	73	90	85	87	87
	2019	81	78	82	64	81	90	*	77	-	*	60	100	82	79	82	81
Grade 5 Mathematics	2022	79	78	83	88	82	78	-	100	-	*	63	77	84	78	83	85
	2019	83	76	86	64	87	82	*	88	-	*	69	71	86	86	85	86
Grade 6 ELA/Reading	2022	61	62	62	*	62	65	-	65	-	50	76	50	64	54	61	56
	2019	42	42	45	60	42	54	*	54	-	50	48	75	46	38	40	40
Grade 6 Mathematics	2022	61	69	68	*	68	69	-	*	-	*	69	*	73	53	70	64
	2019	54	50	63	*	63	61	-	*	-	*	55	60	64	59	63	58
Grade 7 Mathematics	2022	60	55	70	*	74	54	-	63	-	*	-	*	70	73	69	80
	2019	62	57	55	*	52	61	*	78	-	*	*	*	52	71	48	45
All Grades Both Subjects	2022	74	77	76	77	76	75	-	86	-	75	71	69	78	69	76	74
	2019	69	69	68	69	67	73	*	72	-	57	61	75	69	65	67	65
All Grades ELA/Reading	2022	78	80	77	82	76	80	-	85	-	64	77	68	78	71	75	71
	2019	68	68	63	63	61	74	*	66	-	57	56	88	65	56	61	61
All Grades Mathematics	2022	69	74	76	73	76	71	-	88	-	86	65	70	78	68	77	77
	2019	70	70	73	75	73	72	*	78	-	57	65	62	73	73	72	70

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	74%	70%	-	70%	-	-	*	67%	-	67%	-	63%	75%	67%	99%
	2021	67%	61%	70%	60%	-	60%	-	-	-	-	-	-	-	64%	73%	62%	*
At Meets Grade Level or Above	2022	48%	43%	42%	39%	-	39%	-	-	*	44%	-	44%	-	26%	42%	32%	85%
	2021	41%	33%	35%	15%	-	15%	-	-	-	-	-	-	-	27%	41%	19%	*
At Masters Grade Level	2022	23%	18%	19%	15%	-	15%	-	-	*	11%	-	11%	-	10%	20%	12%	48%
	2021	18%	12%	15%	3%	-	3%	-	-	-	-	-	-	-	13%	17%	7%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	74%	69%	-	69%	-	-	*	*	-	*	-	60%	77%	64%	100%
	2021	68%	61%	68%	48%	-	48%	-	-	-	-	-	-	-	60%	74%	52%	*
At Meets Grade Level or Above	2022	53%	45%	47%	46%	-	46%	-	-	*	*	-	*	-	27%	50%	34%	88%
	2021	45%	35%	39%	14%	-	14%	-	-	-	-	-	-	-	32%	46%	20%	*
At Masters Grade Level	2022	25%	18%	26%	24%	-	24%	-	-	*	*	-	*	-	11%	29%	15%	55%
	2021	18%	12%	20%	6%	-	6%	-	-	-	-	-	-	-	12%	25%	8%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	74%	68%	-	68%	-	-	*	*	-	*	-	68%	73%	68%	100%
	2021	66%	61%	72%	68%	-	68%	-	-	-	-	-	-	-	71%	73%	69%	*
At Meets Grade Level or Above	2022	42%	37%	36%	32%	-	32%	-	-	*	*	-	*	-	23%	35%	27%	81%
	2021	37%	30%	33%	18%	-	18%	-	-	-	-	-	-	-	27%	37%	21%	*
At Masters Grade Level	2022	20%	16%	14%	13%	-	13%	-	-	*	*	-	*	-	9%	13%	11%	40%
	2021	18%	11%	11%	1%	-	1%	-	-	-	-	-	-	-	16%	12%	6%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	72%	72%	-	72%	-	-	*	*	-	*	-	57%	72%	68%	93%
	2021	71%	65%	70%	67%	-	67%	-	-	-	-	-	-	-	60%	72%	64%	*
At Meets Grade Level or Above	2022	47%	45%	43%	40%	-	40%	-	-	*	*	-	*	-	36%	41%	39%	86%
	2021	44%	35%	30%	10%	-	10%	-	-	-	-	-	-	-	20%	37%	14%	*
At Masters Grade Level	2022	21%	16%	17%	10%	-	10%	-	-	*	*	-	*	-	14%	17%	11%	50%
	2021	20%	12%	10%	0%	-	0%	-	-	-	-	-	-	-	11%	12%	5%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	76%	84%	-	84%	-	-	-	100%	-	100%	-	67%	78%	74%	77%
	2019	69%	69%	68%	72%	-	72%	-	-	-	92%	-	92%	-	59%		69%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	77%	84%	-	84%	-	-	-	*	-	*	-	64%	80%	72%	70%
	2019	68%	68%	63%	73%	-	73%	-	-	-	*	-	*	-	50%		68%	
All Grades Mathematics	2022	69%	74%	76%	85%	-	85%	-	-	-	*	-	*	-	69%	76%	76%	83%
	2019	70%	70%	73%	71%	-	71%	-	-	-	*	-	*	-	67%		70%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	96%	81%	96%	98%	-	100%	-	89%	94%	96%	98%	89%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	19%	4%	2%	-	0%	-	11%	5%	4%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	96%	78%	96%	99%	-	100%	-	88%	93%	95%	98%	89%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	22%	4%	1%	-	0%	-	13%	6%	5%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	78%	96%	99%	-	100%	-	88%	93%	95%	98%	89%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	22%	4%	1%	-	0%	-	13%	6%	5%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	97%	91%	97%	97%	-	100%	-	*	98%	100%	98%	92%	97%	97%
Not Included in Accountability: Mobile	4%	3%	3%	9%	3%	3%	-	0%	-	*	2%	0%	2%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	94%	88%	94%	90%	*	100%	-	100%	96%	90%	93%	94%	94%	99%
Included in Accountability	83%	86%	89%	69%	90%	86%	*	96%	-	83%	90%	90%	92%	77%	89%	91%
Not Included in Accountability: Mobile	3%	3%	4%	19%	3%	4%	*	4%	-	17%	5%	0%	1%	16%	4%	6%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	1%	1%	1%	2%
Not Tested	11%	7%	6%	13%	6%	10%	*	0%	-	0%	4%	10%	7%	6%	6%	1%
Absent	2%	2%	4%	6%	3%	6%	*	0%	-	0%	3%	10%	4%	1%	4%	0%
Other	10%	4%	3%	6%	3%	4%	*	0%	-	0%	1%	0%	2%	5%	2%	1%
Mathematics																
Assessment Participant	88%	95%	94%	94%	94%	89%	*	100%	-	100%	97%	90%	94%	93%	94%	98%
Included in Accountability	84%	89%	89%	75%	91%	85%	*	96%	-	83%	92%	90%	92%	77%	89%	92%
Not Included in Accountability: Mobile	4%	3%	4%	19%	3%	4%	*	4%	-	17%	5%	0%	2%	16%	5%	6%
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	5%	6%	6%	6%	11%	*	0%	-	0%	3%	10%	6%	7%	6%	2%
Absent	2%	2%	3%	0%	2%	8%	*	0%	-	0%	1%	10%	4%	0%	3%	1%
Other	10%	3%	3%	6%	4%	4%	*	0%	-	0%	1%	0%	3%	7%	3%	2%
Science																
Assessment Participant	87%	92%	93%	83%	93%	94%	*	100%	-	100%	100%	*	94%	91%	94%	97%
Included in Accountability	84%	88%	87%	67%	88%	85%	*	93%	-	83%	91%	*	92%	70%	88%	91%
Not Included in Accountability: Mobile	3%	3%	6%	17%	5%	9%	*	7%	-	17%	9%	*	2%	21%	6%	6%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	7%	17%	7%	6%	*	0%	-	0%	0%	*	6%	9%	6%	3%
Absent	2%	3%	1%	0%	1%	0%	*	0%	-	0%	0%	*	1%	1%	1%	0%
Other	10%	5%	6%	17%	6%	6%	*	0%	-	0%	0%	*	5%	7%	5%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.7%	96.7%	95.4%	95.8%	*	98.6%	-	95.9%	94.6%	95.3%	95.4%
2019-20	98.3%	98.1%	98.9%	97.3%	99.0%	98.7%	*	99.7%	-	*	99.1%	98.8%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.0%	22.7%	12.5%	11.0%	*	0.0%	-	0.0%	18.9%	13.1%	12.4%
2019-20	6.7%	8.8%	5.6%	15.0%	4.6%	10.6%	*	0.0%	-	0.0%	2.6%	6.8%	3.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	636	100.0%	49,255	5,402,928	636	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	330	51.9%	7.2%	7.2%	330	51.9%	7.1%	7.2%
Grade 6	306	48.1%	7.1%	7.4%	306	48.1%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	20	3.1%	8.1%	12.8%	20	3.1%	8.1%	12.8%
Hispanic	511	80.3%	82.8%	52.8%	511	80.3%	82.8%	52.7%
White	72	11.3%	5.2%	26.3%	72	11.3%	5.2%	26.3%
American Indian	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Asian	24	3.8%	3.0%	4.8%	24	3.8%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	7	1.1%	0.7%	2.9%	7	1.1%	0.7%	2.9%
Sex:								
Female	305	48.0%	48.3%	48.9%	305	48.0%	48.3%	48.8%
Male	331	52.0%	51.7%	51.1%	331	52.0%	51.7%	51.2%
Economically Disadvantaged	428	67.3%	79.4%	60.7%	428	67.3%	79.4%	60.6%
Non-Educationally Disadvantaged	208	32.7%	20.6%	39.3%	208	32.7%	20.6%	39.4%
Section 504 Students	46	7.2%	5.8%	7.4%	46	7.2%	5.8%	7.4%
EB Students/EL	200	31.4%	32.6%	21.7%	200	31.4%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	2	0.3%	0.8%	0.6%				
Students w/ Dyslexia	44	6.9%	4.9%	5.0%	44	6.9%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.6%	0.7%	1.1%	4	0.6%	0.7%	1.1%
Immigrant	7	1.1%	3.4%	2.0%	7	1.1%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	636	100.0%	67.8%	64.3%	636	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	445	70.0%	69.4%	53.5%	445	70.0%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	144	22.6%	30.5%	21.9%	144	22.6%	30.4%	21.8%
Gifted and Talented Education	57	9.0%	5.5%	8.0%	57	9.0%	5.5%	8.0%
Special Education	82	12.9%	12.4%	11.6%	82	12.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	59.8%	44.4%	43.0%				
Students with Physical Disabilities	6	7.3%	18.2%	20.8%				
Students with Autism	15	18.3%	21.3%	14.7%				
Students with Behavioral Disabilities	12	14.6%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	80	11.8%	14.7%	13.6%				
By Ethnicity:								
African American	7	1.0%	2.1%	2.5%				
Hispanic	63	9.3%	11.1%	6.6%				
White	7	1.0%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	6.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	17	10.1%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	59	12.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	39	13.2%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.0%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.4%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	20.5	17.4	20.2
Grade 6	18.0	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	71.2	100.0%	100.0%	100.0%
Professional Staff:	59.3	83.3%	59.0%	64.1%
Teachers	48.2	67.7%	45.5%	49.3%
Professional Support	8.1	11.4%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	4.2%	2.3%	2.9%
Educational Aides:	11.9	16.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	31.0	43.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.0	8.3%	10.3%	11.2%
Hispanic	14.0	29.0%	39.2%	28.9%
White	30.2	62.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	7.9	16.4%	25.0%	24.1%
Females	40.3	83.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	36.1	74.8%	75.8%	72.6%
Masters	12.1	25.2%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.9	8.2%	7.9%	7.9%
1-5 Years Experience	12.1	25.1%	27.4%	26.7%
6-10 Years Experience	12.0	24.9%	24.2%	20.6%
11-20 Years Experience	11.6	24.0%	28.7%	28.6%
21-30 Years Experience	7.2	14.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.4	2.9%	1.6%	2.9%
Number of Students per Teacher	13.2	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.0	6.3
Average Years Experience of Principals with District	1.0	7.7	5.4
Average Years Experience of Assistant Principals	12.5	7.4	5.5
Average Years Experience of Assistant Principals with District	9.5	7.1	4.8
Average Years Experience of Teachers:	12.0	10.4	11.1
Average Years Experience of Teachers with District:	9.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,913	\$56,914	\$51,054
1-5 Years Experience	\$59,109	\$58,997	\$54,577
6-10 Years Experience	\$61,922	\$61,821	\$57,746
11-20 Years Experience	\$62,738	\$63,221	\$61,377
21-30 Years Experience	\$69,602	\$65,542	\$65,949
Over 30 Years Experience	\$78,057	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,695	\$61,600	\$58,887
Professional Support	\$70,301	\$76,167	\$69,505
Campus Administration (School Leadership)	\$96,612	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	7.8	16.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	27.8	57.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	11.0	22.9%	14.2%	9.6%
Other	1.6	3.2%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MELILLO MIDDLE

Campus Number: 101917140

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	89%	89%	87%	95%	-	96%	-	100%	62%	90%	93%	78%	86%	90%
	2021	73%	62%	71%	64%	69%	90%	-	93%	-	*	22%	60%	72%	63%	66%	65%
At Meets Grade Level or Above	2022	58%	47%	62%	51%	60%	81%	-	77%	-	57%	17%	70%	64%	56%	58%	62%
	2021	46%	31%	33%	24%	29%	50%	-	79%	-	*	8%	40%	34%	26%	26%	28%
At Masters Grade Level	2022	36%	26%	44%	31%	40%	67%	-	69%	-	57%	11%	60%	47%	36%	39%	49%
	2021	30%	17%	17%	14%	13%	40%	-	57%	-	*	6%	40%	18%	13%	12%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	81%	77%	79%	95%	-	92%	-	86%	45%	80%	85%	70%	77%	82%
	2021	70%	58%	54%	45%	52%	60%	-	93%	-	*	17%	60%	54%	54%	51%	48%
At Meets Grade Level or Above	2022	48%	34%	56%	49%	50%	67%	-	92%	-	71%	17%	70%	57%	52%	51%	63%
	2021	44%	25%	27%	14%	24%	50%	-	71%	-	*	6%	40%	27%	26%	23%	26%
At Masters Grade Level	2022	25%	13%	24%	6%	19%	48%	-	62%	-	43%	0%	0%	24%	22%	22%	28%
	2021	25%	10%	7%	5%	5%	20%	-	36%	-	*	3%	0%	6%	13%	5%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	75%	60%	73%	90%	-	96%	-	86%	45%	80%	79%	66%	71%	82%
	2021	62%	49%	52%	40%	48%	80%	-	93%	-	*	19%	40%	50%	59%	45%	42%
At Meets Grade Level or Above	2022	38%	29%	43%	43%	36%	57%	-	85%	-	57%	11%	50%	46%	37%	41%	46%
	2021	31%	16%	12%	10%	8%	20%	-	50%	-	*	6%	20%	12%	16%	7%	7%
At Masters Grade Level	2022	18%	11%	21%	6%	16%	38%	-	58%	-	43%	0%	30%	20%	22%	20%	23%
	2021	13%	4%	4%	2%	2%	0%	-	29%	-	*	3%	0%	4%	5%	2%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	73%	63%	74%	82%	*	88%	-	83%	23%	*	74%	70%	69%	83%
	2021	62%	53%	68%	65%	67%	60%	-	96%	-	60%	14%	50%	70%	60%	65%	36%
At Meets Grade Level or Above	2022	43%	32%	40%	26%	40%	53%	*	88%	-	50%	5%	*	42%	36%	35%	43%
	2021	32%	24%	33%	35%	29%	30%	-	70%	-	0%	11%	38%	35%	25%	27%	5%
At Masters Grade Level	2022	23%	13%	14%	13%	10%	29%	*	44%	-	50%	0%	*	15%	13%	10%	14%
	2021	15%	9%	14%	14%	10%	20%	-	43%	-	0%	6%	13%	14%	11%	9%	0%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	74%	71%	75%	64%	*	78%	-	*	33%	*	71%	82%	73%	71%
	2021	68%	56%	69%	69%	68%	63%	-	94%	-	60%	43%	86%	69%	73%	63%	73%
At Meets Grade Level or Above	2022	39%	22%	34%	27%	32%	55%	*	78%	-	*	5%	*	32%	40%	31%	35%
	2021	36%	18%	32%	37%	29%	19%	-	63%	-	40%	20%	43%	31%	37%	26%	18%
At Masters Grade Level	2022	16%	4%	10%	8%	8%	9%	*	44%	-	*	0%	*	8%	16%	7%	9%
	2021	15%	3%	10%	6%	7%	6%	-	44%	-	20%	0%	0%	10%	10%	8%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	94%	100%	90%	100%	-	100%	-	*	*	-	93%	*	92%	100%
	2021	55%	48%	93%	88%	95%	*	-	100%	-	-	*	*	92%	*	89%	-
At Meets Grade Level or Above	2022	31%	24%	76%	80%	66%	100%	-	86%	-	*	*	-	74%	*	62%	83%
	2021	27%	18%	56%	38%	50%	*	-	86%	-	-	*	*	59%	*	46%	-
At Masters Grade Level	2022	13%	8%	35%	60%	24%	33%	-	57%	-	*	*	-	35%	*	31%	50%
	2021	12%	5%	24%	13%	9%	*	-	71%	-	-	*	*	27%	*	18%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	79%	72%	78%	89%	*	93%	-	88%	42%	74%	81%	73%	76%	82%
	2021	67%	61%	64%	58%	62%	69%	-	94%	-	82%	23%	61%	64%	63%	59%	52%
At Meets Grade Level or Above	2022	48%	43%	48%	38%	44%	66%	*	85%	-	64%	11%	56%	50%	45%	44%	51%
	2021	41%	33%	28%	24%	25%	34%	-	68%	-	41%	11%	35%	29%	27%	23%	18%
At Masters Grade Level	2022	23%	18%	23%	14%	19%	41%	*	58%	-	48%	2%	26%	24%	22%	20%	26%
	2021	18%	12%	11%	8%	8%	19%	-	44%	-	9%	3%	10%	11%	10%	8%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	81%	73%	81%	89%	*	93%	-	92%	43%	75%	83%	74%	78%	86%
	2021	68%	61%	69%	65%	68%	70%	-	95%	-	78%	18%	54%	71%	61%	66%	56%
At Meets Grade Level or Above	2022	53%	45%	51%	36%	50%	68%	*	81%	-	54%	11%	58%	52%	46%	46%	52%
	2021	45%	35%	33%	29%	29%	37%	-	73%	-	22%	10%	38%	34%	26%	26%	21%
At Masters Grade Level	2022	25%	18%	29%	20%	25%	50%	*	60%	-	54%	6%	50%	30%	24%	24%	31%
	2021	18%	12%	15%	14%	11%	27%	-	49%	-	11%	6%	23%	16%	12%	11%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	79%	75%	78%	87%	*	90%	-	85%	40%	67%	80%	76%	77%	79%
	2021	66%	61%	64%	59%	62%	63%	-	95%	-	78%	31%	77%	64%	66%	59%	56%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	48%	38%	44%	68%	*	88%	-	77%	12%	58%	48%	48%	43%	52%
	2021	37%	30%	32%	26%	28%	37%	-	70%	-	56%	14%	38%	32%	32%	26%	24%
At Masters Grade Level	2022	20%	16%	19%	10%	14%	34%	*	57%	-	46%	0%	0%	18%	20%	16%	21%
	2021	18%	11%	10%	6%	6%	17%	-	46%	-	11%	1%	0%	10%	11%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	75%	60%	73%	90%	-	96%	-	86%	45%	80%	79%	66%	71%	82%
	2021	71%	65%	52%	40%	48%	80%	-	93%	-	*	19%	40%	50%	59%	45%	42%
At Meets Grade Level or Above	2022	47%	45%	43%	43%	36%	57%	-	85%	-	57%	11%	50%	46%	37%	41%	46%
	2021	44%	35%	12%	10%	8%	20%	-	50%	-	*	6%	20%	12%	16%	7%	7%
At Masters Grade Level	2022	21%	16%	21%	6%	16%	38%	-	58%	-	43%	0%	30%	20%	22%	20%	23%
	2021	20%	12%	4%	2%	2%	0%	-	29%	-	*	3%	0%	4%	5%	2%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	46%	37%	42%	57%	-	77%	-	57%	11%	70%	47%	42%	43%	50%
	2021	34%	18%	16%	7%	13%	40%	-	57%	-	*	3%	40%	17%	13%	11%	11%
Reading and Mathematics Including EOC	2022	41%	28%	46%	37%	42%	57%	-	77%	-	57%	11%	70%	47%	42%	43%	50%
	2021	34%	18%	16%	7%	13%	40%	-	57%	-	*	3%	40%	17%	13%	11%	11%
Reading Including EOC	2022	58%	47%	62%	51%	60%	81%	-	77%	-	57%	17%	70%	64%	56%	58%	62%
	2021	46%	31%	32%	24%	29%	50%	-	79%	-	*	8%	40%	33%	26%	25%	26%
Math Including EOC	2022	48%	35%	56%	49%	50%	67%	-	92%	-	71%	17%	70%	57%	52%	51%	63%
	2021	44%	25%	27%	14%	24%	50%	-	71%	-	*	6%	40%	27%	26%	23%	26%
6th Graders																	
Reading and Mathematics	2022	31%	20%	28%	19%	24%	53%	*	81%	-	50%	5%	*	28%	29%	24%	29%
	2021	24%	14%	21%	21%	17%	20%	-	57%	-	0%	11%	13%	21%	18%	14%	0%
Reading and Mathematics Including EOC	2022	31%	20%	28%	19%	24%	53%	*	81%	-	50%	5%	*	28%	29%	24%	29%
	2021	24%	14%	21%	21%	17%	20%	-	57%	-	0%	11%	13%	21%	18%	14%	0%
Reading Including EOC	2022	43%	32%	40%	26%	39%	53%	*	88%	-	50%	5%	*	42%	35%	35%	43%
	2021	32%	24%	33%	35%	29%	30%	-	70%	-	0%	11%	38%	35%	25%	27%	5%
Math Including EOC	2022	40%	29%	41%	31%	37%	71%	*	81%	-	83%	7%	*	41%	42%	35%	41%
	2021	36%	23%	36%	37%	32%	30%	-	70%	-	40%	22%	38%	36%	36%	29%	18%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	37%	26%	33%	55%	*	79%	-	54%	8%	58%	37%	36%	33%	39%
	2021	26%	15%	19%	14%	15%	27%	-	57%	-	22%	7%	23%	19%	16%	13%	7%
Reading and Mathematics Including EOC	2022	36%	27%	37%	26%	33%	55%	*	79%	-	54%	8%	58%	37%	36%	33%	39%
	2021	28%	17%	19%	14%	15%	27%	-	57%	-	22%	7%	23%	19%	16%	13%	7%
Reading Including EOC	2022	53%	45%	51%	36%	49%	68%	*	81%	-	54%	11%	58%	52%	46%	46%	52%
	2021	41%	30%	32%	29%	29%	37%	-	73%	-	22%	10%	38%	34%	26%	26%	19%
Math Including EOC	2022	43%	34%	48%	38%	43%	68%	*	88%	-	77%	12%	58%	48%	47%	43%	52%
	2021	37%	25%	32%	26%	28%	37%	-	70%	-	56%	14%	38%	32%	32%	26%	24%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	92	93	92	83	-	96	-	83	79	100	92	90	92	95
	2019	81	78	83	75	81	79	*	94	-	100	71	*	83	81	80	86
Grade 5 Mathematics	2022	79	78	86	85	86	89	-	88	-	83	80	80	85	91	86	83
	2019	83	76	79	72	80	80	*	84	-	80	73	*	80	79	81	83
Grade 6 ELA/Reading	2022	61	62	68	76	67	57	*	68	-	*	73	*	68	69	72	71
	2019	42	42	42	48	39	40	-	50	*	50	29	31	43	40	40	41
Grade 6 Mathematics	2022	61	69	84	86	83	80	*	100	-	*	76	*	82	90	84	81
	2019	54	50	57	52	56	58	-	81	-	71	49	71	55	64	57	55
Grade 7 Mathematics	2022	60	55	74	90	63	*	-	100	-	*	*	-	73	*	67	80
	2019	62	57	47	58	40	63	-	52	*	*	-	*	46	56	39	48
All Grades Both Subjects	2022	74	77	82	84	81	78	*	89	-	80	77	75	81	86	83	82
	2019	69	69	64	60	62	66	*	74	*	73	55	58	63	65	62	66
All Grades ELA/Reading	2022	78	80	80	83	80	72	*	86	-	85	76	83	80	80	82	83
	2019	68	68	61	59	59	61	*	74	*	69	49	45	62	60	58	63
All Grades Mathematics	2022	69	74	84	86	83	84	*	92	-	75	78	67	82	91	84	82
	2019	70	70	67	61	65	71	*	75	*	77	61	70	65	71	66	68

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	79%	-	-	-	-	-	-	-	-	-	-	79%	78%	79%	96%
	2021	67%	61%	64%	-	-	-	-	-	-	-	-	-	-	52%	66%	52%	-
At Meets Grade Level or Above	2022	48%	43%	48%	-	-	-	-	-	-	-	-	-	-	44%	47%	44%	79%
	2021	41%	33%	28%	-	-	-	-	-	-	-	-	-	-	18%	30%	18%	-
At Masters Grade Level	2022	23%	18%	23%	-	-	-	-	-	-	-	-	-	-	20%	22%	20%	49%
	2021	18%	12%	11%	-	-	-	-	-	-	-	-	-	-	7%	12%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	81%	-	-	-	-	-	-	-	-	-	-	83%	79%	83%	97%
	2021	68%	61%	69%	-	-	-	-	-	-	-	-	-	-	56%	71%	56%	-
At Meets Grade Level or Above	2022	53%	45%	51%	-	-	-	-	-	-	-	-	-	-	44%	50%	44%	85%
	2021	45%	35%	33%	-	-	-	-	-	-	-	-	-	-	21%	35%	21%	-
At Masters Grade Level	2022	25%	18%	29%	-	-	-	-	-	-	-	-	-	-	26%	28%	26%	52%
	2021	18%	12%	15%	-	-	-	-	-	-	-	-	-	-	9%	16%	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	79%	-	-	-	-	-	-	-	-	-	-	75%	79%	75%	94%
	2021	66%	61%	64%	-	-	-	-	-	-	-	-	-	-	56%	66%	56%	-
At Meets Grade Level or Above	2022	42%	37%	48%	-	-	-	-	-	-	-	-	-	-	47%	47%	47%	73%
	2021	37%	30%	32%	-	-	-	-	-	-	-	-	-	-	24%	33%	24%	-
At Masters Grade Level	2022	20%	16%	19%	-	-	-	-	-	-	-	-	-	-	17%	18%	17%	39%
	2021	18%	11%	10%	-	-	-	-	-	-	-	-	-	-	6%	10%	6%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	75%	-	-	-	-	-	-	-	-	-	-	79%	73%	79%	100%
	2021	71%	65%	52%	-	-	-	-	-	-	-	-	-	-	42%	54%	42%	-
At Meets Grade Level or Above	2022	47%	45%	43%	-	-	-	-	-	-	-	-	-	-	39%	42%	39%	83%
	2021	44%	35%	12%	-	-	-	-	-	-	-	-	-	-	7%	14%	7%	-
At Masters Grade Level	2022	21%	16%	21%	-	-	-	-	-	-	-	-	-	-	15%	20%	15%	67%
	2021	20%	12%	4%	-	-	-	-	-	-	-	-	-	-	4%	4%	4%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	82%	-	-	-	-	-	-	-	-	-	-	83%	82%	83%	80%
	2019	69%	69%	64%	68%	-	68%	-	-	-	94%	-	94%	-	72%	-	74%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	80%	-	-	-	-	-	-	-	-	-	-	85%	79%	85%	77%
	2019	68%	68%	61%	69%	-	69%	-	-	-	89%	-	89%	-	65%		70%	
All Grades Mathematics	2022	69%	74%	84%	-	-	-	-	-	-	-	-	-	-	82%	85%	82%	83%
	2019	70%	70%	67%	67%	-	67%	-	-	-	100%	-	100%	-	79%		78%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	96%	96%	96%	98%	*	93%	-	100%	98%	94%	98%	90%	97%	96%
Not Included in Accountability: Mobile	5%	4%	4%	4%	4%	2%	*	7%	-	0%	2%	6%	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	96%	96%	97%	97%	*	91%	-	100%	98%	92%	98%	90%	97%	96%
Not Included in Accountability: Mobile	5%	4%	4%	4%	3%	3%	*	9%	-	0%	2%	8%	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	96%	97%	97%	*	91%	-	100%	98%	92%	98%	90%	97%	96%
Not Included in Accountability: Mobile	5%	4%	4%	4%	3%	3%	*	9%	-	0%	2%	8%	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	97%	95%	100%	-	100%	-	100%	98%	100%	98%	92%	96%	95%
Not Included in Accountability: Mobile	4%	3%	4%	3%	5%	0%	-	0%	-	0%	2%	0%	2%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	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%
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%
Reading																
Assessment Participant	89%	93%	89%	86%	89%	89%	-	95%	-	91%	84%	100%	89%	90%	90%	98%
Included in Accountability	83%	86%	83%	82%	83%	79%	-	93%	-	82%	77%	100%	87%	69%	83%	72%
Not Included in Accountability: Mobile	3%	3%	3%	4%	3%	11%	-	0%	-	9%	2%	0%	1%	11%	3%	8%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	4%	0%	-	3%	-	0%	4%	0%	1%	10%	4%	18%
Not Tested	11%	7%	11%	14%	11%	11%	-	5%	-	9%	16%	0%	11%	10%	10%	2%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	11%	14%	11%	11%	-	5%	-	9%	16%	0%	11%	10%	10%	2%
Mathematics																
Assessment Participant	88%	95%	89%	86%	89%	89%	-	95%	-	91%	83%	100%	88%	90%	89%	93%
Included in Accountability	84%	89%	83%	82%	84%	79%	-	93%	-	82%	78%	100%	87%	71%	83%	72%
Not Included in Accountability: Mobile	4%	3%	3%	4%	3%	11%	-	0%	-	9%	2%	0%	1%	11%	3%	9%
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	2%	0%	-	3%	-	0%	2%	0%	0%	8%	2%	12%
Not Tested	12%	5%	11%	14%	11%	11%	-	5%	-	9%	17%	0%	12%	10%	11%	7%
Absent	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	11%	14%	11%	11%	-	5%	-	9%	17%	0%	12%	10%	11%	7%
Science																
Assessment Participant	87%	92%	85%	87%	84%	93%	-	93%	-	*	85%	100%	86%	85%	85%	91%
Included in Accountability	84%	88%	78%	81%	78%	67%	-	93%	-	*	77%	100%	84%	57%	78%	70%
Not Included in Accountability: Mobile	3%	3%	5%	6%	3%	27%	-	0%	-	*	4%	0%	1%	17%	4%	9%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	-	0%	-	*	4%	0%	0%	11%	3%	11%
Not Tested	13%	8%	15%	13%	16%	7%	-	7%	-	*	15%	0%	14%	15%	15%	9%
Absent	2%	3%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	10%	5%	15%	13%	16%	7%	-	7%	-	*	15%	0%	14%	15%	15%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	97.4%	96.9%	97.4%	97.0%	*	99.4%	*	98.4%	96.6%	97.0%	97.6%
2019-20	98.3%	98.1%	99.3%	99.1%	99.3%	99.0%	*	99.9%	*	98.7%	99.2%	99.3%	99.4%
Chronic Absenteeism													
2020-21	15.0%	18.0%	5.3%	9.6%	4.6%	4.8%	*	0.0%	*	0.0%	7.1%	7.1%	3.0%
2019-20	6.7%	8.8%	2.4%	3.6%	1.7%	7.0%	*	0.0%	*	10.0%	1.1%	2.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	606	100.0%	49,255	5,402,928	606	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	299	49.3%	7.2%	7.2%	299	49.3%	7.1%	7.2%
Grade 6	307	50.7%	7.1%	7.4%	307	50.7%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	93	15.3%	8.1%	12.8%	93	15.3%	8.1%	12.8%
Hispanic	424	70.0%	82.8%	52.8%	424	70.0%	82.8%	52.7%
White	37	6.1%	5.2%	26.3%	37	6.1%	5.2%	26.3%
American Indian	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Asian	40	6.6%	3.0%	4.8%	40	6.6%	3.0%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	9	1.5%	0.7%	2.9%	9	1.5%	0.7%	2.9%
Sex:								
Female	295	48.7%	48.3%	48.9%	295	48.7%	48.3%	48.8%
Male	311	51.3%	51.7%	51.1%	311	51.3%	51.7%	51.2%
Economically Disadvantaged	375	61.9%	79.4%	60.7%	375	61.9%	79.4%	60.6%
Non-Educationally Disadvantaged	231	38.1%	20.6%	39.3%	231	38.1%	20.6%	39.4%
Section 504 Students	62	10.2%	5.8%	7.4%	62	10.2%	5.8%	7.4%
EB Students/EL	131	21.6%	32.6%	21.7%	131	21.6%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	3	0.4%	0.8%	0.6%				
Students w/ Dyslexia	52	8.6%	4.9%	5.0%	52	8.6%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	4	0.7%	3.4%	2.0%	4	0.7%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	606	100.0%	67.8%	64.3%	606	100.0%	67.7%	64.3%
Military Connected	1	0.2%	0.4%	3.3%	1	0.2%	0.4%	3.3%
At-Risk	423	69.8%	69.4%	53.5%	423	69.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	96	15.8%	30.5%	21.9%	96	15.8%	30.4%	21.8%
Gifted and Talented Education	68	11.2%	5.5%	8.0%	68	11.2%	5.5%	8.0%
Special Education	92	15.2%	12.4%	11.6%	92	15.2%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	56.5%	44.4%	43.0%				
Students with Physical Disabilities	11	12.0%	18.2%	20.8%				
Students with Autism	23	25.0%	21.3%	14.7%				
Students with Behavioral Disabilities	6	6.5%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	68	10.2%	14.7%	13.6%				
By Ethnicity:								
African American	18	2.7%	2.1%	2.5%				
Hispanic	33	4.9%	11.1%	6.6%				
White	13	1.9%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	6.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	16	15.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	51	11.4%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	50	16.6%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.0%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.0%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	15.9	17.4	20.2
Grade 6	17.1	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	78.9	100.0%	100.0%	100.0%
Professional Staff:	65.0	82.4%	59.0%	64.1%
Teachers	54.6	69.2%	45.5%	49.3%
Professional Support	7.4	9.4%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	2.9%
Educational Aides:	13.9	17.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	35.2	44.7%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	11.0%	10.3%	11.2%
Hispanic	15.0	27.5%	39.2%	28.9%
White	33.6	61.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	6.3	11.6%	25.0%	24.1%
Females	48.3	88.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	1.8%	0.9%	1.4%
Bachelors	38.4	70.3%	75.8%	72.6%
Masters	15.2	27.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.0%	7.9%	7.9%
1-5 Years Experience	15.1	27.7%	27.4%	26.7%
6-10 Years Experience	15.2	27.8%	24.2%	20.6%
11-20 Years Experience	12.2	22.3%	28.7%	28.6%
21-30 Years Experience	5.2	9.4%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	1.8%	1.6%	2.9%
Number of Students per Teacher	11.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	8.0	6.3
Average Years Experience of Principals with District	14.0	7.7	5.4
Average Years Experience of Assistant Principals	2.0	7.4	5.5
Average Years Experience of Assistant Principals with District	2.0	7.1	4.8
Average Years Experience of Teachers:	9.5	10.4	11.1
Average Years Experience of Teachers with District:	8.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,934	\$56,914	\$51,054
1-5 Years Experience	\$59,048	\$58,997	\$54,577
6-10 Years Experience	\$61,626	\$61,821	\$57,746
11-20 Years Experience	\$65,289	\$63,221	\$61,377
21-30 Years Experience	\$64,264	\$65,542	\$65,949
Over 30 Years Experience	\$74,382	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,807	\$61,600	\$58,887
Professional Support	\$67,491	\$76,167	\$69,505
Campus Administration (School Leadership)	\$97,745	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	43.8	80.3%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.6	10.3%	14.2%	9.6%
Other	4.5	8.2%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: EARNESTEEN MILSTEAD MIDDLE

Campus Number: 101917141

2022 Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	66%	67%	66%	64%	-	-	-	-	38%	14%	69%	55%	64%	60%
	2021	73%	62%	55%	44%	55%	40%	*	*	-	*	34%	*	56%	50%	54%	50%
At Meets Grade Level or Above	2022	58%	47%	40%	13%	41%	45%	-	-	-	-	28%	0%	43%	28%	38%	33%
	2021	46%	31%	27%	17%	27%	20%	*	*	-	*	23%	*	29%	16%	25%	19%
At Masters Grade Level	2022	36%	26%	21%	0%	22%	27%	-	-	-	-	10%	0%	24%	11%	19%	16%
	2021	30%	17%	14%	0%	15%	20%	*	*	-	*	0%	*	15%	6%	12%	8%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	55%	13%	58%	36%	-	-	-	-	35%	14%	60%	36%	53%	55%
	2021	70%	58%	51%	33%	51%	60%	*	*	-	*	31%	*	52%	44%	49%	46%
At Meets Grade Level or Above	2022	48%	34%	29%	13%	29%	36%	-	-	-	-	23%	0%	32%	17%	26%	27%
	2021	44%	25%	24%	11%	25%	20%	*	*	-	*	20%	*	26%	16%	22%	20%
At Masters Grade Level	2022	25%	13%	11%	0%	12%	18%	-	-	-	-	5%	0%	13%	6%	10%	11%
	2021	25%	10%	10%	6%	10%	20%	*	*	-	*	6%	*	11%	4%	9%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	42%	13%	43%	64%	-	-	-	-	35%	0%	45%	31%	39%	37%
	2021	62%	49%	39%	22%	39%	60%	*	*	-	*	26%	*	40%	33%	37%	37%
At Meets Grade Level or Above	2022	38%	29%	14%	13%	13%	45%	-	-	-	-	20%	0%	15%	8%	13%	10%
	2021	31%	16%	13%	11%	13%	0%	*	*	-	*	20%	*	15%	4%	11%	9%
At Masters Grade Level	2022	18%	11%	6%	0%	6%	0%	-	-	-	-	5%	0%	7%	2%	5%	5%
	2021	13%	4%	4%	6%	4%	0%	*	*	-	*	9%	*	5%	0%	3%	1%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	51%	48%	50%	43%	*	*	-	*	50%	*	55%	38%	49%	50%
	2021	62%	53%	45%	38%	45%	43%	-	-	-	*	35%	*	49%	31%	44%	35%
At Meets Grade Level or Above	2022	43%	32%	23%	24%	24%	0%	*	*	-	*	33%	*	26%	14%	20%	20%
	2021	32%	24%	19%	38%	18%	14%	-	-	-	*	26%	*	21%	9%	17%	10%
At Masters Grade Level	2022	23%	13%	8%	10%	9%	0%	*	*	-	*	13%	*	9%	7%	8%	8%
	2021	15%	9%	7%	25%	6%	0%	-	-	-	*	19%	*	8%	5%	6%	2%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	66%	58%	65%	86%	*	*	-	*	59%	*	70%	53%	67%	68%
	2021	68%	56%	58%	60%	58%	40%	-	-	-	-	47%	*	60%	53%	58%	59%
At Meets Grade Level or Above	2022	39%	22%	19%	16%	19%	14%	*	*	-	*	35%	*	20%	14%	18%	19%
	2021	36%	18%	18%	27%	18%	0%	-	-	-	-	20%	*	19%	15%	17%	14%
At Masters Grade Level	2022	16%	4%	3%	5%	2%	0%	*	*	-	*	8%	*	3%	2%	3%	3%
	2021	15%	3%	4%	13%	4%	0%	-	-	-	-	17%	*	4%	3%	4%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	87%	*	86%	-	-	*	-	-	*	-	87%	86%	87%	86%
	2021	55%	48%	78%	*	78%	*	-	-	-	*	*	*	77%	*	76%	76%
At Meets Grade Level or Above	2022	31%	24%	54%	*	54%	-	-	*	-	-	*	-	52%	71%	53%	47%
	2021	27%	18%	48%	*	47%	*	-	-	-	*	*	*	48%	*	51%	48%
At Masters Grade Level	2022	13%	8%	21%	*	22%	-	-	*	-	-	*	-	21%	14%	17%	19%
	2021	12%	5%	11%	*	12%	*	-	-	-	*	*	*	12%	*	14%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	57%	43%	58%	57%	*	*	-	83%	44%	8%	61%	43%	55%	55%
	2021	67%	61%	51%	40%	51%	48%	*	67%	-	88%	35%	57%	52%	43%	49%	46%
At Meets Grade Level or Above	2022	48%	43%	26%	17%	27%	32%	*	*	-	0%	29%	0%	29%	17%	24%	23%
	2021	41%	33%	21%	21%	21%	10%	*	25%	-	50%	23%	14%	23%	12%	20%	16%
At Masters Grade Level	2022	23%	18%	11%	3%	11%	11%	*	*	-	0%	9%	0%	12%	6%	10%	9%
	2021	18%	12%	8%	9%	8%	7%	*	17%	-	13%	10%	0%	9%	4%	7%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	59%	56%	59%	56%	*	*	-	*	44%	11%	62%	46%	57%	55%
	2021	68%	61%	50%	41%	50%	42%	*	*	-	*	35%	50%	52%	39%	49%	42%
At Meets Grade Level or Above	2022	53%	45%	32%	19%	33%	28%	*	*	-	*	30%	0%	35%	20%	29%	27%
	2021	45%	35%	23%	26%	22%	17%	*	*	-	*	24%	17%	25%	12%	21%	14%
At Masters Grade Level	2022	25%	18%	15%	6%	16%	17%	*	*	-	*	11%	0%	17%	9%	14%	12%
	2021	18%	12%	10%	12%	10%	8%	*	*	-	*	9%	0%	11%	5%	9%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	63%	42%	64%	56%	*	*	-	*	49%	11%	67%	47%	62%	63%
	2021	66%	61%	57%	47%	57%	50%	*	*	-	*	40%	83%	58%	50%	56%	54%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	28%	17%	28%	28%	*	*	-	*	31%	0%	30%	18%	25%	26%
	2021	37%	30%	24%	21%	24%	8%	*	*	-	*	22%	17%	26%	16%	22%	20%
At Masters Grade Level	2022	20%	16%	9%	3%	9%	11%	*	*	-	*	8%	0%	10%	4%	8%	9%
	2021	18%	11%	8%	9%	8%	8%	*	*	-	*	10%	0%	9%	3%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	42%	13%	43%	64%	-	-	-	-	35%	0%	45%	31%	39%	37%
	2021	71%	65%	39%	22%	39%	60%	*	*	-	*	26%	*	40%	33%	37%	37%
At Meets Grade Level or Above	2022	47%	45%	14%	13%	13%	45%	-	-	-	-	20%	0%	15%	8%	13%	10%
	2021	44%	35%	13%	11%	13%	0%	*	*	-	*	20%	*	15%	4%	11%	9%
At Masters Grade Level	2022	21%	16%	6%	0%	6%	0%	-	-	-	-	5%	0%	7%	2%	5%	5%
	2021	20%	12%	4%	6%	4%	0%	*	*	-	*	9%	*	5%	0%	3%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	24%	13%	24%	36%	-	-	-	-	23%	0%	27%	11%	21%	20%
	2021	34%	18%	18%	11%	19%	0%	*	*	-	*	20%	*	21%	8%	17%	12%
Reading and Mathematics Including EOC	2022	41%	28%	24%	13%	24%	36%	-	-	-	-	23%	0%	27%	11%	21%	20%
	2021	34%	18%	18%	11%	19%	0%	*	*	-	*	20%	*	21%	8%	17%	12%
Reading Including EOC	2022	58%	47%	39%	13%	40%	45%	-	-	-	-	28%	0%	43%	27%	37%	32%
	2021	46%	31%	27%	17%	27%	20%	*	*	-	*	23%	*	29%	16%	25%	19%
Math Including EOC	2022	48%	35%	29%	13%	29%	36%	-	-	-	-	23%	0%	32%	17%	26%	27%
	2021	44%	25%	24%	11%	25%	20%	*	*	-	*	20%	*	26%	16%	22%	20%
6th Graders																	
Reading and Mathematics	2022	31%	20%	15%	19%	15%	0%	*	*	-	*	30%	*	18%	8%	13%	12%
	2021	24%	14%	12%	31%	11%	0%	-	-	-	*	23%	*	14%	6%	12%	6%
Reading and Mathematics Including EOC	2022	31%	20%	15%	19%	15%	0%	*	*	-	*	30%	*	18%	8%	13%	12%
	2021	24%	14%	12%	31%	11%	0%	-	-	-	*	23%	*	14%	6%	12%	6%
Reading Including EOC	2022	43%	32%	23%	24%	24%	0%	*	*	-	*	33%	*	26%	14%	20%	20%
	2021	32%	24%	19%	38%	18%	14%	-	-	-	*	26%	*	21%	9%	17%	10%
Math Including EOC	2022	40%	29%	27%	19%	27%	14%	*	*	-	*	40%	*	29%	19%	25%	25%
	2021	36%	23%	23%	31%	23%	0%	-	-	-	*	25%	*	25%	15%	23%	19%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	20%	17%	20%	22%	*	*	-	*	26%	0%	22%	10%	17%	16%
	2021	26%	15%	15%	21%	15%	0%	*	*	-	*	21%	0%	17%	7%	14%	9%
Reading and Mathematics Including EOC	2022	36%	27%	20%	17%	20%	22%	*	*	-	*	26%	0%	22%	10%	17%	16%
	2021	28%	17%	15%	21%	15%	0%	*	*	-	*	21%	0%	17%	7%	14%	9%
Reading Including EOC	2022	53%	45%	31%	19%	33%	28%	*	*	-	*	30%	0%	35%	20%	29%	26%
	2021	41%	30%	23%	26%	22%	17%	*	*	-	*	24%	17%	25%	12%	21%	14%
Math Including EOC	2022	43%	34%	28%	17%	28%	28%	*	*	-	*	31%	0%	30%	18%	25%	26%
	2021	37%	25%	24%	21%	24%	8%	*	*	-	*	22%	17%	26%	16%	22%	20%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	81	82	81	70	-	-	-	-	78	100	81	80	81	78
	2019	81	78	80	67	81	82	*	*	-	*	81	*	80	78	80	80
Grade 5 Mathematics	2022	79	78	75	68	76	60	-	-	-	-	70	83	76	72	75	76
	2019	83	76	77	78	77	91	*	*	-	*	90	*	78	77	77	71
Grade 6 ELA/Reading	2022	61	62	55	71	55	50	*	*	-	*	69	*	56	52	55	59
	2019	42	42	45	55	43	50	-	*	-	*	53	50	45	46	44	41
Grade 6 Mathematics	2022	61	69	75	77	74	79	*	*	-	*	76	*	76	69	74	75
	2019	54	50	55	34	56	59	-	*	-	*	56	40	56	55	55	60
Grade 7 Mathematics	2022	60	55	54	*	53	-	-	*	-	-	*	-	54	50	51	51
	2019	62	57	44	30	46	25	-	*	-	-	*	-	45	38	47	48
All Grades Both Subjects	2022	74	77	71	75	71	65	*	*	-	*	73	85	71	68	71	71
	2019	69	69	63	61	63	63	*	67	-	75	68	50	63	63	63	61
All Grades ELA/Reading	2022	78	80	68	77	69	62	*	*	-	*	74	83	69	66	69	69
	2019	68	68	62	62	61	63	*	*	-	*	66	56	62	62	61	57
All Grades Mathematics	2022	69	74	73	73	73	68	*	*	-	*	73	86	73	69	72	73
	2019	70	70	65	60	65	64	*	*	-	*	71	44	65	64	65	64

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	57%	83%	-	36%	89%	-	43%	-	-	-	-	47%	60%	53%	93%
	2021	67%	61%	51%	64%	-	35%	77%	-	-	43%	-	43%	-	40%	56%	46%	-
At Meets Grade Level or Above	2022	48%	43%	26%	44%	-	36%	47%	-	0%	-	-	-	-	16%	31%	21%	59%
	2021	41%	33%	21%	29%	-	6%	39%	-	-	14%	-	14%	-	11%	28%	16%	-
At Masters Grade Level	2022	23%	18%	11%	17%	-	0%	19%	-	0%	-	-	-	-	6%	13%	8%	37%
	2021	18%	12%	8%	9%	-	3%	12%	-	-	14%	-	14%	-	2%	12%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	59%	83%	-	*	86%	-	*	-	-	-	-	47%	64%	53%	94%
	2021	68%	61%	50%	52%	-	13%	75%	-	-	*	-	*	-	39%	58%	42%	-
At Meets Grade Level or Above	2022	53%	45%	32%	52%	-	*	55%	-	*	-	-	-	-	19%	39%	25%	67%
	2021	45%	35%	23%	29%	-	3%	44%	-	-	*	-	*	-	9%	32%	14%	-
At Masters Grade Level	2022	25%	18%	15%	19%	-	*	21%	-	*	-	-	-	-	8%	19%	10%	44%
	2021	18%	12%	10%	9%	-	3%	13%	-	-	*	-	*	-	4%	15%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	63%	87%	-	*	93%	-	*	-	-	-	-	56%	62%	62%	94%
	2021	66%	61%	57%	75%	-	59%	84%	-	-	*	-	*	-	46%	60%	54%	-
At Meets Grade Level or Above	2022	42%	37%	28%	49%	-	*	52%	-	*	-	-	-	-	20%	30%	25%	50%
	2021	37%	30%	24%	29%	-	9%	40%	-	-	*	-	*	-	16%	28%	20%	-
At Masters Grade Level	2022	20%	16%	9%	19%	-	*	21%	-	*	-	-	-	-	6%	9%	8%	28%
	2021	18%	11%	8%	10%	-	3%	15%	-	-	*	-	*	-	2%	11%	5%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	42%	76%	-	*	87%	-	*	-	-	-	-	27%	49%	36%	80%
	2021	71%	65%	39%	68%	-	*	70%	-	-	*	-	*	-	29%	42%	37%	-
At Meets Grade Level or Above	2022	47%	45%	14%	21%	-	*	23%	-	*	-	-	-	-	6%	19%	9%	60%
	2021	44%	35%	13%	29%	-	*	30%	-	-	*	-	*	-	5%	18%	9%	-
At Masters Grade Level	2022	21%	16%	6%	9%	-	*	10%	-	*	-	-	-	-	3%	7%	4%	40%
	2021	20%	12%	4%	4%	-	*	4%	-	-	*	-	*	-	1%	7%	1%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	71%	70%	-	56%	72%	-	*	-	-	-	-	72%	70%	71%	63%
	2019	69%	69%	63%	63%	-	63%	65%	-	-	*	-	*	-	47%	-	61%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	68%	66%	-	*	69%	-	*	-	-	-	-	69%	68%	69%	68%
	2019	68%	68%	62%	59%	-	59%	65%	-		*	-	*		50%		58%	
All Grades Mathematics	2022	69%	74%	73%	72%	-	*	74%	-	*	-	-	-	-	74%	72%	74%	59%
	2019	70%	70%	65%	67%	-	67%	66%	-		*	-	*		45%		64%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	89%	85%	89%	80%	*	*	-	100%	83%	100%	95%	72%	90%	90%
Not Included in Accountability: Mobile	5%	4%	8%	14%	8%	15%	*	*	-	0%	8%	0%	3%	21%	7%	7%
Not Included in Accountability: Other Exclusions	1%	2%	3%	0%	3%	5%	*	*	-	0%	8%	0%	1%	7%	2%	3%
Not Tested	1%	2%	0%	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	98%	100%	100%	*	*	-	*	99%	100%	99%	100%	99%	100%
Included in Accountability	92%	91%	88%	84%	89%	82%	*	*	-	*	84%	100%	95%	71%	90%	90%
Not Included in Accountability: Mobile	5%	4%	8%	14%	8%	14%	*	*	-	*	7%	0%	3%	21%	7%	7%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	3%	5%	*	*	-	*	7%	0%	1%	8%	2%	3%
Not Tested	1%	2%	0%	2%	0%	0%	*	*	-	*	1%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	2%	0%	0%	*	*	-	*	1%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	84%	89%	82%	*	*	-	*	84%	100%	95%	72%	90%	90%
Not Included in Accountability: Mobile	5%	4%	8%	16%	8%	14%	*	*	-	*	8%	0%	3%	21%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	5%	*	*	-	*	7%	0%	1%	7%	2%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	94%	89%	73%	-	-	-	-	80%	100%	95%	71%	91%	89%
Not Included in Accountability: Mobile	4%	3%	8%	6%	8%	20%	-	-	-	-	10%	0%	3%	21%	7%	8%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	7%	-	-	-	-	10%	0%	2%	8%	2%	3%
Not Tested	2%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	93%	79%	94%	100%	*	100%	-	100%	85%	75%	93%	93%	94%	98%
Included in Accountability	83%	86%	80%	71%	81%	75%	*	80%	-	60%	74%	75%	89%	55%	82%	82%
Not Included in Accountability: Mobile	3%	3%	8%	8%	7%	25%	*	0%	-	40%	8%	0%	3%	23%	7%	7%
Not Included in Accountability: Other Exclusions	3%	5%	5%	0%	6%	0%	*	20%	-	0%	3%	0%	1%	15%	5%	10%
Not Tested	11%	7%	7%	21%	6%	0%	*	0%	-	0%	15%	25%	7%	7%	6%	2%
Absent	2%	2%	0%	2%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	4%	6%	19%	6%	0%	*	0%	-	0%	13%	25%	6%	6%	6%	2%
Mathematics																
Assessment Participant	88%	95%	92%	77%	93%	100%	*	100%	-	100%	85%	75%	92%	91%	92%	96%
Included in Accountability	84%	89%	80%	71%	81%	75%	*	80%	-	60%	75%	75%	90%	55%	82%	82%
Not Included in Accountability: Mobile	4%	3%	8%	6%	7%	25%	*	0%	-	40%	8%	0%	3%	23%	7%	7%
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	4%	0%	*	20%	-	0%	2%	0%	0%	13%	4%	7%
Not Tested	12%	5%	8%	23%	7%	0%	*	0%	-	0%	15%	25%	8%	9%	8%	4%
Absent	2%	2%	1%	4%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	10%	3%	7%	19%	7%	0%	*	0%	-	0%	15%	25%	7%	7%	7%	4%
Science																
Assessment Participant	87%	92%	92%	83%	92%	100%	*	100%	-	*	86%	*	93%	92%	92%	95%
Included in Accountability	84%	88%	77%	78%	78%	63%	*	80%	-	*	71%	*	90%	46%	79%	80%
Not Included in Accountability: Mobile	3%	3%	9%	4%	8%	38%	*	0%	-	*	12%	*	2%	26%	8%	5%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	6%	0%	6%	0%	*	20%	-	*	2%	*	0%	19%	6%	10%
Not Tested	13%	8%	8%	17%	8%	0%	*	0%	-	*	14%	*	7%	8%	8%	5%
Absent	2%	3%	1%	4%	1%	0%	*	0%	-	*	0%	*	0%	3%	1%	1%
Other	10%	5%	7%	13%	7%	0%	*	0%	-	*	14%	*	7%	6%	7%	4%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	96.3%	95.1%	96.4%	97.0%	*	*	-	*	95.1%	96.2%	96.8%
2019-20	98.3%	98.1%	98.7%	97.5%	98.8%	99.3%	*	*	-	*	98.0%	98.8%	99.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.0%	23.6%	11.1%	12.5%	*	0.0%	-	14.3%	13.3%	11.9%	9.2%
2019-20	6.7%	8.8%	6.1%	15.1%	5.5%	0.0%	*	*	-	*	13.1%	5.8%	3.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	684	100.0%	49,255	5,402,928	684	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	350	51.2%	7.2%	7.2%	350	51.2%	7.1%	7.2%
Grade 6	334	48.8%	7.1%	7.4%	334	48.8%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	45	6.6%	8.1%	12.8%	45	6.6%	8.1%	12.8%
Hispanic	606	88.6%	82.8%	52.8%	606	88.6%	82.8%	52.7%
White	28	4.1%	5.2%	26.3%	28	4.1%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	2	0.3%	3.0%	4.8%	2	0.3%	3.0%	4.8%
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%	2.9%	2	0.3%	0.7%	2.9%
Sex:								
Female	323	47.2%	48.3%	48.9%	323	47.2%	48.3%	48.8%
Male	361	52.8%	51.7%	51.1%	361	52.8%	51.7%	51.2%
Economically Disadvantaged	577	84.4%	79.4%	60.7%	577	84.4%	79.4%	60.6%
Non-Educationally Disadvantaged	107	15.6%	20.6%	39.3%	107	15.6%	20.6%	39.4%
Section 504 Students	42	6.1%	5.8%	7.4%	42	6.1%	5.8%	7.4%
EB Students/EL	388	56.7%	32.6%	21.7%	388	56.7%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	3	0.4%	0.8%	0.6%				
Students w/ Dyslexia	35	5.1%	4.9%	5.0%	35	5.1%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	10	1.5%	0.7%	1.1%	10	1.5%	0.7%	1.1%
Immigrant	43	6.3%	3.4%	2.0%	43	6.3%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	684	100.0%	67.8%	64.3%	684	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	559	81.7%	69.4%	53.5%	559	81.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	393	57.5%	30.5%	21.9%	393	57.5%	30.4%	21.8%
Gifted and Talented Education	62	9.1%	5.5%	8.0%	62	9.1%	5.5%	8.0%
Special Education	93	13.6%	12.4%	11.6%	93	13.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	45.2%	44.4%	43.0%				
Students with Physical Disabilities	16	17.2%	18.2%	20.8%				
Students with Autism	23	24.7%	21.3%	14.7%				
Students with Behavioral Disabilities	12	12.9%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	143	17.3%	14.7%	13.6%				
By Ethnicity:								
African American	16	1.9%	2.1%	2.5%				
Hispanic	111	13.4%	11.1%	6.6%				
White	11	1.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	14	14.1%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	56	13.6%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	116	16.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	78	22.4%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	1.0%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.9%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	16.6	17.4	20.2
Grade 6	17.7	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	16.3	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	89.9	100.0%	100.0%	100.0%
Professional Staff:	74.2	82.6%	59.0%	64.1%
Teachers	62.4	69.4%	45.5%	49.3%
Professional Support	8.8	9.8%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.3%	2.3%	2.9%
Educational Aides:	15.7	17.4%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	59.6	66.3%	65.4%	52.1%
Teachers by Ethnicity:				
African American	10.0	16.1%	10.3%	11.2%
Hispanic	28.1	45.0%	39.2%	28.9%
White	22.3	35.8%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.6%	0.9%	1.2%
Teachers by Sex:				
Males	11.0	17.7%	25.0%	24.1%
Females	51.4	82.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	48.4	77.6%	75.8%	72.6%
Masters	14.0	22.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.2%	7.9%	7.9%
1-5 Years Experience	13.0	20.9%	27.4%	26.7%
6-10 Years Experience	21.0	33.6%	24.2%	20.6%
11-20 Years Experience	18.3	29.3%	28.7%	28.6%
21-30 Years Experience	8.1	13.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	8.0	6.3
Average Years Experience of Principals with District	11.0	7.7	5.4
Average Years Experience of Assistant Principals	9.5	7.4	5.5
Average Years Experience of Assistant Principals with District	9.5	7.1	4.8
Average Years Experience of Teachers:	11.0	10.4	11.1
Average Years Experience of Teachers with District:	8.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,552	\$56,914	\$51,054
1-5 Years Experience	\$59,121	\$58,997	\$54,577
6-10 Years Experience	\$61,052	\$61,821	\$57,746
11-20 Years Experience	\$64,756	\$63,221	\$61,377
21-30 Years Experience	\$68,580	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,474	\$61,600	\$58,887
Professional Support	\$70,963	\$76,167	\$69,505
Campus Administration (School Leadership)	\$100,038	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	4.8%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	1.7	2.7%	0.5%	1.7%
Regular Education	42.3	67.7%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	12.4	19.8%	14.2%	9.6%
Other	3.1	5.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RICK SCHNEIDER MIDDLE

Campus Number: 101917142

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	68%	74%	66%	60%	*	80%	-	*	44%	*	71%	56%	66%	61%
	2021	73%	62%	54%	43%	55%	33%	-	80%	-	-	23%	67%	55%	49%	53%	49%
At Meets Grade Level or Above	2022	58%	47%	40%	49%	38%	20%	*	80%	-	*	36%	*	45%	26%	41%	35%
	2021	46%	31%	23%	25%	22%	17%	-	60%	-	-	14%	0%	21%	29%	21%	12%
At Masters Grade Level	2022	36%	26%	21%	20%	22%	20%	*	0%	-	*	13%	*	23%	15%	21%	16%
	2021	30%	17%	11%	21%	10%	0%	-	40%	-	-	0%	0%	11%	16%	11%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	58%	43%	61%	40%	*	80%	-	*	49%	*	62%	45%	56%	59%
	2021	70%	58%	46%	34%	48%	0%	-	80%	-	-	27%	20%	48%	37%	45%	50%
At Meets Grade Level or Above	2022	48%	34%	24%	14%	24%	20%	*	80%	-	*	33%	*	28%	11%	24%	19%
	2021	44%	25%	15%	9%	15%	0%	-	60%	-	-	13%	0%	16%	10%	14%	11%
At Masters Grade Level	2022	25%	13%	8%	6%	7%	0%	*	60%	-	*	15%	*	10%	2%	8%	8%
	2021	25%	10%	5%	3%	5%	0%	-	40%	-	-	2%	0%	6%	4%	5%	2%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	59%	46%	61%	40%	*	100%	-	*	56%	*	62%	51%	58%	62%
	2021	62%	49%	39%	19%	41%	33%	-	80%	-	-	23%	67%	41%	33%	38%	42%
At Meets Grade Level or Above	2022	38%	29%	27%	14%	29%	20%	*	60%	-	*	28%	*	31%	16%	27%	28%
	2021	31%	16%	8%	0%	8%	0%	-	60%	-	-	11%	17%	9%	2%	7%	10%
At Masters Grade Level	2022	18%	11%	9%	9%	8%	20%	*	20%	-	*	5%	*	11%	3%	9%	8%
	2021	13%	4%	3%	0%	3%	0%	-	40%	-	-	7%	17%	4%	0%	3%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	58%	50%	59%	50%	-	*	-	-	25%	*	61%	47%	57%	60%
	2021	62%	53%	49%	39%	50%	*	-	*	-	*	35%	*	50%	45%	49%	32%
At Meets Grade Level or Above	2022	43%	32%	28%	25%	29%	0%	-	*	-	-	13%	*	30%	24%	28%	27%
	2021	32%	24%	17%	9%	18%	*	-	*	-	*	18%	*	18%	12%	15%	8%
At Masters Grade Level	2022	23%	13%	11%	10%	11%	0%	-	*	-	-	2%	*	12%	9%	11%	10%
	2021	15%	9%	3%	6%	3%	*	-	*	-	*	0%	*	4%	0%	2%	0%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	58%	49%	60%	33%	-	*	-	-	25%	*	59%	54%	58%	61%
	2021	68%	56%	45%	55%	44%	*	-	*	-	*	32%	*	44%	48%	44%	29%
At Meets Grade Level or Above	2022	39%	22%	17%	23%	17%	0%	-	*	-	-	13%	*	17%	18%	17%	14%
	2021	36%	18%	9%	7%	9%	*	-	*	-	*	19%	*	8%	11%	8%	5%
At Masters Grade Level	2022	16%	4%	3%	3%	3%	0%	-	*	-	-	4%	*	3%	2%	3%	1%
	2021	15%	3%	0%	0%	1%	*	-	*	-	*	0%	*	1%	0%	0%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	100%	*	100%	-	-	*	-	-	*	-	100%	*	100%	100%
	2021	55%	48%	81%	*	84%	-	-	-	-	-	*	*	79%	*	81%	67%
At Meets Grade Level or Above	2022	31%	24%	91%	*	90%	-	-	*	-	-	*	-	100%	*	90%	88%
	2021	27%	18%	23%	*	24%	-	-	-	-	-	*	*	17%	*	23%	17%
At Masters Grade Level	2022	13%	8%	39%	*	35%	-	-	*	-	-	*	-	43%	*	38%	31%
	2021	12%	5%	8%	*	8%	-	-	-	-	-	*	*	8%	*	8%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	61%	52%	62%	44%	*	87%	-	*	39%	41%	64%	51%	60%	62%
	2021	67%	61%	47%	37%	49%	28%	-	74%	-	*	28%	46%	48%	43%	46%	42%
At Meets Grade Level or Above	2022	48%	43%	28%	25%	28%	11%	*	65%	-	*	24%	29%	31%	19%	28%	26%
	2021	41%	33%	14%	10%	15%	4%	-	47%	-	*	15%	4%	15%	13%	14%	10%
At Masters Grade Level	2022	23%	18%	11%	9%	11%	7%	*	30%	-	*	8%	6%	12%	6%	11%	9%
	2021	18%	12%	5%	6%	5%	0%	-	32%	-	*	2%	4%	5%	4%	5%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	63%	61%	63%	55%	*	78%	-	*	33%	43%	66%	52%	61%	61%
	2021	68%	61%	51%	41%	53%	40%	-	71%	-	*	29%	60%	53%	47%	51%	42%
At Meets Grade Level or Above	2022	53%	45%	34%	36%	34%	9%	*	67%	-	*	23%	43%	37%	25%	34%	31%
	2021	45%	35%	20%	16%	20%	10%	-	43%	-	*	15%	0%	20%	19%	18%	10%
At Masters Grade Level	2022	25%	18%	16%	15%	16%	9%	*	11%	-	*	7%	14%	17%	12%	16%	13%
	2021	18%	12%	8%	13%	7%	0%	-	29%	-	*	0%	0%	8%	7%	7%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	60%	47%	62%	36%	*	89%	-	*	36%	43%	63%	50%	58%	62%
	2021	66%	61%	47%	44%	48%	11%	-	71%	-	*	30%	20%	48%	44%	46%	42%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	23%	20%	23%	9%	*	67%	-	*	23%	29%	26%	14%	23%	21%
	2021	37%	30%	12%	8%	13%	0%	-	43%	-	*	17%	0%	13%	12%	12%	9%
At Masters Grade Level	2022	20%	16%	7%	4%	6%	0%	*	56%	-	*	10%	0%	8%	2%	7%	6%
	2021	18%	11%	3%	2%	3%	0%	-	29%	-	*	1%	0%	4%	2%	3%	1%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	59%	46%	61%	40%	*	100%	-	*	56%	*	62%	51%	58%	62%
	2021	71%	65%	39%	19%	41%	33%	-	80%	-	-	23%	67%	41%	33%	38%	42%
At Meets Grade Level or Above	2022	47%	45%	27%	14%	29%	20%	*	60%	-	*	28%	*	31%	16%	27%	28%
	2021	44%	35%	8%	0%	8%	0%	-	60%	-	-	11%	17%	9%	2%	7%	10%
At Masters Grade Level	2022	21%	16%	9%	9%	8%	20%	*	20%	-	*	5%	*	11%	3%	9%	8%
	2021	20%	12%	3%	0%	3%	0%	-	40%	-	-	7%	17%	4%	0%	3%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	19%	14%	19%	20%	*	80%	-	*	26%	*	22%	9%	20%	16%
	2021	34%	18%	10%	7%	10%	0%	-	60%	-	-	14%	0%	11%	9%	10%	6%
Reading and Mathematics Including EOC	2022	41%	28%	19%	14%	19%	20%	*	80%	-	*	26%	*	22%	9%	20%	16%
	2021	34%	18%	10%	7%	10%	0%	-	60%	-	-	14%	0%	11%	9%	10%	6%
Reading Including EOC	2022	58%	47%	40%	49%	38%	20%	*	80%	-	*	36%	*	45%	26%	41%	35%
	2021	46%	31%	23%	25%	22%	17%	-	60%	-	-	14%	0%	21%	29%	21%	12%
Math Including EOC	2022	48%	35%	24%	14%	24%	20%	*	80%	-	*	33%	*	28%	11%	24%	19%
	2021	44%	25%	15%	9%	15%	0%	-	60%	-	-	13%	0%	16%	10%	14%	11%
6th Graders																	
Reading and Mathematics	2022	31%	20%	17%	20%	16%	0%	-	*	-	-	10%	*	18%	14%	17%	16%
	2021	24%	14%	6%	3%	6%	*	-	*	-	*	16%	*	5%	7%	5%	2%
Reading and Mathematics Including EOC	2022	31%	20%	17%	20%	16%	0%	-	*	-	-	10%	*	18%	14%	17%	16%
	2021	24%	14%	6%	3%	6%	*	-	*	-	*	16%	*	5%	7%	5%	2%
Reading Including EOC	2022	43%	32%	28%	25%	29%	0%	-	*	-	-	13%	*	30%	24%	28%	27%
	2021	32%	24%	16%	9%	17%	*	-	*	-	*	18%	*	17%	12%	14%	6%
Math Including EOC	2022	40%	29%	23%	25%	22%	0%	-	*	-	-	14%	*	24%	18%	23%	22%
	2021	36%	23%	10%	7%	11%	*	-	*	-	*	21%	0%	9%	14%	10%	5%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	18%	17%	17%	9%	*	67%	-	*	17%	29%	20%	11%	18%	16%
	2021	26%	15%	8%	5%	8%	0%	-	43%	-	*	15%	0%	8%	8%	8%	4%
Reading and Mathematics Including EOC	2022	36%	27%	18%	17%	17%	9%	*	67%	-	*	17%	29%	20%	11%	18%	16%
	2021	28%	17%	8%	5%	8%	0%	-	43%	-	*	15%	0%	8%	8%	8%	4%
Reading Including EOC	2022	53%	45%	34%	36%	34%	9%	*	67%	-	*	23%	43%	37%	25%	34%	31%
	2021	41%	30%	19%	16%	20%	10%	-	43%	-	*	15%	0%	19%	19%	18%	9%
Math Including EOC	2022	43%	34%	23%	20%	23%	9%	*	67%	-	*	23%	29%	26%	14%	23%	21%
	2021	37%	25%	12%	8%	13%	0%	-	43%	-	*	17%	0%	13%	12%	12%	9%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	87	89	87	100	*	*	-	*	80	*	87	88	87	84
	2019	81	78	80	92	79	71	-	*	-	-	73	50	80	80	80	76
Grade 5 Mathematics	2022	79	78	75	83	74	80	*	*	-	*	77	*	74	80	75	72
	2019	83	76	63	82	60	75	*	*	-	-	73	33	62	64	62	56
Grade 6 ELA/Reading	2022	61	62	68	55	69	58	-	*	-	-	58	*	70	60	68	78
	2019	42	42	39	38	39	40	-	*	-	*	40	42	40	32	39	40
Grade 6 Mathematics	2022	61	69	73	62	75	67	-	*	-	-	68	*	76	60	72	74
	2019	54	50	49	30	51	28	-	*	-	*	60	42	50	45	47	50
Grade 7 Mathematics	2022	60	55	65	*	65	-	-	*	-	-	*	-	71	*	67	63
	2019	62	57	23	*	24	-	-	-	-	-	-	-	26	*	25	25
All Grades Both Subjects	2022	74	77	76	72	76	75	*	94	-	*	70	75	77	72	75	77
	2019	69	69	57	61	57	51	*	81	-	*	62	42	57	56	57	55
All Grades ELA/Reading	2022	78	80	77	72	78	77	*	88	-	*	67	83	78	74	77	81
	2019	68	68	59	66	59	53	-	*	-	*	57	46	60	56	59	57
All Grades Mathematics	2022	69	74	74	71	74	73	*	100	-	*	72	67	75	70	73	72
	2019	70	70	55	57	55	50	*	*	-	*	67	38	55	55	54	52

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	61%	60%	-	59%	-	-	80%	-	-	-	-	62%	60%	60%	94%
	2021	67%	61%	47%	50%	-	50%	-	-	-	-	-	-	-	42%	51%	42%	-
At Meets Grade Level or Above	2022	48%	43%	28%	20%	-	19%	-	-	60%	-	-	-	-	27%	31%	24%	68%
	2021	41%	33%	14%	50%	-	50%	-	-	-	-	-	-	-	9%	18%	10%	-
At Masters Grade Level	2022	23%	18%	11%	8%	-	7%	-	-	60%	-	-	-	-	8%	12%	8%	32%
	2021	18%	12%	5%	0%	-	0%	-	-	-	-	-	-	-	2%	7%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	63%	62%	-	61%	-	-	*	-	-	-	-	60%	65%	58%	95%
	2021	68%	61%	51%	*	-	*	-	-	-	-	-	-	-	42%	58%	42%	-
At Meets Grade Level or Above	2022	53%	45%	34%	26%	-	25%	-	-	*	-	-	-	-	30%	38%	28%	71%
	2021	45%	35%	20%	*	-	*	-	-	-	-	-	-	-	10%	27%	10%	-
At Masters Grade Level	2022	25%	18%	16%	14%	-	13%	-	-	*	-	-	-	-	9%	19%	11%	43%
	2021	18%	12%	8%	*	-	*	-	-	-	-	-	-	-	3%	11%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%	52%	-	52%	-	-	*	-	-	-	-	65%	57%	60%	95%
	2021	66%	61%	47%	*	-	*	-	-	-	-	-	-	-	42%	51%	42%	-
At Meets Grade Level or Above	2022	42%	37%	23%	13%	-	12%	-	-	*	-	-	-	-	22%	26%	17%	67%
	2021	37%	30%	12%	*	-	*	-	-	-	-	-	-	-	8%	15%	9%	-
At Masters Grade Level	2022	20%	16%	7%	3%	-	2%	-	-	*	-	-	-	-	6%	7%	5%	29%
	2021	18%	11%	3%	*	-	*	-	-	-	-	-	-	-	1%	5%	1%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	59%	66%	-	65%	-	-	*	-	-	-	-	59%	56%	61%	80%
	2021	71%	65%	39%	*	-	*	-	-	-	-	-	-	-	42%	37%	42%	-
At Meets Grade Level or Above	2022	47%	45%	27%	22%	-	21%	-	-	*	-	-	-	-	33%	27%	27%	60%
	2021	44%	35%	8%	*	-	*	-	-	-	-	-	-	-	9%	7%	10%	-
At Masters Grade Level	2022	21%	16%	9%	5%	-	4%	-	-	*	-	-	-	-	13%	9%	9%	0%
	2021	20%	12%	3%	*	-	*	-	-	-	-	-	-	-	2%	4%	2%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	76%	75%	-	75%	-	-	*	-	-	-	-	76%	74%	76%	79%
	2019	69%	69%	57%	51%	-	51%	-	-	-	*	-	*	-	69%		53%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	77%	81%	-	81%	-	-	*	-	-	-	-	79%	73%	81%	85%
	2019	68%	68%	59%	54%	-	54%	-	-		*	-	*		70%		56%	
All Grades Mathematics	2022	69%	74%	74%	69%	-	69%	-	-	*	-	-	-	-	74%	76%	72%	74%
	2019	70%	70%	55%	48%	-	48%	-	-		*	-	*		68%		50%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	99%	99%	100%	*	100%	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	90%	83%	92%	77%	*	100%	-	27%	88%	100%	98%	71%	91%	92%
Not Included in Accountability: Mobile	5%	4%	8%	16%	6%	14%	*	0%	-	73%	9%	0%	2%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	9%	*	0%	-	0%	1%	0%	0%	6%	2%	3%
Not Tested	1%	2%	1%	1%	1%	0%	*	0%	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	2%	1%	1%	1%	0%	*	0%	-	0%	2%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	99%	99%	100%	*	100%	-	*	97%	100%	100%	98%	99%	100%
Included in Accountability	92%	91%	90%	83%	92%	79%	*	100%	-	*	88%	100%	98%	71%	91%	92%
Not Included in Accountability: Mobile	5%	4%	7%	16%	5%	14%	*	0%	-	*	8%	0%	2%	22%	7%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	2%	7%	*	0%	-	*	1%	0%	0%	6%	2%	3%
Not Tested	1%	2%	1%	1%	1%	0%	*	0%	-	*	3%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	1%	1%	0%	*	0%	-	*	3%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	100%	*	100%	-	*	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	90%	83%	92%	79%	*	100%	-	*	89%	100%	98%	72%	91%	93%
Not Included in Accountability: Mobile	5%	4%	7%	16%	5%	14%	*	0%	-	*	8%	0%	2%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	7%	*	0%	-	*	1%	0%	0%	5%	2%	3%
Not Tested	1%	1%	1%	1%	1%	0%	*	0%	-	*	2%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	*	0%	-	*	2%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	89%	83%	91%	71%	*	100%	-	*	85%	*	97%	71%	90%	92%
Not Included in Accountability: Mobile	4%	3%	8%	17%	7%	14%	*	0%	-	*	13%	*	3%	22%	8%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	14%	*	0%	-	*	2%	*	0%	6%	2%	3%
Not Tested	2%	2%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	94%	83%	96%	92%	-	100%	-	*	97%	92%	96%	90%	94%	99%
Included in Accountability	83%	86%	83%	73%	84%	77%	-	100%	-	*	89%	83%	93%	56%	83%	78%
Not Included in Accountability: Mobile	3%	3%	5%	11%	3%	15%	-	0%	-	*	3%	0%	1%	12%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	7%	0%	8%	0%	-	0%	-	*	4%	8%	2%	21%	7%	16%
Not Tested	11%	7%	6%	17%	4%	8%	-	0%	-	*	3%	8%	4%	10%	6%	1%
Absent	2%	2%	3%	10%	2%	8%	-	0%	-	*	2%	8%	1%	7%	3%	0%
Other	10%	4%	3%	7%	2%	0%	-	0%	-	*	1%	0%	3%	3%	3%	1%
Mathematics																
Assessment Participant	88%	95%	90%	86%	91%	77%	-	100%	-	*	93%	83%	92%	86%	90%	91%
Included in Accountability	84%	89%	81%	74%	82%	69%	-	100%	-	*	88%	83%	91%	56%	81%	76%
Not Included in Accountability: Mobile	4%	3%	5%	12%	4%	8%	-	0%	-	*	3%	0%	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	0%	2%	5%	0%	6%	0%	-	0%	-	*	1%	0%	0%	17%	5%	11%
Not Tested	12%	5%	10%	14%	9%	23%	-	0%	-	*	7%	17%	8%	14%	10%	9%
Absent	2%	2%	6%	8%	6%	23%	-	0%	-	*	4%	17%	5%	9%	7%	7%
Other	10%	3%	4%	6%	3%	0%	-	0%	-	*	3%	0%	3%	5%	4%	2%
Science																
Assessment Participant	87%	92%	93%	86%	94%	88%	-	100%	-	-	96%	86%	95%	88%	93%	97%
Included in Accountability	84%	88%	84%	73%	85%	75%	-	100%	-	-	92%	86%	93%	56%	84%	82%
Not Included in Accountability: Mobile	3%	3%	5%	14%	3%	13%	-	0%	-	-	2%	0%	2%	14%	5%	6%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	5%	0%	5%	0%	-	0%	-	-	2%	0%	0%	18%	4%	10%
Not Tested	13%	8%	7%	14%	6%	13%	-	0%	-	-	4%	14%	5%	12%	7%	3%
Absent	2%	3%	4%	7%	3%	13%	-	0%	-	-	2%	0%	3%	8%	4%	2%
Other	10%	5%	3%	7%	2%	0%	-	0%	-	-	2%	14%	2%	4%	3%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.5%	91.0%	96.1%	95.1%	*	98.1%	*	*	93.9%	95.5%	96.6%
2019-20	98.3%	98.1%	98.2%	96.5%	98.5%	95.2%	*	*	*	*	98.5%	98.3%	98.7%
Chronic Absenteeism													
2020-21	15.0%	18.0%	14.8%	37.7%	11.1%	11.8%	*	0.0%	*	*	23.1%	13.9%	8.7%
2019-20	6.7%	8.8%	8.0%	17.0%	6.4%	20.7%	0.0%	0.0%	*	*	7.1%	7.4%	6.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	664	100.0%	49,255	5,402,928	664	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	326	49.1%	7.2%	7.2%	326	49.1%	7.1%	7.2%
Grade 6	338	50.9%	7.1%	7.4%	338	50.9%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	95	14.3%	8.1%	12.8%	95	14.3%	8.1%	12.8%
Hispanic	539	81.2%	82.8%	52.8%	539	81.2%	82.8%	52.7%
White	16	2.4%	5.2%	26.3%	16	2.4%	5.2%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	9	1.4%	3.0%	4.8%	9	1.4%	3.0%	4.8%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	2	0.3%	0.7%	2.9%	2	0.3%	0.7%	2.9%
Sex:								
Female	310	46.7%	48.3%	48.9%	310	46.7%	48.3%	48.8%
Male	354	53.3%	51.7%	51.1%	354	53.3%	51.7%	51.2%
Economically Disadvantaged	599	90.2%	79.4%	60.7%	599	90.2%	79.4%	60.6%
Non-Educationally Disadvantaged	65	9.8%	20.6%	39.3%	65	9.8%	20.6%	39.4%
Section 504 Students	51	7.7%	5.8%	7.4%	51	7.7%	5.8%	7.4%
EB Students/EL	318	47.9%	32.6%	21.7%	318	47.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	3	0.4%	0.8%	0.6%				
Students w/ Dyslexia	49	7.4%	4.9%	5.0%	49	7.4%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.5%	0.7%	1.1%	3	0.5%	0.7%	1.1%
Immigrant	22	3.3%	3.4%	2.0%	22	3.3%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	664	100.0%	67.8%	64.3%	664	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	543	81.8%	69.4%	53.5%	543	81.8%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	289	43.5%	30.5%	21.9%	289	43.5%	30.4%	21.8%
Gifted and Talented Education	35	5.3%	5.5%	8.0%	35	5.3%	5.5%	8.0%
Special Education	96	14.5%	12.4%	11.6%	96	14.5%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	66	68.8%	44.4%	43.0%				
Students with Physical Disabilities	5	5.2%	18.2%	20.8%				
Students with Autism	10	10.4%	21.3%	14.7%				
Students with Behavioral Disabilities	15	15.6%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	135	17.3%	14.7%	13.6%				
By Ethnicity:								
African American	32	4.1%	2.1%	2.5%				
Hispanic	95	12.1%	11.1%	6.6%				
White	6	0.8%	1.0%	3.5%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	19	17.3%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	52	15.4%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	116	16.5%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	83	23.1%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.0%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.7%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	18.3	17.4	20.2
Grade 6	18.7	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	83.6	100.0%	100.0%	100.0%
Professional Staff:	67.2	80.4%	59.0%	64.1%
Teachers	57.1	68.3%	45.5%	49.3%
Professional Support	7.2	8.6%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.6%	2.3%	2.9%
Educational Aides:	16.3	19.6%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	58.5	70.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	17.0	29.8%	10.3%	11.2%
Hispanic	22.0	38.5%	39.2%	28.9%
White	17.1	29.9%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	15.1	26.5%	25.0%	24.1%
Females	41.9	73.5%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	45.8	80.3%	75.8%	72.6%
Masters	11.3	19.7%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.0%	7.9%	7.9%
1-5 Years Experience	25.3	44.4%	27.4%	26.7%
6-10 Years Experience	11.0	19.3%	24.2%	20.6%
11-20 Years Experience	13.3	23.3%	28.7%	28.6%
21-30 Years Experience	3.4	6.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
Average Years Experience of Assistant Principals	2.5	7.4	5.5
Average Years Experience of Assistant Principals with District	2.5	7.1	4.8
Average Years Experience of Teachers:	8.3	10.4	11.1
Average Years Experience of Teachers with District:	6.7	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,308	\$56,914	\$51,054
1-5 Years Experience	\$59,139	\$58,997	\$54,577
6-10 Years Experience	\$61,117	\$61,821	\$57,746
11-20 Years Experience	\$65,023	\$63,221	\$61,377
21-30 Years Experience	\$68,495	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,329	\$61,600	\$58,887
Professional Support	\$69,544	\$76,167	\$69,505
Campus Administration (School Leadership)	\$95,272	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	7.8	13.7%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	36.5	64.0%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	12.4	21.7%	14.2%	9.6%
Other	0.3	0.6%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BOBBY SHAW MIDDLE

Campus Number: 101917143

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	72%	57%	73%	67%	-	-	-	*	42%	90%	74%	64%	73%	72%
	2021	73%	62%	63%	38%	63%	60%	-	-	-	*	42%	89%	62%	64%	62%	57%
At Meets Grade Level or Above	2022	58%	47%	39%	0%	40%	33%	-	-	-	*	25%	70%	40%	36%	40%	37%
	2021	46%	31%	29%	25%	30%	40%	-	-	-	*	21%	11%	28%	36%	28%	21%
At Masters Grade Level	2022	36%	26%	16%	0%	17%	17%	-	-	-	*	4%	50%	16%	18%	16%	17%
	2021	30%	17%	16%	0%	16%	40%	-	-	-	*	4%	0%	14%	24%	15%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	67%	29%	69%	33%	-	-	-	*	52%	90%	70%	56%	68%	70%
	2021	70%	58%	62%	33%	63%	60%	-	-	-	*	60%	89%	63%	51%	62%	56%
At Meets Grade Level or Above	2022	48%	34%	27%	0%	28%	33%	-	-	-	*	21%	40%	29%	20%	28%	29%
	2021	44%	25%	24%	22%	24%	40%	-	-	-	*	27%	22%	24%	26%	24%	20%
At Masters Grade Level	2022	25%	13%	11%	0%	11%	17%	-	-	-	*	10%	10%	13%	5%	12%	11%
	2021	25%	10%	9%	0%	9%	40%	-	-	-	*	13%	11%	10%	3%	9%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	63%	29%	63%	67%	-	-	-	*	43%	70%	63%	61%	62%	62%
	2021	62%	49%	41%	33%	41%	60%	-	-	-	*	42%	22%	42%	34%	40%	35%
At Meets Grade Level or Above	2022	38%	29%	26%	0%	26%	33%	-	-	-	*	26%	50%	26%	23%	26%	25%
	2021	31%	16%	11%	22%	11%	20%	-	-	-	*	23%	22%	11%	14%	11%	6%
At Masters Grade Level	2022	18%	11%	8%	0%	9%	0%	-	-	-	*	15%	10%	9%	5%	9%	8%
	2021	13%	4%	1%	0%	1%	0%	-	-	-	*	2%	0%	1%	0%	1%	1%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	57%	42%	58%	50%	-	-	-	*	31%	44%	60%	47%	56%	56%
	2021	62%	53%	45%	30%	46%	44%	-	-	-	*	26%	*	46%	42%	43%	30%
At Meets Grade Level or Above	2022	43%	32%	27%	25%	27%	33%	-	-	-	*	23%	11%	30%	19%	26%	27%
	2021	32%	24%	15%	10%	15%	22%	-	-	-	*	13%	*	15%	15%	14%	4%
At Masters Grade Level	2022	23%	13%	9%	17%	9%	17%	-	-	-	*	8%	0%	9%	12%	8%	7%
	2021	15%	9%	6%	10%	6%	0%	-	-	-	*	6%	*	6%	4%	6%	0%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	56%	36%	58%	*	-	-	-	*	35%	67%	55%	58%	56%	60%
	2021	68%	56%	52%	63%	51%	50%	-	-	-	*	40%	*	50%	61%	51%	42%
At Meets Grade Level or Above	2022	39%	22%	12%	9%	12%	*	-	-	-	*	21%	17%	13%	11%	12%	12%
	2021	36%	18%	11%	25%	11%	0%	-	-	-	*	13%	*	11%	11%	10%	6%
At Masters Grade Level	2022	16%	4%	3%	9%	2%	*	-	-	-	*	10%	0%	2%	4%	2%	2%
	2021	15%	3%	2%	13%	1%	0%	-	-	-	*	7%	*	2%	3%	1%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	73%	*	72%	*	-	-	-	*	-	*	73%	83%	73%	68%
	2021	55%	48%	60%	*	62%	*	-	-	-	*	*	*	61%	56%	59%	51%
At Meets Grade Level or Above	2022	31%	24%	30%	*	31%	*	-	-	-	*	-	*	28%	67%	30%	30%
	2021	27%	18%	27%	*	28%	*	-	-	-	*	*	*	26%	33%	29%	22%
At Masters Grade Level	2022	13%	8%	9%	*	9%	*	-	-	-	*	-	*	8%	17%	8%	9%
	2021	12%	5%	8%	*	9%	*	-	-	-	*	*	*	7%	22%	9%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	64%	40%	65%	50%	-	-	-	89%	41%	75%	66%	58%	64%	65%
	2021	67%	61%	53%	37%	53%	52%	-	-	-	47%	42%	73%	53%	50%	52%	45%
At Meets Grade Level or Above	2022	48%	43%	28%	9%	28%	30%	-	-	-	22%	23%	40%	29%	23%	28%	28%
	2021	41%	33%	19%	20%	19%	21%	-	-	-	13%	20%	18%	19%	20%	19%	12%
At Masters Grade Level	2022	23%	18%	10%	7%	10%	10%	-	-	-	0%	9%	17%	10%	9%	10%	10%
	2021	18%	12%	7%	4%	7%	12%	-	-	-	0%	6%	3%	7%	7%	7%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	65%	47%	66%	58%	-	-	-	*	37%	68%	67%	56%	65%	65%
	2021	68%	61%	53%	33%	54%	50%	-	-	-	50%	34%	92%	54%	51%	52%	44%
At Meets Grade Level or Above	2022	53%	45%	34%	16%	34%	33%	-	-	-	*	24%	42%	35%	28%	33%	32%
	2021	45%	35%	21%	17%	22%	29%	-	-	-	0%	17%	17%	21%	23%	21%	13%
At Masters Grade Level	2022	25%	18%	13%	11%	13%	17%	-	-	-	*	6%	26%	12%	15%	12%	12%
	2021	18%	12%	10%	6%	11%	14%	-	-	-	0%	5%	0%	10%	12%	10%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	65%	37%	66%	33%	-	-	-	*	44%	84%	66%	58%	65%	67%
	2021	66%	61%	58%	42%	59%	50%	-	-	-	50%	51%	92%	58%	56%	58%	51%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	23%	5%	24%	25%	-	-	-	*	21%	32%	24%	18%	23%	24%
	2021	37%	30%	20%	21%	20%	14%	-	-	-	17%	21%	17%	20%	20%	20%	15%
At Masters Grade Level	2022	20%	16%	8%	5%	8%	8%	-	-	-	*	10%	11%	9%	5%	8%	9%
	2021	18%	11%	6%	5%	6%	14%	-	-	-	0%	9%	8%	7%	5%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	63%	29%	63%	67%	-	-	-	*	43%	70%	63%	61%	62%	62%
	2021	71%	65%	41%	33%	41%	60%	-	-	-	*	42%	22%	42%	34%	40%	35%
At Meets Grade Level or Above	2022	47%	45%	26%	0%	26%	33%	-	-	-	*	26%	50%	26%	23%	26%	25%
	2021	44%	35%	11%	22%	11%	20%	-	-	-	*	23%	22%	11%	14%	11%	6%
At Masters Grade Level	2022	21%	16%	8%	0%	9%	0%	-	-	-	*	15%	10%	9%	5%	9%	8%
	2021	20%	12%	1%	0%	1%	0%	-	-	-	*	2%	0%	1%	0%	1%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	20%	0%	20%	17%	-	-	-	*	19%	40%	21%	15%	21%	20%
	2021	34%	18%	18%	25%	18%	40%	-	-	-	*	21%	0%	17%	27%	18%	14%
Reading and Mathematics Including EOC	2022	41%	28%	20%	0%	20%	17%	-	-	-	*	19%	40%	21%	15%	21%	20%
	2021	34%	18%	18%	25%	18%	40%	-	-	-	*	21%	0%	17%	27%	18%	14%
Reading Including EOC	2022	58%	47%	39%	0%	40%	33%	-	-	-	*	25%	70%	40%	37%	40%	37%
	2021	46%	31%	29%	25%	30%	40%	-	-	-	*	21%	11%	28%	36%	28%	21%
Math Including EOC	2022	48%	35%	27%	0%	28%	33%	-	-	-	*	21%	40%	29%	20%	28%	29%
	2021	44%	25%	24%	22%	24%	40%	-	-	-	*	27%	22%	24%	26%	24%	20%
6th Graders																	
Reading and Mathematics	2022	31%	20%	13%	8%	13%	17%	-	-	-	*	15%	11%	14%	10%	12%	14%
	2021	24%	14%	9%	10%	9%	0%	-	-	-	*	11%	*	9%	9%	9%	2%
Reading and Mathematics Including EOC	2022	31%	20%	13%	8%	13%	17%	-	-	-	*	15%	11%	14%	10%	12%	14%
	2021	24%	14%	9%	10%	9%	0%	-	-	-	*	11%	*	9%	9%	9%	2%
Reading Including EOC	2022	43%	32%	27%	25%	27%	33%	-	-	-	*	23%	11%	30%	19%	26%	27%
	2021	32%	24%	15%	10%	15%	22%	-	-	-	*	13%	*	15%	15%	14%	4%
Math Including EOC	2022	40%	29%	19%	8%	19%	17%	-	-	-	*	21%	22%	19%	17%	18%	20%
	2021	36%	23%	16%	20%	16%	0%	-	-	-	*	15%	*	16%	13%	16%	9%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	17%	5%	17%	17%	-	-	-	*	17%	26%	18%	13%	17%	17%
	2021	26%	15%	13%	17%	13%	14%	-	-	-	0%	16%	0%	13%	16%	13%	8%
Reading and Mathematics Including EOC	2022	36%	27%	17%	5%	17%	17%	-	-	-	*	17%	26%	18%	13%	17%	17%
	2021	28%	17%	13%	17%	13%	14%	-	-	-	0%	16%	0%	13%	16%	13%	8%
Reading Including EOC	2022	53%	45%	34%	16%	34%	33%	-	-	-	*	24%	42%	35%	28%	33%	32%
	2021	41%	30%	21%	17%	22%	29%	-	-	-	0%	17%	17%	21%	23%	21%	13%
Math Including EOC	2022	43%	34%	23%	5%	24%	25%	-	-	-	*	21%	32%	24%	18%	23%	25%
	2021	37%	25%	20%	21%	20%	14%	-	-	-	17%	21%	17%	20%	18%	19%	15%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	82	75	82	80	-	-	-	*	73	90	81	86	83	78
	2019	81	78	79	80	79	86	-	*	-	-	75	88	76	92	79	79
Grade 5 Mathematics	2022	79	78	74	75	74	60	-	-	-	*	83	80	75	70	74	75
	2019	83	76	75	67	75	73	-	*	-	-	85	81	74	78	75	76
Grade 6 ELA/Reading	2022	61	62	54	75	53	40	-	-	-	*	47	56	54	50	53	56
	2019	42	42	44	-	44	35	-	-	-	*	43	10	43	47	44	40
Grade 6 Mathematics	2022	61	69	55	56	56	*	-	-	-	*	34	50	53	60	55	57
	2019	54	50	55	-	54	80	-	-	-	*	55	31	58	46	55	54
Grade 7 Mathematics	2022	60	55	50	*	49	*	-	-	-	*	-	*	49	*	47	49
	2019	62	57	31	-	32	20	-	-	-	-	*	*	33	6	29	29
All Grades Both Subjects	2022	74	77	66	70	66	50	-	-	-	94	60	75	66	68	66	67
	2019	69	69	60	74	60	62	-	*	-	*	65	46	59	65	60	59
All Grades ELA/Reading	2022	78	80	69	75	68	60	-	-	-	*	60	75	68	69	69	68
	2019	68	68	60	80	60	62	-	*	-	*	59	44	58	71	60	58
All Grades Mathematics	2022	69	74	64	66	64	40	-	-	-	*	59	75	64	66	64	65
	2019	70	70	60	67	60	62	-	*	-	*	70	47	60	59	60	60

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	64%	38%	-	43%	-	-	*	-	-	-	-	66%	64%	63%	91%
	2021	67%	61%	53%	55%	-	55%	-	-	-	-	-	-	-	42%	59%	45%	-
At Meets Grade Level or Above	2022	48%	43%	28%	21%	-	24%	-	-	*	-	-	-	-	27%	28%	25%	66%
	2021	41%	33%	19%	18%	-	18%	-	-	-	-	-	-	-	11%	24%	12%	-
At Masters Grade Level	2022	23%	18%	10%	8%	-	10%	-	-	*	-	-	-	-	10%	10%	9%	25%
	2021	18%	12%	7%	9%	-	9%	-	-	-	-	-	-	-	3%	9%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	65%	63%	-	71%	-	-	*	-	-	-	-	61%	65%	63%	90%
	2021	68%	61%	53%	64%	-	64%	-	-	-	-	-	-	-	40%	61%	44%	-
At Meets Grade Level or Above	2022	53%	45%	34%	38%	-	43%	-	-	*	-	-	-	-	30%	35%	29%	71%
	2021	45%	35%	21%	26%	-	26%	-	-	-	-	-	-	-	10%	29%	13%	-
At Masters Grade Level	2022	25%	18%	13%	13%	-	14%	-	-	*	-	-	-	-	13%	14%	10%	35%
	2021	18%	12%	10%	19%	-	19%	-	-	-	-	-	-	-	3%	14%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	65%	38%	-	43%	-	-	*	-	-	-	-	70%	61%	65%	90%
	2021	66%	61%	58%	57%	-	57%	-	-	-	-	-	-	-	49%	64%	51%	-
At Meets Grade Level or Above	2022	42%	37%	23%	25%	-	29%	-	-	*	-	-	-	-	23%	21%	22%	61%
	2021	37%	30%	20%	20%	-	20%	-	-	-	-	-	-	-	15%	24%	15%	-
At Masters Grade Level	2022	20%	16%	8%	13%	-	14%	-	-	*	-	-	-	-	8%	8%	8%	16%
	2021	18%	11%	6%	4%	-	4%	-	-	-	-	-	-	-	4%	8%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	63%	13%	-	14%	-	-	*	-	-	-	-	69%	64%	61%	100%
	2021	71%	65%	41%	43%	-	43%	-	-	-	-	-	-	-	32%	46%	35%	-
At Meets Grade Level or Above	2022	47%	45%	26%	0%	-	0%	-	-	*	-	-	-	-	31%	27%	24%	67%
	2021	44%	35%	11%	9%	-	9%	-	-	-	-	-	-	-	4%	17%	6%	-
At Masters Grade Level	2022	21%	16%	8%	0%	-	0%	-	-	*	-	-	-	-	7%	9%	7%	17%
	2021	20%	12%	1%	2%	-	2%	-	-	-	-	-	-	-	0%	1%	1%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	66%	61%	-	63%	-	-	*	-	-	-	-	69%	66%	67%	57%
	2019	69%	69%	60%	54%	-	54%	-	-	-	-	-	-	-	82%		56%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	69%	58%	-	70%	-	-	*	-	-	-	-	69%	69%	69%	62%
	2019	68%	68%	60%	52%	-	52%	-	-		-	-	-		86%		55%	
All Grades Mathematics	2022	69%	74%	64%	63%	-	57%	-	-	*	-	-	-	-	68%	63%	66%	52%
	2019	70%	70%	60%	56%	-	56%	-	-		-	-	-		78%		58%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	100%	100%	-	-	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	92%	96%	93%	71%	-	-	-	82%	93%	100%	97%	77%	93%	92%
Not Included in Accountability: Mobile	5%	4%	6%	4%	5%	29%	-	-	-	18%	5%	0%	3%	18%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	5%	1%	2%
Not Tested	1%	2%	1%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Absent	1%	2%	1%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	92%	95%	93%	71%	-	-	-	80%	93%	100%	97%	77%	93%	92%
Not Included in Accountability: Mobile	5%	4%	6%	5%	5%	29%	-	-	-	20%	6%	0%	3%	17%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	-	-	0%	1%	0%	0%	5%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	93%	94%	92%	95%	93%	71%	-	-	-	80%	93%	100%	97%	77%	93%	92%
Not Included in Accountability: Mobile	5%	4%	6%	5%	5%	29%	-	-	-	20%	6%	0%	3%	18%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	4%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	100%	-	-	-	*	98%	100%	100%	98%	100%	99%
Included in Accountability	93%	94%	92%	100%	93%	75%	-	-	-	*	95%	100%	97%	75%	94%	92%
Not Included in Accountability: Mobile	4%	3%	6%	0%	6%	25%	-	-	-	*	4%	0%	3%	19%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	4%	1%	1%
Not Tested	2%	2%	1%	0%	1%	0%	-	-	-	*	2%	0%	0%	2%	0%	1%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	0%	1%	0%	-	-	-	*	2%	0%	0%	2%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	96%	78%	97%	84%	-	-	-	100%	94%	93%	97%	94%	97%	99%
Included in Accountability	83%	86%	86%	67%	88%	74%	-	-	-	100%	88%	80%	93%	60%	87%	84%
Not Included in Accountability: Mobile	3%	3%	6%	11%	6%	11%	-	-	-	0%	3%	7%	3%	18%	6%	7%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	0%	-	-	-	0%	3%	7%	1%	16%	4%	8%
Not Tested	11%	7%	4%	22%	3%	16%	-	-	-	0%	6%	7%	3%	6%	3%	1%
Absent	2%	2%	1%	15%	1%	0%	-	-	-	0%	3%	0%	1%	3%	2%	0%
Other	10%	4%	3%	7%	2%	16%	-	-	-	0%	4%	7%	2%	3%	2%	1%
Mathematics																
Assessment Participant	88%	95%	96%	81%	97%	84%	-	-	-	100%	93%	93%	97%	93%	96%	98%
Included in Accountability	84%	89%	87%	70%	88%	74%	-	-	-	100%	88%	80%	93%	61%	88%	85%
Not Included in Accountability: Mobile	4%	3%	6%	11%	6%	11%	-	-	-	0%	3%	7%	3%	18%	6%	7%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	3%	0%	-	-	-	0%	2%	7%	0%	14%	3%	6%
Not Tested	12%	5%	4%	19%	3%	16%	-	-	-	0%	7%	7%	3%	7%	4%	2%
Absent	2%	2%	1%	11%	1%	0%	-	-	-	0%	3%	0%	1%	3%	1%	1%
Other	10%	3%	3%	7%	2%	16%	-	-	-	0%	5%	7%	3%	4%	2%	2%
Science																
Assessment Participant	87%	92%	95%	73%	97%	75%	-	-	-	*	91%	100%	96%	90%	96%	98%
Included in Accountability	84%	88%	86%	60%	88%	63%	-	-	-	*	86%	90%	93%	57%	87%	86%
Not Included in Accountability: Mobile	3%	3%	7%	13%	6%	13%	-	-	-	*	4%	10%	4%	20%	6%	7%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	2%	0%	3%	0%	-	-	-	*	2%	0%	0%	13%	3%	5%
Not Tested	13%	8%	5%	27%	3%	25%	-	-	-	*	9%	0%	4%	10%	4%	2%
Absent	2%	3%	2%	13%	1%	0%	-	-	-	*	2%	0%	1%	5%	2%	1%
Other	10%	5%	3%	13%	2%	25%	-	-	-	*	7%	0%	3%	5%	3%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	92.9%	89.9%	93.0%	92.8%	-	-	-	*	91.7%	92.7%	93.2%
2019-20	98.3%	98.1%	98.1%	97.6%	98.3%	94.9%	-	-	-	*	98.2%	98.0%	99.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	24.4%	35.3%	23.7%	34.6%	-	-	-	0.0%	28.3%	24.5%	21.4%
2019-20	6.7%	8.8%	9.7%	20.0%	9.0%	22.2%	-	-	-	*	9.7%	10.4%	4.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	681	100.0%	49,255	5,402,928	681	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	351	51.5%	7.2%	7.2%	351	51.5%	7.1%	7.2%
Grade 6	330	48.5%	7.1%	7.4%	330	48.5%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	20	2.9%	8.1%	12.8%	20	2.9%	8.1%	12.8%
Hispanic	641	94.1%	82.8%	52.8%	641	94.1%	82.8%	52.7%
White	17	2.5%	5.2%	26.3%	17	2.5%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
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%	2.9%	3	0.4%	0.7%	2.9%
Sex:								
Female	311	45.7%	48.3%	48.9%	311	45.7%	48.3%	48.8%
Male	370	54.3%	51.7%	51.1%	370	54.3%	51.7%	51.2%
Economically Disadvantaged	620	91.0%	79.4%	60.7%	620	91.0%	79.4%	60.6%
Non-Educationally Disadvantaged	61	9.0%	20.6%	39.3%	61	9.0%	20.6%	39.4%
Section 504 Students	41	6.0%	5.8%	7.4%	41	6.0%	5.8%	7.4%
EB Students/EL	381	55.9%	32.6%	21.7%	381	55.9%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	6	0.8%	0.8%	0.6%				
Students w/ Dyslexia	56	8.2%	4.9%	5.0%	56	8.2%	4.8%	5.0%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	2	0.3%	0.7%	1.1%	2	0.3%	0.7%	1.1%
Immigrant	26	3.8%	3.4%	2.0%	26	3.8%	3.4%	2.0%
Migrant	6	0.9%	0.2%	0.3%	6	0.9%	0.2%	0.3%
Title I	681	100.0%	67.8%	64.3%	681	100.0%	67.7%	64.3%
Military Connected	1	0.1%	0.4%	3.3%	1	0.1%	0.4%	3.3%
At-Risk	593	87.1%	69.4%	53.5%	593	87.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	343	50.4%	30.5%	21.9%	343	50.4%	30.4%	21.8%
Gifted and Talented Education	32	4.7%	5.5%	8.0%	32	4.7%	5.5%	8.0%
Special Education	111	16.3%	12.4%	11.6%	111	16.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	111							
By Type of Primary Disability								
Students with Intellectual Disabilities	67	60.4%	44.4%	43.0%				
Students with Physical Disabilities	7	6.3%	18.2%	20.8%				
Students with Autism	20	18.0%	21.3%	14.7%				
Students with Behavioral Disabilities	17	15.3%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	144	18.1%	14.7%	13.6%				
By Ethnicity:								
African American	12	1.5%	2.1%	2.5%				
Hispanic	124	15.6%	11.1%	6.6%				
White	6	0.8%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	14	11.7%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	56	15.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	124	17.3%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	57	17.3%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.4%	0.5%	0.5%	1.8%	0.2%	0.7%
Grade 6	0.0%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	20.0	17.4	20.2
Grade 6	18.5	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	85.4	100.0%	100.0%	100.0%
Professional Staff:	68.6	80.3%	59.0%	64.1%
Teachers	56.6	66.3%	45.5%	49.3%
Professional Support	9.0	10.5%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.5%	2.3%	2.9%
Educational Aides:	16.8	19.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	54.5	63.8%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.0	7.1%	10.3%	11.2%
Hispanic	29.9	52.9%	39.2%	28.9%
White	20.6	36.5%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	17.2	30.4%	25.0%	24.1%
Females	39.4	69.6%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	46.4	82.1%	75.8%	72.6%
Masters	9.1	16.1%	22.5%	25.2%
Doctorate	1.0	1.8%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.9	10.4%	7.9%	7.9%
1-5 Years Experience	21.1	37.2%	27.4%	26.7%
6-10 Years Experience	12.1	21.4%	24.2%	20.6%
11-20 Years Experience	12.4	21.9%	28.7%	28.6%
21-30 Years Experience	5.1	9.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.0	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
Average Years Experience of Assistant Principals	4.0	7.4	5.5
Average Years Experience of Assistant Principals with District	3.5	7.1	4.8
Average Years Experience of Teachers:	8.3	10.4	11.1
Average Years Experience of Teachers with District:	6.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,118	\$56,914	\$51,054
1-5 Years Experience	\$59,268	\$58,997	\$54,577
6-10 Years Experience	\$61,088	\$61,821	\$57,746
11-20 Years Experience	\$62,123	\$63,221	\$61,377
21-30 Years Experience	\$68,728	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,804	\$61,600	\$58,887
Professional Support	\$67,781	\$76,167	\$69,505
Campus Administration (School Leadership)	\$95,685	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	41.6	73.6%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	10.8	19.0%	14.2%	9.6%
Other	3.5	6.3%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: KELLER MIDDLE

Campus Number: 101917144

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	74%	62%	75%	80%	-	-	-	*	40%	71%	76%	65%	73%	78%
	2021	73%	62%	60%	56%	60%	56%	-	-	-	*	17%	*	60%	57%	58%	53%
At Meets Grade Level or Above	2022	58%	47%	48%	31%	48%	50%	-	-	-	*	21%	57%	50%	39%	47%	47%
	2021	46%	31%	24%	11%	24%	25%	-	-	-	*	6%	*	24%	21%	22%	16%
At Masters Grade Level	2022	36%	26%	23%	23%	23%	30%	-	-	-	*	5%	43%	25%	14%	22%	19%
	2021	30%	17%	11%	0%	12%	6%	-	-	-	*	0%	*	11%	11%	11%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	69%	38%	70%	60%	-	-	-	*	53%	86%	70%	64%	67%	70%
	2021	70%	58%	56%	33%	57%	44%	-	-	-	*	32%	*	59%	40%	55%	53%
At Meets Grade Level or Above	2022	48%	34%	25%	23%	26%	20%	-	-	-	*	21%	43%	27%	20%	24%	22%
	2021	44%	25%	18%	11%	18%	19%	-	-	-	*	6%	*	20%	9%	15%	17%
At Masters Grade Level	2022	25%	13%	8%	0%	8%	0%	-	-	-	*	9%	43%	9%	3%	7%	6%
	2021	25%	10%	6%	0%	7%	0%	-	-	-	*	2%	*	7%	2%	6%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	62%	46%	63%	70%	-	-	-	*	42%	43%	61%	67%	61%	63%
	2021	62%	49%	46%	22%	46%	50%	-	-	-	*	26%	*	47%	43%	43%	35%
At Meets Grade Level or Above	2022	38%	29%	25%	15%	25%	40%	-	-	-	*	23%	14%	26%	23%	24%	24%
	2021	31%	16%	9%	0%	9%	25%	-	-	-	*	4%	*	9%	11%	7%	6%
At Masters Grade Level	2022	18%	11%	8%	15%	8%	0%	-	-	-	*	7%	0%	9%	4%	7%	6%
	2021	13%	4%	0%	0%	0%	6%	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	64%	56%	65%	57%	-	-	-	*	26%	*	65%	59%	64%	62%
	2021	62%	53%	47%	56%	45%	68%	-	-	-	*	21%	44%	47%	45%	46%	35%
At Meets Grade Level or Above	2022	43%	32%	23%	11%	24%	21%	-	-	-	*	2%	*	24%	22%	22%	24%
	2021	32%	24%	21%	22%	19%	42%	-	-	-	*	13%	22%	21%	23%	20%	10%
At Masters Grade Level	2022	23%	13%	7%	11%	7%	7%	-	-	-	*	2%	*	8%	6%	7%	8%
	2021	15%	9%	7%	0%	6%	16%	-	-	-	*	2%	0%	7%	5%	7%	3%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	52%	22%	53%	50%	-	-	-	*	35%	*	52%	52%	52%	58%
	2021	68%	56%	40%	29%	39%	64%	-	-	-	*	36%	43%	42%	30%	39%	37%
At Meets Grade Level or Above	2022	39%	22%	11%	0%	11%	20%	-	-	-	*	11%	*	12%	4%	10%	10%
	2021	36%	18%	8%	0%	8%	7%	-	-	-	*	16%	14%	7%	10%	7%	4%
At Masters Grade Level	2022	16%	4%	1%	0%	1%	0%	-	-	-	*	2%	*	1%	0%	1%	1%
	2021	15%	3%	0%	0%	0%	0%	-	-	-	*	2%	0%	1%	0%	0%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	92%	-	92%	*	-	-	-	-	*	*	92%	*	90%	96%
	2021	55%	48%	81%	*	80%	80%	-	-	-	-	-	*	81%	*	79%	78%
At Meets Grade Level or Above	2022	31%	24%	47%	-	49%	*	-	-	-	-	*	*	48%	*	43%	59%
	2021	27%	18%	41%	*	41%	40%	-	-	-	-	-	*	43%	*	40%	28%
At Masters Grade Level	2022	13%	8%	15%	-	16%	*	-	-	-	-	*	*	15%	*	12%	19%
	2021	12%	5%	10%	*	12%	0%	-	-	-	-	-	*	11%	*	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	66%	46%	67%	66%	-	-	-	75%	39%	72%	67%	62%	65%	68%
	2021	67%	61%	51%	42%	51%	58%	-	-	-	57%	26%	53%	53%	44%	50%	44%
At Meets Grade Level or Above	2022	48%	43%	28%	18%	29%	29%	-	-	-	25%	16%	41%	30%	23%	27%	28%
	2021	41%	33%	17%	11%	17%	26%	-	-	-	14%	9%	27%	18%	15%	16%	11%
At Masters Grade Level	2022	23%	18%	10%	11%	10%	7%	-	-	-	0%	5%	21%	11%	6%	9%	9%
	2021	18%	12%	5%	0%	6%	6%	-	-	-	0%	1%	7%	6%	3%	5%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	69%	59%	70%	67%	-	-	-	*	32%	73%	71%	63%	69%	71%
	2021	68%	61%	53%	56%	52%	63%	-	-	-	*	19%	46%	54%	52%	52%	44%
At Meets Grade Level or Above	2022	53%	45%	36%	23%	37%	33%	-	-	-	*	11%	55%	38%	32%	35%	37%
	2021	45%	35%	22%	17%	22%	34%	-	-	-	*	10%	23%	23%	22%	21%	13%
At Masters Grade Level	2022	25%	18%	16%	18%	16%	17%	-	-	-	*	3%	27%	17%	11%	15%	14%
	2021	18%	12%	9%	0%	9%	11%	-	-	-	*	1%	8%	9%	8%	9%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	65%	32%	66%	63%	-	-	-	*	44%	91%	66%	59%	63%	68%
	2021	66%	61%	52%	39%	52%	57%	-	-	-	*	34%	54%	55%	37%	51%	48%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	22%	14%	22%	21%	-	-	-	*	17%	45%	24%	13%	20%	22%
	2021	37%	30%	16%	11%	16%	17%	-	-	-	*	12%	31%	17%	10%	14%	12%
At Masters Grade Level	2022	20%	16%	6%	0%	6%	0%	-	-	-	*	6%	27%	7%	2%	5%	5%
	2021	18%	11%	4%	0%	5%	0%	-	-	-	*	2%	8%	5%	1%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	62%	46%	63%	70%	-	-	-	*	42%	43%	61%	67%	61%	63%
	2021	71%	65%	46%	22%	46%	50%	-	-	-	*	26%	*	47%	43%	43%	35%
At Meets Grade Level or Above	2022	47%	45%	25%	15%	25%	40%	-	-	-	*	23%	14%	26%	23%	24%	24%
	2021	44%	35%	9%	0%	9%	25%	-	-	-	*	4%	*	9%	11%	7%	6%
At Masters Grade Level	2022	21%	16%	8%	15%	8%	0%	-	-	-	*	7%	0%	9%	4%	7%	6%
	2021	20%	12%	0%	0%	0%	6%	-	-	-	*	0%	*	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	22%	23%	22%	20%	-	-	-	*	12%	43%	22%	19%	20%	19%
	2021	34%	18%	11%	0%	12%	6%	-	-	-	*	2%	*	12%	4%	9%	9%
Reading and Mathematics Including EOC	2022	41%	28%	22%	23%	22%	20%	-	-	-	*	12%	43%	22%	19%	20%	19%
	2021	34%	18%	11%	0%	12%	6%	-	-	-	*	2%	*	12%	4%	9%	9%
Reading Including EOC	2022	58%	47%	48%	31%	48%	50%	-	-	-	*	21%	57%	50%	39%	47%	47%
	2021	46%	31%	24%	11%	24%	25%	-	-	-	*	6%	*	24%	21%	22%	16%
Math Including EOC	2022	48%	35%	25%	23%	26%	20%	-	-	-	*	21%	43%	27%	20%	24%	22%
	2021	44%	25%	18%	11%	18%	19%	-	-	-	*	6%	*	20%	9%	15%	17%
6th Graders																	
Reading and Mathematics	2022	31%	20%	11%	0%	12%	0%	-	-	-	*	2%	*	13%	2%	10%	14%
	2021	24%	14%	10%	11%	10%	16%	-	-	-	*	13%	22%	10%	11%	9%	3%
Reading and Mathematics Including EOC	2022	31%	20%	11%	0%	12%	0%	-	-	-	*	2%	*	13%	2%	10%	14%
	2021	24%	14%	10%	11%	10%	16%	-	-	-	*	13%	22%	10%	11%	9%	3%
Reading Including EOC	2022	43%	32%	23%	11%	24%	21%	-	-	-	*	2%	*	24%	22%	22%	24%
	2021	32%	24%	21%	22%	19%	42%	-	-	-	*	13%	22%	21%	23%	20%	10%
Math Including EOC	2022	40%	29%	17%	0%	18%	21%	-	-	-	*	13%	*	20%	4%	16%	21%
	2021	36%	23%	14%	11%	14%	16%	-	-	-	*	16%	33%	15%	11%	13%	8%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	17%	14%	17%	8%	-	-	-	*	7%	45%	18%	12%	15%	17%
	2021	26%	15%	11%	6%	11%	11%	-	-	-	*	8%	23%	11%	8%	9%	6%
Reading and Mathematics Including EOC	2022	36%	27%	17%	14%	17%	8%	-	-	-	*	7%	45%	18%	12%	15%	17%
	2021	28%	17%	11%	6%	11%	11%	-	-	-	*	8%	23%	11%	8%	9%	6%
Reading Including EOC	2022	53%	45%	36%	23%	37%	33%	-	-	-	*	11%	55%	38%	32%	35%	37%
	2021	41%	30%	22%	17%	22%	34%	-	-	-	*	10%	23%	23%	22%	21%	13%
Math Including EOC	2022	43%	34%	22%	14%	22%	21%	-	-	-	*	17%	45%	24%	13%	20%	22%
	2021	37%	25%	16%	11%	16%	17%	-	-	-	*	12%	31%	17%	10%	14%	12%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	86	89	86	80	-	-	-	*	74	86	85	87	86	87
	2019	81	78	74	67	74	82	*	-	-	*	53	50	73	77	74	74
Grade 5 Mathematics	2022	79	78	74	78	74	60	-	-	-	*	79	100	72	82	74	72
	2019	83	76	84	71	85	83	*	-	-	*	88	100	83	90	85	83
Grade 6 ELA/Reading	2022	61	62	62	57	63	43	-	-	-	*	58	*	66	40	62	62
	2019	42	42	43	54	42	47	-	-	*	-	30	*	43	43	43	39
Grade 6 Mathematics	2022	61	69	61	43	61	65	-	-	-	*	48	*	63	52	60	66
	2019	54	50	34	21	35	36	-	-	*	-	19	*	35	31	34	33
Grade 7 Mathematics	2022	60	55	52	-	51	*	-	-	-	-	*	*	52	*	51	54
	2019	62	57	16	*	17	*	-	-	-	-	-	-	15	*	15	17
All Grades Both Subjects	2022	74	77	71	69	71	60	-	-	-	75	64	77	71	68	71	72
	2019	69	69	58	51	58	62	*	-	*	*	49	69	57	61	58	57
All Grades ELA/Reading	2022	78	80	75	75	75	58	-	-	-	*	66	68	76	67	75	76
	2019	68	68	58	60	57	65	*	-	*	*	42	50	57	61	58	57
All Grades Mathematics	2022	69	74	67	63	67	63	-	-	-	*	63	86	66	69	67	68
	2019	70	70	57	43	58	59	*	-	*	*	56	88	56	62	58	57

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	66%	54%	-	54%	-	-	-	-	-	-	-	69%	64%	66%	91%
	2021	67%	61%	51%	50%	-	50%	-	-	-	-	-	-	-	43%	55%	43%	*
At Meets Grade Level or Above	2022	48%	43%	28%	11%	-	11%	-	-	-	-	-	-	-	30%	28%	26%	50%
	2021	41%	33%	17%	19%	-	19%	-	-	-	-	-	-	-	11%	21%	11%	*
At Masters Grade Level	2022	23%	18%	10%	1%	-	1%	-	-	-	-	-	-	-	10%	11%	8%	18%
	2021	18%	12%	5%	0%	-	0%	-	-	-	-	-	-	-	3%	7%	3%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	69%	50%	-	50%	-	-	-	-	-	-	-	76%	68%	69%	93%
	2021	68%	61%	53%	50%	-	50%	-	-	-	-	-	-	-	43%	59%	43%	*
At Meets Grade Level or Above	2022	53%	45%	36%	11%	-	11%	-	-	-	-	-	-	-	42%	36%	34%	66%
	2021	45%	35%	22%	13%	-	13%	-	-	-	-	-	-	-	12%	28%	12%	*
At Masters Grade Level	2022	25%	18%	16%	0%	-	0%	-	-	-	-	-	-	-	17%	17%	12%	34%
	2021	18%	12%	9%	0%	-	0%	-	-	-	-	-	-	-	4%	12%	4%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	65%	57%	-	57%	-	-	-	-	-	-	-	69%	62%	66%	90%
	2021	66%	61%	52%	50%	-	50%	-	-	-	-	-	-	-	48%	54%	48%	*
At Meets Grade Level or Above	2022	42%	37%	22%	11%	-	11%	-	-	-	-	-	-	-	23%	22%	19%	41%
	2021	37%	30%	16%	25%	-	25%	-	-	-	-	-	-	-	11%	18%	12%	*
At Masters Grade Level	2022	20%	16%	6%	1%	-	1%	-	-	-	-	-	-	-	6%	6%	5%	7%
	2021	18%	11%	4%	0%	-	0%	-	-	-	-	-	-	-	3%	5%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	62%	*	-	*	-	-	-	-	-	-	-	62%	61%	62%	88%
	2021	71%	65%	46%	-	-	-	-	-	-	-	-	-	-	35%	52%	35%	-
At Meets Grade Level or Above	2022	47%	45%	25%	*	-	*	-	-	-	-	-	-	-	24%	27%	24%	25%
	2021	44%	35%	9%	-	-	-	-	-	-	-	-	-	-	6%	11%	6%	-
At Masters Grade Level	2022	21%	16%	8%	*	-	*	-	-	-	-	-	-	-	7%	9%	6%	0%
	2021	20%	12%	0%	-	-	-	-	-	-	-	-	-	-	0%	1%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	71%	69%	-	69%	-	-	-	-	-	-	-	76%	69%	74%	57%
	2019	69%	69%	58%	56%	-	56%	-	-	-	-	-	-	-	43%		55%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	75%	64%	-	64%	-	-	-	-	-	-	-	82%	73%	78%	68%
	2019	68%	68%	58%	52%	-	52%	-	-	-	-	-	-	-	36%		50%	
All Grades Mathematics	2022	69%	74%	67%	73%	-	73%	-	-	-	-	-	-	-	70%	66%	70%	46%
	2019	70%	70%	57%	60%	-	60%	-	-	-	-	-	-	-	50%		59%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	83%	93%	97%	-	-	-	100%	94%	81%	98%	77%	94%	93%
Not Included in Accountability: Mobile	5%	4%	7%	17%	7%	3%	-	-	-	0%	6%	19%	2%	22%	6%	7%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	81%	93%	96%	-	-	-	*	95%	79%	98%	76%	93%	93%
Not Included in Accountability: Mobile	5%	4%	7%	19%	7%	4%	-	-	-	*	5%	21%	2%	23%	6%	7%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	81%	93%	96%	-	-	-	*	95%	79%	98%	76%	93%	93%
Not Included in Accountability: Mobile	5%	4%	7%	19%	7%	4%	-	-	-	*	5%	21%	2%	23%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	87%	94%	100%	-	-	-	*	93%	88%	98%	79%	95%	93%
Not Included in Accountability: Mobile	4%	3%	6%	13%	6%	0%	-	-	-	*	7%	13%	2%	20%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	1%
Not Tested	2%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	98%	91%	98%	95%	-	-	-	*	96%	93%	98%	97%	98%	100%
Included in Accountability	83%	86%	89%	82%	90%	81%	-	-	-	*	90%	87%	95%	65%	89%	84%
Not Included in Accountability: Mobile	3%	3%	5%	9%	4%	14%	-	-	-	*	4%	0%	2%	16%	5%	6%
Not Included in Accountability: Other Exclusions	3%	5%	4%	0%	4%	0%	-	-	-	*	1%	7%	0%	16%	4%	10%
Not Tested	11%	7%	2%	9%	2%	5%	-	-	-	*	4%	7%	2%	3%	2%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	4%	2%	9%	2%	5%	-	-	-	*	4%	7%	2%	3%	2%	0%
Mathematics																
Assessment Participant	88%	95%	98%	91%	98%	95%	-	-	-	*	96%	93%	98%	97%	98%	100%
Included in Accountability	84%	89%	89%	82%	90%	81%	-	-	-	*	90%	87%	96%	65%	89%	85%
Not Included in Accountability: Mobile	4%	3%	5%	9%	4%	14%	-	-	-	*	4%	0%	2%	16%	5%	6%
Not Included in Accountability: Other Exclusions	0%	2%	3%	0%	4%	0%	-	-	-	*	1%	7%	0%	16%	4%	9%
Not Tested	12%	5%	2%	9%	2%	5%	-	-	-	*	4%	7%	2%	3%	2%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	3%	2%	9%	2%	5%	-	-	-	*	4%	7%	2%	3%	2%	0%
Science																
Assessment Participant	87%	92%	97%	91%	97%	100%	-	-	-	*	92%	*	97%	96%	96%	99%
Included in Accountability	84%	88%	89%	82%	89%	94%	-	-	-	*	89%	*	96%	64%	88%	82%
Not Included in Accountability: Mobile	3%	3%	4%	9%	4%	6%	-	-	-	*	2%	*	1%	14%	4%	7%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	4%	0%	5%	0%	-	-	-	*	2%	*	0%	18%	5%	11%
Not Tested	13%	8%	3%	9%	3%	0%	-	-	-	*	8%	*	3%	4%	4%	1%
Absent	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	5%	3%	9%	3%	0%	-	-	-	*	8%	*	3%	4%	4%	1%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	93.8%	87.4%	94.3%	91.0%	-	-	-	*	93.5%	93.8%	95.1%
2019-20	98.3%	98.1%	98.6%	98.2%	98.7%	97.5%	*	-	-	*	98.8%	98.6%	99.0%
Chronic Absenteeism													
2020-21	15.0%	18.0%	19.4%	43.3%	17.7%	26.5%	-	-	-	*	18.5%	19.0%	13.9%
2019-20	6.7%	8.8%	7.0%	13.0%	6.4%	9.1%	*	-	-	*	6.7%	7.0%	3.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	646	100.0%	49,255	5,402,928	646	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	341	52.8%	7.2%	7.2%	341	52.8%	7.1%	7.2%
Grade 6	305	47.2%	7.1%	7.4%	305	47.2%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	28	4.3%	8.1%	12.8%	28	4.3%	8.1%	12.8%
Hispanic	581	89.9%	82.8%	52.8%	581	89.9%	82.8%	52.7%
White	33	5.1%	5.2%	26.3%	33	5.1%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	3.0%	4.8%	0	0.0%	3.0%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.6%	0.7%	2.9%	4	0.6%	0.7%	2.9%
Sex:								
Female	308	47.7%	48.3%	48.9%	308	47.7%	48.3%	48.8%
Male	338	52.3%	51.7%	51.1%	338	52.3%	51.7%	51.2%
Economically Disadvantaged	565	87.5%	79.4%	60.7%	565	87.5%	79.4%	60.6%
Non-Educationally Disadvantaged	81	12.5%	20.6%	39.3%	81	12.5%	20.6%	39.4%
Section 504 Students	64	9.9%	5.8%	7.4%	64	9.9%	5.8%	7.4%
EB Students/EL	274	42.4%	32.6%	21.7%	274	42.4%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	5	0.7%	0.8%	0.6%				
Students w/ Dyslexia	68	10.5%	4.9%	5.0%	68	10.5%	4.8%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	1	0.2%	0.7%	1.1%	1	0.2%	0.7%	1.1%
Immigrant	19	2.9%	3.4%	2.0%	19	2.9%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	646	100.0%	67.8%	64.3%	646	100.0%	67.7%	64.3%
Military Connected	0	0.0%	0.4%	3.3%	0	0.0%	0.4%	3.3%
At-Risk	512	79.3%	69.4%	53.5%	512	79.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	244	37.8%	30.5%	21.9%	244	37.8%	30.4%	21.8%
Gifted and Talented Education	63	9.8%	5.5%	8.0%	63	9.8%	5.5%	8.0%
Special Education	94	14.6%	12.4%	11.6%	94	14.6%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	94							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	44.7%	44.4%	43.0%				
Students with Physical Disabilities	7	7.4%	18.2%	20.8%				
Students with Autism	26	27.7%	21.3%	14.7%				
Students with Behavioral Disabilities	19	20.2%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	112	15.6%	14.7%	13.6%				
By Ethnicity:								
African American	11	1.5%	2.1%	2.5%				
Hispanic	90	12.6%	11.1%	6.6%				
White	11	1.5%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	7.6%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	36	13.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	95	15.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	54	17.0%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.8%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.4%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	17.5	17.4	20.2
Grade 6	14.5	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	81.1	100.0%	100.0%	100.0%
Professional Staff:	63.0	77.8%	59.0%	64.1%
Teachers	52.7	65.0%	45.5%	49.3%
Professional Support	7.4	9.1%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	2.9%
Educational Aides:	18.0	22.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	41.6	51.4%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	11.4%	10.3%	11.2%
Hispanic	18.0	34.2%	39.2%	28.9%
White	26.7	50.7%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	3.7%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	16.2	30.7%	25.0%	24.1%
Females	36.5	69.3%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	39.1	74.1%	75.8%	72.6%
Masters	13.6	25.9%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.1	2.0%	7.9%	7.9%
1-5 Years Experience	14.9	28.4%	27.4%	26.7%
6-10 Years Experience	12.0	22.8%	24.2%	20.6%
11-20 Years Experience	18.4	34.9%	28.7%	28.6%
21-30 Years Experience	6.3	11.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	7.7	5.4
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:	11.2	10.4	11.1
Average Years Experience of Teachers with District:	8.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,697	\$56,914	\$51,054
1-5 Years Experience	\$59,226	\$58,997	\$54,577
6-10 Years Experience	\$61,001	\$61,821	\$57,746
11-20 Years Experience	\$65,073	\$63,221	\$61,377
21-30 Years Experience	\$61,682	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,953	\$61,600	\$58,887
Professional Support	\$70,816	\$76,167	\$69,505
Campus Administration (School Leadership)	\$96,305	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.1	11.6%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	33.2	63.0%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	12.9	24.5%	14.2%	9.6%
Other	0.5	0.9%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MARSHALL KENDRICK MIDDLE

Campus Number: 101917145

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	73%	45%	73%	95%	*	*	-	*	38%	80%	78%	55%	71%	78%
	2021	73%	62%	60%	43%	61%	67%	-	*	-	*	23%	29%	62%	48%	58%	60%
At Meets Grade Level or Above	2022	58%	47%	49%	20%	50%	55%	*	*	-	*	25%	70%	54%	29%	46%	49%
	2021	46%	31%	34%	14%	34%	48%	-	*	-	*	10%	14%	34%	31%	31%	29%
At Masters Grade Level	2022	36%	26%	25%	5%	24%	40%	*	*	-	*	4%	40%	28%	14%	24%	26%
	2021	30%	17%	22%	0%	23%	29%	-	*	-	*	0%	14%	21%	25%	20%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	71%	40%	72%	80%	*	*	-	*	38%	90%	76%	54%	70%	80%
	2021	70%	58%	58%	40%	59%	55%	-	*	-	*	35%	57%	60%	43%	57%	59%
At Meets Grade Level or Above	2022	48%	34%	45%	15%	44%	55%	*	*	-	*	25%	60%	49%	25%	41%	49%
	2021	44%	25%	26%	0%	27%	35%	-	*	-	*	18%	14%	25%	33%	24%	26%
At Masters Grade Level	2022	25%	13%	18%	0%	17%	20%	*	*	-	*	4%	30%	20%	7%	15%	19%
	2021	25%	10%	11%	0%	12%	20%	-	*	-	*	3%	14%	11%	11%	10%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	55%	20%	54%	80%	*	*	-	*	30%	80%	60%	33%	52%	58%
	2021	62%	49%	45%	7%	46%	50%	-	-	-	*	20%	14%	45%	42%	42%	43%
At Meets Grade Level or Above	2022	38%	29%	28%	10%	27%	40%	*	*	-	*	25%	30%	31%	14%	26%	28%
	2021	31%	16%	15%	0%	15%	25%	-	-	-	*	10%	14%	16%	11%	13%	12%
At Masters Grade Level	2022	18%	11%	9%	5%	8%	25%	*	*	-	*	8%	20%	10%	4%	8%	8%
	2021	13%	4%	4%	0%	3%	10%	-	-	-	*	0%	0%	3%	4%	3%	3%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	57%	36%	59%	57%	-	*	-	*	35%	63%	58%	53%	56%	60%
	2021	62%	53%	49%	36%	49%	57%	-	-	-	*	25%	69%	52%	30%	49%	29%
At Meets Grade Level or Above	2022	43%	32%	29%	18%	30%	29%	-	*	-	*	21%	25%	29%	27%	29%	31%
	2021	32%	24%	21%	9%	21%	36%	-	-	-	*	20%	23%	23%	11%	20%	8%
At Masters Grade Level	2022	23%	13%	12%	0%	13%	24%	-	*	-	*	2%	25%	13%	8%	12%	11%
	2021	15%	9%	9%	5%	9%	14%	-	-	-	*	5%	8%	10%	4%	9%	2%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	62%	43%	65%	44%	-	*	-	*	43%	50%	63%	61%	61%	69%
	2021	68%	56%	56%	55%	55%	82%	-	-	-	*	40%	78%	57%	47%	55%	51%
At Meets Grade Level or Above	2022	39%	22%	21%	10%	23%	11%	-	*	-	*	23%	17%	20%	21%	20%	23%
	2021	36%	18%	18%	10%	18%	36%	-	-	-	*	28%	11%	19%	11%	19%	15%
At Masters Grade Level	2022	16%	4%	3%	0%	3%	0%	-	*	-	*	2%	0%	3%	2%	3%	3%
	2021	15%	3%	2%	5%	2%	0%	-	-	-	*	2%	11%	2%	0%	2%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	98%	*	98%	*	-	-	-	-	*	*	98%	100%	100%	96%
	2021	55%	48%	89%	*	90%	*	-	-	-	-	-	*	88%	*	95%	86%
At Meets Grade Level or Above	2022	31%	24%	63%	*	62%	*	-	-	-	-	*	*	63%	67%	67%	54%
	2021	27%	18%	49%	*	51%	*	-	-	-	-	-	*	50%	*	53%	29%
At Masters Grade Level	2022	13%	8%	24%	*	20%	*	-	-	-	-	*	*	23%	33%	25%	13%
	2021	12%	5%	21%	*	20%	*	-	-	-	-	-	*	20%	*	20%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	65%	38%	66%	73%	100%	100%	-	67%	37%	74%	68%	52%	63%	70%
	2021	67%	61%	54%	39%	55%	60%	-	*	-	27%	29%	57%	57%	43%	53%	49%
At Meets Grade Level or Above	2022	48%	43%	36%	15%	36%	39%	89%	75%	-	50%	24%	43%	39%	24%	34%	38%
	2021	41%	33%	24%	7%	24%	36%	-	*	-	9%	17%	19%	24%	19%	22%	19%
At Masters Grade Level	2022	23%	18%	14%	3%	14%	24%	44%	50%	-	25%	4%	24%	16%	8%	13%	14%
	2021	18%	12%	10%	2%	10%	17%	-	*	-	0%	2%	11%	10%	9%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	66%	40%	66%	76%	*	*	-	40%	37%	72%	68%	54%	64%	70%
	2021	68%	61%	54%	39%	55%	63%	-	*	-	*	24%	55%	57%	38%	53%	46%
At Meets Grade Level or Above	2022	53%	45%	39%	19%	40%	41%	*	*	-	40%	23%	50%	42%	28%	38%	41%
	2021	45%	35%	27%	11%	27%	43%	-	*	-	*	16%	20%	28%	20%	25%	19%
At Masters Grade Level	2022	25%	18%	19%	2%	19%	32%	*	*	-	40%	3%	33%	21%	11%	18%	19%
	2021	18%	12%	15%	3%	15%	23%	-	*	-	*	2%	10%	15%	13%	14%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	70%	43%	71%	66%	*	*	-	80%	41%	72%	72%	59%	68%	77%
	2021	66%	61%	59%	51%	60%	64%	-	*	-	*	37%	75%	61%	47%	59%	56%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	36%	14%	37%	37%	*	*	-	40%	25%	44%	39%	25%	34%	40%
	2021	37%	30%	24%	5%	25%	36%	-	*	-	*	23%	20%	25%	22%	23%	22%
At Masters Grade Level	2022	20%	16%	12%	2%	12%	15%	*	*	-	20%	4%	17%	13%	6%	11%	12%
	2021	18%	11%	8%	3%	8%	15%	-	*	-	*	2%	15%	8%	6%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	55%	20%	54%	80%	*	*	-	*	30%	80%	60%	33%	52%	58%
	2021	71%	65%	45%	7%	46%	50%	-	-	-	*	20%	14%	45%	42%	42%	43%
At Meets Grade Level or Above	2022	47%	45%	28%	10%	27%	40%	*	*	-	*	25%	30%	31%	14%	26%	28%
	2021	44%	35%	15%	0%	15%	25%	-	-	-	*	10%	14%	16%	11%	13%	12%
At Masters Grade Level	2022	21%	16%	9%	5%	8%	25%	*	*	-	*	8%	20%	10%	4%	8%	8%
	2021	20%	12%	4%	0%	3%	10%	-	-	-	*	0%	0%	3%	4%	3%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	37%	10%	37%	45%	*	*	-	*	21%	50%	41%	22%	34%	39%
	2021	34%	18%	21%	0%	21%	35%	-	*	-	*	10%	14%	20%	26%	18%	17%
Reading and Mathematics Including EOC	2022	41%	28%	37%	10%	37%	45%	*	*	-	*	21%	50%	41%	22%	34%	39%
	2021	34%	18%	21%	0%	21%	35%	-	*	-	*	10%	14%	20%	26%	18%	17%
Reading Including EOC	2022	58%	47%	49%	20%	50%	55%	*	*	-	*	25%	70%	54%	29%	46%	49%
	2021	46%	31%	34%	14%	34%	48%	-	*	-	*	10%	14%	34%	31%	31%	29%
Math Including EOC	2022	48%	35%	45%	15%	44%	55%	*	*	-	*	25%	60%	49%	25%	41%	49%
	2021	44%	25%	26%	0%	27%	35%	-	*	-	*	18%	14%	25%	33%	24%	26%
6th Graders																	
Reading and Mathematics	2022	31%	20%	19%	14%	20%	14%	-	*	-	*	21%	25%	19%	19%	19%	20%
	2021	24%	14%	13%	9%	13%	15%	-	-	-	*	21%	8%	14%	9%	14%	8%
Reading and Mathematics Including EOC	2022	31%	20%	19%	14%	20%	14%	-	*	-	*	21%	25%	19%	19%	19%	20%
	2021	24%	14%	13%	9%	13%	15%	-	-	-	*	21%	8%	14%	9%	14%	8%
Reading Including EOC	2022	43%	32%	29%	18%	30%	29%	-	*	-	*	21%	25%	29%	27%	29%	31%
	2021	32%	24%	21%	9%	21%	36%	-	-	-	*	20%	23%	23%	11%	20%	8%
Math Including EOC	2022	40%	29%	27%	14%	29%	19%	-	*	-	*	25%	25%	27%	26%	26%	28%
	2021	36%	23%	22%	9%	23%	38%	-	-	-	*	28%	23%	24%	13%	23%	16%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	28%	12%	29%	29%	*	*	-	40%	21%	39%	30%	21%	26%	30%
	2021	26%	15%	17%	6%	17%	27%	-	*	-	*	16%	10%	17%	17%	16%	13%
Reading and Mathematics Including EOC	2022	36%	27%	28%	12%	29%	29%	*	*	-	40%	21%	39%	30%	21%	26%	30%
	2021	28%	17%	17%	6%	17%	27%	-	*	-	*	16%	10%	17%	17%	16%	13%
Reading Including EOC	2022	53%	45%	39%	19%	40%	41%	*	*	-	40%	23%	50%	42%	28%	38%	41%
	2021	41%	30%	27%	11%	27%	43%	-	*	-	*	16%	20%	28%	20%	25%	19%
Math Including EOC	2022	43%	34%	36%	14%	37%	37%	*	*	-	40%	25%	44%	39%	25%	34%	40%
	2021	37%	25%	24%	5%	25%	36%	-	*	-	*	23%	20%	25%	22%	23%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	85	95	84	89	*	*	-	*	68	89	88	74	84	85
	2019	81	78	76	78	75	89	-	*	-	*	70	100	76	77	76	74
Grade 5 Mathematics	2022	79	78	74	71	74	82	*	*	-	*	57	85	78	55	74	73
	2019	83	76	55	68	53	70	-	*	-	*	64	71	54	60	55	49
Grade 6 ELA/Reading	2022	61	62	52	47	52	43	-	*	-	*	62	57	53	46	52	53
	2019	42	42	37	32	37	50	-	*	-	*	47	8	37	38	36	34
Grade 6 Mathematics	2022	61	69	64	69	65	56	-	*	-	*	56	80	64	65	65	70
	2019	54	50	53	43	54	65	-	-	-	*	64	60	54	46	53	54
Grade 7 Mathematics	2022	60	55	53	*	51	*	-	-	-	-	*	*	53	50	53	44
	2019	62	57	45	*	47	*	-	*	-	*	-	*	45	*	43	49
All Grades Both Subjects	2022	74	77	68	72	68	67	*	100	-	75	61	74	70	60	68	68
	2019	69	69	54	54	53	70	-	*	-	38	63	56	54	55	53	50
All Grades ELA/Reading	2022	78	80	68	72	67	64	*	*	-	*	65	75	69	60	68	67
	2019	68	68	55	54	53	73	-	*	-	*	61	50	54	57	54	50
All Grades Mathematics	2022	69	74	69	71	68	69	*	*	-	*	57	74	71	59	69	70
	2019	70	70	53	54	53	68	-	*	-	*	64	62	53	53	53	51

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	65%	78%	-	*	83%	-	-	-	-	-	-	66%	61%	68%	91%
	2021	67%	61%	54%	38%	-	38%	-	-	-	-	-	-	-	50%	57%	48%	79%
At Meets Grade Level or Above	2022	48%	43%	36%	35%	-	*	37%	-	-	-	-	-	-	33%	34%	34%	67%
	2021	41%	33%	24%	16%	-	16%	-	-	-	-	-	-	-	17%	26%	17%	79%
At Masters Grade Level	2022	23%	18%	14%	8%	-	*	9%	-	-	-	-	-	-	12%	14%	12%	35%
	2021	18%	12%	10%	9%	-	9%	-	-	-	-	-	-	-	6%	12%	7%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	66%	79%	-	*	83%	-	-	-	-	-	-	66%	62%	67%	88%
	2021	68%	61%	54%	33%	-	33%	-	-	-	-	-	-	-	46%	58%	45%	57%
At Meets Grade Level or Above	2022	53%	45%	39%	42%	-	*	43%	-	-	-	-	-	-	35%	38%	37%	74%
	2021	45%	35%	27%	17%	-	17%	-	-	-	-	-	-	-	18%	31%	18%	57%
At Masters Grade Level	2022	25%	18%	19%	13%	-	*	13%	-	-	-	-	-	-	16%	19%	16%	44%
	2021	18%	12%	15%	11%	-	11%	-	-	-	-	-	-	-	10%	18%	10%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	70%	79%	-	*	83%	-	-	-	-	-	-	74%	64%	75%	91%
	2021	66%	61%	59%	56%	-	56%	-	-	-	-	-	-	-	55%	61%	55%	100%
At Meets Grade Level or Above	2022	42%	37%	36%	29%	-	*	30%	-	-	-	-	-	-	36%	33%	36%	65%
	2021	37%	30%	24%	17%	-	17%	-	-	-	-	-	-	-	19%	26%	19%	100%
At Masters Grade Level	2022	20%	16%	12%	4%	-	*	4%	-	-	-	-	-	-	11%	12%	10%	26%
	2021	18%	11%	8%	6%	-	6%	-	-	-	-	-	-	-	5%	9%	5%	0%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	55%	*	-	*	-	-	-	-	-	-	-	55%	52%	55%	100%
	2021	71%	65%	45%	11%	-	11%	-	-	-	-	-	-	-	45%	46%	43%	-
At Meets Grade Level or Above	2022	47%	45%	28%	*	-	*	-	-	-	-	-	-	-	25%	28%	26%	55%
	2021	44%	35%	15%	11%	-	11%	-	-	-	-	-	-	-	12%	17%	12%	-
At Masters Grade Level	2022	21%	16%	9%	*	-	*	-	-	-	-	-	-	-	6%	10%	6%	36%
	2021	20%	12%	4%	11%	-	11%	-	-	-	-	-	-	-	2%	4%	3%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	68%	48%	-	-	48%	-	-	-	-	-	-	72%	68%	69%	65%
	2019	69%	69%	54%	49%	-	47%	53%	-	-	-	-	-	-	58%		50%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	68%	50%	-	-	50%	-	-	-	-	-	-	69%	68%	67%	63%
	2019	68%	68%	55%	49%	-	51%	39%	-	-	-	-	-	-	52%		49%	
All Grades Mathematics	2022	69%	74%	69%	46%	-	-	46%	-	-	-	-	-	-	73%	68%	70%	67%
	2019	70%	70%	53%	49%	-	44%	61%	-	-	-	-	-	-	63%		50%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	96%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	95%	87%	96%	95%	100%	100%	-	100%	97%	100%	97%	87%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	9%	4%	5%	0%	0%	-	0%	3%	0%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	4%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	2%	1%	4%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	96%	100%	100%	*	*	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	95%	88%	96%	95%	*	*	-	100%	96%	100%	97%	87%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	8%	4%	5%	*	*	-	0%	3%	0%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	1%	4%	0%	0%	*	*	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	2%	1%	4%	0%	0%	*	*	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	96%	100%	100%	*	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	95%	88%	96%	95%	*	*	-	100%	97%	100%	98%	87%	96%	96%
Not Included in Accountability: Mobile	5%	4%	4%	8%	4%	5%	*	*	-	0%	3%	0%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	4%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	4%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	96%	100%	100%	*	*	-	*	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	95%	83%	96%	95%	*	*	-	*	96%	100%	97%	88%	96%	96%
Not Included in Accountability: Mobile	4%	3%	4%	13%	4%	5%	*	*	-	*	4%	0%	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	4%	0%	0%	*	*	-	*	0%	0%	0%	1%	1%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	4%	0%	0%	*	*	-	*	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	96%	91%	96%	100%	-	*	-	*	95%	100%	97%	91%	96%	100%
Included in Accountability	83%	86%	89%	82%	90%	95%	-	*	-	*	87%	87%	95%	68%	89%	90%
Not Included in Accountability: Mobile	3%	3%	4%	9%	4%	5%	-	*	-	*	4%	9%	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	2%	0%	2%	0%	-	*	-	*	3%	4%	1%	8%	2%	6%
Not Tested	11%	7%	4%	9%	4%	0%	-	*	-	*	5%	0%	3%	9%	4%	0%
Absent	2%	2%	2%	5%	2%	0%	-	*	-	*	4%	0%	1%	4%	2%	0%
Other	10%	4%	2%	5%	2%	0%	-	*	-	*	1%	0%	2%	5%	2%	0%
Mathematics																
Assessment Participant	88%	95%	97%	95%	97%	100%	-	*	-	*	97%	100%	98%	93%	97%	99%
Included in Accountability	84%	89%	91%	84%	91%	94%	-	*	-	*	90%	91%	96%	70%	90%	91%
Not Included in Accountability: Mobile	4%	3%	5%	11%	4%	6%	-	*	-	*	5%	9%	2%	16%	5%	4%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	2%	0%	-	*	-	*	1%	0%	0%	7%	2%	4%
Not Tested	12%	5%	3%	5%	3%	0%	-	*	-	*	3%	0%	2%	7%	3%	1%
Absent	2%	2%	1%	2%	1%	0%	-	*	-	*	2%	0%	1%	3%	1%	1%
Other	10%	3%	2%	2%	2%	0%	-	*	-	*	1%	0%	1%	4%	2%	0%
Science																
Assessment Participant	87%	92%	95%	84%	95%	100%	-	*	-	*	95%	100%	96%	89%	95%	98%
Included in Accountability	84%	88%	88%	74%	89%	95%	-	*	-	*	93%	88%	94%	64%	88%	91%
Not Included in Accountability: Mobile	3%	3%	5%	11%	5%	5%	-	*	-	*	2%	13%	2%	17%	5%	4%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	2%	0%	-	*	-	*	0%	0%	0%	7%	2%	4%
Not Tested	13%	8%	5%	16%	5%	0%	-	*	-	*	5%	0%	4%	11%	5%	2%
Absent	2%	3%	3%	16%	2%	0%	-	*	-	*	0%	0%	1%	7%	3%	2%
Other	10%	5%	3%	0%	3%	0%	-	*	-	*	5%	0%	2%	4%	3%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	94.9%	92.6%	95.0%	94.5%	-	*	-	*	92.5%	94.7%	95.4%
2019-20	98.3%	98.1%	98.8%	98.8%	98.9%	98.5%	*	*	-	*	98.7%	98.8%	98.9%
Chronic Absenteeism													
2020-21	15.0%	18.0%	17.4%	20.0%	17.2%	17.1%	-	*	-	*	25.0%	17.8%	14.3%
2019-20	6.7%	8.8%	5.3%	7.5%	5.1%	7.3%	*	*	-	*	5.4%	5.3%	5.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	727	100.0%	49,255	5,402,928	727	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	374	51.4%	7.2%	7.2%	374	51.4%	7.1%	7.2%
Grade 6	353	48.6%	7.1%	7.4%	353	48.6%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	53	7.3%	8.1%	12.8%	53	7.3%	8.1%	12.8%
Hispanic	621	85.4%	82.8%	52.8%	621	85.4%	82.8%	52.7%
White	44	6.1%	5.2%	26.3%	44	6.1%	5.2%	26.3%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	3	0.4%	3.0%	4.8%	3	0.4%	3.0%	4.8%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	4	0.6%	0.7%	2.9%	4	0.6%	0.7%	2.9%
Sex:								
Female	370	50.9%	48.3%	48.9%	370	50.9%	48.3%	48.8%
Male	357	49.1%	51.7%	51.1%	357	49.1%	51.7%	51.2%
Economically Disadvantaged	624	85.8%	79.4%	60.7%	624	85.8%	79.4%	60.6%
Non-Educationally Disadvantaged	103	14.2%	20.6%	39.3%	103	14.2%	20.6%	39.4%
Section 504 Students	61	8.4%	5.8%	7.4%	61	8.4%	5.8%	7.4%
EB Students/EL	286	39.3%	32.6%	21.7%	286	39.3%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	10	1.2%	0.8%	0.6%				
Students w/ Dyslexia	53	7.3%	4.9%	5.0%	53	7.3%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.6%	0.7%	1.1%	4	0.6%	0.7%	1.1%
Immigrant	13	1.8%	3.4%	2.0%	13	1.8%	3.4%	2.0%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	727	100.0%	67.8%	64.3%	727	100.0%	67.7%	64.3%
Military Connected	2	0.3%	0.4%	3.3%	2	0.3%	0.4%	3.3%
At-Risk	540	74.3%	69.4%	53.5%	540	74.3%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	294	40.4%	30.5%	21.9%	294	40.4%	30.4%	21.8%
Gifted and Talented Education	62	8.5%	5.5%	8.0%	62	8.5%	5.5%	8.0%
Special Education	104	14.3%	12.4%	11.6%	104	14.3%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	104							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	51.0%	44.4%	43.0%				
Students with Physical Disabilities	9	8.7%	18.2%	20.8%				
Students with Autism	25	24.0%	21.3%	14.7%				
Students with Behavioral Disabilities	17	16.3%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	143	17.0%	14.7%	13.6%				
By Ethnicity:								
African American	14	1.7%	2.1%	2.5%				
Hispanic	119	14.2%	11.1%	6.6%				
White	9	1.1%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	18	16.4%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	39	14.6%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	124	17.2%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	74	20.5%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	1.3%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.9%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	16.4	17.4	20.2
Grade 6	16.3	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	21.7	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	83.4	100.0%	100.0%	100.0%
Professional Staff:	66.6	79.9%	59.0%	64.1%
Teachers	56.1	67.3%	45.5%	49.3%
Professional Support	7.5	9.0%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	3.6%	2.3%	2.9%
Educational Aides:	16.8	20.1%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	53.4	64.0%	65.4%	52.1%
Teachers by Ethnicity:				
African American	6.0	10.7%	10.3%	11.2%
Hispanic	28.0	49.9%	39.2%	28.9%
White	21.1	37.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	10.3	18.3%	25.0%	24.1%
Females	45.9	81.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	46.6	83.0%	75.8%	72.6%
Masters	9.5	17.0%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.3	9.4%	7.9%	7.9%
1-5 Years Experience	20.1	35.8%	27.4%	26.7%
6-10 Years Experience	10.0	17.8%	24.2%	20.6%
11-20 Years Experience	16.3	29.0%	28.7%	28.6%
21-30 Years Experience	4.4	7.9%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.9	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	9.1	10.4	11.1
Average Years Experience of Teachers with District:	7.9	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,686	\$56,914	\$51,054
1-5 Years Experience	\$59,112	\$58,997	\$54,577
6-10 Years Experience	\$60,651	\$61,821	\$57,746
11-20 Years Experience	\$64,508	\$63,221	\$61,377
21-30 Years Experience	\$68,453	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,652	\$61,600	\$58,887
Professional Support	\$69,392	\$76,167	\$69,505
Campus Administration (School Leadership)	\$96,512	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.4%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.2	0.4%	0.5%	1.7%
Regular Education	44.9	79.9%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	8.8	15.7%	14.2%	9.6%
Other	2.0	3.6%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: NELDA SULLIVAN MIDDLE

Campus Number: 101917146

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	76%	75%	76%	78%	-	*	-	-	48%	86%	80%	61%	76%	77%
	2021	73%	62%	60%	*	59%	80%	-	*	-	-	38%	*	61%	55%	60%	54%
At Meets Grade Level or Above	2022	58%	47%	48%	75%	46%	78%	-	*	-	-	26%	57%	51%	35%	47%	48%
	2021	46%	31%	28%	*	27%	40%	-	*	-	-	27%	*	28%	29%	27%	21%
At Masters Grade Level	2022	36%	26%	31%	50%	29%	67%	-	*	-	-	13%	43%	33%	22%	30%	28%
	2021	30%	17%	15%	*	14%	40%	-	*	-	-	16%	*	14%	19%	14%	9%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	67%	57%	67%	83%	-	*	-	-	63%	67%	69%	63%	68%	74%
	2021	70%	58%	51%	*	50%	60%	-	*	-	-	46%	*	53%	39%	52%	50%
At Meets Grade Level or Above	2022	48%	34%	23%	29%	23%	17%	-	*	-	-	20%	17%	25%	15%	24%	27%
	2021	44%	25%	21%	*	19%	40%	-	*	-	-	24%	*	22%	13%	21%	18%
At Masters Grade Level	2022	25%	13%	5%	14%	4%	0%	-	*	-	-	7%	0%	5%	5%	5%	6%
	2021	25%	10%	8%	*	7%	20%	-	*	-	-	19%	*	8%	6%	8%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	71%	75%	70%	89%	-	*	-	-	45%	86%	75%	54%	71%	72%
	2021	62%	49%	57%	*	56%	60%	-	*	-	-	36%	*	57%	55%	57%	53%
At Meets Grade Level or Above	2022	38%	29%	35%	63%	33%	56%	-	*	-	-	23%	29%	35%	33%	34%	36%
	2021	31%	16%	23%	*	21%	40%	-	*	-	-	25%	*	24%	17%	23%	16%
At Masters Grade Level	2022	18%	11%	10%	0%	10%	11%	-	*	-	-	10%	0%	11%	9%	10%	12%
	2021	13%	4%	6%	*	5%	20%	-	*	-	-	14%	*	6%	3%	6%	3%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	73%	40%	74%	*	-	*	-	-	50%	*	74%	65%	73%	74%
	2021	62%	53%	48%	*	48%	*	-	-	-	-	20%	*	47%	57%	47%	26%
At Meets Grade Level or Above	2022	43%	32%	44%	20%	43%	*	-	*	-	-	30%	*	44%	39%	43%	43%
	2021	32%	24%	19%	*	19%	*	-	-	-	-	17%	*	19%	23%	17%	6%
At Masters Grade Level	2022	23%	13%	20%	20%	20%	*	-	*	-	-	15%	*	21%	13%	20%	21%
	2021	15%	9%	8%	*	8%	*	-	-	-	-	11%	*	9%	7%	7%	1%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	75%	50%	75%	86%	-	-	-	-	53%	100%	73%	83%	74%	77%
	2021	68%	56%	56%	*	55%	*	-	-	-	-	41%	*	54%	64%	55%	45%
At Meets Grade Level or Above	2022	39%	22%	33%	33%	32%	71%	-	-	-	-	35%	40%	33%	37%	32%	33%
	2021	36%	18%	20%	*	19%	*	-	-	-	-	18%	*	20%	24%	19%	15%
At Masters Grade Level	2022	16%	4%	7%	0%	6%	43%	-	-	-	-	15%	0%	6%	9%	6%	4%
	2021	15%	3%	4%	*	3%	*	-	-	-	-	12%	*	3%	7%	3%	2%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	100%	-	100%	-	-	-	*	-	-	-	100%	*	100%	100%
	2021	55%	48%	86%	-	86%	-	-	-	-	-	-	-	86%	*	84%	*
At Meets Grade Level or Above	2022	31%	24%	80%	-	79%	-	-	*	-	-	-	-	79%	*	81%	89%
	2021	27%	18%	45%	-	45%	-	-	-	-	-	-	-	43%	*	37%	*
At Masters Grade Level	2022	13%	8%	43%	-	41%	-	-	*	-	-	-	-	41%	*	50%	53%
	2021	12%	5%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	73%	62%	73%	83%	-	100%	-	-	52%	86%	75%	64%	73%	76%
	2021	67%	61%	55%	100%	54%	70%	-	*	-	-	36%	54%	55%	55%	55%	46%
At Meets Grade Level or Above	2022	48%	43%	38%	47%	37%	60%	-	100%	-	-	27%	34%	39%	32%	37%	39%
	2021	41%	33%	23%	82%	22%	39%	-	*	-	-	22%	8%	23%	22%	21%	16%
At Masters Grade Level	2022	23%	18%	16%	18%	15%	29%	-	100%	-	-	12%	10%	16%	12%	15%	15%
	2021	18%	12%	8%	55%	7%	17%	-	*	-	-	15%	0%	8%	8%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	62%	75%	77%	-	*	-	-	49%	91%	77%	62%	74%	76%
	2021	68%	61%	54%	*	53%	78%	-	*	-	-	29%	40%	54%	56%	53%	41%
At Meets Grade Level or Above	2022	53%	45%	46%	54%	44%	77%	-	*	-	-	28%	45%	47%	36%	45%	45%
	2021	45%	35%	24%	*	23%	33%	-	*	-	-	22%	0%	23%	25%	22%	14%
At Masters Grade Level	2022	25%	18%	25%	38%	24%	46%	-	*	-	-	14%	27%	27%	18%	24%	24%
	2021	18%	12%	11%	*	11%	22%	-	*	-	-	14%	0%	11%	12%	11%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	73%	54%	73%	85%	-	*	-	-	57%	82%	73%	72%	73%	77%
	2021	66%	61%	55%	*	54%	67%	-	*	-	-	44%	40%	55%	54%	55%	48%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	32%	31%	31%	46%	-	*	-	-	29%	27%	33%	26%	31%	34%
	2021	37%	30%	22%	*	21%	44%	-	*	-	-	21%	0%	22%	20%	20%	16%
At Masters Grade Level	2022	20%	16%	8%	8%	7%	23%	-	*	-	-	11%	0%	8%	8%	8%	8%
	2021	18%	11%	5%	*	5%	11%	-	*	-	-	15%	0%	5%	7%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	71%	75%	70%	89%	-	*	-	-	45%	86%	75%	54%	71%	72%
	2021	71%	65%	57%	*	56%	60%	-	*	-	-	36%	*	57%	55%	57%	53%
At Meets Grade Level or Above	2022	47%	45%	35%	63%	33%	56%	-	*	-	-	23%	29%	35%	33%	34%	36%
	2021	44%	35%	23%	*	21%	40%	-	*	-	-	25%	*	24%	17%	23%	16%
At Masters Grade Level	2022	21%	16%	10%	0%	10%	11%	-	*	-	-	10%	0%	11%	9%	10%	12%
	2021	20%	12%	6%	*	5%	20%	-	*	-	-	14%	*	6%	3%	6%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	25%	38%	24%	33%	-	*	-	-	17%	14%	27%	18%	24%	26%
	2021	34%	18%	16%	*	14%	40%	-	*	-	-	22%	*	17%	10%	15%	13%
Reading and Mathematics Including EOC	2022	41%	28%	25%	38%	24%	33%	-	*	-	-	17%	14%	27%	18%	24%	26%
	2021	34%	18%	16%	*	14%	40%	-	*	-	-	22%	*	17%	10%	15%	13%
Reading Including EOC	2022	58%	47%	48%	75%	46%	78%	-	*	-	-	26%	57%	51%	35%	47%	48%
	2021	46%	31%	28%	*	27%	40%	-	*	-	-	27%	*	28%	29%	27%	21%
Math Including EOC	2022	48%	35%	29%	38%	29%	33%	-	*	-	-	20%	29%	31%	22%	29%	31%
	2021	44%	25%	21%	*	19%	40%	-	*	-	-	24%	*	22%	13%	21%	18%
6th Graders																	
Reading and Mathematics	2022	31%	20%	26%	0%	25%	*	-	*	-	-	23%	*	26%	26%	26%	26%
	2021	24%	14%	12%	*	12%	*	-	-	-	-	18%	*	12%	16%	10%	4%
Reading and Mathematics Including EOC	2022	31%	20%	26%	0%	25%	*	-	*	-	-	23%	*	26%	26%	26%	26%
	2021	24%	14%	12%	*	12%	*	-	-	-	-	18%	*	12%	16%	10%	4%
Reading Including EOC	2022	43%	32%	44%	20%	43%	*	-	*	-	-	30%	*	44%	39%	43%	43%
	2021	32%	24%	19%	*	19%	*	-	-	-	-	17%	*	19%	20%	16%	5%
Math Including EOC	2022	40%	29%	34%	20%	33%	*	-	*	-	-	35%	*	34%	32%	34%	37%
	2021	36%	23%	22%	*	21%	*	-	-	-	-	18%	*	22%	23%	20%	13%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	26%	23%	25%	46%	-	*	-	-	20%	9%	26%	21%	25%	26%
	2021	26%	15%	14%	*	13%	33%	-	*	-	-	20%	0%	14%	14%	12%	9%
Reading and Mathematics Including EOC	2022	36%	27%	26%	23%	25%	46%	-	*	-	-	20%	9%	26%	21%	25%	26%
	2021	28%	17%	14%	*	13%	33%	-	*	-	-	20%	0%	14%	14%	12%	9%
Reading Including EOC	2022	53%	45%	46%	54%	44%	77%	-	*	-	-	28%	45%	47%	36%	45%	45%
	2021	41%	30%	23%	*	23%	33%	-	*	-	-	22%	0%	23%	24%	22%	14%
Math Including EOC	2022	43%	34%	32%	31%	31%	46%	-	*	-	-	29%	27%	33%	26%	31%	34%
	2021	37%	25%	21%	*	20%	44%	-	*	-	-	21%	0%	22%	19%	20%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	86	100	85	100	-	*	-	-	79	100	89	71	86	87
	2019	81	78	78	*	78	94	*	*	-	-	67	83	78	84	78	83
Grade 5 Mathematics	2022	79	78	80	*	79	83	-	*	-	-	82	75	79	86	80	81
	2019	83	76	77	*	77	81	*	*	-	-	88	67	77	77	76	81
Grade 6 ELA/Reading	2022	61	62	75	*	77	*	-	*	-	-	54	*	75	80	75	78
	2019	42	42	43	*	43	*	-	-	-	-	54	80	46	30	44	40
Grade 6 Mathematics	2022	61	69	79	*	79	71	-	-	-	-	74	90	79	75	80	81
	2019	54	50	52	*	51	*	-	-	-	-	37	70	53	45	52	53
Grade 7 Mathematics	2022	60	55	83	-	83	-	-	*	-	-	-	-	83	*	89	81
	2019	62	57	26	-	26	-	-	-	-	-	-	-	26	*	25	25
All Grades Both Subjects	2022	74	77	80	79	80	77	-	*	-	-	71	89	80	78	80	81
	2019	69	69	62	67	61	82	*	*	-	-	61	75	62	59	62	64
All Grades ELA/Reading	2022	78	80	81	71	81	77	-	*	-	-	65	95	81	75	80	82
	2019	68	68	61	*	61	86	*	*	-	-	60	82	62	57	61	62
All Grades Mathematics	2022	69	74	80	86	79	77	-	*	-	-	77	82	79	81	80	81
	2019	70	70	63	*	62	77	*	*	-	-	62	68	63	61	62	65

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	73%	-	-	-	-	-	-	-	-	-	-	73%	71%	73%	97%
	2021	67%	61%	55%	71%	-	67%	-	-	*	-	-	-	-	45%	61%	46%	-
At Meets Grade Level or Above	2022	48%	43%	38%	-	-	-	-	-	-	-	-	-	-	35%	36%	35%	76%
	2021	41%	33%	23%	43%	-	44%	-	-	*	-	-	-	-	14%	28%	16%	-
At Masters Grade Level	2022	23%	18%	16%	-	-	-	-	-	-	-	-	-	-	13%	16%	13%	36%
	2021	18%	12%	8%	33%	-	39%	-	-	*	-	-	-	-	4%	10%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	-	-	-	-	-	-	-	-	-	-	73%	74%	73%	97%
	2021	68%	61%	54%	88%	-	86%	-	-	*	-	-	-	-	40%	63%	41%	-
At Meets Grade Level or Above	2022	53%	45%	46%	-	-	-	-	-	-	-	-	-	-	40%	46%	40%	87%
	2021	45%	35%	24%	38%	-	43%	-	-	*	-	-	-	-	13%	30%	14%	-
At Masters Grade Level	2022	25%	18%	25%	-	-	-	-	-	-	-	-	-	-	21%	27%	21%	52%
	2021	18%	12%	11%	38%	-	43%	-	-	*	-	-	-	-	4%	15%	6%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	73%	-	-	-	-	-	-	-	-	-	-	75%	67%	75%	97%
	2021	66%	61%	55%	50%	-	43%	-	-	*	-	-	-	-	47%	60%	48%	-
At Meets Grade Level or Above	2022	42%	37%	32%	-	-	-	-	-	-	-	-	-	-	30%	28%	30%	71%
	2021	37%	30%	22%	38%	-	43%	-	-	*	-	-	-	-	16%	25%	16%	-
At Masters Grade Level	2022	20%	16%	8%	-	-	-	-	-	-	-	-	-	-	6%	8%	6%	26%
	2021	18%	11%	5%	38%	-	43%	-	-	*	-	-	-	-	3%	6%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	71%	-	-	-	-	-	-	-	-	-	-	70%	70%	70%	100%
	2021	71%	65%	57%	80%	-	*	-	-	*	-	-	-	-	52%	60%	53%	-
At Meets Grade Level or Above	2022	47%	45%	35%	-	-	-	-	-	-	-	-	-	-	36%	33%	35%	50%
	2021	44%	35%	23%	60%	-	*	-	-	*	-	-	-	-	14%	29%	16%	-
At Masters Grade Level	2022	21%	16%	10%	-	-	-	-	-	-	-	-	-	-	12%	8%	12%	13%
	2021	20%	12%	6%	20%	-	*	-	-	*	-	-	-	-	3%	8%	3%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	80%	-	-	-	-	-	-	-	-	-	-	80%	78%	80%	94%
	2019	69%	69%	62%	66%	-	66%	-	-	-	-	-	-	-	59%		65%	

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	81%	-	-	-	-	-	-	-	-	-	-	81%	78%	81%	94%
	2019	68%	68%	61%	62%	-	62%	-	-	-	-	-	-	-	53%		61%	
All Grades Mathematics	2022	69%	74%	80%	-	-	-	-	-	-	-	-	-	-	79%	78%	79%	94%
	2019	70%	70%	63%	69%	-	69%	-	-	-	-	-	-	-	65%		69%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	-	-	98%	100%	100%	98%	100%	100%
Included in Accountability	93%	93%	93%	87%	94%	92%	-	100%	-	-	93%	91%	98%	76%	94%	95%
Not Included in Accountability: Mobile	5%	4%	6%	13%	6%	8%	-	0%	-	-	5%	9%	2%	22%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	-	-	2%	0%	0%	2%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	-	2%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	-	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	93%	87%	94%	93%	-	*	-	-	93%	92%	98%	75%	94%	95%
Not Included in Accountability: Mobile	5%	4%	6%	13%	6%	7%	-	*	-	-	5%	8%	2%	23%	5%	4%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	-	1%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	-	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	*	-	-	97%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	93%	87%	93%	93%	-	*	-	-	92%	92%	98%	75%	94%	95%
Not Included in Accountability: Mobile	5%	4%	6%	13%	6%	7%	-	*	-	-	5%	8%	2%	23%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	1%	0%	1%	0%	-	*	-	-	3%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	*	-	-	3%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	*	-	-	97%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	93%	89%	94%	90%	-	*	-	-	94%	88%	98%	78%	94%	96%
Not Included in Accountability: Mobile	4%	3%	6%	11%	5%	10%	-	*	-	-	3%	13%	2%	19%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	2%	0%	1%
Not Tested	2%	2%	0%	0%	0%	0%	-	*	-	-	3%	0%	0%	2%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	-	*	-	-	3%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
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%
Reading																
Assessment Participant	89%	93%	89%	57%	89%	83%	-	*	-	-	89%	100%	90%	83%	90%	94%
Included in Accountability	83%	86%	84%	57%	84%	75%	-	*	-	-	83%	83%	86%	74%	84%	85%
Not Included in Accountability: Mobile	3%	3%	2%	0%	2%	8%	-	*	-	-	1%	0%	2%	3%	2%	2%
Not Included in Accountability: Other Exclusions	3%	5%	3%	0%	3%	0%	-	*	-	-	5%	17%	2%	6%	3%	7%
Not Tested	11%	7%	11%	43%	11%	17%	-	*	-	-	11%	0%	10%	17%	10%	6%
Absent	2%	2%	2%	0%	2%	0%	-	*	-	-	2%	0%	1%	6%	2%	1%
Other	10%	4%	9%	43%	9%	17%	-	*	-	-	9%	0%	9%	11%	9%	5%
Mathematics																
Assessment Participant	88%	95%	86%	57%	87%	83%	-	*	-	-	85%	83%	88%	81%	87%	89%
Included in Accountability	84%	89%	83%	57%	84%	75%	-	*	-	-	83%	83%	85%	74%	84%	85%
Not Included in Accountability: Mobile	4%	3%	2%	0%	2%	8%	-	*	-	-	1%	0%	2%	3%	2%	2%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	0%	-	*	-	-	1%	0%	0%	4%	1%	2%
Not Tested	12%	5%	14%	43%	13%	17%	-	*	-	-	15%	17%	13%	19%	13%	11%
Absent	2%	2%	2%	14%	2%	0%	-	*	-	-	5%	17%	2%	4%	2%	2%
Other	10%	3%	11%	29%	11%	17%	-	*	-	-	10%	0%	11%	15%	11%	9%
Science																
Assessment Participant	87%	92%	85%	*	84%	100%	-	*	-	-	86%	*	86%	79%	85%	88%
Included in Accountability	84%	88%	81%	*	81%	83%	-	*	-	-	86%	*	83%	69%	82%	83%
Not Included in Accountability: Mobile	3%	3%	2%	*	2%	17%	-	*	-	-	0%	*	2%	2%	3%	2%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	1%	*	1%	0%	-	*	-	-	0%	*	0%	7%	1%	2%
Not Tested	13%	8%	15%	*	16%	0%	-	*	-	-	14%	*	14%	21%	15%	12%
Absent	2%	3%	4%	*	4%	0%	-	*	-	-	7%	*	3%	12%	4%	1%
Other	10%	5%	11%	*	12%	0%	-	*	-	-	7%	*	11%	10%	10%	11%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.6%	90.4%	95.6%	96.7%	-	*	-	*	92.8%	95.6%	96.2%
2019-20	98.3%	98.1%	99.0%	*	99.0%	98.9%	*	*	-	*	98.9%	99.0%	99.2%
Chronic Absenteeism													
2020-21	15.0%	18.0%	11.3%	44.4%	10.9%	7.7%	-	*	-	*	24.4%	11.2%	9.1%
2019-20	6.7%	8.8%	3.5%	0.0%	3.5%	0.0%	*	*	-	*	4.0%	2.9%	3.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	534	100.0%	49,255	5,402,928	534	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	257	48.1%	7.2%	7.2%	257	48.1%	7.1%	7.2%
Grade 6	277	51.9%	7.1%	7.4%	277	51.9%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	15	2.8%	8.1%	12.8%	15	2.8%	8.1%	12.8%
Hispanic	503	94.2%	82.8%	52.8%	503	94.2%	82.8%	52.7%
White	13	2.4%	5.2%	26.3%	13	2.4%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.4%	3.0%	4.8%	2	0.4%	3.0%	4.8%
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%	2.9%	1	0.2%	0.7%	2.9%
Sex:								
Female	267	50.0%	48.3%	48.9%	267	50.0%	48.3%	48.8%
Male	267	50.0%	51.7%	51.1%	267	50.0%	51.7%	51.2%
Economically Disadvantaged	505	94.6%	79.4%	60.7%	505	94.6%	79.4%	60.6%
Non-Educationally Disadvantaged	29	5.4%	20.6%	39.3%	29	5.4%	20.6%	39.4%
Section 504 Students	44	8.2%	5.8%	7.4%	44	8.2%	5.8%	7.4%
EB Students/EL	266	49.8%	32.6%	21.7%	266	49.8%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	3	0.5%	0.8%	0.6%				
Students w/ Dyslexia	50	9.4%	4.9%	5.0%	50	9.4%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.4%	0.7%	1.1%	2	0.4%	0.7%	1.1%
Immigrant	7	1.3%	3.4%	2.0%	7	1.3%	3.4%	2.0%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	534	100.0%	67.8%	64.3%	534	100.0%	67.7%	64.3%
Military Connected	4	0.7%	0.4%	3.3%	4	0.7%	0.4%	3.3%
At-Risk	446	83.5%	69.4%	53.5%	446	83.5%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	239	44.8%	30.5%	21.9%	239	44.8%	30.4%	21.8%
Gifted and Talented Education	34	6.4%	5.5%	8.0%	34	6.4%	5.5%	8.0%
Special Education	75	14.0%	12.4%	11.6%	75	14.0%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	48	64.0%	44.4%	43.0%				
Students with Physical Disabilities	6	8.0%	18.2%	20.8%				
Students with Autism	13	17.3%	21.3%	14.7%				
Students with Behavioral Disabilities	8	10.7%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	57	8.9%	14.7%	13.6%				
By Ethnicity:								
African American	2	0.3%	2.1%	2.5%				
Hispanic	54	8.4%	11.1%	6.6%				
White	1	0.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	7.8%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	5.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	52	8.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	51	17.8%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.0%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.0%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	18.4	17.4	20.2
Grade 6	16.6	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	68.6	100.0%	100.0%	100.0%
Professional Staff:	56.8	82.9%	59.0%	64.1%
Teachers	46.4	67.6%	45.5%	49.3%
Professional Support	7.5	10.9%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	4.4%	2.3%	2.9%
Educational Aides:	11.7	17.1%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	37.2	54.2%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.0	8.7%	10.3%	11.2%
Hispanic	21.0	45.3%	39.2%	28.9%
White	18.4	39.6%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	4.3%	0.9%	1.2%
Teachers by Sex:				
Males	9.4	20.3%	25.0%	24.1%
Females	36.9	79.7%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	38.2	82.5%	75.8%	72.6%
Masters	8.1	17.5%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.8	10.3%	7.9%	7.9%
1-5 Years Experience	10.1	21.7%	27.4%	26.7%
6-10 Years Experience	20.0	43.1%	24.2%	20.6%
11-20 Years Experience	9.4	20.3%	28.7%	28.6%
21-30 Years Experience	2.1	4.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.5	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	8.7	10.4	11.1
Average Years Experience of Teachers with District:	7.3	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,558	\$56,914	\$51,054
1-5 Years Experience	\$57,822	\$58,997	\$54,577
6-10 Years Experience	\$61,524	\$61,821	\$57,746
11-20 Years Experience	\$60,068	\$63,221	\$61,377
21-30 Years Experience	\$67,747	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,189	\$61,600	\$58,887
Professional Support	\$68,644	\$76,167	\$69,505
Campus Administration (School Leadership)	\$97,745	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	37.5	80.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	8.5	18.3%	14.2%	9.6%
Other	0.4	0.9%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FRED ROBERTS MIDDLE

Campus Number: 101917147

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	75%	83%	78%	82%	100%	-	89%	-	86%	63%	78%	86%	74%	82%	78%
	2021	73%	62%	60%	44%	56%	71%	-	96%	-	75%	30%	80%	62%	50%	59%	59%
At Meets Grade Level or Above	2022	58%	47%	51%	32%	52%	67%	-	61%	-	71%	33%	44%	55%	38%	49%	45%
	2021	46%	31%	33%	19%	30%	59%	-	58%	-	38%	20%	60%	35%	21%	32%	30%
At Masters Grade Level	2022	36%	26%	29%	14%	30%	47%	-	33%	-	43%	5%	44%	32%	21%	28%	25%
	2021	30%	17%	20%	13%	16%	47%	-	42%	-	13%	3%	60%	22%	10%	18%	15%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	77%	51%	80%	75%	-	100%	-	86%	43%	78%	78%	72%	77%	80%
	2021	70%	58%	64%	41%	63%	71%	-	92%	-	63%	43%	60%	66%	52%	62%	63%
At Meets Grade Level or Above	2022	48%	34%	44%	30%	43%	44%	-	78%	-	43%	28%	44%	46%	36%	44%	49%
	2021	44%	25%	34%	9%	31%	41%	-	71%	-	50%	20%	60%	35%	29%	32%	29%
At Masters Grade Level	2022	25%	13%	14%	5%	11%	31%	-	44%	-	14%	5%	22%	13%	17%	14%	15%
	2021	25%	10%	15%	0%	12%	24%	-	46%	-	38%	3%	40%	16%	12%	14%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	62%	69%	57%	68%	87%	-	89%	-	71%	43%	44%	70%	66%	71%	59%
	2021	62%	49%	52%	29%	50%	65%	-	83%	-	63%	26%	100%	53%	44%	50%	49%
At Meets Grade Level or Above	2022	38%	29%	33%	16%	32%	60%	-	61%	-	43%	30%	33%	35%	28%	33%	33%
	2021	31%	16%	21%	6%	15%	59%	-	54%	-	38%	21%	40%	23%	15%	19%	16%
At Masters Grade Level	2022	18%	11%	11%	8%	9%	27%	-	17%	-	14%	13%	22%	10%	11%	11%	7%
	2021	13%	4%	7%	0%	4%	29%	-	21%	-	0%	3%	40%	6%	7%	5%	1%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	63%	63%	54%	61%	69%	-	93%	-	67%	37%	80%	66%	53%	62%	69%
	2021	62%	53%	63%	54%	62%	57%	-	92%	*	60%	26%	*	64%	62%	60%	46%
At Meets Grade Level or Above	2022	43%	32%	34%	24%	29%	44%	-	74%	-	44%	24%	60%	39%	14%	29%	42%
	2021	32%	24%	31%	15%	31%	57%	-	50%	*	40%	15%	*	33%	21%	28%	12%
At Masters Grade Level	2022	23%	13%	16%	8%	12%	38%	-	41%	-	22%	7%	40%	19%	6%	11%	19%
	2021	15%	9%	13%	5%	13%	14%	-	25%	*	20%	3%	*	14%	8%	11%	0%
Grade 6 Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	64%	71%	57%	73%	75%	-	94%	-	38%	40%	*	71%	70%	69%	81%
	2021	68%	56%	69%	42%	72%	*	-	92%	*	*	47%	*	70%	64%	65%	67%
At Meets Grade Level or Above	2022	39%	22%	29%	9%	28%	33%	-	69%	-	38%	29%	*	30%	25%	27%	40%
	2021	36%	18%	28%	8%	30%	*	-	46%	*	*	26%	*	30%	21%	25%	20%
At Masters Grade Level	2022	16%	4%	4%	0%	3%	8%	-	19%	-	13%	7%	*	4%	5%	3%	6%
	2021	15%	3%	9%	0%	11%	*	-	23%	*	*	6%	*	9%	11%	9%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	100%	*	100%	*	-	100%	-	*	*	*	100%	*	100%	100%
	2021	55%	48%	98%	80%	100%	*	-	100%	-	*	-	*	100%	*	98%	*
At Meets Grade Level or Above	2022	31%	24%	100%	*	100%	*	-	100%	-	*	*	*	100%	*	100%	100%
	2021	27%	18%	87%	80%	85%	*	-	100%	-	*	-	*	91%	*	88%	*
At Masters Grade Level	2022	13%	8%	74%	*	69%	*	-	82%	-	*	*	*	73%	*	70%	89%
	2021	12%	5%	43%	40%	33%	*	-	64%	-	*	-	*	44%	*	39%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	73%	60%	73%	82%	-	94%	-	69%	45%	73%	75%	67%	73%	74%
	2021	67%	61%	63%	44%	62%	71%	-	92%	*	68%	34%	78%	64%	55%	60%	57%
At Meets Grade Level or Above	2022	48%	43%	39%	23%	37%	53%	-	72%	-	49%	29%	46%	43%	28%	37%	43%
	2021	41%	33%	32%	14%	29%	57%	-	61%	*	38%	20%	43%	34%	22%	29%	23%
At Masters Grade Level	2022	23%	18%	16%	8%	13%	33%	-	37%	-	23%	7%	32%	17%	12%	14%	17%
	2021	18%	12%	14%	5%	12%	29%	-	35%	*	18%	3%	39%	15%	10%	12%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	73%	66%	70%	84%	-	91%	-	75%	49%	79%	75%	62%	71%	73%
	2021	68%	61%	62%	49%	59%	67%	-	94%	*	69%	28%	78%	63%	56%	60%	53%
At Meets Grade Level or Above	2022	53%	45%	42%	28%	39%	55%	-	69%	-	56%	28%	50%	46%	25%	38%	43%
	2021	45%	35%	32%	16%	30%	58%	-	54%	*	38%	18%	44%	35%	21%	30%	22%
At Masters Grade Level	2022	25%	18%	22%	11%	20%	42%	-	38%	-	31%	6%	43%	25%	13%	19%	22%
	2021	18%	12%	16%	8%	14%	38%	-	33%	*	15%	3%	44%	18%	9%	14%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	75%	55%	77%	78%	-	98%	-	63%	42%	86%	77%	71%	74%	82%
	2021	66%	61%	69%	44%	70%	79%	-	94%	*	69%	45%	67%	71%	59%	66%	65%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	40%	22%	38%	47%	-	80%	-	44%	29%	50%	42%	31%	38%	49%
	2021	37%	30%	36%	14%	35%	54%	-	71%	*	38%	23%	44%	38%	26%	34%	27%
At Masters Grade Level	2022	20%	16%	13%	4%	9%	28%	-	44%	-	19%	6%	29%	13%	11%	11%	17%
	2021	18%	11%	15%	3%	13%	21%	-	44%	*	31%	4%	33%	16%	12%	14%	9%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	75%	69%	57%	68%	87%	-	89%	-	71%	43%	44%	70%	66%	71%	59%
	2021	71%	65%	52%	29%	50%	65%	-	83%	-	63%	26%	100%	53%	44%	50%	49%
At Meets Grade Level or Above	2022	47%	45%	33%	16%	32%	60%	-	61%	-	43%	30%	33%	35%	28%	33%	33%
	2021	44%	35%	21%	6%	15%	59%	-	54%	-	38%	21%	40%	23%	15%	19%	16%
At Masters Grade Level	2022	21%	16%	11%	8%	9%	27%	-	17%	-	14%	13%	22%	10%	11%	11%	7%
	2021	20%	12%	7%	0%	4%	29%	-	21%	-	0%	3%	40%	6%	7%	5%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	28%	34%	24%	33%	40%	-	61%	-	43%	23%	44%	36%	28%	34%	36%
	2021	34%	18%	24%	9%	20%	41%	-	54%	-	38%	15%	60%	26%	12%	22%	18%
Reading and Mathematics Including EOC	2022	41%	28%	34%	24%	33%	40%	-	61%	-	43%	23%	44%	36%	28%	34%	36%
	2021	34%	18%	24%	9%	20%	41%	-	54%	-	38%	15%	60%	26%	12%	22%	18%
Reading Including EOC	2022	58%	47%	51%	32%	52%	67%	-	61%	-	71%	33%	44%	55%	38%	49%	45%
	2021	46%	31%	33%	19%	30%	59%	-	58%	-	38%	20%	60%	35%	21%	32%	30%
Math Including EOC	2022	48%	35%	44%	30%	43%	44%	-	78%	-	43%	28%	44%	46%	36%	44%	49%
	2021	44%	25%	34%	9%	31%	41%	-	71%	-	50%	20%	60%	35%	29%	32%	29%
6th Graders																	
Reading and Mathematics	2022	31%	20%	24%	11%	20%	31%	-	67%	-	33%	20%	40%	28%	11%	22%	35%
	2021	24%	14%	23%	7%	23%	43%	-	50%	*	20%	15%	*	26%	12%	21%	7%
Reading and Mathematics Including EOC	2022	31%	20%	24%	11%	20%	31%	-	67%	-	33%	20%	40%	28%	11%	22%	35%
	2021	24%	14%	23%	7%	23%	43%	-	50%	*	20%	15%	*	26%	12%	21%	7%
Reading Including EOC	2022	43%	32%	34%	24%	29%	44%	-	74%	-	44%	24%	60%	39%	14%	29%	42%
	2021	32%	24%	31%	15%	31%	57%	-	50%	*	40%	15%	*	33%	21%	28%	12%
Math Including EOC	2022	40%	29%	36%	14%	33%	50%	-	81%	-	44%	30%	60%	39%	27%	34%	49%
	2021	36%	23%	38%	17%	38%	86%	-	67%	*	20%	26%	*	42%	24%	36%	22%
3rd - 8th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	34%	25%	29%	18%	26%	35%	-	64%	-	38%	21%	43%	32%	19%	27%	35%
	2021	26%	15%	24%	8%	22%	42%	-	52%	*	31%	15%	44%	26%	12%	21%	13%
Reading and Mathematics Including EOC	2022	36%	27%	29%	18%	26%	35%	-	64%	-	38%	21%	43%	32%	19%	27%	35%
	2021	28%	17%	24%	8%	22%	42%	-	52%	*	31%	15%	44%	26%	12%	21%	13%
Reading Including EOC	2022	53%	45%	42%	28%	39%	55%	-	69%	-	56%	28%	50%	46%	25%	38%	43%
	2021	41%	30%	32%	16%	30%	58%	-	54%	*	38%	18%	44%	35%	21%	30%	22%
Math Including EOC	2022	43%	34%	40%	22%	38%	47%	-	80%	-	44%	29%	50%	42%	31%	38%	49%
	2021	37%	25%	36%	14%	35%	54%	-	69%	*	38%	23%	44%	38%	26%	34%	26%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	87	86	90	88	91	100	-	79	-	71	81	100	92	82	89	88
	2019	81	78	81	91	77	91	-	100	-	*	80	94	81	81	81	77
Grade 5 Mathematics	2022	79	78	86	77	88	75	-	93	-	86	74	89	85	91	86	90
	2019	83	76	93	91	93	84	-	100	-	*	96	94	94	90	92	93
Grade 6 ELA/Reading	2022	61	62	65	61	61	64	-	88	-	75	64	80	65	62	62	66
	2019	42	42	54	49	53	55	-	75	-	*	30	36	56	47	53	54
Grade 6 Mathematics	2022	61	69	67	65	67	70	-	77	-	57	59	*	67	67	64	76
	2019	54	50	66	56	66	69	-	100	-	*	64	100	67	61	66	69
Grade 7 Mathematics	2022	60	55	94	*	85	*	-	100	-	*	*	*	93	*	90	100
	2019	62	57	65	75	61	50	-	80	-	-	*	*	70	25	61	57
All Grades Both Subjects	2022	74	77	77	73	76	80	-	87	-	73	69	93	77	74	75	80
	2019	69	69	73	70	72	72	-	89	-	95	74	80	74	71	73	74
All Grades ELA/Reading	2022	78	80	76	74	75	83	-	85	-	73	72	93	77	71	74	76
	2019	68	68	67	67	65	71	-	86	-	90	62	69	68	66	67	67
All Grades Mathematics	2022	69	74	77	72	77	77	-	89	-	73	66	93	77	78	76	84
	2019	70	70	79	72	79	73	-	91	-	100	85	91	80	75	79	80

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	73%	-	-	-	-	-	-	*	-	*	-	72%	72%	71%	98%
	2021	67%	61%	63%	*	-	*	-	-	-	-	-	-	-	57%	65%	57%	-
At Meets Grade Level or Above	2022	48%	43%	39%	-	-	-	-	-	-	*	-	*	-	38%	36%	38%	88%
	2021	41%	33%	32%	*	-	*	-	-	-	-	-	-	-	23%	35%	23%	-
At Masters Grade Level	2022	23%	18%	16%	-	-	-	-	-	-	*	-	*	-	12%	15%	12%	59%
	2021	18%	12%	14%	*	-	*	-	-	-	-	-	-	-	7%	17%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	73%	-	-	-	-	-	-	*	-	*	-	70%	72%	70%	96%
	2021	68%	61%	62%	*	-	*	-	-	-	-	-	-	-	53%	65%	53%	-
At Meets Grade Level or Above	2022	53%	45%	42%	-	-	-	-	-	-	*	-	*	-	37%	40%	37%	86%
	2021	45%	35%	32%	*	-	*	-	-	-	-	-	-	-	23%	36%	22%	-
At Masters Grade Level	2022	25%	18%	22%	-	-	-	-	-	-	*	-	*	-	17%	22%	16%	64%
	2021	18%	12%	16%	*	-	*	-	-	-	-	-	-	-	9%	19%	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	75%	-	-	-	-	-	-	*	-	*	-	81%	70%	80%	100%
	2021	66%	61%	69%	*	-	*	-	-	-	-	-	-	-	65%	70%	65%	-
At Meets Grade Level or Above	2022	42%	37%	40%	-	-	-	-	-	-	*	-	*	-	43%	33%	43%	89%
	2021	37%	30%	36%	*	-	*	-	-	-	-	-	-	-	27%	40%	27%	-
At Masters Grade Level	2022	20%	16%	13%	-	-	-	-	-	-	*	-	*	-	12%	9%	11%	57%
	2021	18%	11%	15%	*	-	*	-	-	-	-	-	-	-	9%	18%	9%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	75%	69%	-	-	-	-	-	-	-	-	-	-	59%	76%	58%	*
	2021	71%	65%	52%	-	-	-	-	-	-	-	-	-	-	49%	53%	49%	-
At Meets Grade Level or Above	2022	47%	45%	33%	-	-	-	-	-	-	-	-	-	-	30%	34%	31%	*
	2021	44%	35%	21%	-	-	-	-	-	-	-	-	-	-	16%	24%	16%	-
At Masters Grade Level	2022	21%	16%	11%	-	-	-	-	-	-	-	-	-	-	4%	13%	6%	*
	2021	20%	12%	7%	-	-	-	-	-	-	-	-	-	-	1%	9%	1%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	77%	-	-	-	-	-	-	*	-	*	-	80%	74%	79%	86%
	2019	69%	69%	73%	68%	-	68%	-	-	-	75%	-	75%	-	73%	-	69%	-

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades ELA/Reading	2022	78%	80%	76%	-	-	-	-	-	-	*	-	*	-	74%	76%	74%	88%
	2019	68%	68%	67%	59%	-	59%	-	-	-	79%	-	79%	-	55%		59%	
All Grades Mathematics	2022	69%	74%	77%	-	-	-	-	-	-	*	-	*	-	85%	72%	84%	84%
	2019	70%	70%	79%	76%	-	76%	-	-	-	71%	-	71%	-	90%		78%	

* 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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	91%	80%	94%	81%	-	97%	*	95%	91%	86%	98%	72%	92%	93%
Not Included in Accountability: Mobile	5%	4%	8%	20%	5%	19%	-	3%	*	5%	9%	12%	2%	24%	7%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	-	0%	*	0%	0%	2%	0%	4%	1%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	80%	94%	82%	-	98%	*	94%	91%	82%	98%	73%	92%	93%
Not Included in Accountability: Mobile	5%	4%	8%	20%	5%	18%	-	2%	*	6%	8%	12%	2%	24%	7%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	-	0%	*	0%	1%	6%	0%	4%	1%	3%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	80%	94%	82%	-	98%	*	94%	91%	88%	98%	73%	92%	94%
Not Included in Accountability: Mobile	5%	4%	8%	20%	5%	18%	-	2%	*	6%	9%	13%	2%	24%	7%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	3%	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%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	90%	82%	93%	79%	-	95%	*	100%	91%	90%	98%	70%	92%	92%
Not Included in Accountability: Mobile	4%	3%	8%	18%	4%	21%	-	5%	*	0%	9%	10%	2%	25%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	0%	*	0%	0%	0%	0%	5%	1%	4%
Not Tested	2%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	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%
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%
Reading																
Assessment Participant	89%	93%	97%	98%	97%	90%	-	98%	*	82%	91%	90%	96%	98%	97%	100%
Included in Accountability	83%	86%	86%	89%	86%	80%	-	87%	*	76%	87%	90%	94%	61%	86%	76%
Not Included in Accountability: Mobile	3%	3%	5%	7%	5%	7%	-	2%	*	6%	2%	0%	2%	14%	5%	3%
Not Included in Accountability: Other Exclusions	3%	5%	6%	1%	7%	3%	-	9%	*	0%	1%	0%	0%	23%	6%	20%
Not Tested	11%	7%	3%	2%	3%	10%	-	2%	*	18%	9%	10%	4%	2%	3%	0%
Absent	2%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	2%	3%	10%	-	2%	*	18%	9%	10%	4%	2%	3%	0%
Mathematics																
Assessment Participant	88%	95%	96%	98%	96%	90%	-	98%	*	82%	90%	90%	96%	97%	96%	98%
Included in Accountability	84%	89%	86%	89%	85%	80%	-	87%	*	76%	86%	90%	94%	61%	85%	76%
Not Included in Accountability: Mobile	4%	3%	5%	7%	5%	7%	-	2%	*	6%	2%	0%	2%	14%	5%	3%
Not Included in Accountability: Other Exclusions	0%	2%	6%	1%	7%	3%	-	9%	*	0%	1%	0%	0%	22%	6%	19%
Not Tested	12%	5%	4%	2%	4%	10%	-	2%	*	18%	10%	10%	4%	3%	4%	2%
Absent	2%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	1%
Other	10%	3%	4%	2%	3%	10%	-	2%	*	18%	10%	10%	4%	3%	4%	1%
Science																
Assessment Participant	87%	92%	95%	94%	96%	95%	-	96%	-	90%	87%	83%	96%	95%	95%	100%
Included in Accountability	84%	88%	85%	86%	83%	89%	-	89%	-	80%	83%	83%	94%	56%	85%	81%
Not Included in Accountability: Mobile	3%	3%	6%	8%	6%	5%	-	0%	-	10%	4%	0%	2%	18%	6%	3%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	2%	5%	0%	7%	0%	-	7%	-	0%	0%	0%	0%	21%	5%	16%
Not Tested	13%	8%	5%	6%	4%	5%	-	4%	-	10%	13%	17%	4%	5%	5%	0%
Absent	2%	3%	1%	3%	0%	0%	-	0%	-	0%	2%	0%	0%	1%	1%	0%
Other	10%	5%	4%	3%	4%	5%	-	4%	-	10%	11%	17%	4%	4%	4%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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													
2020-21	95.0%	93.9%	95.7%	93.5%	95.9%	95.1%	-	98.3%	*	93.2%	94.9%	95.5%	96.3%
2019-20	98.3%	98.1%	98.9%	98.1%	99.0%	97.6%	*	99.8%	*	98.7%	98.6%	98.8%	99.1%
Chronic Absenteeism													
2020-21	15.0%	18.0%	12.3%	27.5%	10.2%	10.8%	-	1.9%	*	33.3%	14.3%	12.8%	8.4%
2019-20	6.7%	8.8%	5.5%	12.2%	4.2%	14.7%	*	0.0%	*	0.0%	9.5%	5.7%	5.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 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
2021-22 CCMR-Related Indicators (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	564	100.0%	49,255	5,402,928	564	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	4.2%	4.1%	0	0.0%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.2%	3.5%	0	0.0%	4.2%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	266	47.2%	7.2%	7.2%	266	47.2%	7.1%	7.2%
Grade 6	298	52.8%	7.1%	7.4%	298	52.8%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	84	14.9%	8.1%	12.8%	84	14.9%	8.1%	12.8%
Hispanic	389	69.0%	82.8%	52.8%	389	69.0%	82.8%	52.7%
White	35	6.2%	5.2%	26.3%	35	6.2%	5.2%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	42	7.4%	3.0%	4.8%	42	7.4%	3.0%	4.8%
Pacific Islander	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Two or More Races	12	2.1%	0.7%	2.9%	12	2.1%	0.7%	2.9%
Sex:								
Female	280	49.6%	48.3%	48.9%	280	49.6%	48.3%	48.8%
Male	284	50.4%	51.7%	51.1%	284	50.4%	51.7%	51.2%
Economically Disadvantaged	429	76.1%	79.4%	60.7%	429	76.1%	79.4%	60.6%
Non-Educationally Disadvantaged	135	23.9%	20.6%	39.3%	135	23.9%	20.6%	39.4%
Section 504 Students	50	8.9%	5.8%	7.4%	50	8.9%	5.8%	7.4%
EB Students/EL	201	35.6%	32.6%	21.7%	201	35.6%	32.6%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	48	8.5%	4.9%	5.0%	48	8.5%	4.8%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.4%	0.7%	1.1%	2	0.4%	0.7%	1.1%
Immigrant	9	1.6%	3.4%	2.0%	9	1.6%	3.4%	2.0%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	564	100.0%	67.8%	64.3%	564	100.0%	67.7%	64.3%
Military Connected	3	0.5%	0.4%	3.3%	3	0.5%	0.4%	3.3%
At-Risk	410	72.7%	69.4%	53.5%	410	72.7%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	164	29.1%	30.5%	21.9%	164	29.1%	30.4%	21.8%
Gifted and Talented Education	48	8.5%	5.5%	8.0%	48	8.5%	5.5%	8.0%
Special Education	91	16.1%	12.4%	11.6%	91	16.1%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	48	52.7%	44.4%	43.0%				
Students with Physical Disabilities	6	6.6%	18.2%	20.8%				
Students with Autism	22	24.2%	21.3%	14.7%				
Students with Behavioral Disabilities	15	16.5%	14.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	73	11.3%	14.7%	13.6%				
By Ethnicity:								
African American	17	2.6%	2.1%	2.5%				
Hispanic	44	6.8%	11.1%	6.6%				
White	8	1.2%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	6.5%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	7.9%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	62	11.8%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	48	16.2%	18.3%	18.9%				

Texas Education Agency
2021-22 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	-	0.1%	1.9%	-	0.2%	5.2%
Grade 1	-	11.5%	2.9%	-	9.7%	4.2%
Grade 2	-	6.2%	1.7%	-	4.0%	2.2%
Grade 3	-	2.4%	1.0%	-	0.9%	1.0%
Grade 4	-	0.9%	0.7%	-	0.4%	0.7%
Grade 5	0.4%	0.5%	0.5%	0.0%	0.2%	0.7%
Grade 6	0.4%	0.5%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.0	18.7
Grade 1	-	18.2	18.7
Grade 2	-	16.7	18.6
Grade 3	-	15.8	18.7
Grade 4	-	16.8	18.8
Grade 5	17.9	17.4	20.2
Grade 6	20.0	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	72.3	100.0%	100.0%	100.0%
Professional Staff:	57.7	79.7%	59.0%	64.1%
Teachers	46.6	64.4%	45.5%	49.3%
Professional Support	8.1	11.2%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	4.1%	2.3%	2.9%
Educational Aides:	14.7	20.3%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	2.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	50.3	69.5%	65.4%	52.1%
Teachers by Ethnicity:				
African American	3.6	7.8%	10.3%	11.2%
Hispanic	22.6	48.5%	39.2%	28.9%
White	17.4	37.3%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	6.4%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	11.2	24.0%	25.0%	24.1%
Females	35.4	76.0%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	38.5	82.6%	75.8%	72.6%
Masters	8.1	17.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	7.9%	7.9%
1-5 Years Experience	20.0	42.9%	27.4%	26.7%
6-10 Years Experience	9.6	20.7%	24.2%	20.6%
11-20 Years Experience	12.9	27.6%	28.7%	28.6%
21-30 Years Experience	2.1	4.5%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	12.1	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
Average Years Experience of Assistant Principals	2.5	7.4	5.5
Average Years Experience of Assistant Principals with District	2.5	7.1	4.8
Average Years Experience of Teachers:	8.9	10.4	11.1
Average Years Experience of Teachers with District:	7.5	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,903	\$56,914	\$51,054
1-5 Years Experience	\$59,142	\$58,997	\$54,577
6-10 Years Experience	\$62,570	\$61,821	\$57,746
11-20 Years Experience	\$65,195	\$63,221	\$61,377
21-30 Years Experience	\$68,907	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,901	\$61,600	\$58,887
Professional Support	\$66,682	\$76,167	\$69,505
Campus Administration (School Leadership)	\$95,492	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	34.4	73.8%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	10.7	23.1%	14.2%	9.6%
Other	1.4	3.1%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THOMAS HANCOCK EL

Campus Number: 101917148

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	73%	74%	72%	74%	-	-	*	-	-	*	-	75%	69%	72%	71%
	2021	67%	59%	63%	45%	64%	*	-	*	-	-	38%	-	65%	55%	58%	61%
At Meets Grade Level or Above	2022	51%	42%	38%	36%	41%	-	-	*	-	-	*	-	40%	31%	32%	21%
	2021	39%	27%	39%	27%	42%	*	-	*	-	-	13%	-	43%	27%	33%	39%
At Masters Grade Level	2022	30%	21%	23%	20%	26%	-	-	*	-	-	*	-	25%	15%	21%	14%
	2021	19%	12%	20%	0%	25%	*	-	*	-	-	13%	-	20%	18%	13%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	48%	44%	47%	-	-	*	-	-	*	-	48%	46%	45%	43%
	2021	62%	51%	43%	18%	53%	*	-	*	-	-	13%	-	45%	36%	40%	43%
At Meets Grade Level or Above	2022	43%	33%	21%	20%	24%	-	-	*	-	-	*	-	23%	15%	17%	7%
	2021	31%	18%	10%	9%	11%	*	-	*	-	-	0%	-	13%	0%	10%	13%
At Masters Grade Level	2022	21%	13%	8%	8%	9%	-	-	*	-	-	*	-	8%	8%	8%	7%
	2021	14%	6%	2%	0%	3%	*	-	*	-	-	0%	-	3%	0%	0%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	85%	79%	87%	*	-	*	-	-	43%	-	81%	95%	83%	86%
	2021	63%	54%	52%	47%	51%	*	-	*	-	-	14%	-	50%	55%	50%	50%
At Meets Grade Level or Above	2022	54%	48%	58%	57%	58%	*	-	*	-	-	29%	-	56%	63%	51%	48%
	2021	36%	25%	23%	24%	22%	*	-	*	-	-	14%	-	19%	30%	21%	31%
At Masters Grade Level	2022	28%	21%	29%	7%	34%	*	-	*	-	-	0%	-	33%	21%	19%	38%
	2021	17%	8%	7%	0%	8%	*	-	*	-	-	0%	-	8%	5%	4%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	69%	71%	68%	*	-	*	-	-	29%	-	67%	74%	64%	57%
	2021	59%	50%	43%	47%	43%	*	-	*	-	-	14%	-	44%	40%	42%	31%
At Meets Grade Level or Above	2022	43%	35%	38%	43%	37%	*	-	*	-	-	0%	-	39%	37%	36%	38%
	2021	36%	21%	13%	24%	8%	*	-	*	-	-	0%	-	11%	15%	10%	6%
At Masters Grade Level	2022	23%	15%	18%	21%	16%	*	-	*	-	-	0%	-	22%	11%	17%	24%
	2021	21%	10%	7%	18%	3%	*	-	*	-	-	0%	-	3%	15%	6%	0%
All Grades All Subjects																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	72%	69%	64%	69%	*	-	100%	-	-	27%	-	67%	73%	66%	66%
	2021	67%	61%	50%	43%	51%	56%	-	80%	-	-	19%	-	49%	51%	47%	47%
At Meets Grade Level or Above	2022	48%	43%	38%	36%	40%	*	-	33%	-	-	9%	-	38%	39%	34%	31%
	2021	41%	33%	19%	19%	18%	11%	-	60%	-	-	5%	-	19%	20%	16%	20%
At Masters Grade Level	2022	23%	18%	19%	14%	22%	*	-	33%	-	-	0%	-	21%	14%	16%	23%
	2021	18%	12%	8%	4%	9%	0%	-	40%	-	-	3%	-	7%	9%	4%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	79%	74%	81%	*	-	*	-	-	36%	-	77%	84%	77%	80%
	2021	68%	61%	57%	46%	58%	*	-	*	-	-	27%	-	58%	55%	53%	56%
At Meets Grade Level or Above	2022	53%	45%	47%	44%	50%	*	-	*	-	-	18%	-	46%	50%	41%	37%
	2021	45%	35%	31%	25%	32%	*	-	*	-	-	13%	-	32%	29%	26%	36%
At Masters Grade Level	2022	25%	18%	26%	15%	31%	*	-	*	-	-	0%	-	29%	19%	20%	29%
	2021	18%	12%	13%	0%	16%	*	-	*	-	-	7%	-	14%	10%	8%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	70%	58%	54%	58%	*	-	*	-	-	18%	-	56%	63%	54%	51%
	2021	66%	61%	43%	36%	48%	*	-	*	-	-	13%	-	45%	39%	41%	38%
At Meets Grade Level or Above	2022	42%	37%	29%	28%	31%	*	-	*	-	-	0%	-	30%	28%	26%	26%
	2021	37%	30%	11%	18%	10%	*	-	*	-	-	0%	-	12%	10%	10%	10%
At Masters Grade Level	2022	20%	16%	13%	13%	13%	*	-	*	-	-	0%	-	14%	9%	12%	17%
	2021	18%	11%	5%	11%	3%	*	-	*	-	-	0%	-	3%	10%	3%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	25%	20%	20%	21%	-	-	*	-	-	*	-	21%	15%	17%	7%
	2021	24%	12%	10%	9%	11%	*	-	*	-	-	0%	-	13%	0%	10%	13%
Reading and Mathematics Including EOC	2022	36%	25%	20%	20%	21%	-	-	*	-	-	*	-	21%	15%	17%	7%
	2021	24%	12%	10%	9%	11%	*	-	*	-	-	0%	-	13%	0%	10%	13%
Reading Including EOC	2022	51%	42%	38%	36%	41%	-	-	*	-	-	*	-	40%	31%	32%	21%
	2021	38%	27%	39%	27%	42%	*	-	*	-	-	13%	-	43%	27%	33%	39%
Math Including EOC	2022	43%	33%	21%	20%	24%	-	-	*	-	-	*	-	23%	15%	17%	7%
	2021	31%	18%	10%	9%	11%	*	-	*	-	-	0%	-	13%	0%	10%	13%
4th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	27%	35%	43%	32%	*	-	*	-	-	0%	-	39%	26%	32%	33%
	2021	26%	13%	9%	18%	5%	*	-	*	-	-	0%	-	8%	10%	8%	6%
Reading and Mathematics Including EOC	2022	36%	27%	35%	43%	32%	*	-	*	-	-	0%	-	39%	26%	32%	33%
	2021	26%	13%	9%	18%	5%	*	-	*	-	-	0%	-	8%	10%	8%	6%
Reading Including EOC	2022	54%	48%	58%	57%	58%	*	-	*	-	-	29%	-	56%	63%	51%	48%
	2021	36%	25%	23%	24%	22%	*	-	*	-	-	14%	-	19%	30%	21%	31%
Math Including EOC	2022	43%	35%	38%	43%	37%	*	-	*	-	-	0%	-	39%	37%	36%	38%
	2021	36%	21%	13%	24%	8%	*	-	*	-	-	0%	-	11%	15%	10%	6%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	25%	27%	28%	26%	*	-	*	-	-	0%	-	29%	22%	24%	23%
	2021	26%	15%	9%	14%	8%	*	-	*	-	-	0%	-	11%	6%	9%	10%
Reading and Mathematics Including EOC	2022	36%	27%	27%	28%	26%	*	-	*	-	-	0%	-	29%	22%	24%	23%
	2021	28%	17%	9%	14%	8%	*	-	*	-	-	0%	-	11%	6%	9%	10%
Reading Including EOC	2022	53%	45%	47%	44%	50%	*	-	*	-	-	18%	-	46%	50%	41%	37%
	2021	41%	30%	31%	25%	32%	*	-	*	-	-	13%	-	32%	29%	26%	36%
Math Including EOC	2022	43%	34%	29%	28%	31%	*	-	*	-	-	0%	-	30%	28%	26%	26%
	2021	37%	25%	11%	18%	10%	*	-	*	-	-	0%	-	12%	10%	10%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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 4 ELA/Reading	2022	77	83	89	80	91	*	-	*	-	-	71	-	85	100	87	94
	2019	61	66	59	61	57	-	-	*	-	-	36	-	76	36	61	*
Grade 4 Mathematics	2022	74	79	89	100	84	*	-	*	-	-	86	-	87	92	88	79
	2019	65	61	38	29	41	-	-	*	-	-	21	-	37	41	36	43
All Grades Both Subjects	2022	74	77	89	90	88	*	-	*	-	-	79	-	86	96	87	86
	2019	69	69	47	45	46	-	-	*	-	-	29	-	52	39	46	46
All Grades ELA/Reading	2022	78	80	89	80	91	*	-	*	-	-	71	-	85	100	87	94
	2019	68	68	59	61	57	-	-	*	-	-	36	-	76	36	61	*
All Grades Mathematics	2022	69	74	89	100	84	*	-	*	-	-	86	-	87	92	88	79
	2019	70	70	38	29	41	-	-	*	-	-	21	-	37	41	36	43

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	72%	69%	65%	-	-	65%	-	-	-	-	-	-	*	70%	66%	-
	2021	67%	61%	50%	48%	-	47%	49%	-	-	*	-	-	*	*	51%	47%	-
At Meets Grade Level or Above	2022	48%	43%	38%	32%	-	-	32%	-	-	-	-	-	-	*	41%	31%	-
	2021	41%	33%	19%	20%	-	16%	24%	-	-	*	-	-	*	*	18%	20%	-
At Masters Grade Level	2022	23%	18%	19%	24%	-	-	24%	-	-	-	-	-	-	*	18%	23%	-
	2021	18%	12%	8%	10%	-	7%	13%	-	-	*	-	-	*	*	7%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	79%	79%	-	-	79%	-	-	-	-	-	-	*	79%	80%	-
	2021	68%	61%	57%	57%	-	53%	59%	-	-	*	-	-	*	*	57%	56%	-
At Meets Grade Level or Above	2022	53%	45%	47%	38%	-	-	38%	-	-	-	-	-	-	*	52%	37%	-
	2021	45%	35%	31%	35%	-	33%	36%	-	-	*	-	-	*	*	28%	36%	-
At Masters Grade Level	2022	25%	18%	26%	29%	-	-	29%	-	-	-	-	-	-	*	25%	29%	-
	2021	18%	12%	13%	19%	-	13%	23%	-	-	*	-	-	*	*	10%	18%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	58%	50%	-	-	50%	-	-	-	-	-	-	*	60%	51%	-
	2021	66%	61%	43%	41%	-	40%	41%	-	-	*	-	-	*	*	46%	38%	-
At Meets Grade Level or Above	2022	42%	37%	29%	26%	-	-	26%	-	-	-	-	-	-	*	31%	26%	-
	2021	37%	30%	11%	11%	-	7%	14%	-	-	*	-	-	*	*	12%	10%	-
At Masters Grade Level	2022	20%	16%	13%	18%	-	-	18%	-	-	-	-	-	-	*	11%	17%	-
	2021	18%	11%	5%	3%	-	0%	5%	-	-	*	-	-	*	*	6%	3%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	77%	89%	86%	-	-	86%	-	-	-	-	-	-	-	91%	86%	-
	2019	69%	69%	47%	47%	-	47%	-	-	-	-	-	-	-	50%	-	48%	-
All Grades ELA/Reading	2022	78%	80%	89%	94%	-	-	94%	-	-	-	-	-	-	-	86%	94%	-
	2019	68%	68%	59%	-	-	-	-	-	-	-	-	-	-	*	-	*	-
All Grades Mathematics	2022	69%	74%	89%	79%	-	-	79%	-	-	-	-	-	-	-	95%	79%	-
	2019	70%	70%	38%	47%	-	47%	-	-	-	-	-	-	-	*	-	45%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	*	-	100%	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	91%	85%	95%	*	-	100%	-	-	100%	-	94%	84%	92%	95%
Not Included in Accountability: Mobile	5%	4%	9%	15%	5%	*	-	0%	-	-	0%	-	6%	16%	8%	5%
Not Included in Accountability: Other Exclusions	1%	2%	0%	0%	0%	*	-	0%	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	*	-	0%	-	-	0%	-	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	0%	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	0%	-	-	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	*	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	85%	95%	*	-	*	-	-	100%	-	94%	84%	92%	95%
Not Included in Accountability: Mobile	5%	4%	9%	15%	5%	*	-	*	-	-	0%	-	6%	16%	8%	5%
Not Included in Accountability: Other Exclusions	2%	3%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	*	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	91%	85%	95%	*	-	*	-	-	100%	-	94%	84%	92%	95%
Not Included in Accountability: Mobile	5%	4%	9%	15%	5%	*	-	*	-	-	0%	-	6%	16%	8%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
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%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	89%	93%	99%	100%	100%	*	-	*	-	*	100%	*	100%	98%	99%	100%
Included in Accountability	83%	86%	87%	78%	91%	*	-	*	-	*	83%	*	96%	70%	87%	98%
Not Included in Accountability: Mobile	3%	3%	11%	22%	8%	*	-	*	-	*	17%	*	4%	25%	11%	0%
Not Included in Accountability: Other Exclusions	3%	5%	1%	0%	1%	*	-	*	-	*	0%	*	0%	2%	1%	3%
Not Tested	11%	7%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	1%	0%
Absent	2%	2%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	1%	0%
Mathematics																
Assessment Participant	88%	95%	99%	100%	100%	*	-	*	-	*	100%	*	100%	98%	99%	100%
Included in Accountability	84%	89%	87%	78%	91%	*	-	*	-	*	83%	*	96%	70%	87%	98%
Not Included in Accountability: Mobile	4%	3%	11%	22%	8%	*	-	*	-	*	17%	*	4%	25%	11%	0%
Not Included in Accountability: Other Exclusions	0%	2%	1%	0%	1%	*	-	*	-	*	0%	*	0%	2%	1%	3%
Not Tested	12%	5%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	1%	0%
Absent	2%	2%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	3%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	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
2021-22 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													
2020-21	95.0%	93.9%	94.3%	91.9%	95.4%	96.2%	*	*	-	-	92.8%	94.1%	95.8%
2019-20	98.3%	98.1%	98.4%	97.4%	98.9%	99.7%	-	99.8%	-	*	98.8%	98.3%	99.3%
Chronic Absenteeism													
2020-21	15.0%	18.0%	18.7%	28.8%	13.2%	9.1%	*	0.0%	-	-	27.5%	20.6%	10.0%
2019-20	6.7%	8.8%	6.2%	12.7%	2.2%	0.0%	-	0.0%	-	*	3.2%	7.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 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	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	77.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	78.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	82.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	17.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	72.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	74.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	75.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,694	358,842
By Ethnicity:				
African American	-	-	275	44,018
Hispanic	-	-	3,013	183,306
White	-	-	219	103,898
American Indian	-	-	4	1,195
Asian	-	-	155	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	28	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	13	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	887	56,281
Foundation H.S. Program (Endorsement)	-	-	131	13,582
Foundation H.S. Program (DLA)	-	-	2,663	287,316
Special Education Graduates	-	-	331	31,028
Economically Disadvantaged Graduates	-	-	2,482	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	446	32,809
At-Risk Graduates	-	-	1,881	155,884
CTE Completers	-	-	982	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 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	402	100.0%	49,255	5,402,928	403	100.0%	49,326	5,427,370
Students by Grade:								
Early Childhood Education	3	0.7%	0.3%	0.3%	4	1.0%	0.4%	0.4%
Pre-Kindergarten	65	16.2%	4.2%	4.1%	65	16.1%	4.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	65	16.2%	4.2%	3.5%	65	16.1%	4.2%	3.5%
Kindergarten	64	15.9%	6.2%	6.8%	64	15.9%	6.2%	6.8%
Grade 1	74	18.4%	7.4%	7.1%	74	18.4%	7.4%	7.1%
Grade 2	65	16.2%	6.5%	7.1%	65	16.1%	6.5%	7.1%
Grade 3	70	17.4%	6.4%	7.1%	70	17.4%	6.4%	7.1%
Grade 4	61	15.2%	6.9%	7.1%	61	15.1%	6.9%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.5%
Grade 11	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Ethnic Distribution:								
African American	135	33.6%	8.1%	12.8%	136	33.7%	8.1%	12.8%
Hispanic	244	60.7%	82.8%	52.8%	244	60.5%	82.8%	52.7%
White	11	2.7%	5.2%	26.3%	11	2.7%	5.2%	26.3%
American Indian	2	0.5%	0.1%	0.3%	2	0.5%	0.1%	0.3%
Asian	8	2.0%	3.0%	4.8%	8	2.0%	3.0%	4.8%
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%	2.9%	2	0.5%	0.7%	2.9%
Sex:								
Female	189	47.0%	48.3%	48.9%	189	46.9%	48.3%	48.8%
Male	213	53.0%	51.7%	51.1%	214	53.1%	51.7%	51.2%
Economically Disadvantaged	365	90.8%	79.4%	60.7%	366	90.8%	79.4%	60.6%
Non-Educationally Disadvantaged	37	9.2%	20.6%	39.3%	37	9.2%	20.6%	39.4%
Section 504 Students	7	1.7%	5.8%	7.4%	7	1.7%	5.8%	7.4%
EB Students/EL	124	30.8%	32.6%	21.7%	124	30.8%	32.6%	21.7%

Texas Education Agency
2021-22 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
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.8%	0.6%				
Students w/ Dyslexia	14	3.5%	4.9%	5.0%	14	3.5%	4.8%	5.0%
Foster Care	6	1.5%	0.1%	0.3%	6	1.5%	0.1%	0.3%
Homeless	5	1.2%	0.7%	1.1%	5	1.2%	0.7%	1.1%
Immigrant	6	1.5%	3.4%	2.0%	6	1.5%	3.4%	2.0%
Migrant	4	1.0%	0.2%	0.3%	4	1.0%	0.2%	0.3%
Title I	402	100.0%	67.8%	64.3%	403	100.0%	67.7%	64.3%
Military Connected	5	1.2%	0.4%	3.3%	5	1.2%	0.4%	3.3%
At-Risk	197	49.0%	69.4%	53.5%	198	49.1%	69.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	168	41.8%	30.5%	21.9%	168	41.7%	30.4%	21.8%
Gifted and Talented Education	9	2.2%	5.5%	8.0%	9	2.2%	5.5%	8.0%
Special Education	39	9.7%	12.4%	11.6%	40	9.9%	12.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	39							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	33.3%	44.4%	43.0%				
Students with Physical Disabilities	18	46.2%	18.2%	20.8%				
Students with Autism	*	*	21.3%	14.7%				
Students with Behavioral Disabilities	*	*	14.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	77	24.8%	14.7%	13.6%				
By Ethnicity:								
African American	43	13.9%	2.1%	2.5%				
Hispanic	29	9.4%	11.1%	6.6%				
White	4	1.3%	1.0%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	12	30.0%	12.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	10	12.5%	14.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	64	24.9%	15.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	96	28.8%	18.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
THOMAS HANCOCK EL (101917148) - 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%	0.1%	1.9%	0.0%	0.2%	5.2%
Grade 1	1.9%	11.5%	2.9%	0.0%	9.7%	4.2%
Grade 2	0.0%	6.2%	1.7%	0.0%	4.0%	2.2%
Grade 3	0.0%	2.4%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.9%	0.9%	0.7%	0.0%	0.4%	0.7%
Grade 5	-	0.5%	0.5%	-	0.2%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.6%
Grade 7	-	0.8%	0.7%	-	0.4%	0.7%
Grade 8	-	0.5%	0.6%	-	0.0%	0.8%
Grade 9	-	6.2%	10.5%	-	4.0%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.0	17.0	18.7
Grade 1	18.4	18.2	18.7
Grade 2	16.3	16.7	18.6
Grade 3	14.1	15.8	18.7
Grade 4	15.2	16.8	18.8
Grade 5	-	17.4	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	-	14.5	16.3
Foreign Languages	-	18.9	18.4
Mathematics	-	16.1	17.5
Science	-	16.1	18.5
Social Studies	-	15.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff:	42.8	82.8%	59.0%	64.1%
Teachers	34.8	67.3%	45.5%	49.3%
Professional Support	6.0	11.6%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.9%	2.3%	2.9%
Educational Aides:	8.9	17.2%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	39.8	76.9%	65.4%	52.1%
Teachers by Ethnicity:				
African American	4.8	13.7%	10.3%	11.2%
Hispanic	21.0	60.4%	39.2%	28.9%
White	8.0	23.0%	46.5%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.9%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.7	10.6%	25.0%	24.1%
Females	31.1	89.4%	75.0%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	27.7	79.7%	75.8%	72.6%
Masters	7.1	20.3%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.0	20.1%	7.9%	7.9%
1-5 Years Experience	14.7	42.3%	27.4%	26.7%
6-10 Years Experience	6.0	17.3%	24.2%	20.6%
11-20 Years Experience	7.1	20.3%	28.7%	28.6%
21-30 Years Experience	0.0	0.0%	10.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%
Number of Students per Teacher	11.6	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	7.7	5.4
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:	6.1	10.4	11.1
Average Years Experience of Teachers with District:	4.1	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,619	\$56,914	\$51,054
1-5 Years Experience	\$58,177	\$58,997	\$54,577
6-10 Years Experience	\$61,226	\$61,821	\$57,746
11-20 Years Experience	\$62,204	\$63,221	\$61,377
21-30 Years Experience	\$73,177	\$65,542	\$65,949
Over 30 Years Experience	-	\$71,867	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,413	\$61,600	\$58,887
Professional Support	\$63,493	\$76,167	\$69,505
Campus Administration (School Leadership)	\$102,591	\$102,462	\$84,990
Instructional Staff Percent:	n/a	64.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	3.7%	13.2%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.5%	1.7%
Regular Education	32.5	93.4%	64.9%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	1.0	2.9%	14.2%	9.6%
Other	0.0	0.0%	3.5%	3.5%

- 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Violent and Criminal Offense Report 2021-2022 School Year

Offense	School Level				Total
	Elementary	Middle	Intermediate	High	
Engages in Conduct Punishable as a Felony	0	0	7	-	10
Marijuana, Controlled Substance or Dangerous Drug	0	18	168	554	740
Alcohol	0	-	10	6	19
Abuse of Volatile Chemical	0	0	0	0	0
Public Lewdness/Indecent Exposure	0	0	5	14	19
Retaliation Against School Employee	0	0	0	0	0
Uses, Exhibits or Possesses a Firearm	0	0	0	-	-
Uses, Exhibits or Possesses an Illegal Knife	0	-	0	0	-
Uses, Exhibits or Possesses a Club	0	0	0	0	0
Uses, Exhibits or Possesses an Weapon	-	0	0	0	-
Arson	0	0	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	-	5	12	20
Assault Against Someone other than School Employee or Volunteer	0	6	70	39	115
Aggravated Assault Against Employee or Volunteer	0	0	0	0	0
Aggravated Assault Against Someone Other Than School Employee or Volunteer	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	0	-	-	6
Felony Controlled Substance Violation	0	0	0	7	7
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

**2021 - 2022 Budgeted Financial
Data
Totals for PASADENA ISD (101917)
Total Enrolled Membership: 49,255**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$173,650,000	34.68%	\$3,526	\$173,650,000	32.20%	\$3,526
State Operating Funds	\$307,081,441	61.33%	\$6,235	\$307,281,441	56.98%	\$6,239
Federal Funds	\$16,307,639	3.26%	\$331	\$49,097,639	9.10%	\$997
Other Local	\$3,700,741	0.74%	\$75	\$9,260,741	1.72%	\$188
Total Operating Revenue	\$500,739,821	100.00%	\$10,166	\$539,289,821	100.00%	\$10,949
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$53,108,768	95.77%	\$1,078
State Assistance for Debt Service	\$0	0.00%	\$0	\$2,047,066	3.69%	\$42
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$300,000	0.54%	\$6
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$55,455,834	100.00%	\$1,126
Total Operating and Other Revenue	\$500,739,821	100.00%	\$10,166	\$594,745,655	100.00%	\$12,075
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
Total Operating Other and Recaptured Revenue	\$500,739,821	100.00%	\$10,166	\$594,745,655	100.00%	\$12,075
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$30,000,000	100.00%	\$609	\$30,000,000	100.00%	\$609
Total Debt Service Financing and TRS Estimate Revenue	\$30,000,000	100.00%	\$609	\$30,000,000	100.00%	\$609
Total Operating Other Debt Service Financing and TRS Estimate Revenue (excluding recapture)	\$530,739,821	100.00%	\$10,775	\$624,745,655	100.00%	\$12,684
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$446,517,692	84.12%	\$9,065	\$463,423,137	81.68%	\$9,409
Professional & Contracted Services (Object 62xx)	\$30,020,183	5.66%	\$609	\$30,954,183	5.46%	\$628
Supplies & Materials (Object 63xx)	\$39,946,314	7.53%	\$811	\$58,571,669	10.32%	\$1,189
Other Operating Expenditures (Object 64xx)	\$14,337,287	2.70%	\$291	\$14,422,487	2.54%	\$293
Total Operating Expenditures by Object	\$530,821,476	100.00%	\$10,777	\$567,371,476	100.00%	\$11,519
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$55,455,834	80.07%	\$1,126
Capital Outlay (Object 66xx)	\$11,800,981	100.00%	\$240	\$13,800,981	19.93%	\$280

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Object	\$11,800,981	100.00%	\$240	\$69,256,815	100.00%	\$1,406
Total Operating and Non-Operating Expenditures by Object	\$542,622,457	100.00%	\$11,017	\$636,628,291	100.00%	\$12,925
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	\$310,736,231	58.54%	\$6,309	\$310,736,231	54.77%	\$6,309
Instructional Resources & Media Services (Function 12)	\$6,993,835	1.32%	\$142	\$6,993,835	1.23%	\$142
Curriculum & Staff Development (Function 13)	\$7,216,207	1.36%	\$147	\$7,216,207	1.27%	\$147
Instructional Leadership (Function 21)	\$8,223,360	1.55%	\$167	\$8,223,360	1.45%	\$167
School Leadership (Function 23)	\$38,159,717	7.19%	\$775	\$38,159,717	6.73%	\$775
Guidance Counseling Services (Function 31)	\$23,007,205	4.33%	\$467	\$23,007,205	4.06%	\$467
Social Work Services (Function 32)	\$222,741	0.04%	\$5	\$222,741	0.04%	\$5
Health Services (Function 33)	\$5,502,504	1.04%	\$112	\$5,502,504	0.97%	\$112
Transportation (Function 34)	\$17,412,702	3.28%	\$354	\$17,412,702	3.07%	\$354
Food Services (Function 35)	\$0	0.00%	\$0	\$36,539,000	6.44%	\$742
Extracurricular (Function 36)	\$7,967,654	1.50%	\$162	\$7,967,654	1.40%	\$162
General Administration (Function 41,92)	\$12,739,386	2.40%	\$259	\$12,739,386	2.25%	\$259
Facilities Maintenance & Operations (Function 51)	\$57,475,813	10.83%	\$1,167	\$57,486,813	10.13%	\$1,167
Security & Monitoring Services (Function 52)	\$5,566,336	1.05%	\$113	\$5,566,336	0.98%	\$113
Data Processing Services (Function 53)	\$29,351,150	5.53%	\$596	\$29,351,150	5.17%	\$596
Community Services (Function 61)	\$246,635	0.05%	\$5	\$246,635	0.04%	\$5
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$530,821,476	100.00%	\$10,777	\$567,371,476	100.00%	\$11,519
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$55,455,834	80.07%	\$1,126
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$11,800,981	100.00%	\$240	\$13,800,981	19.93%	\$280
Total Non-Operating Expenditures by Function	\$11,800,981	100.00%	\$240	\$69,256,815	100.00%	\$1,406
Total Operating and Non-Operating Expenditures by Function	\$542,622,457	100.00%	\$11,017	\$636,628,291	100.00%	\$12,925
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$214,445,005	40.40%	\$4,354	\$214,445,005	37.80%	\$4,354
Gifted and Talented (PIC 21)	\$5,301,470	1.00%	\$108	\$5,301,470	0.93%	\$108
Career and Technical (PIC 22)	\$14,723,753	2.77%	\$299	\$14,723,753	2.60%	\$299
Students with Disabilities (PICs 23,33)	\$80,655,274	15.19%	\$1,638	\$80,655,274	14.22%	\$1,638
State Compensatory Education (PICs 24,26,28,29,30,34)	\$42,968,581	8.09%	\$872	\$42,968,581	7.57%	\$872
Bilingual (PICs 25,35)	\$10,456,149	1.97%	\$212	\$10,456,149	1.84%	\$212
High School Allotment (PIC 31)	\$27,672	0.01%	\$1	\$27,672	0.00%	\$1
PreKindergarten (PIC 32)	\$12,066,747	2.27%	\$245	\$12,066,747	2.13%	\$245
Athletics/Related Activities (PIC 91)	\$5,314,659	1.00%	\$108	\$5,314,659	0.94%	\$108
Un-Allocated (PIC 99)	\$120,489,656	22.70%	\$2,446	\$157,039,656	27.68%	\$3,188
Total Operating Expenditures by Program Intent Code (PIC)	\$530,821,476	100.00%	\$10,777	\$567,371,476	100.00%	\$11,519
Non-Operating Expenditures by PIC						

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$55,455,834	80.07%	\$1,126
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$11,800,981	100.00%	\$240	\$13,800,981	19.93%	\$280
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$11,800,981	100.00%	\$240	\$69,256,815	100.00%	\$1,406
Total Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$542,622,457	100.00%	\$11,017	\$636,628,291	100.00%	\$12,925
Total Disbursements						
Operating Expenditures	\$530,821,476	97.31%	\$10,777	\$567,371,476	88.72%	\$11,519
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$2,885,000	0.53%	\$59	\$2,885,000	0.45%	\$59
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$0	0.00%	\$0	\$55,455,834	8.67%	\$1,126
Capital Projects (Object 6600)	\$11,800,981	2.16%	\$240	\$13,800,981	2.16%	\$280
Total Disbursements	\$545,507,457	100.00%	\$11,075	\$639,513,291	100.00%	\$12,984

Pasadena Independent School District

Atkinson Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and Atkinson Elementary provides unlimited opportunities to engage students in positive relationships, rigorous curriculum and innovative meaningful experiences.

Vision

Pasadena ISD and Atkinson Elementary empowers students to become accomplished, self-directed, collaborative, life-long 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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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.




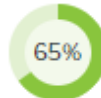
Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$80,884, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$13,019, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$36,712	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,497	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$2,492, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,722	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$26,360, - 199 - General Fund - Special Ed. - \$1,238, - 282 - ESSER III - ESSER - \$28,000, - State Compensatory Funds - \$80,136</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,474	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Bailey Elementary
2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD Mission Statement: Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

The mission of Bailey Elementary is to ensure high levels of success for all students that inspires life-long learning by:

- Implementing student centered, rigorous, and relevant instruction that promotes engaging learning opportunities through collaboration, positive relationships, and innovative technology, while fostering a safe environment and a culturally diverse school community.

Vision

Pasadena ISD Vision Statement: Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We at Bailey Elementary will work with parents and the community to ensure a safe environment that empowers life-long learning based on cooperation, positive interactions, structure, consistency, and relationships.

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 5

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 5

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of every student. 8

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 9

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 11

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 13

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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 school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, staff development sign in sheets and agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence and instructional practices to integrate reading and writing in the context of science & social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$46,592, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$19,564, Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$166,512	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: We will provide rigorous and meaningful curriculum by creating curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social emotional needs of all Advanced Academic/Gifted & Talented students. Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments. Staff Responsible for Monitoring: Campus Administrators, GT Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T - 199 - General Fund - \$1,920	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual Education, Language - 263 - Title III A - Bilingual Education, Language - \$1,322, Bilingual/ESL - 199 - General Fund - \$4,380	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Special Ed, Extended Day/Tutorial - Supplies - Ext Day/Tutorial - ESSR - 199 - General Fund - \$1,522, At Risk - 199 - General Fund - \$3,120, Title 1 Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$58,050, ESSER - Extended Day/Tutorial - \$38,500, Extended Day - Extended Day/Tutorial - \$7,316, Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$79,333, Compensatory Ed - State Compensatory Funds - \$79,077</p>	Formative		
	Jan	Apr	June
			
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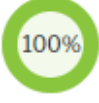






Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of every student.

Performance Objective 1: During the school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges. Staff Responsible for Monitoring: Campus Administrators, Student Council Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: Increased awareness of various career options. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: sign in sheets, agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices to ensure compliance with state required training. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Parent Funds - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,468, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,629	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and man made. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets & agendas





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint	Formative		
	Jan	Apr	June

<p>Training and Texas Behavior Support Initiative requirements.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>			
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Pasadena Independent School District
Beverly Hills Intermediate
2021-2022 Goals/Performance Objectives/Strategies

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.

Table of Contents

The Beverly Hills Intermediate Community,consisting of all employees, 2
parents, business/community members, and students, is dedicated to 2
providing an environment focused on developing responsible citizens 2
who are striving to acquire knowledge, master skills, and maximize talents 2
according to their fullest potential. 2

Goals 5

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 5
ensuring students are future ready.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that 10
meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 12

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 16
community stakeholders to support students and staff.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and 18
staff in a culturally responsive environment.

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that 21
integrate established and innovative practices, standards, and systems.

Goals










Goal 1: CURRICULUM & INSTRUCTION - 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: Students who were unsuccessful on STAAR will show growth on MAP & STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fall, Winter and Spring MAP data as well as STAAR results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and math intervention classes scheduled into the school day to support students. Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted after school tutorials provided to support students. Strategy's Expected Result/Impact: Student growth and increase in student performance. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Comprehensive Support Strategy Funding Sources: Transportation and Food for After School and Saturdays - 211 - Title 1 A - Economically Disadvantaged Study - \$8,914	Formative		
	Jan	Apr	June
			
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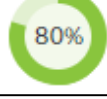
Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.







Performance Objective 2: Increase academic achievement in all subjects

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, MAP Tests , Common Assessments, Grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Create purposeful, engaging lessons to meet needs of students. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrators Funding Sources: Instructional supplies - 199 - General Fund - \$84,080	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Providing common planning period for all core area teachers, and teams will meet with PLC twice per week. Strategy's Expected Result/Impact: Creation of meaningful lessons, data disaggregation Staff Responsible for Monitoring: Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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: Instructional Coaches, Administrators Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$23,819	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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, Administrators	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Offer a variety of student incentives (six weeks behavior/grade incentives, tech cafes, bear bucks, etc...) to increase classroom performance and improve classroom behaviors. Strategy's Expected Result/Impact: Improved student behavior will result in more time spent in class and on task. Students will work to get good grades in order to partake in student incentives. Staff Responsible for Monitoring: Counselors, Instructional Coaches, Administrators Funding Sources: Instructional Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$23,819.52	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 1: CURRICULUM & INSTRUCTION - 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: Implementation of HB 4545 to meet the needs of students who are not successful on STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR and Map data

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention schedule created to allow for extra instruction for students that did not pass previous year's STAAR tests. Strategy's Expected Result/Impact: Close the gap in learning for struggling students. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Day twice a week focused on students that failed previous year's STAAR test Strategy's Expected Result/Impact: Close the gap in learning for struggling students. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Funding Sources: ESSER Funds - Extended Day/Tutorial - \$30,000	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Saturday school offered at various times throughout the school year. Strategy's Expected Result/Impact: Close the gap in learning for struggling students. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Funding Sources: ESSER Funds - Extended Day/Tutorial - \$20,000	Formative		
	Jan	Apr	June
			

Strategy 4 Details		Formative Reviews		
Strategy 4: Intervention Specialist will work with targeted students in math and reading (students that did not pass previous year's STAAR test). Strategy's Expected Result/Impact: Students will receive extra instruction in math and reading leading to improved test scores. Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: ESSER Funds - Extended Day/Tutorial - \$25,000		Formative		
		Jan	Apr	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		









Goal 1: CURRICULUM & INSTRUCTION - 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: Professional Development will be made a priority by providing consistent training and workshops that enhance expertise in instructional content

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Implementation of resources gathered at each training

Strategy 1 Details	Formative Reviews		
Strategy 1: Providing staff development throughout the year to support teachers. Strategy's Expected Result/Impact: Staff Training based on resources collected from professional development . Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund - \$10,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Attending instructional trainings 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: Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.






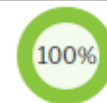


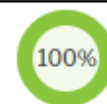




Performance Objective 1: Multiple opportunities will be provided for students to learn about educational and vocational opportunities for high school and beyond.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: All 8th graders will attend a CTHS field trip in order to see career and educational offerings. Strategy's Expected Result/Impact: Students will be able to make more informed decisions with their high school/career choices. Staff Responsible for Monitoring: Counselors, Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The Kuder exam will be administered to help students learn what career paths align with their personal interests. Strategy's Expected Result/Impact: Students will receive results stating which careers could be most suitable for them. Staff Responsible for Monitoring: Counselors, Teachers	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Dobie week allows students the opportunity to get more comfortable with their future school and activities they can be involved in. Strategy's Expected Result/Impact: Students will be more prepared and enthusiastic about moving into High School. Staff Responsible for Monitoring: Counselors, Administrators	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: ECHS visits to speak with 8th graders. Strategy's Expected Result/Impact: Students will learn the difference between two year and four year colleges, associates degrees, and community college vs university. Staff Responsible for Monitoring: Counselors, Administrators	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students take the PSAT to better prepare for college admittance tests. Strategy's Expected Result/Impact: Students gain experience with SAT testing. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Students will participate in College and Career Week activities Strategy's Expected Result/Impact: Students will gain a better understanding of opportunities available after high school Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Provide ongoing campus based professional development for our staff.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Seeking needs of staff through surveys and continually providing staff development to tend to those needs. Strategy's Expected Result/Impact: Creating a more efficient, well-rounded staff with higher morale. Staff Responsible for Monitoring: Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			












Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Each school year all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: ETP completion, participation in monthly new teacher meetings and opportunities, participation in RISE program








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. Strategy's Expected Result/Impact: Effective and proficient new staff at BHI Staff Responsible for Monitoring: Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers new to Beverly Hills are assigned a mentor or buddy depending on level of experience. Strategy's Expected Result/Impact: New staff is supported with a veteran teacher Staff Responsible for Monitoring: Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All ELAR teachers will be provided training and strategies to support ELL students. Strategy's Expected Result/Impact: All ELAR teachers will become ESL certified Staff Responsible for Monitoring: Administrators, ELAR teachers, Instructional coaches TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: The collaboration through the PLC process helps develop new teachers and provide growth.

District Objective:
Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be placed in PLC and have a common/shared conference period to plan and collaborate. Strategy's Expected Result/Impact: Being part of this PLC helps develop new teachers and provides growth. Staff Responsible for Monitoring: Instructional Coaches, Counselors, Administrators	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: A committee approach is used when hiring all positions.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: When filling an open position, a committee will be created for the interview process (at least one administrator, department head or team lead, and instructional coach). Strategy's Expected Result/Impact: Highly qualified staff selected by a committee leads to higher morale and cohesive teams. Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Teacher salaries and supplies - State Compensatory Funds - \$1,029,589	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase the level of parent engagement and participation at school events.

District Objective:









Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly parent events are planned throughout the year. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Counselors, Parent Coordinator, Administrators Funding Sources: Parent Title Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,085	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly newsletter highlighting various parent, fine arts, sporting, and club events. Strategy's Expected Result/Impact: Increased parent involvement, attendance, and engagement Staff Responsible for Monitoring: parent coordinator, administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase community awareness of current events at BHI.

Strategy 1 Details	Formative Reviews		
Strategy 1: Southbelt Leader submissions Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Social media presences (facebook, instagram, etc.) Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			












Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Decrease discipline referrals and increase positive relationships using PBIS and Ruby Payne strategies.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: None








Strategy 1 Details	Formative Reviews		
Strategy 1: Providing all staff with PBIS, restorative circles, and Ruby Payne trainings. Strategy's Expected Result/Impact: Increase in positive relationships between staff and students and decrease in discipline referrals. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Fewer days of removal from class for students with disabilities. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Teachers and paras will be CPI trained and follow proper procedures when restraints are required Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Bear Camp is offered for incoming 7th graders or students new to BHI.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1










Strategy 1 Details	Formative Reviews		
Strategy 1: All incoming 7th graders are invited to the campus to tour the school and learn the "BHI way" prior to the beginning of the year. Strategy's Expected Result/Impact: Students begin school with a higher level of comfort and positivity. Staff Responsible for Monitoring: Counselors, Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Create an environment where students control and care about the safety of the school

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Anonymous Alerts system for students and parents to report concerns. Strategy's Expected Result/Impact: Students are able to report things that make them feel unsafe creating a safer environment. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Safe Schools Ambassador program on campus. Strategy's Expected Result/Impact: Improved climate and culture on campus due to student engagement in keeping the school safe. Staff Responsible for Monitoring: Instructional Coaches, Counselors, Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

Bondy Intermediate

2021-2022 Goals/Performance Objectives/Strategies



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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Goal 6: ANCILLARY SERVICES - 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. 29

Goals





Goal 1: CURRICULUM & INSTRUCTION - 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: Create and systematically implement integrated learning experiences to support the development of critical thinking, collaboration, creativity, and communication.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Planned field trips and guest speakers, platform data, Campus teacher-led planning

Strategy 1 Details	Formative Reviews		
Strategy 1: Investigate and create 7-12 problem or project-based learning experiences in all content areas expanding engaging learning opportunities. Strategy's Expected Result/Impact: Extended learning opportunities will be provided for students by offering and attending field trips. Students will attend field trips such as Artist Boat, the Lone Star Flight Museum, Houston Museum of Natural Science. Personalized learning provides project-based experiences through core classes that promote real-life application and development of cognitive skills. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Funding Sources: BFU - 199 - General Fund - \$112,097, Plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide personalized professional learning opportunities for staff to support the implementation of integrated and problem/project-based learning that increases student growth. Strategy's Expected Result/Impact: Teachers will plan to use and implement district-provided resources such as Writing Revolution, Solution Tree, and the PLC at Work, Teachers will use district professional development sessions to assist in planning throughout the year such as Vertical Alignment, Focus and Convening Sessions, Backward Planning, and Lead4Ward Resources. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Funding Sources: Campus Coach Salary - 255 - Title II A - Improving Teacher & Principal Q - \$77,318.55	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Accelerated Instruction to students who were unsuccessful in STAAR from the previous school year and who require extended day tutorials. Strategy's Expected Result/Impact: Measured by STAAR results of the current year. Staff Responsible for Monitoring: all staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Teacher Tutoring Salary - 282 - ESSER III - \$87,178, Supplemental Funding for Extended Day - Extended Day/Tutorial - \$9,666, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$21,439.59, Extended Day - Extended Day/Tutorial - \$1,600	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: Infuse Social Emotional Learning (SEL) into all curricula by developing culturally responsive PK-12 competencies for student wellness to increase each student's knowledge, skills, and behavior health leading to stronger relationships, academic success, and future employment.







District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Increased numbers of student-centered activities and visitors that promote learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop district wide social emotional learning themes and learning delivery methods based on whole child needs. Strategy's Expected Result/Impact: Using Summit Learning's Habits of Success will meet the needs of the whole child. Staff Responsible for Monitoring: all staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a campus Whole Child Team for curriculum development. Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development to ensure teacher learning and growth in SEL as it relates to Whole Child Team, student success and college, career, or military readiness. Strategy's Expected Result/Impact: Second Step Program implementation in all classes after initial professional development and refresher course after first semester. Staff Responsible for Monitoring: Classroom teachers, counselors Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Examine current practices regarding the empowerment of student voice. Strategy's Expected Result/Impact: Student onboarding program, executive board, student council, parent and student SMORE, and NJHS all provide student leadership opportunities based on their interests. Staff Responsible for Monitoring: Principal, APs, Teachers, Class Sponsors Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Foster and augment current academic mindsets regarding the habits of success necessary for future readiness and leadership. Strategy's Expected Result/Impact: Campus created Personalized Learning norms consistent throughout campus to promote habits of success through personalized learning. Staff Responsible for Monitoring: all staff Schoolwide and Targeted Assistance 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			







Strategy 6 Details	Formative Reviews		
Strategy 6: Increase student engagement in current PBIS/SEL focused programming including Restorative practices, Safe and Civil Schools, Conscious Discipline, AVID, and other respectful practices. Strategy's Expected Result/Impact: PBIS/SEL, Safe School Ambassador program, CHAMPS and conscious discipline allow students to work in a safe environment maximized for engagement. Staff Responsible for Monitoring: counselors, assistant principals Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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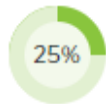





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively.

Evaluation Data Sources: District-funded and grant-funded technology applications will be implemented during weekly math and reading instruction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review and update reading curriculum and approaches based on the latest research and science studies to increase student fluency and comprehension acquisition. Strategy's Expected Result/Impact: Grant-funded programs will be used during daily instruction. Education Galaxy will provide reading students with both intervention and enrichment on their specific reading needs. IXL will be used to practice reading for students' specific needs. Staff Responsible for Monitoring: Administration and RELA Department	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Examine and refine the Bilingual Continuum Strategy's Expected Result/Impact: Pilot program for Summit K-12 Staff Responsible for Monitoring: Administration and Multilingual and RELA Departments TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Explore increasing options for biliteracy instruction to expand opportunities for students to develop and maintain two languages through graduation. Strategy's Expected Result/Impact: The Emergent Bilingual Program will be implemented throughout 7th and 8th grades for EB students. ESL family nights and field trips will promote biliteracy. Staff Responsible for Monitoring: Administrators, ESL Teacher(s), and RELA Campus Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Bil/ESL - 199 - General Fund - \$2,251	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a tiered instructional model with supporting curriculum and/or resources for social and academic language acceleration for all English Learners across grade levels. Strategy's Expected Result/Impact: ESL 1 and ESL 2 classes are offered allowing students of different levels to be taught social and academic language. Differentiated support for sub-populations in the classroom will increase student grade-level performance. Teachers and paraprofessionals will use SIOP strategies to differentiate instruction for ESL students. Staff Responsible for Monitoring: Counselors and ESL Teacher(s) and Paraprofessional Support Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: ELL - 263 - Title III A - Bilingual Education, Language - \$1,510.76	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Update and create digital literacy infusion across content areas to promote student competency. Strategy's Expected Result/Impact: Library services will provide digital literacy across content areas. Staff Responsible for Monitoring: Librarian ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase numerical competency by strengthening student problem-solving in Mathematics. Strategy's Expected Result/Impact: Desmos and Dreambox will be used during math instruction to increase problem-solving math skills. Staff Responsible for Monitoring: Administration, Math Department (Teachers and Campus Coach) Schoolwide and Targeted Assistance 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 Funding Sources: Teacher Salary - State Compensatory Funds - \$158,172	Formative		
	Jan	Apr	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Cultivate a shared understanding of key concepts and instructional implications of the language acquisition process, biliteracy development, and culturally responsive teaching across all grade levels. Strategy's Expected Result/Impact: Using the Writing Revolution strategy will help students with the language acquisition process. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: CURRICULUM & INSTRUCTION - 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: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

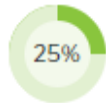



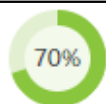
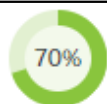




District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Technology applications will be used to provide students with learning experiences in core subjects. School-wide experiences will be provided to enrich student learning.


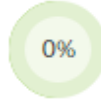







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a comprehensive and systematic districtwide K-12 Advanced Academics / GT program that provides a commitment to high levels of learning and meets the needs (academic and social/emotional) of all Advanced Academic/GT students.</p> <p>Strategy's Expected Result/Impact: Advanced academics provide opportunities for students to extend their learning beyond grade-level expectations. This includes gifted and talented students, Pre-AP math, and HS credit opportunities for Art, Spanish, and Algebra. All teachers are G/T certified/qualified and students are required to complete the additional Power Focus Areas in the learning platform.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, Campus G/T coordinator(s), and Teachers</p> <p>Schoolwide and Targeted Assistance 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: G/T - 199 - General Fund - \$3,251</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure a comprehensive and systematic districtwide K-12 curriculum that supports high levels of learning and meets the needs (academic, behavioral, social, and emotional) of all students.</p> <p>Strategy's Expected Result/Impact: School-wide experiences will be provided to enrich student learning. Students will participate in Career Day, Flip Day, and STE(A)M Night. Enrichment Clubs will be provided for students to join and extend learning opportunities. The following clubs will be offered to promote real-life applications: Science Club, Robotics Team, Chess, Art Club, Anime Club. District Events will be offered for students to participate in and extend learning opportunities. The following will be offered to promote real-life application: UIL Competition, Science Fair, Name that Book Contest, Poetry Slam, Pentathlon, and Spelling Bee. CHAMPs, Second Step, Safe Schools Ambassadors, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link, and Anonymous Alerts are provided and offered on campus.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Funding Sources: Advanced Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic districtwide K-12 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the needs (academic, behavioral, social, and emotional) of students.</p> <p>Strategy's Expected Result/Impact: Implement RTI program and Multi-Tiered Support System (MTSS) to address academic and behavioral needs. Interventions are built-in to the school day as well as before and after school for all subjects to provide support to students based on their specific needs. Accelerated instruction, priority day tutorials by content, extended day, and READ time provide students with time throughout the day to practice specific skills in reading/math. Small group instruction, co-teach model, and SDI strategies will provide support for students struggling with specific content needs, including SPED and ESL.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Spec Ed - 199 - General Fund - \$2,030</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Education Disciplinary Removals Strategy's Expected Result/Impact: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Staff Responsible for Monitoring: Principal, Asst. Principals Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will be trained on proper restraint techniques. Strategy's Expected Result/Impact: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Principal, Asst. Principals, District SPED staff	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure all CORE instructional teachers are GT and ESL certified. Strategy's Expected Result/Impact: 100% of CORE Instructional teachers Staff Responsible for Monitoring: Principal, Asst. Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: 2.1 Design and implement effective systems to improve informed decision making that result in post-secondary success for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with labor market organizations to increase awareness of high demand careers in our area. Strategy's Expected Result/Impact: Students will participate in Manufacturing Day. Staff Responsible for Monitoring: Campus Coaches, Counselors, Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: 8th grade students will take the PSAT 8/9 to gain insight on the skills they need to gain for college. Staff Responsible for Monitoring: Counselors, CCs, Teachers	Formative		
	Jan	Apr	June
			
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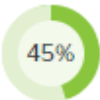







Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Create a personalized educational planning system for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future. We will design and implement effective systems to improve informed decision making that results in post-secondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

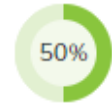





Evaluation Data Sources: Students will be provided the opportunity to meet with community professionals, take college and career exams, participate in high school and college tours, as well as participate in career-oriented field trips and activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide career related experiences that enrich the personalized education plan for each student. Strategy's Expected Result/Impact: Activities such as Career Day, CTHS Tours, and partnering with Workforce Solutions will help expose students to different career and educational pathways. Staff Responsible for Monitoring: Counselors, Principals, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide early and centralized coordinated recruitment for high school programs so that parents and students are aware of all opportunities. Strategy's Expected Result/Impact: Prepare students for greater success in high school by providing high school campus visits, tours, and inviting the high schools over to showcase different auxiliaries. Staff Responsible for Monitoring: Counselors, Assistant Principals	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: Ensure students have a competitive edge for college, career, and /or military success upon graduation.

Evaluation Data Sources: Summit Learning Platform, MAP RIT Scores, student exposure to College, Career, and/or Military success information

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement strategies to aid student mastery of executive functioning skills to enhance post-secondary decision-making skills. Strategy's Expected Result/Impact: Continue to implement Habits of Success schoolwide which helps students become academically successful. Staff Responsible for Monitoring: Teachers, Administrators, Counselors	Formative		
	Jan	Apr	June
			
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Create a climate and culture that would attract and retain teachers at Bondy.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher retention rates for each academic year, survey responses regarding campus climate and culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Through a variety of campus events, initiatives, gatherings, and increased planning time, Bondy teachers will have longevity in teaching positions. Strategy's Expected Result/Impact: Teachers will feel supported at Bondy. Staff Responsible for Monitoring: Principal, APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$70,301.35, Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$27,613.15, Content Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$73,301.32	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.





Evaluation Data Sources: Teacher retention data, staff who come with multiple certifications












Strategy 1 Details	Formative Reviews		
Strategy 1: Create, extend, and leverage promotional materials to highlight the PISD employee experience. Strategy's Expected Result/Impact: Use of social media and campus visits to highlight the experience of Bondy teachers thus showcasing the success of Bondy Intermediate. Staff Responsible for Monitoring: Principal, APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 Collaborate with families to provide high-quality services needed to partner in the education of their children.

Evaluation Data Sources: Training certificates or sign in sheets, parent survey, student surveys, and Feedback.










Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and promote family engagement opportunities within feeder area schools. Strategy's Expected Result/Impact: To create a community of partners in education. Bike ride parade, Patriot Camp (incoming 7th graders visit the school), 8th graders get to visit CTHS and Early College. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 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	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide culturally responsive training for all personnel on the benefits of building equitable partnerships with families to support student learning. Strategy's Expected Result/Impact: Consistent positive engagement for our families. CHAMPS training, PBIS committee, ESL Nights. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Involvement - 211 - Title 1 A - Economically Disadvantaged Study - \$4,665.81	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategy's Expected Result/Impact: Increase and maintain engagement in student learning. Emails, Social Media, maintain staff contact information on campus website, Skylert/Skyward automated messages. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors, Mrs. Denham. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide family engagement activities in academic and social emotional areas to increase student success. Strategy's Expected Result/Impact: ESL Family nights, STEAM nights, Artist boat, Washington DC trip, Field trips, Flight Museum, Holocaust Museum, Parent Conferences, Bilingual Services, Concerts, Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: General Supplies & Materials - State Compensatory Funds - \$4,129	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Include families in meaningful consultation and planning of programs and activities to support student success. Strategy's Expected Result/Impact: Parent Conferences, SBDM, SHAC committee, Counselor Advisory Board. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,517.79	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Utilize a variety of reliable digital and traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders.










Evaluation Data Sources: Increase in enrollment numbers

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop an innovative marketing plan to promote our school as a preferred choice by area families. Strategy's Expected Result/Impact: Use Social Media to promote and celebrate all the great things happening at Bondy and PISD. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for social media managers on campus to increase family engagement with student's education and campus events. Strategy's Expected Result/Impact: Train all Social Media managers on expectations and cohesiveness of social media posts for our campus. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Engage business and community members to expand and extend partnerships.

Evaluation Data Sources: Increase career awareness and participants.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a system wide database of individuals in the community who are interested in assisting campus projects to provide more opportunities for students and staff. Strategy's Expected Result/Impact: Campus Contact Database Staff Responsible for Monitoring: APs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Inform families of educational and career opportunities through timely communication. Strategy's Expected Result/Impact: Monthly Smores, emails, and Social Media. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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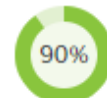
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.







Performance Objective 1: Foster a culture that champions a restorative and relational model for behavior development, learning, and response. We will promote a culture that produces a safe learning environment that is beneficial to achieving the academic and social-emotional goals of all students.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Second Step, Safe Schools Ambassadors and Student Executive Board, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of student-focused behavior programs and a thorough social-emotional curriculum. Strategy's Expected Result/Impact: C.H.A.M.P.S will allow for teachers to model appropriate classroom behavior expectations throughout the school, and the Second-Step social-emotional curriculum will provide lessons on bullying, growth mindset, relationship building, and managing conflict. Staff Responsible for Monitoring: Counselors and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit students to be Safe School Ambassadors on campus. Strategy's Expected Result/Impact: Decrease in bullying referrals and reports to Anonymous Alerts Staff Responsible for Monitoring: Principals and Teachers, ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will continue to meet with their assigned mentor weekly, as recommended by the Summit model. Strategy's Expected Result/Impact: Students will have regular interaction with a trusted adult. Staff Responsible for Monitoring: Teacher, APs, Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Provide updated life-saving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: ALICE, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation)

Strategy 1 Details	Formative Reviews		
Strategy 1: Train students and staff on campus emergency protocols. Strategy's Expected Result/Impact: All students and staff will be trained on district guided emergency protocols. Staff Responsible for Monitoring: APs, Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Expand campus and inter-agency community partner emergency response drills to include students and staff at all campuses to ensure proactive planning and mitigate damage.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: ALICE training for staff and students, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation); The Anonymous Alerts system will continuously be promoted.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students have access to report any issues or problems they see on campus. Strategy's Expected Result/Impact: Anonymous Alerts and Teacher and Student Counselor Referral link Staff Responsible for Monitoring: Principals, counselors, and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: Augment the physical security of campus to provide greater safety for students and employees.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus referrals, discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Addition of cameras to monitor the campus, addition of rails to the stairs leading up to the cafeteria stage, campus doors locked/unlocked on a timer, administrators and teachers monitoring hallways during transition time as well as during class time. Strategy's Expected Result/Impact: New cameras will provide additional views of campus to ensure safety. Staff Responsible for Monitoring: APs, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 5: Establish safe schools while meeting the cultural needs of all students and staff in a culturally responsive environment.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: staff surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Cultural Awareness Committee, Dia de los Muertos festivities, celebration of different heritages during designated months/weeks, Teacher Appreciation Drinks/Snacks, Bondy Family Mile Meet, Annual Bike-A-Thon, School Health Advisory Committee (SHAC), healthy nutrition information provided at lunch, newly replaced campus HVAC system Strategy's Expected Result/Impact: staff participation, positive campus climate and culture Staff Responsible for Monitoring: APs, Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 6: ANCILLARY SERVICES - 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: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent & Teacher surveys, communication

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a consistent customer service model and expectations school wide and provide customer service training in all ancillary service departments to convey a better understanding customer needs and expectations. Strategy's Expected Result/Impact: Increase customer satisfaction through survey responses and stakeholder communication. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restructure school and ancillary webpages to be more accessible and friendly to all stakeholders. Strategy's Expected Result/Impact: Streamline communication for all stakeholders. Staff Responsible for Monitoring: APs, staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 6: ANCILLARY SERVICES - 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: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Ensure student technology is up to date and maintaining it to meet student needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to "Beautify Bondy" through additions, replacements, and new structures intended to increase the overall aesthetic of the campus. Strategy's Expected Result/Impact: Students, staff, and parents will observe the changes Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District

Burnett Elementary

2021-2022 Goals/Performance Objectives/Strategies



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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Goals





Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,878, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coaches - \$174,604, - 199 - General Fund - BFU, Overtime, Fixed - \$40,277, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,507	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bil/ESL - \$1,466, - 199 - General Fund - Bil/ESL - \$2,133	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers, ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Special Ed. - \$1,766, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Aide - \$54,223, - 199 - General Fund - At Risk - \$4,561, - Extended Day/Tutorial - Extended Day - \$5,003, - Extended Day/Tutorial - ESSER - \$30,500, State Compensatory Ed - State Compensatory Funds - \$85,457		Formative		
		Jan	Apr	June
				
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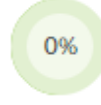




Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges and technical schools. Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,802	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor, ACE Coordinator	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis. Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts effectively Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Bush Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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, everpresent, 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 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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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



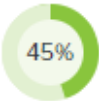

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.







Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Instructional Materials (+ \$4,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$14,246.46, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Salary Title 1 Peer Facilitator / Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$76,579.24, BFU, Overtime, Fixed - 199 - General Fund - \$46,592	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T (Pgm 21) - 199 - General Fund - \$1,920	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$4,462, Title 3 Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$933.11	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Special Ed. (Pgm 23) - 199 - General Fund - \$1,462, ESSER Allotment - Extended Day/Tutorial - \$37,500, At Risk (Pgm 24) - 199 - General Fund - \$2,412, Salary Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$28,899.76, Regular Extended Day Funds - Extended Day/Tutorial - \$600, Supplemental Funding - Extended Day/Tutorial - \$5,956, State Compensatory Ed. Funds - State Compensatory Funds - \$2,675</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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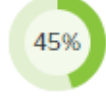







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Salary Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,211.40, Title 1 Parent Component Funds (+\$1,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,690.55	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Dr. Kirk Lewis Career and Technical High School
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.


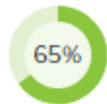
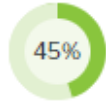

Performance Objective 1: CTHS will increase STAAR EOC progress by 5% for special education students and English learners (EL) through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.







District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Special Education and EL student progress on STAAR English II (Reading) and Algebra I EOC examinations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special education support facilitation staff will participate in PLC's with general education teaching staff to analyze student performance data and adjust instructional strategies as needed. Strategy's Expected Result/Impact: Increase implementation of collaborative planning and teaching between special education support facilitation staff and general education staff. Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Special Education Supplies and Materials - 199 - General Fund - 6300 - \$1,746	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 40% of CTHS Emergent Bilingual (EB) students will advance at least one language proficiency level as measured by the 2022 TELPAS assessment by participating in Structured Conversations and voice recording opportunities in all classes.</p> <p>Strategy's Expected Result/Impact: 1. Increase English language acquisition of EB students</p> <ol style="list-style-type: none"> 2. Build academic language 3. Increase writing proficiency 4. Improve understanding of rigorous texts 5. Increase level of performance on TELPAS composite scores 6. Staff training in Structured Conversations 7. Increased monitoring of EB students and SIOP classrooms to ensure implementation of Structured Conversations and needs for both student and teacher support. <p>Staff Responsible for Monitoring: Whitney Barber, SIOP Campus Coach PLC teams Campus administrators Campus Content Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Bilingual/ESL/EL/EB Supplies and Materials - 263 - Title III A - Bilingual Education, Language - 6300 - \$2,055.07 , Bilingual/ESL/EL/EB Supplies and Materials - 199 - General Fund - 6300 - \$3,094</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CTHS administrative, counseling, and special education staff will monitor the number of students with disabilities being removed to In-School Suspension (ISS), Out-of-School Suspension (OSS), and Disciplinary Alternative Education Placements (DAEP).</p> <p>Strategy's Expected Result/Impact: 1. Improve early intervention and effective behavior management strategies and plans for students with disabilities.</p> <ol style="list-style-type: none"> 2. Increase monitoring of disciplinary actions and removals for students with disabilities. 3. Decrease the number of removals for students with disabilities to ISS, OSS, or DAEP settings. <p>Staff Responsible for Monitoring: Principal Assistant Principals Transition Counselor Campus special education case managers Campus special education support staff (LSSP and Diagnostician)</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: CTHS administrators and special education staff will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 1. Ensure that all staff needing restraint training have been trained and meet current TBSI requirements. Staff Responsible for Monitoring: Principal Assistant Principals Transition Counselor Campus special education staff	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.



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.



District Objective:







Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

- 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement, an electronic system for students and teachers to schedule appointments and attend highly focused, data-driven internal tutorials (Reboot) on campus.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increase number of students attending Reboot tutorials 2. Implement electronic scheduling system for internal tutorials. 3. Improve student interventions and teacher training to prevent student failure and increase academic success. <p>Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal</p> <p>Others include:</p> <p>Shaun Webb - Technology CCS</p> <p>Steve Fleming - Principal</p> <p>Chad Phillips - Asst. Principal</p> <p>Tom Le - Asst. Principal</p> <p>Kristi White - Asst. Principal</p> <p>ESF Levers:</p> <p>Lever 4: High-Quality Curriculum</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the level of student engagement and increase the accountability of both adults and students during planned intervention and enrichment (PIE) to ensure efficient and effective use of both time and structure.</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. 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 Gabriel Luciano - Science CCS Jennifer Jett - ELA CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement, document and monitor the required House Bill 4545 tutorials for students who did not meet grade-level expectations in order to address learning deficiencies.</p> <p>Strategy's Expected Result/Impact: 1. Increase student attendance in mandatory HB 4545 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 Gabriel Luciano - Science CCS Jennifer Jett - ELA CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: HB 4545, Extended Day, and Saturday Transportation - 289 - Title IV- Student Support & Academic Enrichm - 6494 - \$8,000, HB 4545, Extended Day, and Saturday Miscellaneous Operation Costs - 289 - Title IV- Student Support & Academic Enrichm - 6499 - \$7,128, HB 4545, Extended Day, and Saturday Personnel - 282 - ESSER III - 6118 - \$50,500</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor and adjust the implementation of campus literacy initiative during PIE time by creating a school-wide literacy plan 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. 2. Increase in the number of students logging pages read into campus literacy database. 3. Create face-to-face book club and recruit students and staff for participation. 4. 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 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.



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.


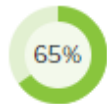


District Objective:




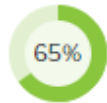
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2



HB3 Goal



Evaluation Data Sources: STAAR EOC examination scores



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students taking the initial ELA I STAAR examination will increase performance to 65% at the meets grade level and 12% 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 common or district assessment 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> <p>Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25</p>	Formative		
	Jan	Apr	June
			







Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students taking the initial ELA II STAAR examination will increase performance to 77% 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 common or district assessment 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<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		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students on the initial Algebra I STAAR examination will increase performance to 60% at the meets grade level and to 35% 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 common or district assessment 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> <p>Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25</p>	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CTHS students will increase expected progress on the Algebra 1 STAAR examination from 83% to 86% at the expected progress level 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		
	Jan	Apr	June
			

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 common or district assessment 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 Gabriel Luciano - Science CCS Lindsey Roberts - Science Dept. Chair Biology I instructors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25</p>	Formative		
	Jan	Apr	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students on the U. S. History STAAR examination will increase performance 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 common or district assessment 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> <p>Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25</p>	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: CTHS will maximize the effectiveness of campus content specialists by providing instructional coaching and support for teachers in order to maximize student success in core subjects and technology integration.</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 common or district assessment 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 Gabriel Luciano - 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 - 255 - Title II A - Improving Teacher & Principal Q - 6100 - \$103,411.79</p>	Formative		
	Jan	Apr	June
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: CTHS will utilize an online credit recovery program along with grade level counselor and assistant principal monitoring to support students in recovering and regaining academic credits.</p> <p>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. 3. Regular monitoring and follow up with campus counselor to assist students with goal setting and individual or parent conference as needed.</p> <p>Staff Responsible for Monitoring: Toni Waller - Edgenuity Lab Manager</p> <p>Others Include: Steve Fleming - Principal Kim Voight - Lead Counselor CTHS Counseling Team CTHS Assistant Principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Payroll Costs for Secondary Computer Aide Lab Manager - State Compensatory Funds - 6100 - \$31,174</p>	Formative		
	Jan	Apr	June
	 20%		 50%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.



Performance Objective 4: CTHS will increase the percentage and performance of students taking Advanced Placement examinations for the Advanced Placement courses in which they are enrolled.

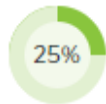





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Advanced Placement examination registrations
Advanced Placement examination scores

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will increase the campus percentage of students taking the Advanced Placement exam for the Advanced Placement course in which they are enrolled until 100% examination participation is achieved. Strategy's Expected Result/Impact: Increase the percentage of students taking the AP exam for the AP course in which they are enrolled. Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal Sarah Smith, Campus Testing and AP Coordinator AP course instructors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: 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 current 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, Campus Testing and AP Coordinator AP Course instructors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: G/T and AP Supplies and Testing Materials - 199 - General Fund - 6300 - \$4,813		Formative		
		Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.



Performance Objective 1: CTHS will continue to promote the exploration of post secondary career and educational opportunities.



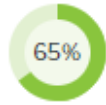





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

- Evaluation Data Sources:**
1. Student participation in PSAT/SAT preparation classes
 2. Student participation in both face-to-face and virtual 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
 7. Student participation in Texas College Bridge

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will maximize the College Now program to effectively provide both career and college readiness opportunities for students. Strategy's Expected Result/Impact: Increase the college and career readiness for all students as documented by: <ol style="list-style-type: none"> 1. Student participation in PSAT/SAT preparation classes 2. Student participation in both face-to-face and virtual 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 sessions held at CTHS 8. Career fairs per pathway held at CTHS Staff Responsible for Monitoring: Tammy Gernander - College Now Coordinator Brandie Gwaltney - College Now Secretary Others include: Steve Fleming - Principal Kim Voight - Lead Counselor TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: CTHS College Now and senior class counseling staff will work collaboratively with students and parents to ensure that 100% of seniors have completed and submitted either the Federal Application for Financial Student Assistance (FAFSA) or Texas Application for Student Financial Assistance (TASFA). Strategy's Expected Result/Impact: 1. 100% of eligible senior students will complete and submit either the FAFSA or TASFA application. 2. More CTHS senior students will receive the financial assistance necessary to attend college. Staff Responsible for Monitoring: Tammy Gernander, CTHS College Now Coordinator Dr. Christina Flores, CTHS counselor Brandie Gwaltney, CTHS College Now Secretary TEA Priorities: Connect high school to career and college		Formative		
		Jan	Apr	June
				
Strategy 3 Details		Formative Reviews		
Strategy 3: 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 in person and virtual AVID college visits Staff Responsible for Monitoring: Carol Patterson - 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 Supplies and Reading Materials - State Compensatory Funds - 6400 - \$1,300, AVID Miscellaneous Operating Costs and Transportation - State Compensatory Funds - 6300 - \$5,542		Formative		
		Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.







Performance Objective 2: Increase student recruitment and retention by 5% each year until maximum campus enrollment capacity (1600 students) is reached and maintained.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: 1. Campus enrollment by grade level
2. Student retention percentages

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop comprehensive campus recruiting plan to showcase CTE programs of study, CTHS campus culture, school events and organizations through 8th grade recruiting visits, 8th grade parent night, and web-based recruiting materials. 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 Kim Voight - Lead Counselor Troy Eckles - Audio/Video Production teacher TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.



Performance Objective 3: Increase the number of students earning College, Career and Military Readiness accountability requirements from 75% to 85% as recorded in our Texas Education Agency Accountability Rating.







District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: CCMR accountability data, CTE pathway student enrollment data, Graduation data

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of seniors in participating courses who are using the Texas College Bridge program in senior English and Mathematics classes will complete all Texas College Bridge modules and earn their Texas College Bridge certificate. Strategy's Expected Result/Impact: Increase the number of senior students completing the Texas College Bridge curriculum Increase the number of senior students earning their CCMR TCB certificate Staff Responsible for Monitoring: Tammy Gernander, College Now Coordinator Dr. Tom Le, Assistant Principal Jessica McCoy, Assistant Principal Ethan Rieck, Campus Content Specialist Jennifer Jett, Campus Content Specialist Senior mathematics and ELA teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase parent involvement and awareness of College, Career and Military opportunities through multiple communication methods such as FAFSA nights and Saturday FAFSA events, College Now Parent Night, the CTHS and Counseling websites, and social media.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in students' college application process. Increase outreach to and information sharing with parents and students.</p> <p>Staff Responsible for Monitoring: Christina Flores - Counselor/Parent Coordinator Tammy Gernander - College Now Coordinator VIP Committee (Very Involved Parents)</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

Performance Objective 4: Monitor regional and local employment forecasts, cultivate business partnerships, update course offerings annually as needed and resources are available, and track student enrollment in campus pathways making adjustments as needed.

District Objective:



Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3





HB3 Goal

Evaluation Data Sources: Regional and local employment forecasts

Student and parent survey data

Student pathway enrollment data

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will offer expand the Computer Science pathway by offering both Pre-AP and AP Computer Science courses with support from the TEALS program leading to coding, programming, web design, and gaming in subsequent years. Strategy's Expected Result/Impact: Expand the course offerings in the computer science pathway to include Pre-AP Computer Science, AP Computer Science Principles, and AP Computer Science. Offer computer science courses as electives to support students in other pathways such as Computer Maintenance/Networking and Pre-Engineering. 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 TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			

 No Progress
 Accomplished
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 Discontinue

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

Performance Objective 5: CTHS will work collaboratively with CTE pathway instructors and district staff to implement appropriate curriculum, adjust certification testing timelines, and offer certification testing opportunities as early as possible for an appropriate industry-recognized certification for students in every pathway.

District Objective:



Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3







HB3 Goal

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.

Strategy 1 Details	Formative Reviews		
<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		
	Jan	Apr	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and testing opportunities for all students. 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. Staff Responsible for Monitoring: CTHS Administrative Team Others include: CTHS CTE pathway instructors PISD CTE Executive Director PISD CTE Coordinators TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college		Formative		
		Jan	Apr	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

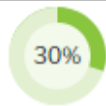





Performance Objective 6: CTHS will work collaboratively with local business, industry, community and educational stakeholders to establish new or expand existing business and industry advisory groups for all CTE pathways.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

HB3 Goal

Evaluation Data Sources: Number of business and industry advisory groups at CTHS

Strategy 1 Details	Formative Reviews		
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 2: COLLEGE, CAREER & MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

Performance Objective 7: 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.

District Objective:
Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

- HB3 Goal**
- 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

Strategy 1 Details		Formative Reviews		
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:		Formative		
		Jan	Apr	June

<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 <p>Staff Responsible for Monitoring: Dr. Diane Barnes - Career and Community Coordinator</p> <p>Others include: Zeek Garcia - PISD CTE Business Partner Liaison, Steve Fleming - Principal, Tanya Hagar - Exec. Director CTE, CTHS CTE Pathway instructors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: CTHS will actively develop and retain a highly qualified staff.



District Objective:







Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: 1. CTHS instructional staff retention rate

2. Number of instructional staff open positions

3. Number of highly qualified instructional staff

Strategy 1 Details	Formative Reviews		
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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and refine a bi-annual staff survey 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 Technology Facilitator Campus Improvement Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: CTHS will increase involvement and communication with parents.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1


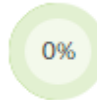
Evaluation Data Sources: Formation of Very Involved Parents (VIP) team







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

Strategy 1 Details	Formative Reviews		
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		
	Jan	Apr	June
			



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		
	Jan	Apr	June
			
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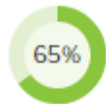


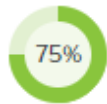
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.







Performance Objective 1: 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).

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CTHS will continue safety training (i.e. ALICE), provide ongoing communication and safety updates, implement random metal detector screenings, and implement an instant message reporting system.</p> <p>Strategy's Expected Result/Impact: 1. Provide ALICE training for all CTHS staff. 2. Utilize the Anonymous Alerts app to provide anonymous reporting of safety concerns from students to administrators. 3. Utilize the Raptor EM Alert app to provide instant messaging and reporting of safety concerns between administrators and staff. 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. 7. Provide initial training and ongoing implementation of Safe School Ambassadors.</p> <p>Staff Responsible for Monitoring: Chad Phillips - Asst. Principal</p> <p>Others include: Steve Fleming - Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Dr. Tom Le - Asst. Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Caitlyn Woods, R.N. - Campus Nurse</p> <p>Others include: Campus administrators MERT team members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			

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		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: CTHS will implement proactive strategies to increase campus and individual student grade level average daily attendance (ADA) by 0.20% (current campus ADA of 96.38%) until we reach a campus ADA of 98.0% and then maintain.







District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Average Daily Attendance Reports

Summative Attendance Reports

Unsubmitted Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement proactive strategies to increase student average daily attendance at the six weeks and semester checkpoint. Strategy's Expected Result/Impact: Increase CTHS average daily student attendance through: <ol style="list-style-type: none"> 1. Student incentives such as raffle drawings, recognition on campus monitors, gift card donations, Reboot celebrations for students with perfect attendance, homeroom competitions among grade levels, etc. 2. Faculty recognition for ADA submission (Attendance Pro's) 3. Provide public recognition of students 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		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: CTHS will promote 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.

District Objective:


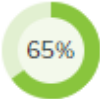




Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and expand opportunities for students to participate in clubs and organizations at CTHS such as but not limited to Academic Decathlon, Student Council, National Honor Society, Skills USA , Music Club, Gamers Club, Soccer Club, Basketball 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. 4. Increase number of students participating in Skills USA. Staff Responsible for Monitoring: Kristi White, Assistant Principal CTHS campus administration CTHS club and organization teacher sponsors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.







District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Submitted evidence of kinesthetic activity in classrooms

Campus designation in Excellence in Wellness campaign

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will utilize the Campus Wellness Team 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 2021-22 school year. 2. Increased publicity for campus Campus Wellness Teams events and challenges (i.e. flyers, school website, Remind101, social media) Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal/CHAC Administrator Others include: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick McIendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods R.N., School Nurse ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

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: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick McLendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods, R.N., School Nurse ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 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.



District Objective:









Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

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

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase student morale through recognition of outstanding demonstration of CTHS Principles of Collaboration, Trust, High Expectations and Service Staff Responsible for Monitoring: Kristi White - Asst. Principal, Others include: Campus Culture and Climate Committee, Assistant Principals, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations such as Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc. 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: CTHS will continue to implement Fall, Winter, and Spring Spirit Weeks. 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 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.









District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

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





Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will field an electronic sports (ESports) team(s) to compete in the Electronic Gaming Federation matches (EGF). Strategy's Expected Result/Impact: Support CTHS ESports team that will 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		
	Jan	Apr	June
			
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 and continue to grow the campus archery team. 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		
	Jan	Apr	June
			
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



Goal 6: ANCILLARY SERVICES - 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: CTHS will promote an exemplary learning environment for students and staff by coordinating with ancillary service departments to expand established and innovative practices, standards and systems.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will coordinate with PISD Network Services, Technical Services, and the Office of Compliance and Monitoring to increase user access to online programs for student and parent information such as Skyward Family Access. Strategy's Expected Result/Impact: Increase the user access rate of students and parents to Skyward Family Access and Parent Portal. Staff Responsible for Monitoring: CTHS Attendance Office staff CTHS Campus Attendance Administrator ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: CTHS will coordinate with PISD Curriculum and Instruction, Innovation and Development, and Technical Services to purchase and implement an online system to facilitate the student and teacher selection of students for tutorials, PIE time interventions, after school tutorials, and HB 4545 tutorials. Strategy's Expected Result/Impact: Increase effectiveness of student and teacher selection for tutorials and PIE time interventions Reduce stress and workload on staff as result of current tutorial and PIE time intervention workarounds Staff Responsible for Monitoring: CTHS Administration CTHS Technology Facilitator CTHS Teaching staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: CTHS will coordinate with Pasadena ISD Technical Services, Innovation and Development, and PISD Purchasing departments to develop a plan to regularly evaluate the instructional technology software and equipment utilized on our campus. Strategy's Expected Result/Impact: Provide consistent review process for instructional technology software and equipment. Provide feedback and input for new and replacement campus instructional technology purchases. Staff Responsible for Monitoring: CTHS Technology Facilitator CTHS Administration CTHS Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District
De Zavala Middle School
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



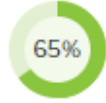



Performance Objective 1: Consistent implementation of district curriculum researched-based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, TELPAS

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: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Field Trip Fees, Transportation, Supplies, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$2,728, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$80,533.58	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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: Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$3,996.28, Supplies, Incentives, Admission Fees, Books - 199 - General Fund - \$59,694	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Planning days will be provided for teachers in order to plan highly effective lessons and look at the data to support and increase student learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 Funding Sources: Subs, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,200	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: The Curriculum Leadership Team and Teacher Leaders will provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies. Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will provide additional assistance after school and on Saturdays using MAP data and Summit Platform data to determine the needs of students. Strategy's Expected Result/Impact: Growth on MAP Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Personnel for Tutoring - 282 - ESSER III - \$46,000, Supplies - Extended Day/Tutorial - \$6,605	Formative		
	Jan	Apr	June
			
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: Campus Improvement Plan Staff Responsible for Monitoring: Principal and SBDM Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: Offer high-quality instruction for special populations.







District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR results, TELPAS data and LAS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All ELL students will be receiving targeted interventions including small groups, English Language Development club, System 44, and Read 180. Our EB students are placed on the bilingual team where two or more of the teachers are bilingual certified. In addition to the bilingual certified teacher, the students have teachers who are ESL certified. Any teachers not bilingual, SIOP trained, or ESL certified will be trained. Based on our diverse makeup of teacher certifications our campus utilizes the Bilingual Program, ESL Content-based model, and the Sheltered Content-based model.</p> <p>Strategy's Expected Result/Impact: Students will read, write, and speak in English.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: books, supplies and materials - 263 - Title III A - Bilingual Education, Language - \$3,065.95, books, supplies and materials, training - 199 - General Fund - \$5,132</p>	Formative		
	Jan	Apr	June
			











Strategy 2 Details	Formative Reviews		
Strategy 2: ALL students in Special Education will receive grade-level instruction with needed support and instructional strategies. Strategy's Expected Result/Impact: Students in Special Education will show growth in MAP throughout the year. Staff Responsible for Monitoring: Special Education Teachers, Admin over Special Education Schoolwide and Targeted Assistance 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: Reading Materials, Supplies, Manipulative, Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Reading Materials, Supplies, Manipulative, Incentives - 199 - General Fund - \$1,888	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Dyslexia Intervention services will be provided for all students who need it. Strategy's Expected Result/Impact: Growth in MAP Reading Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance 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 Funding Sources: Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$85,017.13	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Enrichment will be provided for Gifted and Talented students. Strategy's Expected Result/Impact: Gifted and Talented students will show growth in MAP. Staff Responsible for Monitoring: Curriculum Coaches, AP over GT	Formative		
	Jan	Apr	June

<p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, books - 199 - General Fund - \$2,167</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Students and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore various college opportunities during College Week. Strategy's Expected Result/Impact: Increased exposure to colleges and careers Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a Career Day and recruit volunteers to share their path to their profession on "In The News." Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goals and share information about their careers. Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$861	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


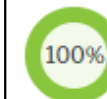

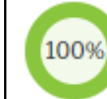




Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas and Sign-in Sheets

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, Campus Coachs, 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	Formative		
	Jan	Apr	June
			
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, Campus Coaches, and Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.










Performance Objective 2: Administrators, Counselors, Campus Coaches, and the librarian will participate in staff development and meetings which will develop their leadership skills.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

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, Campus Coaches, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments. Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Campus Coach Calendars Staff Responsible for Monitoring: Administrators and Peer Facilitators ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next steps. Strategy's Expected Result/Impact: Improved instruction campus-wide Staff Responsible for Monitoring: Curriculum Leadership Team (Principal, APs, Campus Coaches, Teacher Leaders) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Participate in professional development and join professional teams. Strategy's Expected Result/Impact: Improved instruction campus wide Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - \$164	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom management, etc. Strategy's Expected Result/Impact: Improved classroom instruction 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 Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$153,859.49	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.







Evaluation Data Sources: Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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









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 Funding Sources: Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$636	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 5: Hire highly qualified staff.

District Objective:











Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend district, college, and local job fairs. Strategy's Expected Result/Impact: Hire highly qualified staff. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reach out to certifications programs in order to actively recruit bilingual certified teachers. Strategy's Expected Result/Impact: Hire highly qualified teachers Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Parental involvement across the campus will increase during the school year. We will hold a variety of events in different formats and times (face to face and via zoom and during the school day and afterschool).








Evaluation Data Sources: Records of parent volunteers and attendance at campus events.

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: Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit parent volunteers Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS ESF Levers: Lever 3: Positive School Culture Funding Sources: Personalized Items for Volunteers - 211 - Title 1 A - Economically Disadvantaged Study - \$964	Formative		
	Jan	Apr	June
			
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: Improved parent involvement, improved student attendance Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will establish a safe school while meeting the social and emotional needs of all students and staff in a culturally responsive environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use Second Step Grade k-8 lessons weekly during Wellness Wednesday. Strategy's Expected Result/Impact: Students will learn how to manage emotions, stay organized, and have resiliency. Staff Responsible for Monitoring: Counselors, Behavior Intervention Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Second Step - 211 - Title 1 A - Economically Disadvantaged Study - \$3,103	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional learning. Strategy's Expected Result/Impact: Increased parent involvement, improved student behavior Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: To ensure De Zavala is safe campus for all students and staff, we have focused efforts to maximize safety for everyone in the building by having clear, instant communication. Strategy's Expected Result/Impact: Students and staff will be safe. Staff Responsible for Monitoring: Leadership Team, Front Office Staff ESF Levers: Lever 3: Positive School Culture Funding Sources: Two Way Radios, Safe and Civil Schools Material - 211 - Title 1 A - Economically Disadvantaged Study - \$1,272	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 6: ANCILLARY SERVICES - 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: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch every day. Any student who arrives on campus will be provided an opportunity to eat a cafeteria meal if they choose. Strategy's Expected Result/Impact: Students will have a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 6: ANCILLARY SERVICES - 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: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District
De Zavala Middle School
2021-2022 Goals/Performance Objectives/Strategies



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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Goal 6: ANCILLARY SERVICES - 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. 19

Goals



Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



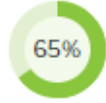



Performance Objective 1: Consistent implementation of district curriculum researched-based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, TELPAS

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: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Field Trip Fees, Transportation, Supplies, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$2,728, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$80,533.58	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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: Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$3,996.28, Supplies, Incentives, Admission Fees, Books - 199 - General Fund - \$59,694	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Planning days will be provided for teachers in order to plan highly effective lessons and look at the data to support and increase student learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 Funding Sources: Subs, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,200	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: The Curriculum Leadership Team and Teacher Leaders will provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies. Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will provide additional assistance after school and on Saturdays using MAP data and Summit Platform data to determine the needs of students. Strategy's Expected Result/Impact: Growth on MAP Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Personnel for Tutoring - 282 - ESSER III - \$46,000, Supplies - Extended Day/Tutorial - \$6,605	Formative		
	Jan	Apr	June
			
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: Campus Improvement Plan Staff Responsible for Monitoring: Principal and SBDM Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: CURRICULUM & INSTRUCTION - 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: Offer high-quality instruction for special populations.







District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR results, TELPAS data and LAS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All ELL students will be receiving targeted interventions including small groups, English Language Development club, System 44, and Read 180. Our EB students are placed on the bilingual team where two or more of the teachers are bilingual certified. In addition to the bilingual certified teacher, the students have teachers who are ESL certified. Any teachers not bilingual, SIOP trained, or ESL certified will be trained. Based on our diverse makeup of teacher certifications our campus utilizes the Bilingual Program, ESL Content-based model, and the Sheltered Content-based model.</p> <p>Strategy's Expected Result/Impact: Students will read, write, and speak in English.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: books, supplies and materials - 263 - Title III A - Bilingual Education, Language - \$3,065.95, books, supplies and materials, training - 199 - General Fund - \$5,132</p>	Formative		
	Jan	Apr	June
			











Strategy 2 Details	Formative Reviews		
Strategy 2: ALL students in Special Education will receive grade-level instruction with needed support and instructional strategies. Strategy's Expected Result/Impact: Students in Special Education will show growth in MAP throughout the year. Staff Responsible for Monitoring: Special Education Teachers, Admin over Special Education Schoolwide and Targeted Assistance 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: Reading Materials, Supplies, Manipulative, Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Reading Materials, Supplies, Manipulative, Incentives - 199 - General Fund - \$1,888	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Dyslexia Intervention services will be provided for all students who need it. Strategy's Expected Result/Impact: Growth in MAP Reading Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance 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 Funding Sources: Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$85,017.13	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Enrichment will be provided for Gifted and Talented students. Strategy's Expected Result/Impact: Gifted and Talented students will show growth in MAP. Staff Responsible for Monitoring: Curriculum Coaches, AP over GT	Formative		
	Jan	Apr	June

<p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, books - 199 - General Fund - \$2,167</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Students and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore various college opportunities during College Week. Strategy's Expected Result/Impact: Increased exposure to colleges and careers Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a Career Day and recruit volunteers to share their path to their profession on "In The News." Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goals and share information about their careers. Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$861	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas and Sign-in Sheets

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, Campus Coachs, 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	Formative		
	Jan	Apr	June
			
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, Campus Coaches, and Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.










Performance Objective 2: Administrators, Counselors, Campus Coaches, and the librarian will participate in staff development and meetings which will develop their leadership skills.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

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, Campus Coaches, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments. Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Campus Coach Calendars Staff Responsible for Monitoring: Administrators and Peer Facilitators ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next steps. Strategy's Expected Result/Impact: Improved instruction campus-wide Staff Responsible for Monitoring: Curriculum Leadership Team (Principal, APs, Campus Coaches, Teacher Leaders) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Participate in professional development and join professional teams. Strategy's Expected Result/Impact: Improved instruction campus wide Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - \$164	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom management, etc. Strategy's Expected Result/Impact: Improved classroom instruction 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 Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$153,859.49	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.







Evaluation Data Sources: Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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









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 Funding Sources: Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$636	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 5: Hire highly qualified staff.

District Objective:











Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend district, college, and local job fairs. Strategy's Expected Result/Impact: Hire highly qualified staff. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reach out to certifications programs in order to actively recruit bilingual certified teachers. Strategy's Expected Result/Impact: Hire highly qualified teachers Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Parental involvement across the campus will increase during the school year. We will hold a variety of events in different formats and times (face to face and via zoom and during the school day and afterschool).








Evaluation Data Sources: Records of parent volunteers and attendance at campus events.

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: Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit parent volunteers Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS ESF Levers: Lever 3: Positive School Culture Funding Sources: Personalized Items for Volunteers - 211 - Title 1 A - Economically Disadvantaged Study - \$964	Formative		
	Jan	Apr	June
			
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: Improved parent involvement, improved student attendance Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will establish a safe school while meeting the social and emotional needs of all students and staff in a culturally responsive environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use Second Step Grade k-8 lessons weekly during Wellness Wednesday. Strategy's Expected Result/Impact: Students will learn how to manage emotions, stay organized, and have resiliency. Staff Responsible for Monitoring: Counselors, Behavior Intervention Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Second Step - 211 - Title 1 A - Economically Disadvantaged Study - \$3,103	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional learning. Strategy's Expected Result/Impact: Increased parent involvement, improved student behavior Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: To ensure De Zavala is safe campus for all students and staff, we have focused efforts to maximize safety for everyone in the building by having clear, instant communication. Strategy's Expected Result/Impact: Students and staff will be safe. Staff Responsible for Monitoring: Leadership Team, Front Office Staff ESF Levers: Lever 3: Positive School Culture Funding Sources: Two Way Radios, Safe and Civil Schools Material - 211 - Title 1 A - Economically Disadvantaged Study - \$1,272	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:
Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch every day. Any student who arrives on campus will be provided an opportunity to eat a cafeteria meal if they choose. Strategy's Expected Result/Impact: Students will have a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








Goal 6: ANCILLARY SERVICES - 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: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Dobie High School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

We are purpose driven people who create opportunities 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 allocated under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals








Goal 1: CURRICULUM & INSTRUCTION - 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: Technology experiences will be integrated into the curriculum and utilized in instruction and monitoring for all students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walk-through data, use of one-to-one technology in classrooms, variety of technology utilized for effective instruction




Strategy 1 Details	Formative Reviews		
Strategy 1: 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 in the classroom Funding Sources: Resources needed for continued technology training for teachers, as they provided skilled instruction using the most up to date technology and effective techniques - 199 - General Fund - \$1,800	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 1: CURRICULUM & INSTRUCTION - 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 2021-2022 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

Evaluation Data Sources: Formative and Summative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted support will be provided, during the school day, after school, and on Saturday mornings, with a focus on areas of weakness, as indicated by EOC assessments and STAAR data, for all students including students identified as 504, Special Education, Limited English Proficient, Migrant, At-Risk, Dyslexic, Speech Pathology, and any other population needing intervention. Students qualifying through HB4545 will be included in the targeted support. After school transportation and other materials will be provided for Extended Day students, using ESSR Funds.</p> <p>Strategy's Expected Result/Impact: 85% Mastery on all EOC assessments for special population students; increased numbers of students scoring Meets Grade Level on STAAR assessment</p> <p>Staff Responsible for Monitoring: Teachers, Special Education staff, Assistant Principal for each content area</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$5,968, Dobie Main Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$4,470, Resources needed for teachers to provide focused tutoring and appropriate materials, based on student needs, in preparation for STAAR - 255 - Title II A - Improving Teacher & Principal Q - \$109,157.92, Dobie Main Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$194,677.13, Resources needed for after school transportation, teacher pay and other materials for Extended Day Students. - Extended Day/Tutorial - \$46,747, Dobie Main Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$438,492, Dobie9 Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$136,658, Dobie9 Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$1,490, Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$1,989, Dobie9 Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$182,277.51, Dobie Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students - 282 - ESSER III - \$135,000, Dobie Main Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Car - State Compensatory Funds - \$2,509,054, Dobie9 Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Care - State Compensatory Funds - \$604,441, Dobie Main General Supplies and materials - State Compensatory Funds - \$3,567, Dobie9 General Supplies and materials - State Compensatory Funds - \$3,707, Dobie Main Miscellaneous Operating Costs - State Compensatory Funds - \$2,512,621, Dobie9 Miscellaneous Operating Costs - State Compensatory Funds - \$608,148</p>	Formative		
	Jan	Apr	June
			










Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Disciplinary Removals Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Close monitoring of students with disabilities being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Diagnostician, Assistant Principal	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Special Education Restraint Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Increased scores on TELPAS and STAAR for our ESL students Staff Responsible for Monitoring: Assistant Principal, ESL Peer Facilitator	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: By June 2022, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college.

Strategic Plan: 2.3

Evaluation Data Sources: Graduation Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have preliminary exposure to college level courses and expectations through dual credit courses that sharpen study skills and enable collaboration with peers.</p> <p>Students will transition smoothly from high school to post-secondary school through college orientations and self-advocacy strategies.</p> <p>Students through the use of KHAN academy personalized practice will prepare for PSAT/SAT testing.</p> <p>Students through the college now coordination receive tools to use in college such as Big Future from College Board and FAFSA one-to-one assistance.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students receiving college credit</p> <p>Staff Responsible for Monitoring: Audra Lozano, College Now Coordinator</p>	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Early College students take AVID for all 4 years in ECHS. They learn skills essential to college success that range from organization to time management to research. Our students have the opportunity to earn an Associate's Degree upon high school graduation and almost all of those that fall a little short still end up "core complete" entering their four year university.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits</p> <p>Staff Responsible for Monitoring: Ryan Peel, Dean of Early College High School (ECHS)</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students will be encouraged to take advanced coursework and participate in ACT,SAT, PSAT testing to ensure they are college/career/military ready.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists</p> <p>Funding Sources: Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$9,464, Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$3,155</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Increased student participation in program Staff Responsible for Monitoring: AFJROTC leaders	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.








Performance Objective 1: By January 2022, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Increased numbers of Highly Qualified personnel

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. Candidates chosen will be interviewed by the Principal/ Assistant Principal, Content Specialist or other representative. Strategy's Expected Result/Impact: Increased number of highly effective teachers on staff. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.








Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Training for staff will be offered throughout the school year on campus and at the District. Staff will receive information about the dates and times of the training and will have opportunity to register for the training they need. Strategy's Expected Result/Impact: Increased rigorous, relevant instruction noted during walk through; increased scores on formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists Funding Sources: Resources are needed for teacher training and materials. - 199 - General Fund - \$3,600	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By July 2022, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1











Evaluation Data Sources: Surveys, Participation at events

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be actively pursued to increase involvement in extracurricular activities, campus activities and academic pursuits of their children. Parent nights, special ceremonies, Open House and invitations to opportunities which showcase academic achievement will be planned throughout the year for parental involvement. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals, Leaders of extracurricular activities	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with the 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: Principal, Assistant Principal, Content Specialists	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will partner with community organizations and businesses for large community service projects 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By June 2022, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
Strategy 1: We will follow the District plan for safety and security for all of our staff and students. Administrators, teachers and students will be trained in ALICE by campus police to provide schoolwide safety procedures. Strategy's Expected Result/Impact: Increased safety and security for Administrators, teachers and students Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Police	Formative		
	Jan	Apr	June
			
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; Increased emotional safety Staff Responsible for Monitoring: Crisis Management Team, Counseling Team	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All campus staff will view a video about bullying to raise awareness of this issue and to provide information on how best to assist students who report bullying issues. Strategy's Expected Result/Impact: Increased awareness of bullying; increased knowledge on how to effectively help students who report bullying issues. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
Strategy 1: Programs focused on the Social/Emotional health of students will be provided in Fine Arts, including Band, Choir, Dance, Orchestra, Theatre Arts, Art, as well as, 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The Dobie 9th Grade Campus will provide a smaller learning environment and closer supervision while students make the social/emotional adjustment necessary when moving from Intermediate School to High School. Strategy's Expected Result/Impact: Successful student transition from Intermediate School to High School Staff Responsible for Monitoring: Administrators, counselors	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: TechPrep/CATE will be offered 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. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CATE Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The Personalized Learning Program provides opportunity for students to experience an on-line, self-paced learning program, within a classroom and guided by a classroom teacher. Students work through modules of learning with instructional support when needed. Rigorous, relevant projects are part of the on-line program providing stretch learning for the students as they apply what they learn in various ways. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: PL teachers, Assistant Principal	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Fisher Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and Fisher Elementary School, provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.



Vision

We believe that...

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

- 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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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 10

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 12

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 14

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,816.36, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4 Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$149,480.91	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime , Fixed - 199 - General Fund - \$33,000	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5










District Objective:








Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,946	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels. Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL - 263 - Title III A - Bilingual Education, Language - \$1,777.36, Instructional Staff - State Compensatory Funds - \$164,272, - 199 - General Fund - Bil/ESL - \$5,510	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, intervention teachers, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: tutors - 282 - ESSER III - ESSER - \$35,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$53,221.20, Teachers - Extended Day/Tutorial - Supplies/Resources - \$1,000, Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$78,070.51, - 199 - General Fund - Special Education - \$1,908, Extra Duty Pay - State Compensatory Funds - \$2,985	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Exceptions or waivers will be filed to ensure teachers who are not properly certified as a Bilingual or ESL teacher will continue to serve our English Language learners/Emergent Bilingual Students for the 2021-2022 school year Strategy's Expected Result/Impact: Increased percentage of teachers attend the ESL institute to be fully certified Staff Responsible for Monitoring: Campus administrators, campus LPAC coordinator and MLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP Strategy's Expected Result/Impact: Increase awareness of students who are being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Campus administrators, special education case manager, campus LSSP Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: Ensure data and strategies are aligned to our campus needs	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Campus administrators, counselor, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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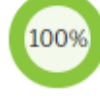






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, school counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: ACE/CIS and Counselor will provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: CIS & ACE campus coordinator, school counselor and campus administrator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,892.22, - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component - \$3,320.53	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<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>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District
Frazier Elementary
2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and **Campus Name**, 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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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$85,731, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$12,462, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$34,508	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,402	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$789, - 199 - General Fund - Bil/ESL - \$1,026	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,299, - 282 - ESSER III - ESSER - \$22,000, - Extended Day/Tutorial - Extended Day - \$4,211, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$28,382, - 199 - General Fund - At Risk - \$1,026</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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
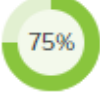







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,452, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,376	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Freeman Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To establish an environment that fosters academic, social, and emotional learning.

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 5

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 5

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student. 8

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 9

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 12

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 14

Goal 6: ANCILLARY SERVICES - 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. 17

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system to effectively measure student growth and mastery that will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walk-through documentation, lesson plans, progress reports, report cards, staff development sign-in sheets, and agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Targeted Support Strategy Funding Sources: BFU - 199 - General Fund - 199 - \$33,374, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$154,114, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Fixed - 199 - General Fund - 199 - \$1,752, Overtime - 199 - General Fund - 199 - \$902, Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$11,510	Formative		
	Jan	Apr	June
			0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance 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 - Targeted Support Strategy	Formative		
	Jan	Apr	June
			0%
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance 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 - Targeted Support Strategy Funding Sources: Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$51,941, Title 1 Funded Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$79,614, Dyslexia/Intervetion Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$79,843	Formative		
	Jan	Apr	June
			0%
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences, through personalized education approaches, to better meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walk-throughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, and social & emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction in the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus Administrators, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Funding Sources: - 199 - General Fund - 199 - \$1,468	Formative		
	Jan	Apr	June
			0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least on proficiency level on TELPAS language domain levels. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language - 263 - \$1,810, - 199 - General Fund - 199 - \$2,671	Formative		
	Jan	Apr	June
			0%

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that provides support fo struggling students in order to achieve high levels of learning and meet the academick, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub-groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: At-Rish - 199 - General Fund - 199 - \$2,442, ESSR Funds - 199 - General Fund - 199 - \$20,000, Special Education - 199 - General Fund - 199 - \$1,076, Extended Day/Tutorials - 199 - General Fund - \$900, - State Compensatory Funds - \$4,352		Formative		
		Jan	Apr	June
				
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



Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agnedas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage student to attend college by promoting College Week Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.






Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state requirements. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance 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 - Targeted Support Strategy	Formative		
	Jan	Apr	June
			0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus Administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			0%

Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parent and community involvement program will be established and implemented to increase collaborative partnerships.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus Administrator, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social, and emotional needs Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,927, Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$2,913	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community services Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus Administrator, Parent Coordinator, Counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond, and recover from all potential threats, natural and manmade

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign-in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response Strategy's Expected Result/Impact: Staff will be equipped to respond appropriately during a crisis Staff Responsible for Monitoring: Campus Administrators, MERT ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social and emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, Safe and Civil Schools, Conscious Discipline, and others. Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self-regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
			0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and DAEP. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
			0%

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and TBSI requirements Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and student to increase preparedness and response. Strategy's Expected Result/Impact: Staff will be properly equipped to respond appropriately during a crisis Staff Responsible for Monitoring: Campus Administrators, MERT ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

Gardens Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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.

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

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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, 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 5

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 5

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.







Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$151,883.42, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$17,593.24, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$41,576	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

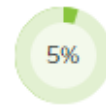
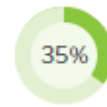


Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,705	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,371, - 263 - Title III A - Bilingual Education, Language - \$2,310.57	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Special Ed. - \$2,111, - Extended Day/Tutorial - ESSER - \$30,000, - Extended Day/Tutorial - Extended Day - \$800, Instructional Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$57,565.59, - State Compensatory Funds - At Risk - \$2,884, Salary Title 1 DAIT with benefits - 211 - Title 1 A - Economically Disadvantaged Study - DAIT with benefits - \$84,070.79, Compensatory Ed Funds - State Compensatory Funds - \$81,085, Supplemental Funding For Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$4,377		Formative		
		Jan	Apr	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		









Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.


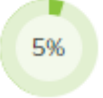




Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$57,565.59, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,281.16, Title 1 Office Clerks with benefits - 211 - Title 1 A - Economically Disadvantaged Study - Office Clerks - \$27,362.51	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June







Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	 0%		 5%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

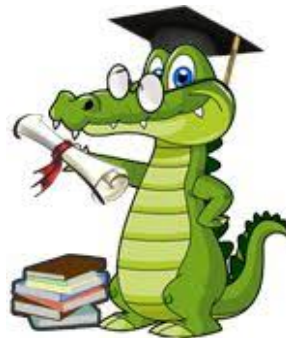
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Garfield Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD and Garfield Elementary provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD and Garfield Elementary 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 4

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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student. 7

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.










Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: BFU - Overtime - 199 - General Fund - 199 - \$1,146, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$157,859.95, BFU - 199 - General Fund - 199 - \$42,402, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$19,151.04, BFU - Fixed - 199 - General Fund - 199 - \$1,752, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T Supplies, Camp Registration - 199 - General Fund - 199 - \$1,865	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL - 199 - General Fund - 199 - \$5,852, Bil/ESL - 263 - Title III A - Bilingual Education, Language - 263 - \$1,799.58	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: ESSER - Extended Day/Tutorial - \$35,500, Extended Day - Extended Day/Tutorial - \$5,625, Special Ed. - 199 - General Fund - 199 - \$1,116, At Risk - 199 - General Fund - 199 - \$3,264, Title 1 Instructional Paras - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$55,259.72, Supplemental Extended Day - Extended Day/Tutorial - \$1,000</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for all teachers to become ESL certified through the PISD ESL Institute. Strategy's Expected Result/Impact: All English Language Learners in all programs school-wide will be serviced by a certified ESL teacher. Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$24,905.65, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,379.59	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, Conscious Discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Genoa Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

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 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 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

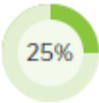





Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU - 199 - General Fund - 199 - \$43,882, Overtime - 199 - General Fund - 199 - \$1,186, Fixed - 199 - General Fund - 199 - \$1,752, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$17,779, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$152,776	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Instructional Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$52,453, Title 1 Nurse - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$79,936, Dyslexia & Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$81,538	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT supplies, camp registration - 199 - General Fund - 199 - \$1,930	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual/ESL - 199 - General Fund - 199 - \$3,876, Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - 263 - \$2,588	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Special Ed - 199 - General Fund - 199 - \$1,766, Extended Day/Tutorial - ESSER - Extended Day/Tutorial - \$35,000 , At Risk - 199 - General Fund - 199 - \$2,985, Extended Day/Tutorial - Extended Day/Tutorial - \$900, Extended Day Supplemental - Extended Day/Tutorial - \$5,565, State Compensatory Ed - State Compensatory Funds - \$237,825</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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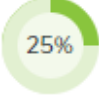






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: *In the 2021-22 school year, Genoa will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Strategy's Expected Result/Impact: The proposed temporary alternative language program for Ms. Blair's self-contained, medically fragile, special education classroom is the appropriate placement for her students based on educational need. Linguistically Ms. Blair's classroom is language rich in both Spanish and English as well as appropriate oral language support from the teachers and paraprofessionals in the classroom. - In hiring new staff specifically look for ESL certifications. - With the current staff, offer and try to send 2-4 staff each time the ESL academy is provided. The staff member in question has already completed the ESL academy. - Ms. Blair is preparing to test but has not scheduled it yet. She understands the need to complete the test and to request the certification. Staff Responsible for Monitoring: Administrators, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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


Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$24,657, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$4,314	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self-regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District
Golden Acres Elementary
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.


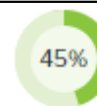






Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 199 - General Fund - BFU - \$31,620	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,644.06, - 428 - G/T Performance Standards - \$1,279, - 282 - ESSER III - \$235,000, - Extended Day/Tutorial - \$4,300, - State Compensatory Funds - \$2,394	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct ongoing data talks with PLC Teams and make instructional adjustments to ensure the success and performance growth of all students. Strategy's Expected Result/Impact: Data binders, Intervention Reports - Close gaps and higher student achievement. Staff Responsible for Monitoring: Campus Administrators, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$12,089.64	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule an Open House meeting during the first weeks of school to share Title 1 Information and give parents the opportunity to connect with classroom teachers, administrators, and staff. Strategy's Expected Result/Impact: Sign-In Sheets	Formative		
	Jan	Apr	June

Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
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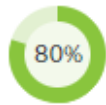

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.







Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Less students with disabilities being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Be in compliance with TBSI requirements Staff Responsible for Monitoring: Campus Administrators, SpEd staff Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District
Guidance Center
2021-2022 Goals/Performance Objectives/Strategies

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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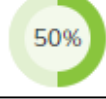
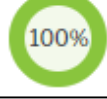
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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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: Students will receive support in literacy in the four core subject areas.

Evaluation Data Sources: Eduphoria Walk-Through Analysis







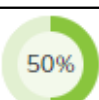
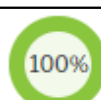




Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will reinforce STAAR objectives and strategies. Strategy's Expected Result/Impact: Assistant Principal Monitor Staff Responsible for Monitoring: Teachers and Assistant Principal Funding Sources: Salaries for instructional staff, student and staff supplies, classroom and office materials. - State Compensatory Funds - \$1,492,734,090	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: All staff members 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: The needs of special population students will be met.











Evaluation Data Sources: Eduphoria Walk-Through Analysis Daily Roster

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: Instruction in social skills appropriate to achieving success in real-world situations will be emphasized.









Evaluation Data Sources: Eduphoria Walk-Through Analysis

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: Positive social skills, character education, and career awareness will be addressed and reinforced.









Evaluation Data Sources: Eduphoria, walkthrough analysis, Counselor log

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: The job-related issues of students which affect successful progress at school will be addressed.













Evaluation Data Sources: Attendance Records, Counselor Log

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: The physical and emotional needs of the students will be addressed.












Evaluation Data Sources: Counselor Log








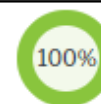




Strategy 1 Details	Formative Reviews		
Strategy 1: Researched based presentations created by GC teacher PLC's will be utilized to enhance student understanding about Alcohol/ Drugs, Peer Pressure, Self-esteem, and/or Lack of Respect. These presentations will be done in small group settings. Strategy's 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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Procedures and processes are in place so that all students are successful.

Evaluation Data Sources: Reduction in Discipline Referrals





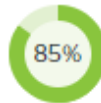


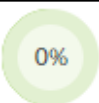

Strategy 1 Details	Formative Reviews		
Strategy 1: Students receive enrichment through computer use. Strategy's Expected Result/Impact: Computer Use records Staff Responsible for Monitoring: Teachers, Technology Liaison	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Guidance Center staff members will follow the GC discipline management plan. Strategy's Expected Result/Impact: Referrals, Skyward Data Staff Responsible for Monitoring: Teachers, Assistant Principal	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Administrative team meetings are held as needed. Strategy's Expected Result/Impact: Minutes from meetings Staff Responsible for Monitoring: Assistant Principal, Counselor, Guidance Center Liaison	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: New students will watch a Guidance Center orientation video during first period on the first day of the student's placement. Strategy's Expected Result/Impact: Student Surveys Staff Responsible for Monitoring: Teachers, Technology Liaison	Formative		
	Jan	Apr	June
			



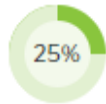
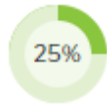
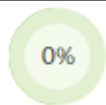
Strategy 5 Details	Formative Reviews		
Strategy 5: PLC teams will meet weekly. Strategy's Expected Result/Impact: Minutes from PLC Meetings Staff Responsible for Monitoring: Teachers, Assistant Principal	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The guidelines and pillars of Safe and Civil Schools and CHAMPS will be implemented in all Guidance Center classrooms. Strategy's Expected Result/Impact: Discipline Referrals and records Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselor	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and train a highly qualified staff to promote a successful learning environment for all.

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

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: CPI training Strategy's Expected Result/Impact: Certificates, Eduphoria Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			









Strategy 5 Details	Formative Reviews		
Strategy 5: Effective teaching practices Strategy's Expected Result/Impact: Certificates, Eduphoria Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Bully Awareness Strategy's Expected Result/Impact: Reduction in Bullying Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			









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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: The physical and emotional needs of the students will be addressed.

Evaluation Data Sources: Attendance Phone Records
Counselor Phone Logs
Administrative Parental Contact Logs










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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			



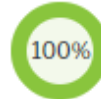




Strategy 5 Details	Formative Reviews		
Strategy 5: Parent/Teacher or Counselor Conferences Strategy's Expected Result/Impact: Record of conference Staff Responsible for Monitoring: Teachers and /or Counselor	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Parent/Administrator Conferences Strategy's Expected Result/Impact: Record of conference Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Students will receive support to complete their home campus assignments.

Evaluation Data Sources: Eduphoria Walkthrough Analysis















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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: The transition of students to and from the Guidance Center will be facilitated.











Evaluation Data Sources: Student Survey Analysis

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Safe guards are in place to ensure the safety of Students and Staff of GC.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff members will wear district ID badges at all times Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			













Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Citizenship will be incorporated in the GC experience during the concepts/electives period.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Students will receive educational, social, emotional and physical well-being support.

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		
	Jan	Apr	June
			
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 with supervision. Staff Responsible for Monitoring: Teachers, Instructional Support Staff and Assistant Principal	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: Staff members are provided frequent, short breaks through out the day.

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		
		Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 5: Staff survey is done annually to determine specific staff needs for the following year and gather information on current practices at the Guidance Center.
















District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Goal 6: ANCILLARY SERVICES - 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: Students are exposed to technology in the classroom

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Strategy 1 Details	Formative Reviews		
Strategy 1: ACTIVboard Strategy's Expected Result/Impact: Walkthroughs Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PISD Library Strategy's Expected Result/Impact: Walkthroughs, Staff Responsible for Monitoring: Assistant Principal and Teachers	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Various web-based instructional sites (i.e., Brainpop, Discovery Ed, Khan Academy, Des Mos Math) Strategy's Expected Result/Impact: Walkthroughs Staff Responsible for Monitoring: Assistant Principal and Teachers	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Hancock Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and ***Thomas Hancock Elementary School***,
is to provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - State Compensatory Funds - Instructional Coach - \$79,113, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$12,420.28, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$32,077	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,298	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$366.58, - 199 - General Fund - Bil/ESL - \$2,540	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$670, - 282 - ESSER III - ESSER - \$25,500, - Extended Day/Tutorial - Extended Day - \$700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,111.87, - State Compensatory Funds - At Risk - \$1,911</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,492.93, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,191.81	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<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>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District
Jackson Intermediate
2021-2022 Goals/Performance Objectives/Strategies



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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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 45

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 47

Goal 6: ANCILLARY SERVICES - 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. 56

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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: ELAR: Increase literacy level--40% of students will be at grade level or above by May, 2021

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2


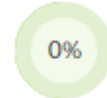
HB3 Goal







Evaluation Data Sources: MAP Growth Data comparisons Fall - Winter & Winter- Spring

Literably Scores Fall - Spring

DEAR Time and Read2 logs

Reading Elective Course

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of Drop Everything and Read (DEAR), Reading MAP Growth and Literably reading proficiency level in 7th and 8th Grade to measure students reading proficiency progress.</p> <p>Strategy's Expected Result/Impact: Currently we have 23% of students reading on grade level and the expected result will be to have at least 40% of the students reading on grade level or above.</p> <p>Staff Responsible for Monitoring: ELAR Leadership MAP Growth- January 2021/Campus Coach and Assistant Principal Literably - November 2020 & May 2021 Teachers and Campus Coach DEAR Time - Teachers / Campus Coaches / Assistant Principal ReadSquare Logs - Teachers & Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Intervention for students of all subgroups including students currently in the Reading Elective Class through the use of innovative technology and digital resources to engage students in the learning process. Strategy's Expected Result/Impact: Students will be expected to improve at least 1 reading proficiency level. Staff Responsible for Monitoring: ELAR Leadership Literably - Teachers and Campus Coach in the Spring and Fall Semester. Reading Elective Progress - End of the Spring & Fall Semester/ Reading Elective Teachers and Campus Coach Schoolwide and Targeted Assistance 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 Funding Sources: - 199 - General Fund - \$73,667	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: ELAR: Increase performance on standardized tests to at least 30% of African American students obtaining satisfactory results.

District Objective:



Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5









Evaluation Data Sources: Summit Learning Platform - Projects and Power Focus Areas

Semester Exam

Progress Monitoring in Reading Class

Reading Mock STAAR & Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify a group of ~15 African American students needing reading intervention in 7th & 8th grade and implement culturally diverse and culturally rich text that the students can relate to.</p> <p>Strategy's Expected Result/Impact: 50% of African American students will be expected to score approaches on the STAAR test.</p> <p>Staff Responsible for Monitoring: ELAR Leadership Every Six Weeks- Teachers, Campus Coach and Assistant Principal. Campus Coach & Assistant Principal December 2020, February and May 2021.</p> <p>Schoolwide and Targeted Assistance 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</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Weekly PLC Lesson Planning- Campus Coach and Assistant Principal Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol = Teachers, Campus Coach & CCS. Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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 Staff Responsible for Monitoring: ELAR Leadership Progress reports and report cards Parent Phone Call Logs Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: At least 20% of Sp.Ed. students will receive satisfactory scores on standardized tests (STAAR).

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Weekly Lesson Plans

Supplemental aids used by students.



Anchor charts







Preferential seating

Differentiated instruction

IEP Implementation Documentation

Support Facilitation Logs

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: Weekly Lesson Plans (Differentiation)/Teachers/ Campus Coach RTI Compliance Documentation Spreadsheet Case Manager Check-ins IEPs Compliance/ Accommodation Spread Sheet Every Progress Report Week/Report Card (Example Red Binder) Campus Coach/ CCS Observations/Feedback ILT Walkthroughs Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,644	Formative		
	Jan	Apr	June
			

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 PLC Lesson Planning/Teachers/ Campus Coach/Assistant Principal Campus Coach and CCS Observations ILT Walkthroughs Mock STAAR data, STAAR data, PFA data Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: ELAR: At least 32% of LEP students will achieve satisfactory scores on standardized tests (STAAR).

District Objective:





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







Evaluation Data Sources: Weekly Lesson Plans

Workshops/Small Group Instruction

Purposeful grouping

Increases in data points

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: December 2020 February 2021 May 2021	Formative		
	Jan	Apr	June
			
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 PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

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 PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol Every nine weeks in projects. Schoolwide and Targeted Assistance 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 Funding Sources: - 199 - General Fund - \$2,917	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: ELAR: At least 30% of students will show an increase in proficiency levels on TELPAS 2020-2021

District Objective:



Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







Evaluation Data Sources: Content and Language objectives are posted on board daily

Exit tickets (or other PLC question #2 assessments) will be aligned to learning target

90% of students will answer exit tickets correctly

90% of students will have set their goals in the Summit Learning Platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with a clear description of intended learning outcomes using the four domains of language acquisition Listening, Speaking, Reading and Writing 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 PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students with ESL & SIOP strategies intended to support their language acquisition and academic language using technology and a variety of digital resources to engage students in the learning process.</p> <p>Strategy's Expected Result/Impact: At least 30% of the students will increase their TELPAS composite rating one proficiency level or higher.</p> <p>Staff Responsible for Monitoring: ELAR Leadership PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol Every nine weeks in projects on the Summit Learning Platform. Mid-year & End of the Year LPAC Committee</p> <p>Schoolwide and Targeted Assistance 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</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: ELAR: Increase amount of students achieving meets/masters on STAAR test by 5%.



District Objective:

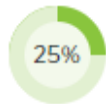

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





Evaluation Data Sources: Higher scores on Winter and Spring MAP test

Higher scores on Mock STAAR

Increase of student achievement in the areas of meets and masters on STAAR/PSAT test.

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 PFA data - Weekly DAP Mock STAAR data in February or March MAP data Fall-Winter, Winter-Spring Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

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 January PSAT Administration March PSAT Data Talks - Student Reflections Summit Learning Projects every nine weeks. GT Showcase - May, 2021 Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$2,060	Formative		
	Jan	Apr	June
	 25%		 0%

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: CURRICULUM & INSTRUCTION - 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: Social Studies: Students will exceed the District average on the 8th Grade Social Studies STAAR test

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson Plans

Observations and walkthroughs

Final Products in the Summit Platform



STAAR Test Results

Writing during Warm-ups and Exit Tickets

Structured Writing using Writing Revolution strategies

Semester CBA

Mock STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase extended writing using high rigor questioning strategies Strategy's Expected Result/Impact: Improvement in writing Improved Cognitive scores in projects Staff Responsible for Monitoring: SS Leadership Each six weeks Final Product Due Dates 10-20 12-15 8th grade only 2-20 7th Grade only March 5th 8th Grade only May 20th Schoolwide and Targeted Assistance 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 Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44	Formative		
	Jan	Apr	June
			



Strategy 2 Details	Formative Reviews		
Strategy 2: Spiraling highly tested and lower scoring standards through Common assessments Introduce 8th grade STAAR type questions during warm-ups and exit tickets Strategy's Expected Result/Impact: Student data percentages increase for targeted standards Increased familiarity and success on STAAR type questions Increased cognitive skill scores Staff Responsible for Monitoring: SS Leadership Each 6 weeks Each checkpoint End of semester Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Vertical alignment between 7th grade and 8th Grade Strategy's Expected Result/Impact: 7th graders can answer higher level, multi-task questions similar to 8th grade 7th graders can understand topics from the 8th grade curriculum Staff Responsible for Monitoring: SS Leadership Each 6 weeks 12-6 1-17 2-14 4-25 Schoolwide and Targeted Assistance Title I Elements: 2.4 - 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 1: CURRICULUM & INSTRUCTION - 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: Social Studies: 90% of Jackson students will achieve mastery in the Summit Platform in Social Studies

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson Plans
Observations
Walkthroughs
Platform data
Grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Data driven small group Instruction within the classroom Strategy's Expected Result/Impact: Mastery of PFA Mastery of Projects Staff Responsible for Monitoring: SS Leadership Minimum of 1 time each 3 weeks grading period Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level Interventions among Social Studies teachers each class period Strategy's Expected Result/Impact: Mastery of Focus Areas Mastery of Projects Staff Responsible for Monitoring: SS Leadership Minimum of 1 time each 3 weeks grading periodEach 3 weeks Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Intervention groups across classes conducted by the Intervention Team Strategy's Expected Result/Impact: Mastery of Focus Areas Mastery of Projects Staff Responsible for Monitoring: SS Leadership Bi-weekly Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Social Studies: 90% of all Emerging Bilinguals and Special Education Students will increase scores



District Objective:







Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Warm-ups using academic vocabulary

Use of word walls or anchor charts

Structured conversations

Strategy 1 Details	Formative Reviews		
Strategy 1: Emerging Bilinguals will increase academic speaking and writing in the classroom Strategy's Expected Result/Impact: Increased student talk in the classroom Increased mastery of Cognitive Increased academic writing Staff Responsible for Monitoring: SS Leadership Each 9 weeks or more Weekly lesson plans monitored each 6 weeks Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education will use supplemental aids Strategy's Expected Result/Impact: Increased use of supplemental aids on a regular basis Staff Responsible for Monitoring: SS Leadership	Formative		
	Jan	Apr	June

<p>Each 6 weeks</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Science Goal: 90% of all students will receive credit for their science course by the end of year.

District Objective:




Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2











Evaluation Data Sources: Teachers with less than 90% pass rate in the first six weeks will increase their passing rate by 10% for 2nd six weeks

Planned Tier 2 lesson in classroom workshops

Parent contact logs

Improvement in six weeks grade

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students rigorous curriculum with numerous scaffolded resources in the Summit Platform. (implemented by qualified teachers and staff) 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 Progress reports and report cards Lesson Plans Weekly Platform checks Schoolwide and Targeted Assistance 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 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with clear description of intended learning outcomes and daily expectations in the classroom 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 Internal rounds AP Walkthroughs CCS observations Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Parent phone calls will be made to students at the end of every sixth week grading period. Strategy's Expected Result/Impact: At least 90% of students will not be Off Track in the SUMMIT Platform in science. Staff Responsible for Monitoring: Science Leadership Progress reports and report cards Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: Science: Data Driven Interventions to Increase Students performance within the Classroom







District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Exit ticket or CFA as the student leaves the intervention

Success on the SE in the given PFA

Strategy 1 Details	Formative Reviews		
Strategy 1: Pull outs with Mrs. Haynes based on low scoring SE's Strategy's Expected Result/Impact: Students every 2 weeks will work with her to gain satisfactory on an SE Staff Responsible for Monitoring: Science Leadership Performance on SE data from the PFA Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Wildcat Time - students are pulled by low performing SE's and/or Cog Skill Strategy's Expected Result/Impact: Improved SE performance Improved Cog Skills Staff Responsible for Monitoring: Science Leadership Every 2 weeks Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Saturday School and Extended Day Strategy's Expected Result/Impact: Improved PFA and/or checkpoint completion Staff Responsible for Monitoring: Science Leadership Week before the date of the planned Intervention Day Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$59,500	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Science: Meet or beat the district in the 8th Grade STAAR Test 2022








District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Successful completion of the PFA's and AFA's in the Platform

Increased Cog Skill scores
STAAR Released Questions

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students rigorous curriculum with numerous scaffolded resources in the Summit Platform. Strategy's Expected Result/Impact: Increased Cog Skills scores Increased AFA's attempted Staff Responsible for Monitoring: Science Leadership Increased percentages on PFAs and AFAs Cog Skill score in the Summit Platform Semester and MOCK Exams Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide data driven small groups within the classroom Strategy's Expected Result/Impact: Students will have an increased performance on their PFA's and Cog Skills Staff Responsible for Monitoring: Science Leadership Weekly Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 13: Science: Grade Level PLC Planning to support Student Success in the Classroom




District Objective:











Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PLC agenda minutes

Lesson Plans

Completed DAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Twice a week professional learning communities (PLCs) Data analysis Lesson planning Strategy's Expected Result/Impact: Student growth due to the collaboration of their teachers. Staff Responsible for Monitoring: Science Leadership PLCs w/CCS, AP and instructional coach Schoolwide and Targeted Assistance Title I Elements: 2.4 - 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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: District level professional development PL convening Science FOCUS meetings Strategy's Expected Result/Impact: Improved teacher knowledge of projects and curriculum Teaching strategies Staff Responsible for Monitoring: Science Leadership December May Schoolwide and Targeted Assistance Title I Elements: 2.4 - 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional coaching Strategy's Expected Result/Impact: Improved teacher performance in teacher selected area of focus Staff Responsible for Monitoring: Science Leadership Instructional Coach Teacher Schoolwide and Targeted Assistance Title I Elements: 2.4 - 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 14: Math: Increase student success on math assessments by 30%.



District Objective:










Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Summit data

Amount of students passing the end of unit assessment on the first attempt increases

Amount of students passing the common assessments increases

Strategy 1 Details	Formative Reviews		
Strategy 1: Data driven intervention groups Strategy's Expected Result/Impact: Teachers will evaluate and adapt for student's individual needs Students will receive more targeted interventions Staff Responsible for Monitoring: Math Leadership 10/29 11/29 12/15 1/30 2/25 3/30 4/30 Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeting instructional accommodations and appropriate scaffolds Strategy's Expected Result/Impact: Students will be able to utilize strategies and accommodations specific to their learning needs Staff Responsible for Monitoring: Math Leadership Classroom observations bi-weekly Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Lesson planning Strategy's Expected Result/Impact: Students will have an increase in growth and success on assessments Staff Responsible for Monitoring: Science Leadership Monitor lesson plan template and PLC collaboration Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.







Performance Objective 15: Math: 50% of students will meet their RIT goal score in MAP testing in Math.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Teachers will examine dreambox data to see where students are performing

Teachers will be aware of vertical alignment, have PLC discussions, and access prior knowledge during lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Use vertical alignment to scaffold students who are not on grade level Strategy's Expected Result/Impact: Students will start to close gaps from prior grade levels. Use vertical alignment chart in PLC, and when utilizing map learning continuum Staff Responsible for Monitoring: Math Leadership End of each month, analyzing dreambox data Weekly during PLC Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.








Performance Objective 16: Math: The percentage of students projected to pass STAAR by map reports will increase by 10%

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Teacher will use DAP and discuss results during PLC meetings

Students will be assigned Wildcat time based on their needs from common assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Providing tutoring and homeroom interventions Strategy's Expected Result/Impact: Have performance level to properly give intervention and tutoring for low performing students Students will improve on teks they perform low Staff Responsible for Monitoring: After each math unit ends Miller to monitor Wildcat time Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Recommend Math elective class Strategy's Expected Result/Impact: Students in math elective will have an increase in their success on common assessments and benchmarks given. Staff Responsible for Monitoring: Math Leadership At the end of each 6 weeks: 11/1/21 12/17/21 2/21/22 4/11/22 5/20/22 Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



Performance Objective 17: Intervention: To implement an innovative intervention team whose focus is on maintaining consistent student interventions throughout the school year.





District Objective:




Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Master schedule to reflect team member schedule changes and intervention periods
Organized GLT interventions
Intervention team members will pull students based on collected data for GLT's and PLC's

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention team members will organize across content interventions. Strategy's Expected Result/Impact: To create more opportunities for students to receive needed interventions for missed instruction. Staff Responsible for Monitoring: Intervention Team Review effectiveness of GLT intervention rotation by the following week the intervention was conducted. Survey for teachers and students to gauge the effectiveness of the intervention period by December. Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use intervention periods for team members to pull students data Strategy's Expected Result/Impact: To facilitate specific interventions for students Staff Responsible for Monitoring: Intervention Team GLT interventions should review the data with GLT's each week that is focused on targeted students. Coaches will evaluate data weekly during GLT meetings. Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - State Compensatory Funds - \$380,799	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Interventionist lead pulls HB4545 students for interventions. Strategy's Expected Result/Impact: To satisfy the HB requirements and support students with supplemental instruction. Staff Responsible for Monitoring: Intervention team MAP Test (January) Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Extended day interventions Saturday School Interventions Strategy's Expected Result/Impact: To provide more interventions for students outside of the school day while targeting specific students falling behind. Staff Responsible for Monitoring: Intervention Team Extended Day Interventions: Survey Saturday Interventions: Survey Summit Platform: Data percentage comparisons per intervention On/ Off track Number of PFA attempts projects Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Instructional Materials - Extended Day/Tutorial - \$7,728, - State Compensatory Funds - \$3,530	Formative		
	Jan	Apr	June
			



No Progress



Accomplished



Continue/Modify



Discontinue









Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 18: Special education student needs will be met fully in instruction and behavior contexts

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: discipline data
performance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduced number of special education students being removed from the instructional environment Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: improved compliance with TBSI Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Post-Secondary: Give students opportunities to explore colleges and programs of study.







District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: In homeroom mentors will ask students to produce and ultimately present their top options for employment and explain the various paths they have to attain their goals.

Homeroom teachers can also post any project/visual in the classroom and hallway promoting the various interests of their students.

Strategy 1 Details	Formative Reviews		
Strategy 1: College and Career Fair Strategy's Expected Result/Impact: Students will be able to explore the myriad of options when it comes to colleges, careers, and military options upon exiting high school. Students will be able to investigate and research various sources of employment and career options that interest them based off their individual Kudor results. Staff Responsible for Monitoring: Counseling Team HR mentor checks for project completion Students present their projects Student work displayed in the classroom and hallways. Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			

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 Kahoot Results Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
	 75%		 0%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: High School - Students learn the opportunities and Career programs available to them in Pasadena ISD.




District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Students will apply for programs within the district. By understanding and meeting district deadlines.

Students will select a career pathway for highschool.

Students will select their courses for High School understanding the differences between Dual Credit, AP, Pre Ap and Regular classes.

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 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision. Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Power of Choice - Celebration Day Strategy's Expected Result/Impact: Students will share with the teacher, staff and student body their high school program selection. Staff Responsible for Monitoring: Counseling Team	Formative		
	Jan	Apr	June

the 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision.

Schoolwide and Targeted Assistance 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



No Progress



Accomplished



Continue/Modify



Discontinue










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: Albemarle - Presentations from Guest Speakers in STEM related fields.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Once a week students will participate and donate their time to events and projects in the community and school at large.

Strategy 1 Details	Formative Reviews		
Strategy 1: Albemarle - Mentorship Program Strategy's Expected Result/Impact: Students will be able to participate in the after school mentoring program affiliated with Albemarle. Students will be able to participate in the educational kayaking field trip at the end of the year. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Assistance 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 1: Retention rate for teachers at 95% or above

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Retention rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher appreciation events ongoing throughout the year Strategy's Expected Result/Impact: Higher retention rate Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers with opportunities for growth in leadership Strategy's Expected Result/Impact: Higher retention rate Staff Responsible for Monitoring: Admin 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		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide quality ongoing professional development Strategy's Expected Result/Impact: higher retention rate Staff Responsible for Monitoring: Admin 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase parent volunteer numbers by 10%

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Number of parent volunteers

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent coordinator will reach out to parents on a regular basis to offer opportunities for volunteering Strategy's Expected Result/Impact: Parent volunteers will increase Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase family and community engagement through consistent and timely information distribution

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Social media followers and website visits

Strategy 1 Details	Formative Reviews		
Strategy 1: Update website and social media platforms consistently Strategy's Expected Result/Impact: increase involvement in school activities Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a teacher led coalition to organize events and involvement opportunities Strategy's Expected Result/Impact: Increased opportunities for parent involvement Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,793.02	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Provide one-to-one direct counseling for students experiencing a myriad of emotional and social needs.








District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Evidence of growth, understanding, and improvement in their ability to cope, process, and make decisions in reference to social and emotional issues they encounter throughout their daily lives.

Students are able to navigate crisis situations using the skills discussed during counseling sessions.

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 emotional acceptable decision making skills Staff Responsible for Monitoring: Counseling Team Weekly Check Ins Monthly Check Ins Teacher Feedback Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

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 Team Weekly Check Ins Parent Feedback Teacher Feedback Updating Behavior Plans/Safety Plans ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Provide students alternate resources to reach out to the counseling staff when they feel the need for social and emotional support.








District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are posted and updated on the website as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to access "rooms" on the JIS student webpage under the "Counselor" tab in which they can enter rooms that allow for relaxation, self-reflection, and/or personal growth

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain 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 Check in with students in the morning and at lunch to remind them about features on the website and how informative the website is, along with the many self-care options the website affords. Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor Request Google Form 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 Check the responses page throughout the week to update any concerns/student's needs. Remind PLC and GLT meeting members that the referral is there and a tool that can be used to help with social/emotional needs of the students Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Provide monthly guidance lessons that address social and emotional needs for our students in the world around them.

District Objective:


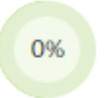




Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are presented and discussed via the counselors as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Awareness of social and emotional issues that exist not only on our campus, but in our world around us will be discussed and given appropriate attention to help guide our students as they navigate these very formative years in jr. high.

Strategy 1 Details	Formative Reviews		
Strategy 1: Habits of Success Lessons 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 that are linked to their Habits of Success in the Summit Learning Platform. 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 Homeroom/Mentor activities prior to and post guidance lesson delivery, as well as counselor check ins with specific students. Referencing data such as counselor referrals and /or AP referrals pertaining to acceptable social/emotional issues. Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: Provide a safe and rejuvenating environment in the Counseling Center to create a climate of trust and reassurance that we are here to help them succeed socially and emotionally at all times.








District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to have a safe, calm space to take a time out that will allow them to collect themselves and make good choices/decisions when in an overly emotional or difficult mood or position.

The Sanctuary Room will help lead to fewer emotional/social outbursts in classrooms and/or hallways, along with lessening the number of confrontations between students-students and students-teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Sanctuary Room Strategy's Expected Result/Impact: Sanctuary Room will be a place for the student to use as a "cooling off" zone so they can refocus and calm down while facing a socially/emotionally difficult event, decision, or circumstance. They will be able to access this room privately under the supervision of Ms. Garcia and then be expected to have a private one on one session with their grade level counselor. Staff Responsible for Monitoring: Counseling Team Create Google Forms to check in with students about the effectiveness and productivity of the Sanctuary Room. Continuous polling of students to see what they would like to have access to in the Sanctuary Room to help make it most effective when they need it. Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Stress Toys, Diffusers, Relaxing Music, Lighting for Calm and Mood Sensitivity Strategy's Expected Result/Impact: These stress relief options will be available during one on one sessions, along with being accessible in the Sanctuary Room as a means to help calm, focus, and/or ease the student into being able to express the social/emotional issue or concern they are here to discuss with their counselor. Staff Responsible for Monitoring: Counseling Team Compare data concerning students leaving the classroom to come to the counseling center due to social/emotional needs that are not within the category of emergency and/or severe issues. Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 5: Complete the CREST application: Counselors Reinforcing Excellence in Texas.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Yearly monitoring through data, referrals, and/or parent request as to how necessary and vital the counseling center is for our students and our teachers throughout the year.

Yearly review of all programs and resources the Counseling Center provides our staff, students, and community in an effort to raise the bar each and every year to ensure growth and improvement.







Strategy 1 Details	Formative Reviews		
Strategy 1: Highlight Counseling Center success through data and alignment with 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 Data reports including the progress students make when working with the counseling center. Running lists/reports of all resources and programs we offer to all stakeholders in our learning community. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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 Meetings with parents, students, and teachers to get feedback and suggestions as to how to strengthen the counseling center at JIS. Meeting with district level personnel and other stakeholders to ensure growth and advancement of our counseling services at JIS. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 6: Anonymous Alerts will be utilized campus wide

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: AA data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Training stakeholders in the use of Anonymous Alerts app Strategy's Expected Result/Impact: All parties will download the app to be prepared to report threats or concerns. Staff Responsible for Monitoring: AP Briones ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
	 25%		 0%
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 6: ANCILLARY SERVICES - 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: Provide quality customer service to stakeholders

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent complaints







Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated information to all members of the school community so they can meet the needs of our stakeholders and parents as needed. Strategy's Expected Result/Impact: Reduction in parent complaints Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide customer service training to office staff Strategy's Expected Result/Impact: More effective communication with stakeholders Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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: Parent involvement in technology trainings offered from campus will increase by 10%

District Objective:
Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Attendance







Strategy 1 Details		Formative Reviews		
Strategy 1: Offer regular technology training for parents on campus Strategy's Expected Result/Impact: Increased attendance to trainings and an increase in parent awareness in how to support student learning Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
		 25%		 0%
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 6: ANCILLARY SERVICES - 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: Facilities upgrades will be purposely monitored and requested to improve quality of facilities for our students.

District Objective:
Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Facilities upgrades

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a record of building needs and create a timeline for replacement Strategy's Expected Result/Impact: facilities improvements Staff Responsible for Monitoring: Admin 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		
	Jan	Apr	June
			
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Goal 6: ANCILLARY SERVICES - 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: Increase student participation in school lunch services by 10%

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: School lunch data

Strategy 1 Details	Formative Reviews		
Strategy 1: Regularly meet with cafeteria manager to evaluate data Strategy's Expected Result/Impact: Increase in school lunch participation Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Seek opportunities to provide innovative solutions to meet the nutritional needs of students and expand their understanding of nutrition Strategy's Expected Result/Impact: increased participation in school lunch program Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District
Jensen Elementary
2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and ***Jensen 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: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.




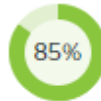
Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$76,579, - 199 - General Fund - \$44,616, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Materials - \$7,477, Salaries (Ledesma and Delac) - State Compensatory Funds - \$94,585	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,835	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,099, - 199 - General Fund - Bil/ESL - \$2,947	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$954, - 282 - ESSER III - ESSER - \$59,283, - Extended Day/Tutorial - Extended Day - \$1,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,863, - 199 - General Fund - At Risk - \$2,855</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




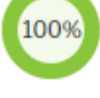






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$25,394, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,084	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Jessup Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

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: CURRICULUM & INSTRUCTION - 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: To adjust the PLC process (Teachers will be more collaborative when planning lessons).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Lesson Plan "walkthroughs" by administrators will be completed for accountability purposes. T-TESS walkthroughs and observations by administrators will compare planning with implementation.

Strategy 1 Details	Formative Reviews		
Strategy 1: For each grade level, lessons will be input in a shared Google Form (we will adjust / update the form as the year progresses in order to meet the needs of each grade level). Each team will have a planning day in order to plan for the upcoming 9-week grading period. We will also implement three Week PIE PLC cycles, in addition to the weekly PLC to focus on groupings, progress, and instructional practices. Strategy's Expected Result/Impact: Improved Tier I and Tier II instruction & Improved student academic performance Staff Responsible for Monitoring: Principal & Assistant Principal, Campus Coaches, & Intervention Teachers Schoolwide and Targeted Assistance 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, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: Title I - Campus Coaches (Salaries) - 211 - Title 1 A - Economically Disadvantaged Study - \$154,996.67, Title 1 - Instructional Funds (Substitutes) - 211 - Title 1 A - Economically Disadvantaged Study - \$8,000	Formative		
	Jan	Apr	June
			
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High mobility rates adversely influences academic growth. **Root Cause:** Due to high rates of mobility, plus an unstable two years of schooling because of COVID, many students have gaps in learning and lack mastery and/or sufficient exposure to essential standards.

Student Achievement

Problem Statement 1: Jessup students were well below the district and state averages on the STAAR exams in 2020-21. **Root Cause:** Virtual learning was not successful last school year. Small group instruction was not a priority (due to safety concerns) for many teachers last school year.

Problem Statement 2: Many Jessup students are not reading on-level by the time they move on to the subsequent grade level. **Root Cause:** Students are lacking foundational reading skills.

Goal 1: CURRICULUM & INSTRUCTION - 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: Streamline communication of instructional needs between teachers, interventionists, campus coaches, G/T pull out teachers and paraprofessionals. Thus, targeted instruction will be provided in order to fill student-learning gaps, or to provide extended learning opportunities to our accelerated learners.

District Objective:



Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





Evaluation Data Sources: RTI spreadsheets maintained by teachers;

HB 4545 tutoring logs maintained by teachers and tutors;

T-TESS walkthroughs and observations by administrators will evaluate effectiveness of small group instruction;

Reading Level, MAP, mClass, STAAR, Waterford, DreamBox, and Report Card grades will reflect student progress

Strategy 1 Details		Formative Reviews		
<p>Strategy 1: Meetings with ESSR intervention teacher, Dyslexia teacher, Intervention teacher, Campus Coaches and Administrators in order to discuss best practices for intervention instruction. Intervention teachers will meet with Paraprofessionals to provide instructional strategies to use when instructing small groups of students. Teachers will maintain Google Docs, which reflect an electronic reading "wall", PIE groupings (noting area of concern, objective and method of measurement of student progress). ESSR tutors will collaborate with teachers and specialists about the instructional needs of students. Additionally, special education and general education teachers will collaborate in order to best meet the learning needs of our special education students, especially for our students receiving inclusion services.</p> <p>Strategy's Expected Result/Impact: Students will make more that a year's growth of academic progress & teachers, tutors and paraprofessionals will provide targeted academic support</p> <p>Staff Responsible for Monitoring: Campus administrators, GT pull-out teacher, special education teachers, & intervention teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p> <p>Funding Sources: Title I Salaries (Teachers) - 211 - Title 1 A - Economically Disadvantaged Study - \$139,586.47, Title I Salaries (Instructional Aides) - 211 - Title 1 A - Economically Disadvantaged Study - \$58,083.57, Title III Supplemental Funds (Materials) - 263 - Title III A - Bilingual Education, Language - \$2,810.45, Plan 4 Learning (Title Report) - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title 1 (Instructional Materials) - 211 - Title 1 A - Economically Disadvantaged Study - \$9,254.09, BFU (Instructional Materials) - 199 - General Fund - \$44,474, 199 - Overtime - 199 - General Fund - \$1,294, 199 - Fixed (Instructional Materials) - 199 - General Fund - \$1,752, At Risk Compensatory Funds (Instructional Materials) - State Compensatory Funds - \$3,415, Bilingual (Instructional & Testing Materials) - 199 - General Fund - \$4,071, Gifted & Talented (Instructional Materials) - 199 - General Fund - \$1,956, Special Education (Instructional Materials) - 199 - General Fund - \$1,340, Title I Supplemental Funding for Extended Day (Extra Duty for Teachers) - 211 - Title 1 A - Economically Disadvantaged Study - \$5,675, ESSER (teacher pay for tutorials) - 282 - ESSER III - \$35,000</p>		Formative		
		Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: High mobility rates adversely influences academic growth. Root Cause: Due to high rates of mobility, plus an unstable two years of schooling because of COVID, many students have gaps in learning and lack mastery and/or sufficient exposure to essential standards.
Student Achievement
Problem Statement 1: Jessup students were well below the district and state averages on the STAAR exams in 2020-21. Root Cause: Virtual learning was not successful last school year. Small group instruction was not a priority (due to safety concerns) for many teachers last school year.

Student Achievement
Problem Statement 2: Many Jessup students are not reading on-level by the time they move on to the subsequent grade level. Root Cause: Students are lacking foundational reading skills.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Recruiting activities will target linguistically and culturally diverse teachers who are prepared to serve the needs of the campus' emergent bilingual students / English Learners (ELs).

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue to hire bilingual certified paraprofessionals to support our self-contained special education EL students. If the currently employed certified special education teacher decides to no longer work in this position, we will actively recruit a bilingual certified / special education certified teacher to fill the position. Strategy's Expected Result/Impact: 100% of our EL or EB students will be served by a certified bilingual teacher Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase in parent engagement via parent workshops .

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent attendance / sign-in sheets;
Phone logs / notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Jessup's Parent Coordinator will support parents by offering parent education workshops based on the relevant needs of our community. She will communicate with parents to help them become more involved in their child's education. Our Parent Coordinator will offer parent workshops throughout the school year. She will collaborate with community organizations to assist in the workshops. She will connect parents to district resources and community organizations in an effort to support parent needs. Strategy's Expected Result/Impact: Parents will take a more active role in their child's education. Staff Responsible for Monitoring: Parent Coordinator, Counselor and Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Title I Parent Component Funds (Supplies & Materials) - 211 - Title 1 A - Economically Disadvantaged Study - \$4,838.96, Title I Parent Coordinator Title 1 (Salary) - 211 - Title 1 A - Economically Disadvantaged Study - \$21,233.24	Formative		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low attendance at adult education events (meetings focused on adult education). Root Cause: We are possibly not pinpointing the right (high interest) topics for our adult education classes. Our curriculum education may have been too overwhelming in the past.







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase student attendance rates.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Attendance rates provided to the campus by Student Services

Strategy 1 Details	Formative Reviews		
Strategy 1: Jessup's Parent Coordinator, Counselor, Teachers, and Administrators will call parents of students with attendance issues to have one to one conversations about the importance of being present at school. School Administrators and Counselor will periodically meet to review attendance records and make a student-by-student action plan to support attendance needs. Attendance concerns will be addressed at intervention meetings. Strategy's Expected Result/Impact: Improved student attendance. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance 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 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Streamline student discipline and student counseling services so that Jessup's counseling program is based on proactive rather than a reactive service model.



District Objective:





Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline referral data;

Counseling referral data; &

RTI behavior data

Strategy 1 Details	Formative Reviews		
Strategy 1: Jessup Administrators and Counselor will work with committee members, team leaders, & paraprofessionals to refine our PBIS system. We will establish common area behavior expectations. Levels of disciplinary infractions will be defined. The disciplinary referral process will be refined and communicated to all staff in order to meet the needs of the campus. Systems for referring students for counseling services will be iterated to teachers. Counseling services will focus on small group and individual counseling. The Counselor will meet with all students and use Guidance Curriculum to reinforce character and social emotional development. The CIS Coordinator and VOCA Specialist will work in connection with our Counselor in order to identify students who need additional supports. Strategy's Expected Result/Impact: A decrease in office referrals and an increase in instructional time. Staff Responsible for Monitoring: Campus administrators and School Counselor Schoolwide and Targeted Assistance 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 Problem Statements: School Context and Organization 1 Funding Sources: Title I (CIS Contractual Fees) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: The counseling program has tended to be reactive rather than proactive. Root Cause: When to reach out to the Counselor versus when to reach out to the Assistant Principal or Principal is not clearly defined.







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Reduce the number of Special Education Disciplinary Removals

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Fewer disciplinary removals of special education students. Better understanding of how to best intervene and accommodate special education disciplinary needs. Staff Responsible for Monitoring: Campus Administrators, Special Education Case Managers, LSSP, and Campus Based Evaluator Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Compliance with Special Education restraint requirements

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Training Certificates

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: The campus will be in compliance with Restraint Training and TBSI requirements. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District
Keller Middle School
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: Create and systematically implement integrated learning experiences to support development of critical thinking, collaboration, creativity, and communication

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet weekly as curriculum teams to analyze data, discuss instructional practices, and plan lessons. Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$153,413.31	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will incorporate writing into QuickStarts across content areas at least once each week. Strategy's Expected Result/Impact: Increase in student writing ability and fluency Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will track their STAAR, Mock STAAR, and MAP data through the use of virtual operations manuals. Strategy's Expected Result/Impact: Increased student knowledge of their academic growth Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: Develop a PK-12 STEAM learning continuum to increase interest and participation in science, technology, engineering, art, and math in order for students to acquire the knowledge and skills needed to solve real world challenges and qualify for a wide variety of future career paths.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student participation

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th and 6th grade students will have the opportunity to participate in STARBASE and STARBASE 2.0 opportunities. Strategy's Expected Result/Impact: Science Enrichment Staff Responsible for Monitoring: Science Instructional Coach, Science teachers, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will have the opportunity to participate in Robotics Club and STEAM Club after school. Strategy's Expected Result/Impact: Science Enrichment Staff Responsible for Monitoring: Club sponsor, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All students will have the opportunity to participate in the school Science Fair. Strategy's Expected Result/Impact: Increase in student interest and knowledge in Science Staff Responsible for Monitoring: Teachers, Science Instructional Coach, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 1: CURRICULUM & INSTRUCTION - 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: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively








District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR data, MAP test data, Lesson plans, Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention teachers will provide workshops during the day for students that are behind in their learning based on Summit Learning platform data. Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform. Staff Responsible for Monitoring: Intervention teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance 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 Funding Sources: Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$83,185.59	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students that did not meet the passing standard on the 2021 STAAR test in any content area will receive academic support through a daily enrichment class. Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principals, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Before and after school tutoring will be offered to meet the academic needs of all students. Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Student progress as measured on Summit Learning platform. Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principals, Assistant Principals Schoolwide and Targeted Assistance 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 Funding Sources: Extended Day - Extended Day/Tutorial - \$7,527, Tutoring - 282 - ESSER III - \$52,500	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All core content teachers will provide small group workshops for students that are having difficulty on PFAs or projects. Strategy's Expected Result/Impact: Increase in percent of students on-track Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Title 1 aides - 211 - Title 1 A - Economically Disadvantaged Study - \$53,455.13, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$21,902.84, Instructional Materials - 199 - General Fund - \$49,259	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students served in our bilingual program will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed. Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Materials - 263 - Title III A - Bilingual Education, Language - \$2,343.89, Instructional Materials - 199 - General Fund - \$3,835	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students who receive special education services will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed. Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Materials - 199 - General Fund - \$2,253	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 1: CURRICULUM & INSTRUCTION - 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: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Summit Learning Platform data

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level administrators will meet bi-weekly with each grade-level team to discuss student academic and social-emotional growth. Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: GT students will participate in enrichment learning activities, including 100% completion of GT project. Strategy's Expected Result/Impact: GT students show growth Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials - 199 - General Fund - \$2,151	Formative		
	Jan	Apr	June
			
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

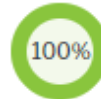




Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Design and implement effective systems to improve informed decision making that result in postsecondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Community involvement

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: Increase in student understanding of different career paths Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Keller Middle School will invite high schools to share information about Early College High School and Career and Technology pathway. Strategy's Expected Result/Impact: Increase in student understanding of different high school pathways Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.











Performance Objective 1: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff participation

Strategy 1 Details	Formative Reviews		
Strategy 1: Keller staff will have the opportunity to serve on different school committees, such as Site-Based Decision Making, Conscious Discipline Action Team, and Safe and Civil. Strategy's Expected Result/Impact: Increased opportunity for staff growth Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Keller teachers will be encouraged to attend training to meet the needs of our English Language Learners. Strategy's Expected Result/Impact: Increase in the implementation of SIOP strategies. Increase in the number of certified bilingual and ESL teachers. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers Schoolwide and Targeted Assistance 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Keller will have staff celebrations of upcoming births and weddings, and celebrate birthdays through monthly birthday breakfasts and birthday cake. Strategy's Expected Result/Impact: Positive staff morale Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Keller staff will be provided different professional development opportunities to meet the social-emotional and academic needs of our students. Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Professional Development - 199 - General Fund - \$10,000	Formative		
	Jan	Apr	June
			
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Collaborate with families to provide high-quality services needed to partner in the education of their children.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent contact data

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will receive weekly emails that communicate upcoming events at Keller. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will have the opportunity to participate in ESL classes through San Jacinto College. Strategy's Expected Result/Impact: Increase in parent's English fluency Staff Responsible for Monitoring: Principal, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Parents will be offered classes to deal with pre teens and current issues. Strategy's Expected Result/Impact: Increase in parent understanding Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,984.40, Parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - \$3,865.21	Formative		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Foster a culture that champions a restorative and relational model for behavior development, learning, and response.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conscious Discipline Action Team will meet monthly to discuss social-emotional learning for students and staff. Strategy's Expected Result/Impact: Decrease in discipline Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Social emotional learning will be taught through homeroom lessons and videos three days each week. Strategy's Expected Result/Impact: Increase in student ability to self-regulate Staff Responsible for Monitoring: Counselors, Teachers, Principal, Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and manmade.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Increased police presence on campus

Strategy 1 Details	Formative Reviews		
Strategy 1: Keller Middle School will invite police officers to use a room on campus to complete paperwork. A printer/scanner, snacks and drinks will be provided. Strategy's Expected Result/Impact: Increased police presence on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Explore, design, and implement a coordinated, accessible, and comprehensive system of evidence-based services for highly at-risk students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Decrease in the number of removals of students with disabilities Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Minimize the number of times that restraints are used on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education staff Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

Kendrick Middle School

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: Consistent implementation of district curriculum, researched based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.







District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, Observations, PLT meetings

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: Increased student learning as observed through walk throughs and observations as well as planned for during PLT meetings. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year for both at-risk and non at-risk students. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,985.28, - 199 - General Fund - \$68,046	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be provided planning days to plan highly effective lessons and look at the data to support and increase student learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies led by peers within the building. Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality instruction. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

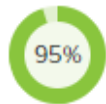





Performance Objective 2: Continue to offer a high quality Dual Language Program to students who have been a part of the program for previous years to foster multilingualism with our students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Master Schedule, Walkthroughs, Observation, Teacher certifications

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: Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Campus Coaches, District DL Leaders Schoolwide and Targeted Assistance 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Ensure all teachers hired for the Dual Language Program have a Bilingual or ESL Certification along with a GT Certification. Strategy's Expected Result/Impact: Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations. Staff Responsible for Monitoring: Administrators and District DL leaders Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy		Formative		
		Jan	Apr	June
				
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Goal 1: CURRICULUM & INSTRUCTION - 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: Provide extended opportunities for students to apply their knowledge and participate in academic activities inside and outside the classroom.











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Meetings, Student participation, Scheduled tutorials, practices, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create and sustain a chess club for students that allows for student interaction among students at Kendrick MS as well as other campuses in the district. Strategy's Expected Result/Impact: Increased student learning and ability to problem solve. Staff Responsible for Monitoring: Chess Club Sponsor, Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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 Campus Coach Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Participation of GT identified students in the annual district GT showcase. Strategy's Expected Result/Impact: GT Showcase participation Staff Responsible for Monitoring: GT Teachers, GT Administrator Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$2,480	Formative		
	Jan	Apr	June
			
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 Campus Coach, Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Select a given number of 5th grade students to participate in 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 teachers, Science Campus Coach, Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Create and sustain an Art Club to provide students an opportunity for extended learning through art projects. Strategy's Expected Result/Impact: Increased participation in art contests and district art events. Staff Responsible for Monitoring: Art Club sponsors Schoolwide and Targeted Assistance 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Create a "Name That Book" team to participate in the district "Name That Book" Competition. Strategy's Expected Result/Impact: Increased literacy awareness and participation in district literacy events Staff Responsible for Monitoring: Librarian, Name That Book Sponsor Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 1: CURRICULUM & INSTRUCTION - 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: Provide learning opportunities for struggling students to support the need for additional learning.







District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student data

Strategy 1 Details	Formative Reviews		
Strategy 1: By regularly monitoring student data from frequent formative and ongoing assessments, students who are in need of additional academic assistance will be pulled into small groups regularly throughout the class periods, or before or after school to address their academic needs. Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: DAIT, Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide extended day opportunities to those students who are at risk of failing STAAR assessments in tested areas as well as for those students who are falling behind on their PFAs within the curriculum platform. Strategy's Expected Result/Impact: Increased student progress on STAAR exams as well as within the curriculum platform. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: - 282 - ESSER III - \$59,000, - Extended Day/Tutorial - \$1,200, - 211 - Title 1 A - Economically Disadvantaged Study - \$7,229	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers and students additional resources specifically designed to assist EB students. Strategy's Expected Result/Impact: Improvement of student language acquisition and academic performance of EB students. Schoolwide and Targeted Assistance Title I Elements: 2.4, 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 - Additional Targeted Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,677.38, - 199 - General Fund - \$4,592	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide teachers and students additional resources specifically designed to assist Special Education students. Strategy's Expected Result/Impact: Improvement of Special Education students' academic performance. Staff Responsible for Monitoring: Teachers and Admin Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,928	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: CURRICULUM & INSTRUCTION - 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: Ensure teachers are ESL or Bilingual certified to support the needs of the high number of English Learners.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will work to ensure teachers are attending the ESL Institute provided by the district and are monitoring teachers taking the certification test within a 6 month period at the conclusion of the training. Our campus continues to seek BL certified teachers every year, however, as another method to providing support for our EB students, we are working to hire ESL certified teachers along with encouraging our current teachers to become ESL or BL certified. Strategy's Expected Result/Impact: Certification of teachers Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

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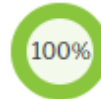




Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: We will actively participate in PISD's College Week

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Participation in activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Participation in College Week Strategy's Expected Result/Impact: Increased exposure to various colleges around the country Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: We will actively promote college and career awareness, military awareness throughout the school year.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3







Evaluation Data Sources: Various event participation

Strategy 1 Details	Formative Reviews		
Strategy 1: We will host a Veteran's Day Ceremony honoring military veteran's from all branches of government. Strategy's Expected Result/Impact: Recognizing others for service to our nation. Staff Responsible for Monitoring: Parent Coordinator TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will host a Career Day on campus to provide exposure to students about various fields of work. Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goal in career. Staff Responsible for Monitoring: Counselors, TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: Maintain the status of an AVID Campus to promote college readiness.

Evaluation Data Sources: Instructional Strategies

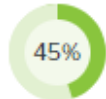








Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement various strategies from AVID including but not limited to WICOR, Cornell Notes, and use of organizational strategies to assist students in preparation for college and what is expected. Strategy's Expected Result/Impact: Increased note-taking skills and organizational skills Staff Responsible for Monitoring: AVID Site-Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Empower teachers and staff to participate in and plan various leadership opportunities that promote career advancement and builds capacity at the campus level.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a Teacher Leadership Collaborative and utilize this group to assist in making and reviewing campus based decisions. Strategy's Expected Result/Impact: Increased leadership capacity at the teacher level. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Administrator Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 2: Ensure teachers and staff are recognized and appreciated on a regular basis to ensure morale remains at a high level.









District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Turnover percentage, informal and formal staff surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Bronco Brags, and Staff Shout Outs 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and coordinate regular team building activities that include all teachers and staff. Strategy's Expected Result/Impact: Ongoing activities that lead to team building and a positive work environment. Staff Responsible for Monitoring: Teacher Leaders, Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize teachers' instructional successes at monthly faculty meetings through various methods. Strategy's Expected Result/Impact: Increased teacher recognition and pride about the work that is being done in the classroom. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and recognize teachers and paraprofessionals monthly as Teachers of the Month and Paraprofessional of the Month. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: Administrators and Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers and Staff are nominated and voted on by peers as Teacher, New Teacher 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		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Create and sustain a New Teacher Academy that is designed to support new Kendrick teachers each year. Strategy's Expected Result/Impact: Increased staff morale and support, reduction in staff turnover Staff Responsible for Monitoring: Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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 students.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development attendance, student data

Strategy 1 Details	Formative Reviews		
Strategy 1: Music Educators will attend TMEA Strategy's Expected Result/Impact: New instructional strategies learned will enhance students' music abilities. 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will lead Kendrick Professional Development sessions after school to other Kendrick Teachers to promote instructional strategies that can be used within the classroom. Strategy's Expected Result/Impact: Increased staff morale, increased leadership capacity, improved classroom instruction Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: We will offer a variety of activities that promote Parent Involvement on a regular basis.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent involvement activities planned and executed

Strategy 1 Details	Formative Reviews		
Strategy 1: Dual Language Teachers will conduct DL Parent Conferences twice per year with parents to discuss student progress for students in the Dual Language Program. Strategy's Expected Result/Impact: Increased parent communication and understanding of student academic progress and linguistic progress. Staff Responsible for Monitoring: DL Coordinator, DL Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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: Increased parent involvement and understanding on topic discussed Staff Responsible for Monitoring: Counselors and Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop, plan and monitor parent involvement for various parent/community events throughout the school year. Strategy's Expected Result/Impact: Increase in parent involvement. Promotes a welcoming atmosphere. Builds relationships/partnerships with the community. Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,232.70	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Hire an individual who is responsible for planning, assisting in planning and promoting parental involvement on a regular basis throughout the school year.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent event attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire an individual who is responsible for planning, assisting and promoting parental involvement on a regular and ongoing basis throughout the school year. Strategy's Expected Result/Impact: Increase in parent involvement Staff Responsible for Monitoring: Principal and District Staff Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,984.41	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Kendrick MS teachers and staff will implement the use of Positive Behavior Supports on a daily basis.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Less behavior referrals, increased student learning

Strategy 1 Details	Formative Reviews		
Strategy 1: Create and sustain a PBIS Team to discuss items as it pertains to student discipline and safety of the campus and make data driven decisions. Strategy's Expected Result/Impact: Safe environment for learning Staff Responsible for Monitoring: PBIS Team, Administrators Schoolwide and Targeted Assistance 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Increased awareness of students who are being removed from campus for a disciplinary reason. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Increased ability to de-escalate situations prior to using physical restraint with a student. Staff Responsible for Monitoring: Special Education staff and Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Kendrick Middle School students will participate in activities to help create well-rounded individuals and to promote success and to complete in a global world.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data, Attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will learn about Digital Citizenship to promote appropriate and safe usage of internet, social media and computers. Strategy's Expected Result/Impact: Less viruses and cyber behavior issues, Improvement of acceptable use on district and personal devices Staff Responsible for Monitoring: Teachers, Tech Liaison, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be selected as a "Pledge Pal" and recite the pledges on the weekly broadcast. Strategy's Expected Result/Impact: Increase sense of National Pride, student participation Staff Responsible for Monitoring: Broadcast Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Kendrick Middle School students are offered a variety of opportunities to promote social-emotional well-being.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student feedback








Strategy 1 Details	Formative Reviews		
Strategy 1: Students will use a software program called "Rithim" to check in on their social-emotional well being each morning as a guide for self-reflection, but also a way for counselors to identify students who may be in need. Strategy's Expected Result/Impact: Increased student self reflection, positive emotional health Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Kendrick Middle School will partner with Communities in Schools and a Crisis Counselor to offer a variety of social-emotional, physical and academic supports. Strategy's Expected Result/Impact: Increase in student's overall support Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:
Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch everyday. Any student who arrives on campus will be provided an opportunity to eat a cafeteria meal if they choose. Strategy's Expected Result/Impact: Students are fed with a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			











Goal 6: ANCILLARY SERVICES - 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: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a positive and effective working relationship with all custodians and support them by ensuring they have the tools needed to satisfactorily do their job. Strategy's Expected Result/Impact: The building will remain clean and safe for years to come. Staff Responsible for Monitoring: Custodians and Admin	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct regular building walk-throughs to ensure structural soundness and systems operations are fully functional. Strategy's Expected Result/Impact: The building will remain clean and safe for years to come. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Kruse Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

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 allowable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals 4

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 4

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$38,080, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,552.02, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$256,559.46, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,359.96	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

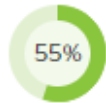
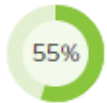




Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,555	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$2,980, - 263 - Title III A - Bilingual Education, Language - \$2,132.83	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Extended Day/Tutorial - ESSER - \$29,000, - Extended Day/Tutorial - Extended Day - \$800, - 199 - General Fund - Special Ed. - \$1,056, - 199 - General Fund - At Risk - \$2,696, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$83,892.13, - State Compensatory Funds - \$2,696, - 211 - Title 1 A - Economically Disadvantaged Study - Dyslexia/Intervention - \$40,377.87, - 21st CCLC Grant - 21st Century Afterschool Program - \$47,414		Formative		
		Jan	Apr	June
				
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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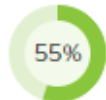












Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,735.66, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,097.42	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor, parent coordinator	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District

L.F. Smith Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena iSD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

LF Smith Elementary

Mission

2021-22

LFS Mission:

LF Smith Elementary is committed to building positive relationships and providing a challenging and innovative curriculum where all students and staff can reach high levels of achievement for the betterment of our community. Grrr!

Motto: Best School, Best Students, Best Staff, and Best Community!

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

LFS Vision:

We strive to be a collaborative campus with the best students and staff in the best community – that's LF Smith Elementary! Grrr!

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: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$173,367.63, Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,977.21, plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, Instructional - 211 - Title 1 A - Economically Disadvantaged Study - Tutoring - \$4,000	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,991	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,310.33, - 199 - General Fund - Bil/ESL - \$4,722	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: At-Risk - 199 - General Fund - At Risk - \$3,392, SPED - 199 - General Fund - Special Ed. - \$1,319, ESSER Tutoring - 282 - ESSER III - ESSER - \$45,166, Extended Day - Extended Day/Tutorial - Extended Day - \$1,100, Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$53,221.20, Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$76,760.53, Instructional Staff - State Compensatory Funds - \$82,528, BFU, Overtime, Fixed - 199 - General Fund - \$48,264, Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$27,863.79</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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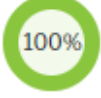








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,730.90, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,878.33, Parent resources materials - 211 - Title 1 A - Economically Disadvantaged Study - Parent and community - \$1,000	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Lomax Middle School

2021-2022 Goals/Performance Objectives/Strategies



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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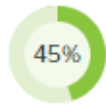






Goals

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: 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



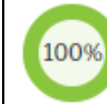


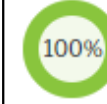




Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative and instructional staff will utilize MAP testing, the Personalized Learning Platform, Aware, and other tools of data collection to analyze student performance every 9 weeks. Strategy's Expected Result/Impact: Assessment Results and Reports, MAP Data Staff Responsible for Monitoring: All Staff	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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: ELAR Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$77,726.43, Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,610.60	Formative		
	Jan	Apr	June
			
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: SLP, MAP Staff Responsible for Monitoring: Teachers, Administration Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$10,000.67, Extended Day/RTI Supplies - Extended Day/Tutorial - \$3,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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.

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	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.











Evaluation Data Sources: Platform data, Lesson Plans, Department Meetings, Teacher Feedback MAP testing and RTI meetings

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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: IAT Team, Admin, Teachers Funding Sources: RTI materials/snacks - 211 - Title 1 A - Economically Disadvantaged Study - \$2,382, ESSR Payroll - 282 - ESSER III - \$52,000, Extended Day - Extended Day/Tutorial - \$1,100, Extended Day snacks GG\$ - Extended Day/Tutorial - \$2,120, Checks for Understanding - Extended Day/Tutorial - \$267	Formative		
	Jan	Apr	June
			
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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.











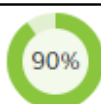
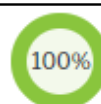
Performance Objective 4: Data driven instruction will be planned for using diagnostic and content assessments, MAP testing, curriculum based assessments, checkpoints for cognitive skills and other various resources for monitoring of students.
















Evaluation Data Sources: Walkthroughs, Lesson Plans, Department Meetings, GLT meetings








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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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 5: A special population of student needs which includes Special Education, LEP, dyslexic students and speech will be serviced through customization of programs in addition to regular instruction.

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	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilization of ESL strategies, , implementation of ELPS and class room materials to support LEP population. Strategy's Expected Result/Impact: Classroom observations, lesson plans Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads Funding Sources: Resources and supplies - 263 - Title III A - Bilingual Education, Language - \$1,377.45	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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	Formative		
	Jan	Apr	June
			











Strategy 5 Details	Formative Reviews		
Strategy 5: RTI - Intervention Math/Reading Strategy's Expected Result/Impact: LLI Curriculum will be complete Staff Responsible for Monitoring: Intervention Teachers & Instructional Coaches	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP Strategy's Expected Result/Impact: PBIS data Staff Responsible for Monitoring: Case Managers. Admin, Diag	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Professional Development Training Staff Responsible for Monitoring: All staff	Formative		
	Jan	Apr	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Filing any waivers or exceptions for any teachers serving English Language Learners/Emergent Bilingual Students for the 2021-2022 school year who are not properly certified as a Bilingual or ESL teacher Strategy's Expected Result/Impact: ESL Academy, Certifications Staff Responsible for Monitoring: Admin, Master List Clerk	Formative		
	Jan	Apr	June
			
 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 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

Strategy 1 Details	Formative Reviews		
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	Formative		
	Jan	Apr	June
			
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 Funding Sources: Books/AR Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 100% of campus departments will create smart goals based on student performance.








Evaluation Data Sources: Aware, Testing Results, Diagnostic and Content Assessments, MAP testing

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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: 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.

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		
	Jan	Apr	June
			
 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: 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

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June

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



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 10: 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.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary/trade/tech education.











Evaluation Data Sources: Counselor Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of students are introduced to college, setting long and short term academic goals to establish career and college readiness skills through a series of activities in the PLP and in interactions with Counselors & Teacher Mentors. Strategy's Expected Result/Impact: student feedback, academic goal setting Staff Responsible for Monitoring: Counselors, Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Throughout the year, students will be exposed to post-secondary information through a variety of methods on campus (College week, College Wednesday, Broadcast clips, SLP activities) 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be provided with the opportunity to visits San Jacinto College or participate in a presentation from San Jacinto. Strategy's Expected Result/Impact: Student Feedback on Awareness of College Opportunities Staff Responsible for Monitoring: Administration, Counselors	Formative		
	Jan	Apr	June
			
 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 school year students will be exposed to activities, experiences and literature that will provide them with information related to 21st century career and Military opportunities.



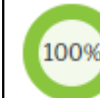







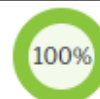
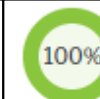




Evaluation Data Sources: Career Day Information, Starbase, Veterans Day

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be provided opportunities to explore various career opportunities through an annual Career Day and Veterans day. Students will learn from professionals in the community about all types of careers and the skills needed to pursue the specific occupation or military involvement. Strategy's Expected Result/Impact: Student and Presenter Feedback Staff Responsible for Monitoring: Counselors, Administration Funding Sources: food for guests - 211 - Title 1 A - Economically Disadvantaged Study - \$500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
 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: Support systems will be implemented to facilitate retention of highly qualified effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Staff Development Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams. Strategy's Expected Result/Impact: Master Schedule, GLT/PLT minutes Staff Responsible for Monitoring: Administrative Team, Department Heads and Team Leaders	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Providing staff development opportunities both on and off campus Strategy's Expected Result/Impact: Agenda, training for staff, use to help student achievement Staff Responsible for Monitoring: Teachers, Admin Funding Sources: Conferences fees, dues, registrations - Extended Day/Tutorial - \$1,000	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Certified Bilingual Staff Staff Responsible for Monitoring: Admin, master list clerk	Formative		
	Jan	Apr	June
			
 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 2: 100% of new teachers will be provided a mentor or buddy throughout their first year at the school.

Strategy 1 Details	Formative Reviews		
Strategy 1: All mentors/buddies will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only teachers who have demonstrated proficiency in classroom management and instruction will be chosen to mentor or buddy. Principals and AP's will solicit feedback on areas of need and reinforcement as needed. Teachers with mentors 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: Campus Coaches, Mentors, Buddies	Formative		
	Jan	Apr	June
			
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, Buddies	Formative		
	Jan	Apr	June
			
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, Campus Coaches, Mentors, Buddies	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Provide Team Building opportunities to increase relationships, climate and culture throughout the building.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and staff members will nominate a faculty member to be recognized at the campus, 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
 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.











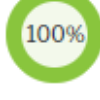
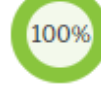
Performance Objective 4: The Lomax MERT Crisis Team has established a plan in the event a crisis might occur, drills are preformed regularly.

















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 situtation. Staff Responsible for Monitoring: Admin, R. Cruz, Teachers	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district to increase academic and social emotional success.

Evaluation Data Sources: Parent involvement reports, Sign-In Sheets, Agendas, Student SLP data, Calendars, parent surveys and feedback.














Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be invited to campus for multiple academic and relationship building activities throughout the year. Strategy's Expected Result/Impact: Sign In Sheets, Flyers, Evaluations Staff Responsible for Monitoring: Administration, Parent Coordinator Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,735.66, Parent Coordinator/Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,253.85	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Supplies/Food - 211 - Title 1 A - Economically Disadvantaged Study - \$2,500	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Parents and community partners will be recruited to mentor through parent events, flyers, newsletters. A minimum of 1 Mentor Meetings per year in order to increase participation with the goal being to recruit 5% more mentors as compared to last year. Strategy's Expected Result/Impact: Mentors, Sign Up Sheets Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Parents will have a Parent Resource Room, for volunteer and educational purposes. Strategy's Expected Result/Impact: Parent Feedback Staff Responsible for Monitoring: Counselors Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$479.29	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: A parent needs assessment will be completed by September. Strategy's Expected Result/Impact: Parent Survey Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: The number of parent volunteer will continue to increase each year.











Evaluation Data Sources: parent involvement reports, parent feedback.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards/daily positives, wish wells, and jobs. Strategy's Expected Result/Impact: Teacher Feedback Staff Responsible for Monitoring: Teachers and Administrators	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: During the current school year, the campus attendance rate will increase to 96% or higher.








Evaluation Data Sources: Attendance Reports

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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide student attendance incentives throughout the year Strategy's Expected Result/Impact: attendance will be above 96% Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers Funding Sources: Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for all students focusing on at-risk students exhibiting high need.














Evaluation Data Sources: Teachers, Counselors, and Administrators Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: We will foster a sense of belonging by creating 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. 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 Funding Sources: Rhithm Software - 211 - Title 1 A - Economically Disadvantaged Study - \$300, SEL groups - 211 - Title 1 A - Economically Disadvantaged Study - \$700	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 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.






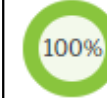










Evaluation Data Sources: Sign in sheets at CHAC events, Documentation of Informational pamphlets and notes, and an Increase in student participation in school sponsored events.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: 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.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan

Evaluation Data Sources: SBDM Committee

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 - \$550	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Pasadena Independent School District

Mae Smythe Elementary

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus - wide PK- 4 Literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walk through documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor curriculum implementation through campus walkthrough Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators, District Personnel Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$20,026.50, - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - 199 - General Fund - \$54,834, - 282 - ESSER III - \$43,500, - Extended Day/Tutorial - \$1,200	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments. Staff Responsible for Monitoring: Campus Administrators, GT Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$2,411	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate English acquisition Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,476.96, - 199 - General Fund - \$3,500	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Extended Day/Tutorial - \$1,200, - 199 - General Fund - \$3,300	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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, students will receive information and guidance introducing them to college and post secondary possibilities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Counselor documentation and college and career week activities on student and staff calendars.











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: During the current school year, all students will be immersed in a literacy and technology rich environment that will provide them with information related to 21st century career opportunities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College week activities on student and staff calendars, career day information and lesson plans in eduphoria.

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 Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 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 Assistance Title I Elements: 2.4	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign in Sheets, agendas,

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, 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.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign in sheets, agendas, calendars and parental involvement reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Counselor, Teachers and Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,416.44, - 211 - Title 1 A - Economically Disadvantaged Study - \$20,026.50	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Promote student/parent/business involvement through volunteerism and community service. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<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>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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, Mae Smythe Elementary will focus on the social, emotional and physical well being of all students and staff in an orderly and safe learning environment.

District Objective:














Objective 5.1 We will increase safety and security measures at all levels to prevent, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Wellness committee agendas and sign in sheets, counseling documentation of social and emotional lessons and safety logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team,	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals , increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Matthys Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

District Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Matthys 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

District Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Campus 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 4

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 4

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student. 7

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



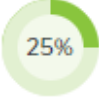

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$167,781.47, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,440.46, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$43,096	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,770	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,957, - 263 - Title III A - Bilingual Education, Language - \$2,654.93	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - At Risk - \$2,855, - 199 - General Fund - Special Ed. - \$1,502, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$52,953.85, - Extended Day/Tutorial - Extended Day - \$5,743, - Extended Day/Tutorial - ESSER - \$30,500, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 DAIT - \$74,359.64, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,861.24, - State Compensatory Funds - \$78,916		Formative		
		Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





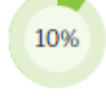





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.40, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,077.73	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

McMasters Elementary

2021-2022 Goals/Performance Objectives/Strategies

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals 4

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 4

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$14,465, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$162,849, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Teachers - \$73,932	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.














Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,269	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$1,856, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,310	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - At Risk - \$2,129, - 199 - General Fund - Special Ed. - \$1,462, - Extended Day/Tutorial - ESSER - \$23,500, - Extended Day/Tutorial - Extended Day - \$3,770, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$31,990, - State Compensatory Funds - \$154,674	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Restraint Documentation, Staff Development Certificates Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplementary primary language support model for special education teachers who are not bilingual certified and working with EL students. Strategy's Expected Result/Impact: LPAC minutes, Conference Logs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,956, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,552	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<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>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Meador Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and MEADOR ELEMENTARY, provides unlimited opportunities to engage students 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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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$13,242.42, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach Salaries - \$160,975.87, - 199 - General Fund - BFU, Overtime, Fixed - \$38,232	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,562	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,177.50, - 199 - General Fund - Bil/ESL - \$1,759, Bilingual Teaching Staff - State Compensatory Funds - \$78,398	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,035, - 282 - ESSER III - ESSER - \$34,672, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para Salary - \$53,973.11, - State Compensatory Funds - At Risk - \$2,418</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator Salary - \$21,482.07, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,513.37	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Melillo Middle School

2021-2022 Goals/Performance Objectives/Strategies



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 4

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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 18

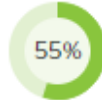



Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems. 19











Goals

Goal 1: CURRICULUM & INSTRUCTION - 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: 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









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 Assistance Title I Elements: 2.4 - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.6 - Comprehensive Support Strategy Funding Sources: Personnel for Tutoring - Extended Day/Tutorial - \$1,000, Personnel for Tutoring - 282 - ESSER III - \$48,500	Formative		
	Jan	Apr	June
			

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 / PLT Minutes Staff Responsible for Monitoring: Department Heads Comprehensive Support Strategy Funding Sources: Substitutes for Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$5,976	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5 - Comprehensive Support Strategy Funding Sources: Dictionaries, Literature, Charging Caddies for Computers - 263 - Title III A - Bilingual Education, Language - \$777.60, Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards. - 211 - Title 1 A - Economically Disadvantaged Study - \$12,101.75, Copy Paper, Novels, Science Lab Materials, Math Materials, Chart Paper - 199 - General Fund - \$55,132	Formative		
	Jan	Apr	June
			
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 - \$3,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.









Evaluation Data Sources: Gifted and Talented Showcase

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade Six Gifted and Talented students will participate in a STEAM Fair project that meets the criteria for the GT Standards Project. Strategy's Expected Result/Impact: Check Points Through Out the Project; Final Project Board/Journal Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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: PEIMS Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Melillo 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: Trained staff members, CPI Center, Completion of Restraint Form Staff Responsible for Monitoring: Assistant Principal over Sp Ed	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Melillo will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Decrease in percentage of students with disabilities being removed from the classroom environment. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.












Evaluation Data Sources: Planners and Binders; AVID Self-Assessment







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	Formative		
	Jan	Apr	June
			
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 - \$3,841.48	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Melillo will participate in the district's College Awareness Week.

Evaluation Data Sources: Kids2College Curriculum Posttest







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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: Melillo will promote college awareness throughout the year.









Evaluation Data Sources: AVID Self Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.












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

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 - \$69,514.79	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, Melillo will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Melillo is actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language Learners. Strategy's Expected Result/Impact: The goal is for 100% of the teachers to be either Bilingual or ESL certified. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

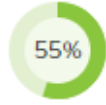

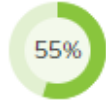

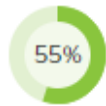

Performance Objective 2: Melillo MS will make every effort to retain teachers on campus and in Pasadena ISD.











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		
	Jan	Apr	June
			
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 - \$74,362.92	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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




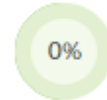




Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents. Strategy's Expected Result/Impact: Distribution of materials Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 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 / Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,735.66	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors and Parent Coordinator 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		
	Jan	Apr	June
			







Strategy 4 Details	Formative Reviews		
Strategy 4: Staff members will attend Conscious Discipline / Restorative Practices 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 Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,592.55, State Comp Teacher - State Compensatory Funds - \$87,910	Formative		
	Jan	Apr	June
			
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 / Parent Coordinator	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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









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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Melillo MS will participate in various community events.











Evaluation Data Sources: Summary of funds collected; Documentation in local newspapers.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Students will participate in various activities linked to Coordinated School Health (CSH).









Evaluation Data Sources: District Report created by PEP Grant Coordinator comprised of all participating campuses' logs

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		
	Jan	Apr	June
			
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: Wellness Champion	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus Wellness Committee will provide on-going staff development to increase awareness of the components of the Coordinated School Health Program. Strategy's Expected Result/Impact: Sign-In Sheets; Walk-Thru's Staff Responsible for Monitoring: Administrator over the Wellness Committee	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: 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

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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Assistance Title I Elements: 2.4 Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Miller Intermediate

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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:








V.W. Miller Intermediate 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.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: State, district, and campus assessment data.

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: Successful implementation will result in the following: <ol style="list-style-type: none"> 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: Principal, Assistant Principals, CCSs, and Teachers.	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
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 individuals 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: Principal, Assistant Principals, CCSs, and Teachers.	Formative		
	Jan	Apr	June
			
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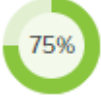

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.


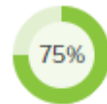











Performance Objective 2: We will collaboratively work as a campus to develop and successfully implement a tiered RTI process that includes universal screenings, diagnostic assessments, and leveled support for all students. (See Miller RTI Pyramid)

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: All students will receive the appropriate amount of tiered support based on individual needs











Strategy 1 Details	Formative Reviews		
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	Formative		
	Jan	Apr	June
			
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: Campus Administration Funding Sources: RTI Training for personnel, books, supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$29,451.69, RTI implementation - 263 - Title III A - Bilingual Education, Language - \$2,266.13, - 428 - G/T Performance Standards - \$2,955	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students in need of math and/or literacy remediation will participate in Dreambox (Math) and IXL/ Language Live/or LLI/ Saddleback (Literacy). Strategy's Expected Result/Impact: Increased performance on math, reading, writing, summative assessments Staff Responsible for Monitoring: Teachers, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who were not successful on STAAR in the 2020-2021 school year will participate in remediation courses during the school day in Math or English test prep classes or after school in specially designed extended day courses in accordance with HB4545 regulations. Strategy's Expected Result/Impact: Students will close learning gaps in content areas that were not mastered in the 2020-2021 school as indicated by STAAR or MAP data. Funding Sources: - Extended Day/Tutorial - \$10,270, - 282 - ESSER III - \$78,500	Formative		
	Jan	Apr	June
			
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 Campus Coach Funding Sources: Reference Materials (anchor chart posters, dictionaries, thesauri, calculators, etc.) - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



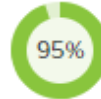




Performance Objective 3: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability

Evaluation Data Sources: 2021 STAAR Data, compliance data

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Disciplinary removals in 2021 will decrease over the number of removals in the 2020 school year. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Jan	Apr	June
			
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: All appropriate staff will receive CPI training. Staff Responsible for Monitoring: Special Education Administrator	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: All policies and procedures will be followed so that Miller Intermediate is in compliance with English Language Learners/ Emergent Bilingual Student requirements so all Emergent Bilingual students receive appropriate services.

Strategy 1 Details		Formative Reviews		
Strategy 1: The campus will follow district policy and work with district personnel to ensure all English teachers serving Emergent Bilingual students hold an ESL certification. Strategy's Expected Result/Impact: All ELAR teachers of record serving Emergent Bilingual students will hold an ESL certification.		Formative		
		Jan	Apr	June
				
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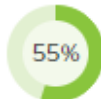

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.



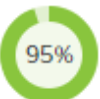



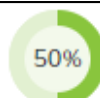

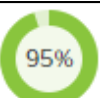





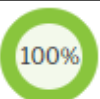




Performance Objective 1: By June 20210, all students will have participated in activities and received information on college and career topics.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student participation in college/career activities, along with evidence of topics in lesson plans.





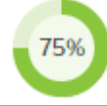





Strategy 1 Details	Formative Reviews		
Strategy 1: The PSAT test will be administered to eighth-grade students. Strategy's Expected Result/Impact: Test taken and results discussed with students. Staff Responsible for Monitoring: Testing Coordinator	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Lessons will be provided during homeroom that supports college and career readiness for all students. Strategy's Expected Result/Impact: Lessons will be created and implemented. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 8th grader students 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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Students will participate in a High School and College Readiness 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 high school and college. Strategy's Expected Result/Impact: Participation in college/career awareness activities. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
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, AVID Teacher	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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 associate's degree with their high school diploma.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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.








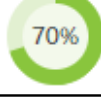
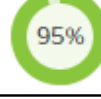




Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance report, Job Fair documentation, and Staff Development Logs

Strategy 1 Details	Formative Reviews		
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, Dyslexia, Special Education, Migrant, At-Risk, and all other special populations. Strategy's Expected Result/Impact: Campus Administrators and Leadership teams Funding Sources: Salaries - Teachers & Other Professionals - State Compensatory Funds - \$222,502	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will participate in staff development opportunities, data disaggregation, and school district initiatives. Strategy's Expected Result/Impact: Increase retention rate, teacher development, improve instruction. Staff Responsible for Monitoring: Principals, Campus Leaders	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.


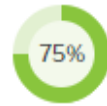
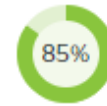







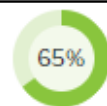
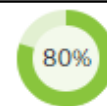
Performance Objective 2: Miller will attain a 90% teacher retention rate.










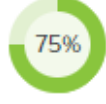
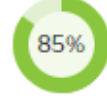
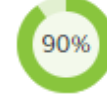
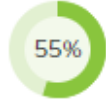


Evaluation Data Sources: Improved teacher retention rate








Strategy 1 Details	Formative Reviews		
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Hire staff and train them to meet the academic, social, emotional, and behavioral needs of learners.












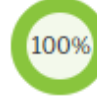
Strategy 1 Details	Formative Reviews		
Strategy 1: Team leads will be trained in the RTI process. Strategy's Expected Result/Impact: Successful implementation will result in teacher teams effectively providing Tier 1 and 2 supports to students as outlined by the RTI pyramid. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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 provide effective support to students. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June
			



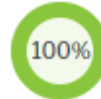




Strategy 5 Details	Formative Reviews		
Strategy 5: Core teams will be trained in writing effective language objectives. Strategy's Expected Result/Impact: Teachers will write effective language objectives including the language domain from the ELP, the academic focus from the TEK, and the research-based strategy used to move students to mastery. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Science teachers will attend the 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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: 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, Safe and Civil Committee	Formative		
	Jan	Apr	June
			

Strategy 10 Details	Formative Reviews		
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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Hire and retain staff trained to work with at-risk students.

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 - \$300,323.69	Formative		
	Jan	Apr	June
			
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 sub pop performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$52,970.56	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Miller will hire campus coaches/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 - \$152,074.77	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Miller Intermediate will hire a Parent Coordinator to provide at-risk student support. Strategy's Expected Result/Impact: Parent participation will increase in support of student success. Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,656.82	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Miller Intermediate will hire a Campus Content Specialist to provide at-risk student support. Strategy's Expected Result/Impact: Student sub-population performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$106,094.30	Formative		
	Jan	Apr	June
			
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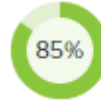







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By May 2022, we will consistently increase the amount of parent participation in family events and parent meetings compared to the 2021 data.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1














Evaluation Data Sources: Attendance documentation for family events and meetings.

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: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches Funding Sources: Parent training material such as Second Step Curriculum, printer and ink for printing informational and learning materials, supplies for parent events, etc. - 211 - Title 1 A - Economically Disadvantaged Study - \$5,197.36	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance, and social and emotional learning lessons. Strategy's Expected Result/Impact: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coach, ACE Coordinator	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Communicate information monthly through a variety of methods in order to increase parent participation compared to 2021 data.








Evaluation Data Sources: Attendance of parents at events and meetings as well as satisfaction with school efforts according to campus surveys.

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain current information on the school website. Strategy's Expected Result/Impact: Increased parent participation as a result of effective communication Staff Responsible for Monitoring: Campus Coach, Technology Liaison	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Facebook, Remind, Skyward Messenger, 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: Principal, Campus Coach, tech liaison	Formative		
	Jan	Apr	June
			
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: Parent Coordinator, campus coach	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: By May 2022, we will increase the number of parents we have volunteering at various campus events for students and families compared to the 2021 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Sign-in sheets for events

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: An increase in parent participation in school activities. Staff Responsible for Monitoring: Parent Coordinator, Campus Coach	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.







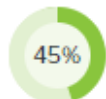






Performance Objective 4: We will offer various ways in which parents can become involved with the school and support their students including Parent Ambassadors, Curriculum/STAAR Nights and Charlas.

Evaluation Data Sources: Participation is based on sign-in sheets.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in community service opportunities such as volunteering at the local church, participating in a city food drive and toy drive. Strategy's Expected Result/Impact: Community service hours, Food donations Staff Responsible for Monitoring: Sponsors	Formative		
	Jan	Apr	June
			
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: Campus Coach	Formative		
	Jan	Apr	June
			
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, Campus Coach	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will decrease the number of discipline referrals through our school-wide PBIS system.














Evaluation Data Sources: Discipline data, PBIS discipline report

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 the 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will have to 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: All students will know and abide by our PRIDE values (Guidelines for Success.)



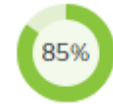













Evaluation Data Sources: Decrease in overall discipline referrals.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By June of 2022, we will become a trauma-informed school.







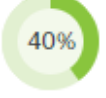






Evaluation Data Sources: Student social/emotional wellness surveys

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	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics Strategy's Expected Result/Impact: Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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. Strategy's Expected Result/Impact: Admin Team	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: We will increase our campus attendance rate to at least 96.5% for the 2021-22 school year.














Evaluation Data Sources: The attendance rate for the year will be at or above 96.5%.

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: The attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator	Formative		
	Jan	Apr	June
			
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: The attendance rate will improve Staff Responsible for Monitoring: Attendance Administrator	Formative		
	Jan	Apr	June
			
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: The attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 5: By June 2022, 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.

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		
	Jan	Apr	June
			
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 a school is a safe place Staff Responsible for Monitoring: Administrators, Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District
Milstead Middle School
2021-2022 Goals/Performance Objectives/Strategies



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 provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By May 2022, 70% of 5th Grade Students will meet the progress standard and 55% of 6th Grade Students will meet their progress measure on the Reading STAAR.

Evaluation Data Sources: 2022 STAAR Results

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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Salary/Benefits for Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$85,577	Formative		
	Jan	Apr	June
			
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 Assistance 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 1 A - Economically Disadvantaged Study - \$3,000, Instructional Resources - 199 - General Fund - \$65,610	Formative		
	Jan	Apr	June
			

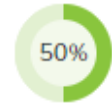



Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will collaboratively develop and administer a minimum of 1 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful during Enrichment and tutorials. Strategy's Expected Result/Impact: Common Assessments Results Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875	Formative		
	Jan	Apr	June
			
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 October 2021. 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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Reading Materials/Supplies for Independent Reading - 199 - General Fund - \$2,388	Formative		
	Jan	Apr	June
			









Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Assistance 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/Benefits for Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - \$26,610	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Salary/Benefits for Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$75,865	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By May 2022, 70% of all students will meet the expected progress on the STAAR Exam in math.

Evaluation Data Sources: 2022 STAAR Results







Strategy 1 Details	Formative Reviews		
<p>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 and needs. PLC Meetings will be facilitated by an instructional coach.</p> <p>Strategy's Expected Result/Impact: Assessment Results and Reports, Data Cycle Template</p> <p>Staff Responsible for Monitoring: Instructional Coach, Department Chairs, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Payroll for Tutorials - Extended Day/Tutorial - ESSER - \$19,000, Salary/Benefits for Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$85,577, Materials for Tutorials and Interactive Notebooks - 211 - Title 1 A - Economically Disadvantaged Study - \$8,000, Payroll for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,848</p>	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify Essential Standards that are essential to student success. Utilize Essential Standards during instruction, enrichment, and tutorials.</p> <p>Strategy's Expected Result/Impact: Essential Standards, Walkthroughs, Lesson Plans.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Principal, Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			









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 Assistance 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	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize small group instruction at least twice per week 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 Assistance 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	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By June 2022, 60% of 5th Grade Students will be at Approaches Standard for Science; 40% will be at Met Standard; and 10% 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: 2022 STAAR Results and 2021 Mid-Year CBA Results







Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			









Strategy 4 Details	Formative Reviews		
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 Assistance 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 - \$2,840	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Supplies for Intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Payroll for Tutorials - Extended Day/Tutorial - ESSER - \$19,000	Formative		
	Jan	Apr	June
			
 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: By June 2022, 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

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 department chair and the instructional coach. 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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance 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 - \$3,500	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By June 2022, at least 65% of students identified as Special Education Students will demonstrate sufficient progress on the Math, Reading, and Science STAAR Tests.











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: 2021STAAR Results







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 Acc/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. (SG-Science and Math/SE) (4) Review 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 as soon as possible to discuss Accelerated Instruction and/or the Intensive Program of Instruction. Strategy's Expected Result/Impact: Testing decisions and student supports will be based upon student needs. Staff Responsible for Monitoring: Principal, Case Managers, LSSP, Diagnostician, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Materials - 199 - General Fund - \$1,746	Formative		
	Jan	Apr	June
			
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: Staff will have appropriate training. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting ensuring each student has access to district facilities. Strategy's Expected Result/Impact: Students will be able to access the learning environment in the least restrictive setting. Staff Responsible for Monitoring: Administrators, LSSP, Diagnostician, Special Education Case Managers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Saturday Camp and afterschool tutorials will be provided to special education students to provide interactive lessons. Strategy's Expected Result/Impact: Improved STAAR Results Staff Responsible for Monitoring: Tutorial Facilitators, Administration, Instructional Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduce the number of students with disabilities being removed for disciplinary reasons. Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By June 2022, the percentage of identified LEP students that demonstrate expected progress will be at least 70%.

Evaluation Data Sources: 2022 STAAR Results, TELPAS Results






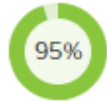
Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students at risk of failing. Strategy's Expected Result/Impact: TELPAS Results Staff Responsible for Monitoring: Assistant Principals, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutorials and Supplies - 263 - Title III A - Bilingual Education, Language - \$1,243	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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, interventions, 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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies for Intervention - 263 - Title III A - Bilingual Education, Language - \$2,000, Supplies for Intervention and Instruction - 199 - General Fund - \$7,004	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By June 2022, the average daily attendance (ADA) will be at least 96.5%.

Evaluation Data Sources: Attendance Reports







Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5, 2.6, 3.1	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6, 3.1	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6, 3.1, 3.2	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
	 25%		 55%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By June 2022, 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







Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5, 3.1, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5 Funding Sources: Physical Fitness - 206- Texas Hurricane Homeless Program	Formative		
	Jan	Apr	June
			

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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 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 and 90% of students will show grade level mastery on cognitive skills by June 2022.








Evaluation Data Sources: Personalized Learning Platform

Strategy 1 Details	Formative Reviews		
Strategy 1: Each student will have 20 mentor check-ins by June 2022. Strategy's Expected Result/Impact: Improved goal-setting by students and engagement in the platform. Staff Responsible for Monitoring: Instructional Coaches, Teachers, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Payroll for Intervention - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
 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: 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

Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5 Funding Sources: Salary/Benefits for Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$157,276	Formative		
	Jan	Apr	June
	 100%	 100%	 100%
 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 3: By June 2022, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Participation in college week activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide college week activities to expose students to information about attending college, provide college signs for teachers, and encourage students to wear college shirts. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 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: By June 2022, all teachers will consistently participate in professional development to increase student performance.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Eduphoria Walkthrough Analysis, Lesson Plan Reviews, Professional Development Sign In Sheets, Student Work Products

Strategy 1 Details	Formative Reviews		
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: Improve learning outcomes for students Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: Provide teachers with effective and meaningful professional development Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Funds for Conscious Discipline - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			

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: Improved learning outcomes Staff Responsible for Monitoring: Campus Coaches, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Salary for Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, Milstead will continue to send teachers to the district's Bilingual and ESL Institute and to have the teachers take the Bilingual or ESL Certification Exam. Milstead is actively seeking Bilingual Certified teachers each year. Strategy's Expected Result/Impact: Improved performance by our ELL population. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
 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 2: By June 2022, 100% of new teachers will receive induction support.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign In Sheets and Agendas, Mentor Documentation

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: Improve learning outcomes for students Staff Responsible for Monitoring: Assistant Principal, District Staff, New Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: Provide support to new teachers Staff Responsible for Monitoring: Administrators, New Teachers, Mentors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









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: By June 2022, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Sign in Sheets at Parent Events

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, Mental Health, and Nutrition. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Salary/Benefits for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,927, Supplies for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,383, Food for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
			
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: Parent attendance at Report Card Conferences Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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: By June 2022, provide information about social and academic programs to parents.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Participation in Programs and Distribution of Information

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Tuesday Folders and Student Agendas to facilitate regular communication with parents. Strategy's Expected Result/Impact: Improve communication with parents Staff Responsible for Monitoring: Team Leaders, Teachers Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
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: Improve communication with parents Staff Responsible for Monitoring: Technology Liasion Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Host at least 2 Parent Engagement Events for the parents of students in the Personalized Learning Program. Strategy's Expected Result/Impact: Increase parents that access the platform. Staff Responsible for Monitoring: Instructional Coach, Teachers Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









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 3: By June 2022, increase the number of business and community partnerships by 10%.

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2










Evaluation Data Sources: Number of businesses and community organizations working with Milstead MS

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: Provided need assistance to our families and students Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Seek and develop new partnerships with the business and community that will provide support for our students with organizations such as Crimestoppers, AAMA, Houston Food Bank, and HCPH. Strategy's Expected Result/Impact: New partnerships Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2022, provide meaningful opportunities for students to utilize technology in the learning process.







Evaluation Data Sources: Walkthroughs, Lesson Plans







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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: 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: By June 2022, implement an anti-bullying program to help reduce incidents of bullying by 25%.

Evaluation Data Sources: Discipline Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a bullying professional development to all staff. Strategy's Expected Result/Impact: Reduce incidents of bullying by allowing staff to identify and respond to student needs Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide anti-bullying literature to parents through parent resource center and parent raining sessions. Strategy's Expected Result/Impact: Reduce incidents of bullying Staff Responsible for Monitoring: Counselors, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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: Reduce discipline referrals Staff Responsible for Monitoring: Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide an anti-bullying presentation to all students. Strategy's Expected Result/Impact: Reduce incidents of bullying Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Moore Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students 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 4

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 4

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$86,429, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$10,304, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,269	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$2,150, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,466	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,299, - Extended Day/Tutorial - Extended Day - \$600, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,362, - Extended Day/Tutorial - ESSER - \$27,270, - 199 - General Fund - At Risk - \$1,781, State Compensatory Ed. - State Compensatory Funds - \$80,759</p>	Formative		
	Jan	Apr	June
			
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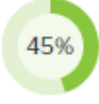






Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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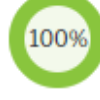






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,451, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,994	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Morales Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and Morales Elementary, is to provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD and Morales Elementary 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 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: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student. 7

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,250.49, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$169,338.53, - 199 - General Fund - BFU, Overtime, Fixed - \$37,928	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,549	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,110, - 263 - Title III A - Bilingual Education, Language - \$2,021.75	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,543, - Extended Day/Tutorial - ESSER - \$26,000, - Extended Day/Tutorial - Extended Day - \$700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$54,223.64, - 199 - General Fund - At Risk - \$2,554, - State Compensatory Funds - \$83,751</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Recruit personnel who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs) who are also served in self-contained Special Education classrooms.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher Certification

Strategy 1 Details	Formative Reviews		
Strategy 1: Interview teachers who are Bilingual/ESL and Special Education certified when attending district job fairs. Strategy's Expected Result/Impact: Bilingual or ESL certified teachers will serve our Special Education Emergent Bilingual students Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,735.66, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,867.73	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<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>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Morris Middle School
2021-2022 Goals/Performance Objectives/Strategies



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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Goals







Goal 1: CURRICULUM & INSTRUCTION - 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: Morris Middle School students will show a 10% improvement in scores from the 2020 STAAR to the 2021 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.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: MAP assessment data, CBA's and data from Personalized Learning Platform.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each core content area will demonstrate improvement through faithful implementation of Personalized Learning and project based mastery of objectives. Teachers will continue 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 supplemental project materials to enhance the students' abilities to read and write critically.</p> <p>Strategy's Expected Result/Impact: Improved performance on State Assessments and Reading levels.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: small group tables, reading materials, project materials, technology applications, - 211 - Title 1 A - Economically Disadvantaged Study - \$6,163.41, Extended Day Books and Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$700, Supplies for teachers, small group, RTI - 199 - General Fund - \$14,003, GT enhancement projects - 199 - General Fund - \$2,515</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments.</p> <p>Staff Responsible for Monitoring: Principal and AP's</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: supplies, whiteboards, markers, snacks, books, digital and print resources - 211 - Title 1 A - Economically Disadvantaged Study - \$11,000, Extended Day supplies, whiteboards, markers, snacks, books, digital and print resources used for extended day tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$2,459, Staff for extended day - 282 - ESSER III - 800 - \$59,000, programs, LLI kits, digital resources, whiteboards, cooperative seating - 199 - General Fund - \$50,000, extended day materials, differentiated materials, para support - Extended Day/Tutorial - \$1,200, - State Compensatory Funds - \$4,000</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 1: CURRICULUM & INSTRUCTION - 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: 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PL platform assessments, MAP testing data and local and State assessment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will utilize district-provided resources such as Read 180 and System 44 with fidelity to ensure adequate language acquisition levels for our ELL students. Strategy's Expected Result/Impact: Language acquisition issues will be lessened, allowing RTI to focus on academic deficiencies not related to language. Staff Responsible for Monitoring: Principal, Assistant Principals and Bilingual Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,710.71	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will train staff members in SIOP, ESL, and 7 Steps to a Language Rich classroom to ensure teachers are equip with high yield strategies to support ELL students. Strategy's Expected Result/Impact: Strategies learned will be used in PLT planning which will increase ELL scores on formative and summative assessments. Funding Sources: Training materials, books, toner, supplies for classes implementation of strategies, trainings - 199 - General Fund - \$2,431	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: CURRICULUM & INSTRUCTION - 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: Morris Middle School special education students will show a 5% increase on state and district assessments

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: District, school and state assessments

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 and case managers TEA Priorities: Build a foundation of reading and math Funding Sources: staff Title 1 aide to review data - 211 - Title 1 A - Economically Disadvantaged Study - \$26,092.61	Formative		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: supplies for differentiation - 199 - General Fund - \$2,091	Formative		
	Jan	Apr	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: APs and Principal	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP and will utilize additional behavior strategies to support SpEd students. Strategy's Expected Result/Impact: Decrease in the number of non mandatory sped removals. Staff Responsible for Monitoring: APs	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: We will increase awareness of college related materials and programs to include banners displayed throughout campus and referencing hallways by college street names as well as participation in college week and the Kids2College program, and providing parent and student training on the Road to College.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3







Strategy 1 Details	Formative Reviews		
Strategy 1: We will bring awareness to existing college materials on campus and encourage teachers to highlight their college of preference by discussing their experiences and by working through lessons on college admissions and requirements with students. Strategy's Expected Result/Impact: Students will have an increased awareness of post-secondary education and a basic understanding of what it takes to attend and be successful. Staff Responsible for Monitoring: Counselors and teachers. Funding Sources: field trips, busses, subs, materials for lessons at risk - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Increase business/community participation on campus.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Strategy 1 Details	Formative Reviews		
Strategy 1: We will utilize community partnerships such as P.A.L.S with the Houston Police Department and participation by local business in campus events to increase student exposure to jobs that could be of interest for them in the future. Strategy's Expected Result/Impact: Students will be exposed to different possibilities for their post-secondary futures by hearing from community members and their experiences. Staff Responsible for Monitoring: Principal, AP's and counselors. Funding Sources: supplies for hosting events and copying resources-at risk - 199 - General Fund - \$2,088	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: 100% of new teachers will be provided a mentor by September of the new school year.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: All new teachers will be assigned a mentor teacher who has proven success using CHAMPS and the four campus instructional focus areas, to all new teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: All mentors will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only teachers who have demonstrated proficiency in classroom management and instruction will be chosen to mentor. Principals and AP's will solicit feedback on areas of need and reinforcement as needed. Strategy's Expected Result/Impact: 100% retention of new teachers Staff Responsible for Monitoring: Principal and AP's TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: All teachers will be coached and receive feedback and coaching on the accomplishment of a professional goal.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Personalized learning platform progress, PLC interactions and reflections and evidence found on Strive for professional goal milestones.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet with Instructional Coaches to create an instructional growth goal and conduct monthly coaching cycles to collect evidence on goal attainment and progress. Strategy's Expected Result/Impact: Teachers will be able to reflect on their craft and take charge of areas of reinforcement or refinement through feedback and support. This will allow for improved classroom instruction. Staff Responsible for Monitoring: Principal, PF's and teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$81,641.67	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Teacher feedback surveys will indicate positive feedback regarding planning time, employee experience, and retention will remain high.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. We are actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language Learners

Evaluation Data Sources: ESL certifications for staff

Strategy 1 Details	Formative Reviews		
Strategy 1: We will post positions as Bilingual to ensure we seek highly qualified staff and will encourage bilingual speaking teachers to attend prep session and test.	Formative		
	Jan	Apr	June
	<div><div></div></div> 70%		<div><div></div></div> 90%
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By June, 2022, increase parent engagement/involvement by 10% in school related activities.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

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.








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 Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,167.07	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: We will continue to fund the position of parent coordinator to provide direct support to parents and families.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2







Strategy 1 Details	Formative Reviews		
Strategy 1: We will utilize a parent coordinator to increase communication through traditional methods and social media in order to increase parental involvement. Strategy's Expected Result/Impact: Increased engagement and involvement in school related functions and activities. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: parent coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,482.07	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Increase business/community support and participation on the campus.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

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: Principal, counselor and parent coordinator. Funding Sources: supplies for curriculum night, items to host drives, - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: 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.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: BRT referral data and RTI meeting data.

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: Increased student self-awareness and improved self-regulation leading to less behavior incidents as evidenced by decreased office referrals. Staff Responsible for Monitoring: Principal and AP's Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000	Formative		
	Jan	Apr	June
			
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. Strategy's Expected Result/Impact: All students will experience an increased sense of purpose and belonging. Staff Responsible for Monitoring: Counselors Funding Sources: supplies for house day and SEL Lessons - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000	Formative		
	Jan	Apr	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: We will decrease behavior referrals by 5% and maintain an attendance rate of at least 96% by consistently promoting positive behaviors as outlined in our Trailblazer Code through the use of campus-wide incentives. Strategy's Expected Result/Impact: PBIS data will show progress in student behavior and attendance data. Staff Responsible for Monitoring: PBIS Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: incentive supplies, fun run materials, dance supplies, field day supplies, - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: We will increase school safety by proving students and staff training on reporting and responding to bullying, threats, and other campus safety concerns. Strategy's Expected Result/Impact: Appropriate use of reporting systems, decreased reports of bullying, completion of SEL lessons. Staff Responsible for Monitoring: AP's, teachers	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
Strategy 1: PE time will include components of physical health and nutrition. Counselors will bring mental health awareness by providing SEL lessons for teachers to utilize. Strategy's Expected Result/Impact: Students will have numerous avenues to discuss matters related to their own safety and that of others. Staff Responsible for Monitoring: Principal, AP's, counselors and teachers Funding Sources: supplies for SEL and health education - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 6: ANCILLARY SERVICES - 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: We will design customer service practices that align with the district's objective to optimize experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: End of year customer satisfaction survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will create a visual aide for conflict resolution, safety reporting, and other campus expectations and procedures that can be seen by staff, students, and parents. Strategy's Expected Result/Impact: Increase in open communication with parents, staff, and students, and a more consistent approach to campus expectations that will strengthen our bond with the community. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will increase social media visibility in support of the district's communication department. Strategy's Expected Result/Impact: Flow of information will be streamlined in order to allow for more efficiency and accessibility to all stake-holders Staff Responsible for Monitoring: AP's, parent coordinator and counselors.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Park View Intermediate
2021-2022 Goals/Performance Objectives/Strategies





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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Goals







Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





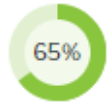
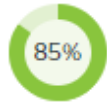



Performance Objective 1: By June 2022, the percentage of students with satisfactory academic performance on the 2022 Math, Reading, Science, and Social Studies STAAR Tests will be equal to or greater than the state average.





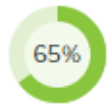
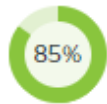



District Objective:


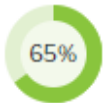

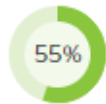





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5








Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Administer MAP and common teacher assessments within a particular SE. Disaggregate data to measure student progress and adjust instructional techniques and objectives to ensure student success. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: Assessments, AWARE Data, MAP Data Staff Responsible for Monitoring: All Teachers, Campus Coaches, CCS, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and administrators will participate in bi-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, Interactive Agenda's Staff Responsible for Monitoring: All Teachers, Team Leaders, Campus Coaches, CCS and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and sequence and assessments will be aligned to the content and cognitive level of the objective. CSF Academic Performance Strategy's Expected Result/Impact: Lesson Plans, Instructional Coaching, Mentor Coaching, Walk Throughs Staff Responsible for Monitoring: Core Teachers, Campus Instructional Coaches, Math CCS, and Administrative Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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, Sentence Stems, SIOP strategies, Seven Steps, Higher Level Questioning Strategies, Safe and Civil Strategies including CHAMPS and small group instruction. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Lesson Plans, Coaching Observations, Mentor Observations and Administrative Walk Throughs Staff Responsible for Monitoring: Teachers, Instructional Coaches, CCS and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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, Science Campus Instructional Coach ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Grade Reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. CSF Academic Performance Strategy's Expected Result/Impact: Progress Reports, Report Cards, Parent/Guardian Contact, Team Meetings, and PLC's Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide campus based staff development to ensure consistent implementation of curriculum with rigor and relevant standards. Strategy's Expected Result/Impact: Training Sign In Sheets Staff Responsible for Monitoring: Campus Instructional Coaches, Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Students will be drafted in to SPUR time locations based on the STAAR assessment, common assessments and MAP testing for intensive tutoring of math, reading, science and social studies. SG - SPED Strategy's Expected Result/Impact: Test Results on common assessments, MAP testing, Six Week Grades Staff Responsible for Monitoring: Core Teachers, Campus Instructional Coaches, CCS, and Administrative Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: We will provide intensive intervention to close gaps in math and reading through RTI classes in both 7th and 8th grade and across the entire campus, traditional learning and personalized learning. SG: SPED Strategy's Expected Result/Impact: Progress Reports, Report Cards, MAP testing, STAAR results Staff Responsible for Monitoring: Core Teachers, Intervention Teachers, Campus Instructional Coaches, Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Through Personalized Learning, students will work through content at their own individualized pace with teacher support when needed. Strategy's Expected Result/Impact: Project Based Learning, Workshops Staff Responsible for Monitoring: PL Teachers, PL Instructional Coach, PL Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide Extended Day Learning Opportunities for at-risk students and provide after school tutorials for students who did not pass the Reading and Math STAAR through HB4545. Strategy's Expected Result/Impact: Increased Student achievement Staff Responsible for Monitoring: Campus Instructional Coaches, CCS, Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Compensatory Funds, - Extended Day/Tutorial	Formative		
	Jan	Apr	June
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Utilize the plan4learning software to develop and monitor the Campus Improvement Plan Strategy's Expected Result/Impact: Software Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
	 50%	 70%	 80%
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 1: CURRICULUM & INSTRUCTION - 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: By June 2022, 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











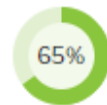

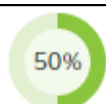
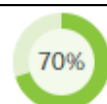

District Objective:






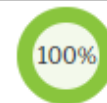




Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Formative Reviews		
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: Student Data, ARD minutes, ESped Reports Staff Responsible for Monitoring: Diagnostician, LSSP, and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accomodations and materials to ensure that students identified as special education are being successful. CSF Academic Performance Strategy's Expected Result/Impact: Student Data, Testing Reports, ESped Reports Staff Responsible for Monitoring: Case Managers, Diagnostician, Administrative Team	Formative		
	Jan	Apr	June
			
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: Diagnostician, LSSP, Administrative Team	Formative		
	Jan	Apr	June
			

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 assessments 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 ALT participation requirement forms. CSF Academic Performance - SG, SPED Strategy's Expected Result/Impact: ARD minutes and District Documentation Spreadsheet Staff Responsible for Monitoring: Case Managers, LSSP, Diagnostician, and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Park View Intermediate 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		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Identified special education students will participate in Literably and LL1 reading recovery to monitor identified strengths and weaknesses and facilitate growth in those areas in preparation for the STAAR. CSF Academic Performance - SG = SPED Strategy's Expected Result/Impact: Computer Reports, Grades, Formative Evaluations Staff Responsible for Monitoring: Special Education Teachers and Case Managers	Formative		
	Jan	Apr	June
			
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 and Lesson Plans Staff Responsible for Monitoring: Special Education and Regular Education Teachers, Administrative Team Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor Special Education students success through ESPED on a regular basis. CSF Academic Performance Strategy's Expected Result/Impact: Skyward Reports/ESPED reports Staff Responsible for Monitoring: Case Managers, Special Education and Regular Education Teachers Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			









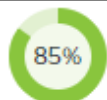
Strategy 9 Details	Formative Reviews		
Strategy 9: Special education students who did not perform satisfactorily on the state assessment will be provided with special interventions per ARD - accelerated instructions, RTI...CSF Academic Performance, SG - SPED Strategy's Expected Result/Impact: ARD committee minutes, Skyward Grade Reports Staff Responsible for Monitoring: Case Managers, Diagnostician, LSSP Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Park View Intermediate 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: Case Managers, Special Education and Regular Education Teachers, LSSP, Diagnostician, and Administrative Team	Formative		
	Jan	Apr	June
			
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: Campus Instructional Coaches and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 13 Details	Formative Reviews		
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: Special Ed Department Head, Instructional Coaches, Counselors, and Administrative Team	Formative		
	Jan	Apr	June
			
















Strategy 14 Details	Formative Reviews		
Strategy 14: Park View Intermediate will follow district proceduresw in addressing transition requirements for students with disabilities. CSF Academic Performance Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Case Managers, Diagnostician, LSSP, ARD committee	Formative		
	Jan	Apr	June
			
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: Administrative Team Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
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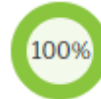




Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: By June 2022, the percentage of identified EB (Emerging Bilingual) students with satisfactory academic performance on the 2022 Math, Reading, Science and Social Studies STAAR tests will be equal to or greater than the state average. In addition, at least 75% of EB 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: 2022 STAAR and TELPAS results

Strategy 1 Details	Formative Reviews		
Strategy 1: A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the EB classroom. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Meeting Minutes, Sign In Sheets Staff Responsible for Monitoring: EB Department Head, EB Master Clerk, LPAC administrator, TELPAS committee Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
			
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 studentws who are at risk of failing. CSF Academic Performance Strategy's Expected Result/Impact: Prior and Current Year TELPAS results Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	Formative		
	Jan	Apr	June
			
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 accellerated instruction. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	Formative		
	Jan	Apr	June
			

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, Team Meetings, and Lesson Plans Staff Responsible for Monitoring: Teachers and Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Staff Development Resources and Instructional Supplies - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Analyze STAAR results and benchmark data to ensure that students are receiving instructional, accommodations, and taking the appropriate STAAR test. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Campus Assessments, Benchmark Assessments, STAAR data, ARD minutes Staff Responsible for Monitoring: ARD committee and Administrative Team	Formative		
	Jan	Apr	June
			
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 EB's. CSF Academic Performance Strategy's Expected Result/Impact: Commiittee Minutes, ESPED documentation Staff Responsible for Monitoring: LPAC Administrator, LPAC Parent, ELL Master List CLerk, LPAC Teacher	Formative		
	Jan	Apr	June
			
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: ALL Teachers, Department Heads, Instructional Coaches, and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: EB Aides will be utilized and trained to support EB's who are in a structured setting. CSF Academic Performance SG SPED Strategy's Expected Result/Impact: EB Aide Schedule Staff Responsible for Monitoring: Administrative Team	Formative		
	Jan	Apr	June
			













Strategy 9 Details	Formative Reviews		
Strategy 9: Tutorials and Extended Day will be offered to support EB's academic success. CSF Academic Performance SG-SPED Strategy's Expected Result/Impact: Sign in Sheets, Tutorial Schedules Staff Responsible for Monitoring: All Teachers and Administrative Team	Formative		
	Jan	Apr	June
			
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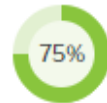








Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: By June 2022, 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: 2022 STAAR Results



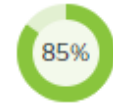









Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Pre-AP classes to identified gifted and talented students. CSF Academic Performance Strategy's Expected Result/Impact: Class Schedules Staff Responsible for Monitoring: Counselor and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with the opportunity to participate in Tweens Read, Spelling Bee, Name that Book Competition... CSF Academic Performance Strategy's Expected Result/Impact: Participation in events Staff Responsible for Monitoring: All Teachers and Librarian	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for students to participate in Texas Performance Standard Projects. CSF Academic Performance Strategy's Expected Result/Impact: Student Work Samples Staff Responsible for Monitoring: Pre-AP Teachers and Instructional Coaches	Formative		
	Jan	Apr	June
			
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: Strive Certificates Staff Responsible for Monitoring: Counselors and Administrative Team Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			






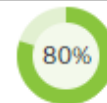

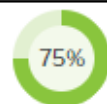
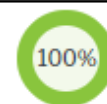
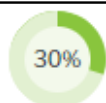
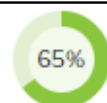
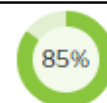




Strategy 5 Details	Formative Reviews		
Strategy 5: Extended day opportunities will be provided to GT students to help further excel their success. Strategy's Expected Result/Impact: Teacher Sign In Sheets, Testing Data Staff Responsible for Monitoring: Teachers and Instructional Coaches Funding Sources: - Extended Day/Tutorial	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Identified GT students will work on projects during specific SPUR intervention times. Staff Responsible for Monitoring: Teachers, Librarian, Counselors, and Administrative Team	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June 2022, the average daily attendance will be at least 96%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Attendance Reports

















Strategy 1 Details	Formative Reviews		
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: Attendance Clerk, Campus Attendance Administrator	Formative		
	Jan	Apr	June
			
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, Campus Attendance Administrator	Formative		
	Jan	Apr	June
			
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: Parent Contact Logs Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator	Formative		
	Jan	Apr	June
			
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, Campus Attendance Administrator	Formative		
	Jan	Apr	June
			

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 and Administrative Team	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
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: Administrative Team	Formative		
	Jan	Apr	June
			
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, and Administrative Team	Formative		
	Jan	Apr	June
			
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: Incentive Reward Documentation, Awards Ceremony Documents Staff Responsible for Monitoring: Attendance Committee, Peer Facilitators and Administrative Team	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June 2022, The Campus Coordinated Health 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.

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, Meeting Agendas Staff Responsible for Monitoring: Coordinated School Health Committee	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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 and Walkthroughs Staff Responsible for Monitoring: PE Teachers and Administrative Team Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.











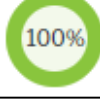
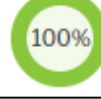
Performance Objective 7: By June 2022, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

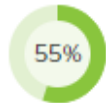






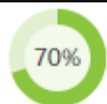





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 2022 STAAR Results

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, Instructional Coaches, and Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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: Lesson Plans, Tutoring Attendance Logs Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches	Formative		
	Jan	Apr	June
			














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 Aides, Instructional Paraprofessionals, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
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: Classroom assessments and Assessment Results Staff Responsible for Monitoring: Dyxlexia teacher and Math Teachers Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
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: 2021 STAAR Results, Classroom Data Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Academic Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observations Strategy's Expected Result/Impact: Sign In Sheets, Observation Reports Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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: Common Assessments, 2021 STAAR Results Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Extended day services will be utilized for enrichment activities to push our higher level learning students towards more fulfilling educational experiences. Higher level students will be able to participate in a more rigorous program. Strategy's Expected Result/Impact: Grades, Common Assessments, STAAR results Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: By June 2022, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide College week Activities to expose students to information about attending various colleges. CSF Academic Performance Strategy's Expected Result/Impact: College Week Activity Schedule Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 8th Grade Students will participate in the PSAT 8/9 to help them identify possible future careers and strengths and weaknesses Strategy's Expected Result/Impact: PSAT Results on College Board Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By June 2022, 100% of professional staff will participate in regular staff development sessions targeting campus initiatives and the needs for 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

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Strive Walkthrough Analysis, Lesson Plan Reviews, Professional Development Sign in Sheets, Student Work Products

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, Meeting Agenda, Attendance Sheets Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Coaches, CCS, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: CCS and Campus Instructional Coaches in the areas of SS, Math, Science and LAR 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 Coaches 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 Agendas and Minutes, Attendance Sheets Staff Responsible for Monitoring: Campus Instructional Coaches, CCS and Administrative Team Funding Sources: Peer Facilitation - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.










Performance Objective 2: By June 2022, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment








District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign In Sheets, Meeting Agendas and Minutes, Mentor Documentation

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, Meeting Agendas and Minutes Staff Responsible for Monitoring: New Teachers, District Staff, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q	Formative		
	Jan	Apr	June
			
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: New Teachers, Mentors, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			

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, Meeting Agendas and Minutes Staff Responsible for Monitoring: New Teachers, Instructional Coaches and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
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: Lesson Planning, Common Assessments Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All teachers requiring a waiver because they are not certified as Bilingual or ESL to serve Emerging Bilingual students will receive all their trainings before May of 2022. Strategy's Expected Result/Impact: Strive Reports	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: By September of 2022, 100 % of new teachers will meet the requirements to be highly qualified in their reaching areas.
 Accountability Area Targeted: State Assessment

District Objective:

Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Human Resource Highly Qualified Report

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: Interview Committee, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
			
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: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
			
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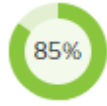



Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.








Performance Objective 4: By June 2022, 80% of teachers will participate in at least 3 hours of technology implementation training. Accountability Area Targeted: State Assessment

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Strive Log

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage teachers to participate in district technology training. Strategy's Expected Result/Impact: Strive Reports Staff Responsible for Monitoring: Technology Liason, Campus Instructional Coaches and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide technology training on campus to include instructional resources, google classroom, lanschool, etc. Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: Campus Instructional Coaches and Technology Liason TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide one-to-one training to all teachers Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: Campus Instructional Coaches and Technology Liason	Formative		
	Jan	Apr	June

<p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>			
	<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>		







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By June 2022, we will provide parent training in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Assessment

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Sign in Sheets at Parent Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for parents on the following topics: Title 1 School-Wide Components, ESL, English Acquisition, and Skyward. CSF Family Engagement Strategy's Expected Result/Impact: Sign in sheets, Meeting Agendas Staff Responsible for Monitoring: Counselors, ESL Master Clerk, Family Coordinator, Administrative Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - 212 - Title1 C - Education of Migratory Children	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host academic nights that focus on family participation and engagement in student achievement goals in the area of language arts, math, science, and social studies. CSF Family Engagement Strategy's Expected Result/Impact: Sign in Sheets, Activitiy Agenda Staff Responsible for Monitoring: Teachers, Department Leaders, Campus Instructional Coach, and Administrative Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			

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 Conference Reports Staff Responsible for Monitoring: Teachers and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By June 2022, we will provide information about social and academic programs to parents. Accountabilitu Area Targeted: State Assessment.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Participation in Programs and Distribution of Information

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 and Calendars Staff Responsible for Monitoring: Counseling Center ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide updated information on the school webiste and the Park View Facebook page. CSF Family Engagement Strategy's Expected Result/Impact: School Website, Park View Facebook page, Teacher Remind 101 Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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, Parent Skyward Access Staff Responsible for Monitoring: Teachers, Counseling Center, and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

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: Parent Coordinator, Parent and Community Involvement Committee and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: By June 2022, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Number of business and community organizations working with Park View Intermediate

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: Parent and Family Coordinator, Parent and Community Involvement Committee, Counselors, and Administrative Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - PTO/PTA	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.




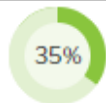

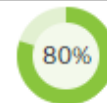


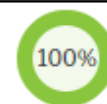




Performance Objective 1: By June 2022, implement an anti-bullying program to help reduce incidents of bullying by 60%. Accountability Area Targeted State Assessment

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Reports

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, Meeting Agenda Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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: Counseling Center Staff and Counselors	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and psoting expectations in all common areas. CSF School Climate Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Teachers and Administrative Team	Formative		
	Jan	Apr	June
			
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: Meeting Agenda and Minutes Staff Responsible for Monitoring: Safe and Civil School Committee	Formative		
	Jan	Apr	June
			
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". Adminstrators 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: Cowboy Store, Student of the Month Roster Staff Responsible for Monitoring: Teachers and Administrative Team	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By June 2022, Create an environment where students feel comfortable to express their emotional concerns and teach them how to manage their emotions.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Counselor Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Students new to 7th grade will be invited to Cowboy Camp to orientate themselves with the school layout, meet the faculty and staff, and become familiar with how the school operates Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Help students to recognize their emotions and how to manage them through different situations Strategy's Expected Result/Impact: Counselor logs Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: To create an environment that helps support a reduction in discipline referrals in special populations

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Case Managers, LSSP, Diagnosticians, Counselors, and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Strive Records Staff Responsible for Monitoring: Administrative Team	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

Parks Elementary

2021-2022 Goals/Performance Objectives/Strategies

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure Parks student growth and mastery that will meet or exceed the state average.










Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign-in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance 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 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$37,180, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$14,763.03, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance 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	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: Title 1 Campus Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$246,946.84	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,396	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$1,873, - 263 - Title III A - Bilingual Education, Language - \$1,377.45	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,380, - 282 - ESSER III - ESSER - \$25,500, - State Compensatory Funds - \$2,306, - Extended Day/Tutorial - \$700, - Extended Day/Tutorial - \$3,981, Dyslexia/Intervention Teaacher - 211 - Title 1 A - Economically Disadvantaged Study - \$74,798.78, Title 1 Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$59,353.47</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			













Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: In the 2021-2022 school year, Parks will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Our need is for more teachers to become ESL certified. Strategy's Expected Result/Impact: In hiring new staff specifically look for ESL Certifications. With the current staff, offer and try to send staff members to the ESL academy provided. Staff Responsible for Monitoring: Administrators, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,956.38, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$2,605.24	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement school-wide Guidelines for Success and review common area expectation with students and staff. Strategy's Expected Result/Impact: GFS Wall Announcements Staff Responsible for Monitoring: Heartbeats Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Present CD Lessons during announcement and review during family classroom meetings. Strategy's Expected Result/Impact: Announcement Schedule School Calendar with Focus CD Lesson for the month Staff Responsible for Monitoring: Counselor	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct monthly School Family assemblies to share CD lessons and other character family meetings. Strategy's Expected Result/Impact: Survey Data School Family Assembly Slide decks Staff Responsible for Monitoring: Heartbeats Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Pasadena High School
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: We will close learning gaps due to loss of learning time from COVID-19

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: EOC scores, tutoring logs

Strategy 1 Details	Formative Reviews		
Strategy 1: All students who did not pass an EOC exam last year will receive 30 hours of tutoring. Strategy's Expected Result/Impact: Closing of learning gaps Staff Responsible for Monitoring: Patricia Goodman TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutors and Instructional Materials - 282 - ESSER III - \$75,600, Teacher Pay and Instructional Materials - Extended Day/Tutorial - \$3,700, Professional Duty Pay - 289 - Title IV- Student Support & Academic Enrichm - \$22,723, Instructional Staff and Materials - State Compensatory Funds - \$1,250,953	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


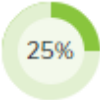






Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Biology EOC approaching grade level scores will reflect less than a 5% gap between regular education and special education students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessments and STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Biology teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs Strategy's Expected Result/Impact: Effective, differentiated instruction Staff Responsible for Monitoring: Leslie Constant TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for Planning Days and Materials - 199 - General Fund - SPED Alottment - \$1,334.75	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Science CCS will collaborate with district support to plan consistent walk throughs and support Strategy's Expected Result/Impact: Effective, differentiated instruction Staff Responsible for Monitoring: Leslie Constant TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Biology Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106.93	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 1: CURRICULUM & INSTRUCTION - 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: PHS will increase number of qualifying scores on science Advanced Placement Exams

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and AP scores

Strategy 1 Details	Formative Reviews		
Strategy 1: AP teachers will collaborate across the district to ensure best practices and compare data.. Strategy's Expected Result/Impact: Increased student mastery of advanced learning concepts Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: AP teachers will focus on students' writing skills to demonstrate mastery of standards. Strategy's Expected Result/Impact: Increase scores on writing FRQs Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Curriculum and Substitutes for PD - 199 - General Fund - G/T Allotment - \$7,393	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 1: CURRICULUM & INSTRUCTION - 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: ELA 1 EOC approaches grade level scores will increase from 54% to 60%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: ELA 1 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and SIOP Strategy's Expected Result/Impact: Improved student achievement in all student sub-populations Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for SDI training - 199 - General Fund - SPED Allotment - \$1,334.75	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: ELA 1 teachers will identify necessary power standards to focus on and will work with campus and district content specialists to identify effective curriculum and instructional strategies to address those power standards. Strategy's Expected Result/Impact: Improved student performance on STAAR EOC Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: ELA Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Constant Specialist - \$24,054	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 1: CURRICULUM & INSTRUCTION - 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: ELA 2 EOC approaches grade level scores will increase from 60% to 65%

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: ELA 2 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and SIOP Strategy's Expected Result/Impact: Improved student achievement in all student sub-populations Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: ELA 2 teachers will identify necessary power standards to focus on and will work with campus and district content specialists to identify effective curriculum and instructional strategies to address those power standards. Strategy's Expected Result/Impact: Improved student performance on STAAR EOC Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: ELA Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$24,054	Formative		
	Jan	Apr	June
			
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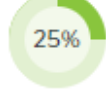





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: PHS will increase number of qualifying scores on ELA Advanced Placement Exams

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and AP scores.







Strategy 1 Details	Formative Reviews		
Strategy 1: AP teachers will collaborate across the district to ensure best practices and compare data. Strategy's Expected Result/Impact: Increased student mastery of advanced learning concepts Staff Responsible for Monitoring: Patricia Goodman TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: AP teachers will focus on students' writing skills to demonstrate mastery of standards. Strategy's Expected Result/Impact: Increased qualifying scores on AP English exams Staff Responsible for Monitoring: Patricia Goodman TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: We will increase number of students qualifying for CCMR under their math exams by 10%.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use Texas College Bridge (TCB) to fill in learning gaps for math to have students prepare for TSIA Strategy's Expected Result/Impact: Increase in number of students who are college-career ready. Staff Responsible for Monitoring: Trevor Parker TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: Algebra EOC approaches grade level scores will increase from 79% to 85%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: Algebra 1 teachers will identify necessary power standards to focus on and will work with campus and district content specialists to identify effective curriculum and instructional strategies to address those power standards. Strategy's Expected Result/Impact: Improved STAAR EOC scores Staff Responsible for Monitoring: Trevor Parker TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Algebra teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs Strategy's Expected Result/Impact: Effective, differentiated instruction Staff Responsible for Monitoring: Trevor Parker TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for planning days - 199 - General Fund - SPED Allotment - \$1,334.75	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - 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: US History EOC approaches grade level scores will increase from 84% to 90%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: U.S. History teachers will identify necessary power standards to focus on and will work with campus and district content specialists to identify effective curriculum and instructional strategies to address those power standards. Strategy's Expected Result/Impact: Improved STAAR EOC scores Staff Responsible for Monitoring: Steven Friend ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Social Studies Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: U.S. History teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs Strategy's Expected Result/Impact: Campus and district assessment and STAAR scores. Staff Responsible for Monitoring: Steven Friend ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for Planning days - 199 - General Fund - SPED Allotment - \$1,334.75	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: CURRICULUM & INSTRUCTION - 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: US History EOC meets grade level scores will increase from 55% to 75%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: US History teachers will identify students on the "bubble" for meets grade level and draft them for Eagle Time intervention. Strategy's Expected Result/Impact: Improved STAAR EOC scores Staff Responsible for Monitoring: Steven Friend ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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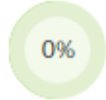



Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.







Performance Objective 11: We will close performance gaps between regular students and ESL students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Local assessments, STAAR assessments, SAT/ACT data, and AP exams.

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL institute and to have those teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitutes for Teachers attending ESL Institute - 199 - General Fund - Bil/ESL Allotment - \$2,075	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will be trained in SIOP strategies. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Substitutes for SIOP training and SIOP curriculum - 199 - General Fund - Bil/ESL Allotment - \$7,000	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will monitor ESL students' language proficiency and utilize effective SIOP strategies to increase their language proficiency. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - SIOP Facilitator Salary Allotment - \$79,608.38 , SIOP Teacher - 263 - Title III A - Bilingual Education, Language - SIOP Teacher Salary Allotment - \$150,118.44, LUCHA Aide - 263 - Title III A - Bilingual Education, Language - LUCHA Aide Salary Allotment - \$28,284.69, Instructional Resources - 263 - Title III A - Bilingual Education, Language - Supplemental Funds Allotment - \$5,365.41	Formative		
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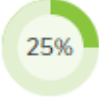





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Increase CCMR for students to 60% of students having CCMR qualifications by the end of their 11th grade year.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: CCMR score from TEA data, internal monitoring system

Strategy 1 Details	Formative Reviews		
Strategy 1: College Now counselor will work with all grade levels to educate them on CCMR readiness standards Strategy's Expected Result/Impact: All students will be informed of CCMR readiness standards Staff Responsible for Monitoring: College Now counselor TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a clear system for monitoring and updating the CCMR list Strategy's Expected Result/Impact: Regularly updated information in the spreadsheet. TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Increase number of Industry Certifications earned by our students in all the departments in CTE.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Industry certification test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: CCMR exams will be offered in all respective pathways Strategy's Expected Result/Impact: Teachers will collaborate with district CTE to obtain/implement resources required to prepare/administer CCMR exams. Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will allow all students to retest who fall 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: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: All CTE 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: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
	 15%		 100%
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




Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: We will increase retainment of staff through meaningful feedback and recognition.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Teacher surveys, end of year retention rates

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will receive meaningful instructional feedback through the T-TESS evaluation system. Strategy's Expected Result/Impact: Teachers will receive their T-TESS goals, which should also result in increased student achievement. Staff Responsible for Monitoring: All assistant principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Once a week, a teacher will be nominated by their peers and recognized by the administration for their outstanding work. Strategy's Expected Result/Impact: Increase in teacher morale Staff Responsible for Monitoring: Michelle Steele, April Keith, and Christina Zapata ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: We will develop a highly qualified staff to promote a successful learning environment.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Teacher surveys and professional development reports

Strategy 1 Details	Formative Reviews		
Strategy 1: CCSs and Appraisers 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% or higher Staff Responsible for Monitoring: All APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All core content departments will be provided instructional planning days for teachers to develop curriculum and instruction Strategy's Expected Result/Impact: Lesson plans will reflect high quality curriculum and instruction Staff Responsible for Monitoring: CCS and APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Establish clear and consistent communication with parents that is accessible to everyone.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2









Evaluation Data Sources: Parent feedback and social media sites

Strategy 1 Details	Formative Reviews		
Strategy 1: A central call-log will be established and utilized in order to make communication transparent to all. Strategy's Expected Result/Impact: Increased parental communication Staff Responsible for Monitoring: Steve Friend ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Homeroom teachers will make contact with parents twice a six weeks Strategy's Expected Result/Impact: Increased parent participation in student learning Staff Responsible for Monitoring: Steve Friend ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Involve community stakeholders in decision making process at campus level.

Evaluation Data Sources: Site-based decision making meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Include at least one community business owner in campus site-based decision making committee meetings Strategy's Expected Result/Impact: Increased input from local community on school issues Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increasing alumni involvement in school traditions such as Burn Sam and Emerald Pageant Strategy's Expected Result/Impact: Increased participation from community stakeholders Staff Responsible for Monitoring: Erika nations ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
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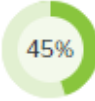





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will produce a positive school climate through the creation of a Safe Schools Ambassador program.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Decreased rates of bullying and fighting incidents in Skyward.

Strategy 1 Details	Formative Reviews		
Strategy 1: Train 20-30 student leaders on campus with a 2-day training from Safe School Ambassador program representative Strategy's Expected Result/Impact: Students will acquire skills needed to de-escalate conflict. This should result in decreased rates of bullying and fighting. Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with Safe School Ambassadors once a month to discuss data collection. Strategy's Expected Result/Impact: Accurate data regarding bullying, along with prevention of bullying Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will produce a physically safe school environment by updating the perimeter security and conducting monthly safety drills.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Drills be documented through Raptor and Blue Wave site will reflect accurate door numberings.

Strategy 1 Details	Formative Reviews		
Strategy 1: PHS will work with district personnel and district police to ensure all door numbers match the Blue Wave site and ensure all Blue Wave mechanisms are working. Strategy's Expected Result/Impact: Students will be safe and secure in the unlikely event of a lockdown. Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Safety drills will be conducted one a month. Strategy's Expected Result/Impact: In the unlikely event of an emergency, students and staff will be prepared with knowledge of what to do to get to safety. Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Skyward discipline reports







Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and staff will be trained in a campus-wide professional development over restorative circles. Strategy's Expected Result/Impact: More positive climate on campus Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will monitor classroom removals for special education students and ensure restorative practices are the primary response in the case of disciplinary incidents. Strategy's Expected Result/Impact: Reduced classroom removals of special education students. Staff Responsible for Monitoring: Jessica Martinez 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		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: We will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.

District Objective:
Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1








Evaluation Data Sources: District professional development records

Strategy 1 Details	Formative Reviews		
Strategy 1: All administrators and campus safety personnel will undergo CPI training Strategy's Expected Result/Impact: Compliance with TBSI Staff Responsible for Monitoring: Jessica Martinez ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: ANCILLARY SERVICES - 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: Increase communication regarding transportation to students and parents.

District Objective:
Objective 6.2 Increase the safety of transporting students through technology and training.

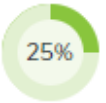





Strategy 1 Details	Formative Reviews		
Strategy 1: Making bus routes readily available to students and parents by posting all updates to the PHS student website. Strategy's Expected Result/Impact: Increased clarity between transportation and students and staff Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: ANCILLARY SERVICES - 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: Increase retention of custodial, transportation, and cafeteria personnel.

District Objective:
Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Retention rates.

Strategy 1 Details		Formative Reviews		
Strategy 1: Increase celebrations and recognition for custodial, transportation, and cafeteria personnel. Strategy's Expected Result/Impact: Improved morale and increased retention rates for ancillary personnel Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
				
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Pasadena Independent School District

Memorial High School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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: CURRICULUM & INSTRUCTION - 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: Establish and provide extended learning opportunities.

Evaluation Data Sources: Successful growth on the following measures:

PSAT, SAT, ACT results







TSIA Results










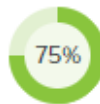

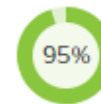
AP Exam Results

















CBA Results

Passing Rates

EOC Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. Strategy's Expected Result/Impact: Progress Reports Semester Report Cards Staff Responsible for Monitoring: Counselors Special Education Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The SIOP instructional aides 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 exit from ESL program. Staff Responsible for Monitoring: SIOP Facilitator	Formative		
	Jan	Apr	June
			










Strategy 3 Details	Formative Reviews		
Strategy 3: SIOP Peer facilitators will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. Strategy's Expected Result/Impact: SIOP walk-through data, assessment data, ESL department leadership to staff Staff Responsible for Monitoring: SIOP facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: SIOP instructional strategies implemented in all core academic classes. Strategy's Expected Result/Impact: SIOP walk-throughs, assessment data, SIOP staff development delivered by appropriate staff. Staff Responsible for Monitoring: SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide extended day services for students not mastering any EOC prior to each re-test administration. Strategy's Expected Result/Impact: EOC results Extended day attendance Staff Responsible for Monitoring: Department Chairs Campus Coaches Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, - 282 - ESSER III	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. Strategy's Expected Result/Impact: ELL student exit from program Staff Responsible for Monitoring: Administrative Staff SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
			








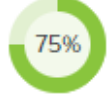

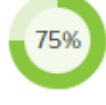
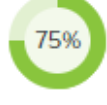
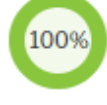
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide all students after school EOC preparation opportunities. Strategy's Expected Result/Impact: EOC results Staff Responsible for Monitoring: Department Chairs Campus Coaches Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm - 206 Texas Hurricane Homeless Program	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. Strategy's Expected Result/Impact: Greater mastery of standards Staff Responsible for Monitoring: Administrators Instructional Staff	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students. Strategy's Expected Result/Impact: PSAT, SAT, ACT results AP Exam results CBA results STAAR results Passing Rates Staff Responsible for Monitoring: All teachers Funding Sources: Staffing - Overtime - 199 - General Fund - \$15,000, Extra Duty Pay Teachers/ Support staff - 289 - Title IV- Student Support & Academic Enrichm - \$13,000, - Extended Day/Tutorial - \$6,800	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: PMHS will incorporate Tier 2 instructional tactics to ensure successful mastery through increased instructional time specifically for any student identified through HB 4545. This may include Saturday Mastery sessions, after school tutorials, etc. Strategy's Expected Result/Impact: Increased passing rate on STAAR EOCs Staff Responsible for Monitoring: Admin Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, Payroll for Tutoring and Materials - 282 - ESSER III - \$139,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 1: CURRICULUM & INSTRUCTION - 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: 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
AVID Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will detail use of technology in their lesson plans and facilitate student use. Strategy's Expected Result/Impact: Use of technology reported in teacher lesson plans Staff Responsible for Monitoring: Administrative Team Campus Coaches Funding Sources: - 199 - General Fund - \$2,700	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Facilitate and provide opportunities for department collaboration in math, science, social studies, and ELA to include analyzing, revising and evaluating instruction and assessments and to ensure that 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 Chair Administration Campus Coaches Funding Sources: Instructional Staffing/Instructional Resources - State Compensatory Funds - \$1,518,201	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: SIOP Team	Formative		
	Jan	Apr	June
			













Strategy 4 Details	Formative Reviews		
Strategy 4: 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 CHair Administration Campus Coaches	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Campus Coaches Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Chair Campus Coaches Administration	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 have learned the material? What will we do if students did not grasp the material or already know it? Strategy's Expected Result/Impact: New Teacher Survey Mentor Teacher Observation data Walk-Throughs Staff Responsible for Monitoring: Teachers Coaches Administration Mentor Teachers Funding Sources: Curriculum Resources by Dept - 199 - General Fund - \$68,403	Formative		
	Jan	Apr	June
			






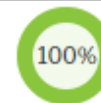









Strategy 8 Details	Formative Reviews		
Strategy 8: Continue implementation of a variety of research-based writing strategies. Strategy's Expected Result/Impact: Walk-Through Data Staff Responsible for Monitoring: Administrators Campus Coaches	Formative		
	Jan	Apr	June
	 75%	 75%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			






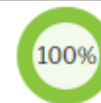









Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.








Performance Objective 1: PMHS students will annually receive information and guidance necessary to facilitate 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.

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 Department Chair CTE Teachers Administration	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education students will participate in a transition fair which will provide them with information about post-high school careers. Strategy's Expected Result/Impact: Special Education post-grad data Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Conference minutes, Graduation Plan Staff Responsible for Monitoring: Administrators Counselors Funding Sources: Graduation Plan - 199 - General Fund - \$13,000	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will visit college campuses, attend college admission presentation, and be provided information regarding college scholarship opportunities. Strategy's Expected Result/Impact: Increased college applications and acceptance for students Staff Responsible for Monitoring: College Now COordinator	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Students will explore college admissions requirements with the help of AVID, Early College High School, and College Now Coordinator. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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: College and career readiness data. Staff Responsible for Monitoring: College Now coordinator Counselors	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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: Administration College Now Coordinator	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: SAT, TSIA, and PSAT prep sessions will be provided to students at no cost on campus. Strategy's Expected Result/Impact: SAT and PSAT scores Participation Staff Responsible for Monitoring: College Now Coordinator Funding Sources: Testing - 199 - General Fund - \$4,500	Formative		
	Jan	Apr	June
			










Strategy 10 Details	Formative Reviews		
Strategy 10: 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		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: 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: Administration College Now Coordinator Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: 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 College Now Coordinator	Formative		
	Jan	Apr	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Students will be given opportunities to visit colleges through College Now trips. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now	Formative		
	Jan	Apr	June
			






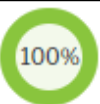







Strategy 15 Details	Formative Reviews		
Strategy 15: Colleges and universities will be invited to visit with students during lunch to provide application information. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now Coordinator	Formative		
	Jan	Apr	June
	 70%	 70%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Provide offerings to students in the Advanced Placement Programs

Evaluation Data Sources: Enrollment increase in advanced placement programs.








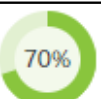
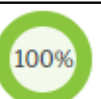



Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize appropriate intervention process prior to "leveling down" from an AP or Pre-AP course. Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the resources 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: Administration Counselors Early College Staff Funding Sources: - 199 - General Fund - \$9,921	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide accurate information to all students regarding the Pre-AP and the AP program during course registration in January and February. Strategy's Expected Result/Impact: NMSI participation Increased enrollment in Pre-AP and AP programs Staff Responsible for Monitoring: Administration Counselors Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
			








Strategy 4 Details	Formative Reviews		
Strategy 4: Use AP indicator data to encourage enrollment in AP courses and/or Dual Credit Staff Responsible for Monitoring: Administration Counselors College Now Coordinator	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide implementation support in the use of Pre-AP, AP, and NMSI higher order thinking/writing strategies in all classrooms. Continue NMSI trainings as recommended. Strategy's Expected Result/Impact: Higher order thinking skills observed in walk-through data Staff Responsible for Monitoring: Administration Campus Coaches Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide review and study sessions prior to the AP test administration in May. Strategy's Expected Result/Impact: AP Exam Results Study session attendance Staff Responsible for Monitoring: Administration Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Staff Responsible for Monitoring: Administration Funding Sources: Staff Appreciation - 199 - General Fund - \$16,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Potential candidates will be screened by PISD administration and scored based on specific criteria. PMHS will view scores and discuss whether candidate meets the requirements for the job description. PMHS will recruit high qualified individuals in the area of ESL certification and other high need areas. Strategy's Expected Result/Impact: Applicant's qualifications District criteria Staff Responsible for Monitoring: Administration Human Resources	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: We will utilize state compensatory funds to employ highly qualified staff in the content areas, as well as support and content specialist positions. Strategy's Expected Result/Impact: Administration Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Potential candidates will be interviewed by a committee headed by the content area leadership team. 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: Administration Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Increased ESL certified employment Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
	 70%	 70%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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



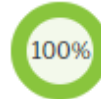




Walk-through data

Observations

Teacher survey

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 agendas Data gathered by administration attending the meetings Staff Responsible for Monitoring: Department Chairs Content Team Leaders Administration Funding Sources: Substitutes - Principal Sub Pay - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Regular training will be offered throughout the day during common planning time. 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 Chairs Team Leaders Campus Coaches Funding Sources: Staff Development Resources - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
			

















Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers will participate in staff development opportunities, coaching opportunities, data disaggregation, and school district initiatives. Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: Department Chair Campus Coach Administration Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training to all teachers on instructional strategies that meet the needs of all learners including gifted, limited English, proficient, dyslexic, and learning disabled. Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Principal Special programs Campus Coaches Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: We will develop high-quality veteran teachers who are new to our campus through a "buddy" program. Strategy's Expected Result/Impact: Teacher feedback and growth Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations. Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: Principal Funding Sources: Dues - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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: Administration	Formative		
	Jan	Apr	June
	 70%	 70%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: 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

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, Walk Through data Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
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: E Course Data, Webinar Data Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
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 Funding Sources: Content Specialist Staffing - 255 - Title II A - Improving Teacher & Principal Q - \$108,518.49	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be afforded opportunities to collaborate and calibrate lesson plans, assessments, and other instructional materials through applied professional development days. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Content Specialists and Admin Funding Sources: Substitutes - Extended Day/Tutorial - \$10,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: We will retain highly qualified staff through the support of content teams, new teacher meetings, assigned mentors and buddies, coaching, walk-thoughts 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 from coaches and mentors.








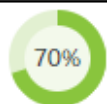

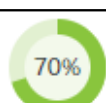
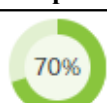
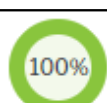
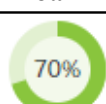
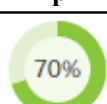
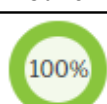




Strategy 1 Details	Formative Reviews		
Strategy 1: We will develop high quality first year-teachers through a mentoring program. Strategy's Expected Result/Impact: Walk throughs, observations, Feedback from mentors Staff Responsible for Monitoring: Master mentors, admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
	 70%	 70%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: We will ensure vital and ongoing relationships with our business and community partners

Evaluation Data Sources: Increase participation in events






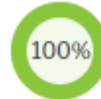





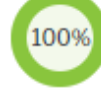
Strategy 1 Details	Formative Reviews		
Strategy 1: The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire, tailgating, athletic events, fine arts concerts, and clubs Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: All staff Funding Sources: Cheer and materials - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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: Admin	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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: Admin	Formative		
	Jan	Apr	June
			













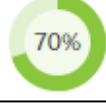
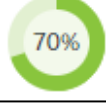

Strategy 5 Details	Formative Reviews		
Strategy 5: PMHS and/or student organizations will host community events such as Tailgate, Back to school gbash, maverick march and bonfire, meet the team to encourage community involvement in the school Strategy's Expected Result/Impact: Community survey, increase participation Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Admin	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: PMHS students will participate in Veteran's Day activities Strategy's Expected Result/Impact: Student discipline referrals, community engagement Staff Responsible for Monitoring: Fine arts and social studies departments Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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, Admin	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: 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: Community engagement, Discipline referrals Staff Responsible for Monitoring: Admin, Counselors	Formative		
	Jan	Apr	June
			
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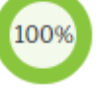




Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: PMHS faculty and students will increase community and business partnerships through community outreach initiatives.

Evaluation Data Sources: Growth in organization

Strategy 1 Details	Formative Reviews		
Strategy 1: PMHS will conduct parent conferences for students whose attendance rate needs improvement. Strategy's Expected Result/Impact: Attendance audits Staff Responsible for Monitoring: Counselors, Admin Funding Sources: At Risk resources - 199 - General Fund - \$13,499	Formative		
	Jan	Apr	June
			
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\	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PMHS students will participate in various activities to support community needs. Strategy's Expected Result/Impact: Student referrals Staff Responsible for Monitoring: Sponsors Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 Staff Responsible for Monitoring: All teachers and admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Organizations, Club Sponsors Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 behaviors. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Admin, Counselors, Teachers Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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: Admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Teachers will maintain a tutoring log to accurately account for make-up time. Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Apr	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: 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 Staff Responsible for Monitoring: Truancy Clerk Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Communication to parents will be used to notify parents of student absences, failing grades, and other related instructional items. Strategy's Expected Result/Impact: Increased attendance, Increased grades Staff Responsible for Monitoring: School District, Admin, Paras Funding Sources: District Communication Devices - 199 - General Fund - \$2,300, - Extended Day/Tutorial	Formative		
	Jan	Apr	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: 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: Admin	Formative		
	Jan	Apr	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: 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 Staff Responsible for Monitoring: Admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: PMHS will encourage educational stakeholders participation in social emotional leadership opportunities.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1






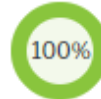

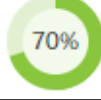


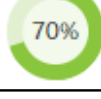
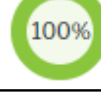




Evaluation Data Sources: Surveys and Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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, ADMIN	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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: Organization Teacher Sponsors Funding Sources: Equipment, staffing, other fees associated with organizations - 199 - General Fund - \$161,325	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: PMHS will provide a safe and civil environment for all stakeholders.













Evaluation Data Sources: Student, parent, community, and staff surveys






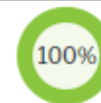




Strategy 1 Details	Formative Reviews		
Strategy 1: Students will wear school-issued ID badges at all times during the school day. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin Funding Sources: - 199 - General Fund - \$4,500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain the tardy sweep program. Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: PMHS will participate in the safe school ambassador program. Strategy's Expected Result/Impact: Parent, student, staff surveys Staff Responsible for Monitoring: Admin, Safe and Civil	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: PMHS will encourage, maintain, and nurture a socially and emotionally responsive learning environment.

Evaluation Data Sources: Student discipline reports.










Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Admin, All teachers Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Admin, Staff	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: During extended discipline assignment researched restorative practices will be used to deter future misbehavior. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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: Admin, Counselors, All teachers Funding Sources: AP Discretion Funds - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June
			
















Strategy 5 Details	Formative Reviews		
Strategy 5: During homeroom and varied classroom time teachers will incorporate restorative practices. These practices are defined as restorative circles. Strategy's Expected Result/Impact: Counselors, Assistant Principals	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduced discipline referrals for Special Education students. Staff Responsible for Monitoring: Campus Admin	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 6: ANCILLARY SERVICES - 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: 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: PMHS class credit documentation (Edgenuity, Etc.), Student surveys, technology delivery system reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 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, AP over Edgenuity Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills. Strategy's Expected Result/Impact: 90% master on objectives Staff Responsible for Monitoring: DAIT	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a tutorial bus to leave campus at 4:30 PM 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: Transportation - 289 - Title IV- Student Support & Academic Enrichm - \$7,993	Formative		
	Jan	Apr	June
			













Strategy 4 Details	Formative Reviews		
Strategy 4: 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		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Admin Team, Nurse, Counselors	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Counselors and Administration	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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, grade data, and at-risk data Staff Responsible for Monitoring: Counselors, Teachers, Administrative Team Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor 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		
	Jan	Apr	June
			
















Strategy 9 Details	Formative Reviews		
Strategy 9: 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		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Students who do not meet the credit requirement to advance to the next grade level will be scheduled into a rollback homeroom for teachers and advisors to provide additional support for academics, attendance, and behavior.	Formative		
	Jan	Apr	June
			
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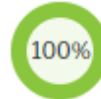




Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Admin Funding Sources: - 411 - Technology Fund	Formative		
	Jan	Apr	June
			
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 Staff Responsible for Monitoring: Librarians, 4th period teachers Funding Sources: Library Technology/Resources - 199 - General Fund - \$23,300	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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, Staff Responsible for Monitoring: Librarians, Literacy Team Funding Sources: - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 Staff Responsible for Monitoring: Librarians, 4th period teachers Funding Sources: - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
			










Strategy 5 Details	Formative Reviews		
Strategy 5: Students and teachers will have access to technology in the classroom. Strategy's Expected Result/Impact: Student use of technology Staff Responsible for Monitoring: Admin Funding Sources: - 411 - Technology Fund	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All students will be issued a tablet as a part of the district's 1:1 initiative Strategy's Expected Result/Impact: 100% technology use. Staff Responsible for Monitoring: Admin, technology staff Funding Sources: - 411 - Technology Fund	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus technology committee will regularly evaluate the success of 1:1 initiative implementation and will design a discipline policy for devices. Strategy's Expected Result/Impact: Implementation data Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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: Admin, Technology staff Funding Sources: - 411 - Technology Fund	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Student 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 staff Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			













Strategy 10 Details	Formative Reviews		
Strategy 10: 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: Admin	Formative		
	Jan	Apr	June
			
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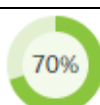
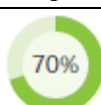
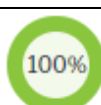
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.













Performance Objective 3: District 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










Strategy 1 Details	Formative Reviews		
Strategy 1: 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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		
	Jan	Apr	June
			



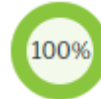




Strategy 4 Details	Formative Reviews		
Strategy 4: If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process. Strategy's Expected Result/Impact: Request for eval data Staff Responsible for Monitoring: Diagnostician Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 education Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: PMHS will 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 form progress monitoring to make determinations regarding state assessment and ensure progress 2 - Ensure ARD document clearly delineates the need for STAAR Online or STAAR Paper. Strategy's Expected Result/Impact: ARD Minutes, review of state assessment page, assessment data Staff Responsible for Monitoring: ARD committee Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: School nurse will provide pregnancy related services 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, Counselors Funding Sources: - 199 - General Fund - \$16,500	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: 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 ARED committee will be held as soon as possible, to discuss accelerated/intensive program of instruction. Strategy's Expected Result/Impact: ARD Committee minutes Staff Responsible for Monitoring: ARD Committee Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: 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: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: 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		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: 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		
	Jan	Apr	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: 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		
	Jan	Apr	June
			

Strategy 13 Details	Formative Reviews		
Strategy 13: 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 Notices 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		
	Jan	Apr	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: 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 Funding Sources: Aide staff members - 199 - General Fund - \$6,171	Formative		
	Jan	Apr	June
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. Strategy's Expected Result/Impact: Progress reports, six week grade checks, semester report cards Staff Responsible for Monitoring: Special education staff, case managers Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Interventions will provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed. Strategy's Expected Result/Impact: Progress report, six week grade checks, semester grades Staff Responsible for Monitoring: Special Education staff Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			














Strategy 17 Details	Formative Reviews		
Strategy 17: Student course selection and the high school graduation plans of the EB students will be monitored by the SIOP facilitator and the school counselor to ensure successful high school completion. Strategy's Expected Result/Impact: EB student exit from ESL program Staff Responsible for Monitoring: Counselors, SIOP campus coach Funding Sources: SIOP Teacher Staffing - 263 - Title III A - Bilingual Education, Language - \$148,328.11	Formative		
	Jan	Apr	June
			
Strategy 18 Details	Formative Reviews		
Strategy 18: 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: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 19 Details	Formative Reviews		
Strategy 19: 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: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 20 Details	Formative Reviews		
Strategy 20: 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		
	Jan	Apr	June
			
Strategy 21 Details	Formative Reviews		
Strategy 21: 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		
	Jan	Apr	June
			

Strategy 22 Details	Formative Reviews		
Strategy 22: The SIOP campus coach will monitor grades, attendance, and discipline of all EB students and make referrals to the IAT as needed Strategy's Expected Result/Impact: EB student exit from ESL program Staff Responsible for Monitoring: SIOP Campus Coach Funding Sources: LUCHA Aide - 263 - Title III A - Bilingual Education, Language - \$30,958.15, Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$4,043.49	Formative		
	Jan	Apr	June
			
Strategy 23 Details	Formative Reviews		
Strategy 23: 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. - Students on the second floor of the building will be met at their classroom by evacuation teachers. - These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled student's classroom. - For students not in wheel chairs, please proceed down the closest designated stairwell according to the fire evacuation maps located throughout the building. - Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above. - In the event of evacuation chair use, Administrators will meet students and teachers at room 055; the evacuation chair location. - The assembly point for individuals needing assistance will be with the school clinic personnel in the front of the school when conditions permit. - Teacher with physically disabled students, or those in wheelchairs who are unaccounted for, will immediately notify the administrator in charge of the evacuation sector upon taking attendance outside. - 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: Admin team, Special education case managers and department head Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
Strategy 24 Details	Formative Reviews		
Strategy 24: 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, Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			

Strategy 25 Details	Formative Reviews		
Strategy 25: Provide training and necessary foreign language materials for all teachers working with EB students Strategy's Expected Result/Impact: 90 Master on TEKS Staff Responsible for Monitoring: SIOP Campus Coach Funding Sources: SIOP Campus Coach Staffing - 263 - Title III A - Bilingual Education, Language - \$82,870.32	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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: PMHS will work with different resources for the upkeep of the campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: PMHS will work with custodial services to maintain a clean campus. Funding Sources: - 199 - General Fund - \$39,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PMHS will work with maintenance and technology to maintain a safe and clean campus. Staff Responsible for Monitoring: Principal Funding Sources: Principal Resources - 199 - General Fund - \$19,415	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PMHS will work with outside organizations to maintain the campus. Funding Sources: Plants, Auditorium, Contingency - 199 - General Fund - \$9,400	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Pearl Hall Elementary

2021-2022 Goals/Performance Objectives/Strategies

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

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals 4

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready. 4

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 8

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 10

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 12

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.




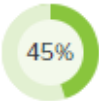


Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,634, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$158,100, - 199 - General Fund - BFU, Overtime, Fixed - \$44,388	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,825	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,430, - 263 - Title III A - Bilingual Education, Language - \$3,077	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - State Compensatory Funds - At Risk - \$2,052, - 199 - General Fund - Special Ed. - \$1,502, - Extended Day/Tutorial - ESSER - \$33,000, - Extended Day/Tutorial - Extended Day - \$900, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$52,719, - 211 - Title 1 A - Economically Disadvantaged Study - DAIT - \$82,114, - 211 - Title 1 A - Economically Disadvantaged Study - Supplemental Extended Day Funds - \$5,324		Formative		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in job fairs and university teacher training partnerships in order to seek out appropriately certified bilingual teachers for all positions that serve students who participate in the Bilingual Education Program, including those in ABLE/SUCCESS classrooms. Strategy's Expected Result/Impact: All students will be served by highly qualified staff Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
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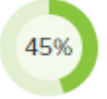

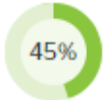





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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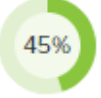

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.








Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,464	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
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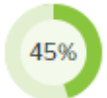





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
	 45%	 45%	 70%
 No Progress  Accomplished  Continue/Modify  Discontinue			


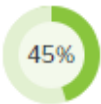


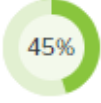
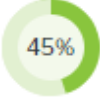
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.








Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , Safe & Civil Schools, Conscious Discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the Guidance Center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
	 50%	 50%	 70%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Pomeroy Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$244,228, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$24,808, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$60,880	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$2,532	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,754, - 199 - General Fund - Bil/ESL - \$8,321	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,441, - 282 - ESSER III - ESSER - \$50,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$80,316, - Extended Day/Tutorial - Extended Day - \$7,841, - 199 - General Fund - At Risk - \$4,117, - State Compensatory Funds - \$161,329</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.


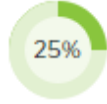




Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Bilingual instructional paraprofessionals are assigned to our Special Education programs (ABLE, MITEY, SUCCESS) to provide primary language support to English learners while receiving instruction from the certified teacher. Strategy's Expected Result/Impact: To meet the language needs of our ELLs. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Certified general education and Bilingual teachers plan for instruction in a PLC structure to implement effective instructional strategies for English learners along with instructional paraprofessionals supporting instruction to ESL students. Strategy's Expected Result/Impact: To meet the needs of our ELLs Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Our general education teachers serving ESL students will be participating in ESL Institute to earn their ESL certification in our district, PasadenaISD, by February 2022. Strategy's Expected Result/Impact: To meet the needs of our ELLs Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			












Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,093	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$5,554	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Queens Intermediate

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: By June of 2022, All Students performance scores on STAAR will increase by 10 percent for the MEETs and APPROACHES criteria in Reading and Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

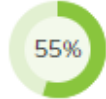


Evaluation Data Sources: Data from the Summit platform







STAAR data











Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum 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 - Targeted Support Strategy Funding Sources: Base Funding for all Instruction - 199 - General Fund - \$72,302	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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</p> <p>Funding Sources: Salary for Academic Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$156,927.02, Salary for Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - \$54,473.39</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ALL Students will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.</p> <p>Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment in Reading and Math.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>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</p> <p>Funding Sources: Advance money used for material and supplies for intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Queens will provide teachers and staff ESSER funds and additional time during and after the school day to plan and collaborate with other teachers, staff and provide tutoring for students to improve campus and state assessments.</p> <p>Strategy's Expected Result/Impact: During 4th period and PLC and GLT time, teachers and staff are enhancing their skills and impacting instruction and student performance on district and state assessments. Teachers are paid funds for tutorials afterschool and on weekends that will impact students' performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administration Teachers Academic Coaches Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Pay Teachers and paraprofessionals for planning and tutoring - 282 - ESSER III - \$57,000</p>	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Queens will maintain documentation of their goals, objectives, strategies, and funding in the Plan4Learning system for the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: My housing the Campus Improvement Plan in a central location, we will be able to document, monitor, and adjust changes as needed by our campus which will improve teacher instruction and student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Academic Coaches Counselors</p> <p>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</p> <p>- 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</p> <p>Funding Sources: Software used to house the Campus Improvement Plan - 211 - Title 1 A - Economically Disadvantaged Study - \$550</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the subgroup Hispanic performance scores on STAAR will increase by 10 percent for the MEETs criteria in Reading and Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5




Evaluation Data Sources: Data from the Summit platform




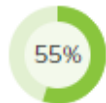
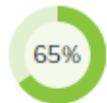





STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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 - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The subgroup, Hispanics will be given Tier 2 and Tier 3 interventions, extended day tutorials, and personnel support in the classrooms.</p> <p>Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>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 - Targeted Support Strategy</p> <p>Funding Sources: Pay for subs, extra duty teachers, material and supplies, and transportation for extended day - Extended Day/Tutorial - \$7,407</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the subgroup Economic Disadvantaged performance scores on STAAR will increase by 10 percent for the MEETs criteria in Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

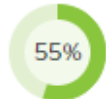


Evaluation Data Sources: Data from the Summit platform











STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for instructional best practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Additional Curriculum licenses, materials, and Professional Development focus on best instructional practices - 211 - Title 1 A - Economically Disadvantaged Study - \$16,084.73	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The subgroup, Economic Disadvantaged will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.</p> <p>Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>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 - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the subgroup English Learner performance scores on STAAR will increase by 10 percent for the MEETs criteria in Reading and Math using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5




Evaluation Data Sources: Data from the Summit platform











STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In order to meet the Federal guidelines, by June of 2022 teachers will receive on-going ESL and SIOP Professional Development and curriculum and instructional support in the classroom to enhance instruction for English Learners.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment. Queens will continue to send teachers to the district's three day ESL Institute to develop skills and strategies to take the ESL certification and assist Emergent Learner in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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 - Targeted Support Strategy</p> <p>Funding Sources: Pay for materials and supplies for ESL intervention teacher and paras - 199 - General Fund - \$3,259</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>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 - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The subgroup, English Learners will be given ESL classes, SIOP strategies, and additional intervention in the classroom and after school to develop proficiency in the four domains of language: speaking, reading, listening, and writing.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations ESL Intervention Teachers will provide small group instruction.</p> <p>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 - Targeted Support Strategy</p> <p>Funding Sources: Curriculum licenses, materials, supplies for English Learners - 263 - Title III A - Bilingual Education, Language - \$1,977.31</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the subgroup Special Education performance scores on STAAR will increase by 10 percent for the MEETs and APPROACHES criteria in Reading and Math using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5




Evaluation Data Sources: Data from the Summit platform











STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Specifically Designed Instruction Professional Development for best instructional practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum 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 - Targeted Support Strategy Funding Sources: Curriculum licenses, materials, and supplies for classroom and Professional Development - 199 - General Fund - \$1,157	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided Special Education Instructional Specialists, Academic coaches, and Paraprofessionals to model and support special education students during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The subgroup, Special Education will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.</p> <p>Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction</p> <p>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 - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the subgroup English Learner performance scores on TELPAS will increase by 5 percent for the Progress rate using best instructional strategies for ESL students.











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: TELPAS scores

Classroom assessments
warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive curriculum and instructional support with on-going ESL and SIOP Professional Development for best instructional practices for Tier One and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>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 - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: The subgroup, English Learners will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms. Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum 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 - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will be provided curriculum and instructional support from ESL Intervention Teacher, Academic Coaches, and ESL Instructional Specialists during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches ESL Intervention Teacher will provide small group instruction. 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 - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: By June of 2022, the students classified as Gifted and Talented will have performance scores on the STAAR that will increase by 10 percent for the Master criteria using the Personalized Learning Program, Summit Learning.








District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR

Map testing

PSAT

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens Gifted and Talented students will be exposed to additional activities, field trips, and curriculum and instruction utilizing the Summit Learning Program and Gifted and Talented curriculum. Strategy's Expected Result/Impact: The Summit Learning Program has enrichment curriculum that challenges our Gift and Talented students to perform at higher levels which will impact their achievement on STAAR and assessments such as Map testing, and PSAT. Staff Responsible for Monitoring: Teachers Academic Coaches Principal and Assistant Principals TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Curriculum, materials, supplies, and trips for Gifted and Talented students - 199 - General Fund - \$2,017	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

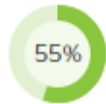






Performance Objective 1: By June 2022, Queens' students will be exposed to several assessments to determine their high school, college, and career interest.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder Assessment

Interest inventory

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens' students will take various assessments such as the 7th grade career assessment, the PSAT and Spanish Credit by Exam I and II throughout the 2020-2021 school year. Strategy's Expected Result/Impact: This will increased high school and college readiness which will result in high post-secondary outcomes. Staff Responsible for Monitoring: Testing Coordinator ELAR 7th grade Teachers for career assessment Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: By January 2022, Queens' students will be offered various courses to prepare and/or earn credit for high school classes, college, and career choices.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Skyward

Counselors registration database

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Queens' students are offered and can take courses such as AVID, Art 1, Health, and Algebra for college readiness and to earn high school credit during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Queens' students will earn high school credits and through AVID close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education.</p> <p>Staff Responsible for Monitoring: Teachers Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: By June 2022, Queens will provide various activities and events to expose students to their college, career, and military interest.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Queens calendar

Sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens' students will be given the opportunity to attend field trips to colleges and universities, participate in College Week highlighting colleges and universities, and attend Career Day with various local business. Strategy's Expected Result/Impact: By exposing Queens' students to colleges, universities, and local businesses, students will determine a college and career path to pursue. Staff Responsible for Monitoring: Counselors Teachers 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 - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of 2023, Queens Intermediate will retain 90 percent of it's teachers and staff.







District Objective:











Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Personnel staffing data

Budget data

Teacher surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens will highlight teachers, staff, and students accomplishments, starting salaries, and our new facility through our website and social media. Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens. Staff Responsible for Monitoring: Administrative staff Administrative support staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Teacher salaries, medical, and insurance cost - State Compensatory Funds - \$710,087, General materials and supplies - State Compensatory Funds - \$3,421, Operation cost for the building - State Compensatory Funds - \$3,200	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Queens administrative and support staff will provide weekly and monthly events to celebrate teachers and staff's accomplishments. Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens. Staff Responsible for Monitoring: Administrative staff Administrative support staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Queens will provide on-campus and off-campus Professional Development to support teachers and staff with instructional and behavioral strategies to enhance instruction and learning.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens because teachers' skills will develop and students learning and achievement will increase.</p> <p>Staff Responsible for Monitoring: Administrative staff Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Queens will provide instructional and behavioral personnel to support teachers and students in the classroom, PLCs, and GLTs meeting.</p> <p>Strategy's Expected Result/Impact: Teachers' skills and instruction will improve that will impact student learning and achievement.</p> <p>Staff Responsible for Monitoring: Administrative staff Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By June 2022, Our Parent Coordinator will provide parent training, family workshops, Skyward training and family activities in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Parent Sign in and parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide trainings for parents to educate them in new educational platforms. Provide Skyward workshops for parents for better navigation of system and students grades. Provide training and assistance for parents to develop a supportive home environment for students. Provide parent support in College readiness topics. Provide family events to engage parents such as Open house, Hornets Day, Back to the Nest and Trunk or Treat. Parent training on study skills and behavior management. Strategy's Expected Result/Impact: Parents increase their knowledge in all educational platforms and support in areas of concerns. Parents will receive college ready information. Staff Responsible for Monitoring: Fina Govea, Parent Coordinator Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,730.90	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By June 2022, Queens' parents will attend various parent meetings discussing their child's current progress, future high school, college, and career choices.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Queens' parents will attend Open House, Hornet Hype Day, Back to the Nest, and Fall and Spring 8th grade parent meetings to discuss courses at Queens and at the high schools.</p> <p>Strategy's Expected Result/Impact: Parents will know the various courses provided at Queens and at various high schools to prepare their students for college, career, and military.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Pay for activities, supplies, and materials for Parent and Family events. - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000.84</p>	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Queens' parents will attend various Personalized Learning Family Day events to celebrate their child's progress on the SUMMIT learning platform and Map Testing.</p> <p>Strategy's Expected Result/Impact: The more the parents are aware of their students progress on the SUMMIT platform and Map</p>	Formative		
	Jan	Apr	June

<p>testing data, the parents are prepared to assist their child in academic success.</p> <p>Staff Responsible for Monitoring: Administration Teachers Academic Coaches</p> <p>Funding Sources: Pay for activities, supplies, and materials for Parent and Family events. - 211 - Title 1 A - Economically Disadvantaged Study - \$1,720.84</p>			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Queens will provide Standard Response Protocol training and monthly drills to practice the protocol of weather events, fires, accidents, intruders and other threats for teacher, staff, student, and school safety.







District Objective:

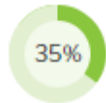


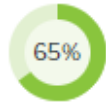






Objective 5.1 We will increase safety and security measures at all levels to prevent, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Standard Response Protocol document

Emergency Drill Requirements

Raptor report

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens will practice fire drills monthly and other weather and safety drills each semester. Strategy's Expected Result/Impact: By planning and practicing weather events, fires, accidents, intruders and other threats to teachers, staff and student will be prepared and school safety will increase. Staff Responsible for Monitoring: Administrative staff Teachers and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: The number of students with disabilities that are removed will decrease for the 2021-2022 school year. Staff Responsible for Monitoring: Administration Teachers 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 - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with district special education office to ensure compliance with Restraints Training and Texas Behavior Support Initiative. Strategy's Expected Result/Impact: Teachers will be better equipped to address students in crisis and student restraints will decrease. Staff Responsible for Monitoring: Administration Teachers District Office of Special Education 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 - Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Queens will utilize the Rhythm and Anonymous Alerts email system to alert staff of students' emotional, social, and safety concerns and needs. Strategy's Expected Result/Impact: When Queens' students use the Alerts system safety will increase and students' emotional and social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By June of 2022, Queens' students will participate in various lessons and activities conducted by the counselors to address safety and social emotions concerns.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Lesson plans

Students product

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Queens' students will participate in Safe and Civil school lessons at the beginning of each semester, celebrate Red Ribbon Weeks, while counselors will provide bullying, self-esteem, self-harm, social media use, and healthy relationship lessons on various Fridays.</p> <p>Strategy's Expected Result/Impact: Queens' students social and emotional well-being will improve and students will have better coping skills when challenges occur.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Comprehensive Support Strategy</p>	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District

Red Bluff Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.




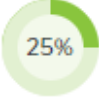

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,138.93, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$163,361.13, - 199 - General Fund - BFU, Overtime, Fixed - \$38,308	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,565	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$2,817, - 263 - Title III A - Bilingual Education, Language - Title III Supplemental Funds - \$1,877.34	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - At Risk - \$2,631, - 199 - General Fund - Special Ed. - \$1,401, - Extended Day/Tutorial - ESSER - \$30,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$54,741.73, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Dyslexia/Intervention Teacher - \$80,683.70, - 211 - Title 1 A - Economically Disadvantaged Study - Additional Extended Day Funds - \$4,813</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: *In the 2021-2022 school year, Red Bluff will continue to hire certified bilingual/ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Staff Responsible for Monitoring: Administrators and the LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE/CIS coordinators Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE/CIS coordinators Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,848.05	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor, parent coordinator, ACE/CIS coordinators	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff. OLE team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators, OLE team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Richey Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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.
- 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: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.


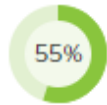
Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

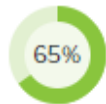

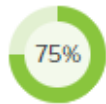





Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coaches - \$241,011.78, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Teacher - \$77,631.37, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$14,262.60, - 199 - General Fund - BFU, Overtime, Fixed - \$126,292	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning, PLC time, and additional planning time as appropriate. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Substitutes for teachers SD - \$5,000	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

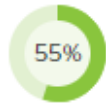



Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,793	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$5,260, - 263 - Title III A - Bilingual Education, Language - Title III BIL./ESL - \$3,632.48	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy</p> <p>Funding Sources: - 282 - ESSER III - ESSER - \$30,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Aides - \$85,713.43, - Extended Day/Tutorial - Extended Day - \$5,793, - 199 - General Fund - Special Ed. - \$1,238, - 199 - General Fund - At Risk - \$88,716, FTE, intervention resources, instructional resources and supplies - State Compensatory Funds - \$85,690</p>	Formative		
	Jan	Apr	June
			
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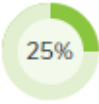





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Flyers and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to recruit bilingual certified staff for General Education and Special Education positions by attending the Pasadena ISD job fair and other available job fairs. Strategy's Expected Result/Impact: Increase recruiting activities that target linguistically and culturally diverse teachers who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs). Staff Responsible for Monitoring: Campus Administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide mentor-ship, coaching, and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform and district/campus trainings for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
	 60%		 90%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Office Clerk - \$26,092.61	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$24,178.82, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,399.28	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Roberts Middle School
2021-2022 Goals/Performance Objectives/Strategies

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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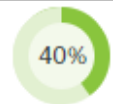



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Goals







Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

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

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, - 282 - ESSER III - \$46,000, - Extended Day/Tutorial - \$6,655	Formative		
	Jan	Apr	June
			
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. ACE Coordinator Funding Sources: subs - State Compensatory Funds, - 211 - Title 1 A - Economically Disadvantaged Study, - State Compensatory Funds - \$1,600	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Curriculum and Instruction will be aligned across grade level core subjects Strategy's Expected Result/Impact: Students will receive highly effective instruction that will prepare them for the state assessment and moving onto the next grade level Staff Responsible for Monitoring: Lali Guerrero	Formative		
	Jan	Apr	June
			














Strategy 4 Details	Formative Reviews		
Strategy 4: 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: Lali Guerrero Funding Sources: Software and site licenses - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Prescila (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		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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, - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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, General Instruction Resources and Materials - 199 - General Fund - \$52,800	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: 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		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program.




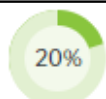
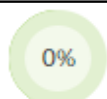




Evaluation Data Sources: FitnessGram, Sign in Sheets at CATCH events

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

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

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 and personalized experience for students Staff Responsible for Monitoring: Lali Guerrero Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399, Special education supplies and resources - 199 - General Fund - \$1,786	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: This data piece will allow us to monitor and adjust the steps and systems we currently have in place to make ensure our students are successful. Staff Responsible for Monitoring: Elsa Chiacho, Lyndsi Price, and Lali Guerrero	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: All staff members necessary are properly trained in order to keep students and staff safe. Staff Responsible for Monitoring: Lali Guerrero	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

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

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		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

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

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		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

Performance Objective 6: Intervention will be provided through the master schedule and students will be targeted by Student by Standard using real time data.






Evaluation Data Sources: Student by standard spreadsheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will monitor student data and provide support to close academic gaps. Strategy's Expected Result/Impact: closing instructional gaps, higher reading levels, test scores, and academic achievements Staff Responsible for Monitoring: Lali Guerrero Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$19,485.72	Formative		
	Jan	Apr	June
	<div><div></div></div> 50%		
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Goal 2: COLLEGE, CAREER, MILITARY READY - 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: Roberts will participate in the district's College Awareness Week


Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

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		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: COLLEGE, CAREER, MILITARY READY - 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: Roberts will promote college awareness and military preparation throughout the year.








Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

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		
	Jan	Apr	June
			
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Goal 2: COLLEGE, CAREER, MILITARY READY - 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 3: Roberts will provide students with organizational tools and systems to promote college readiness.






Evaluation Data Sources: Notebooks, Planners, and Calendars

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		
	Jan	Apr	June
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.









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

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		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Roberts will work with our district's HR department and the ESL department to hire ESL and Bilingual certified teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Ensure all of our ESL students are being provided the support needed through our campus's ESL program and teachers. Staff Responsible for Monitoring: Lyndsi Price & Lali Guerrero Funding Sources: BL/ESL training, resources, materials - 199 - General Fund - \$1,350.50, - 263 - Title III A - Bilingual Education, Language - \$849.80	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow-through in sitting for the exam. Strategy's Expected Result/Impact: Ensure all of our bilingual students are being provided the support needed through our campus's BL program and teachers. Staff Responsible for Monitoring: Lyndsi Price & Lali Guerrero Funding Sources: BL/ESL training, resources, materials - 199 - General Fund - \$1,350.50, - 263 - Title III A - Bilingual Education, Language - \$849.80	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.




Performance Objective 3: Roberts will work with our district's HR department and the GT department to hire and/or train GT certified teachers.






Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet state guidelines for students being served in the GT Program, our campus will continue to send teachers to the district's GT training and to have the teachers use strategies to promote higher-level learning. Strategy's Expected Result/Impact: All GT students will be serviced by a training GT teacher. Staff Responsible for Monitoring: Lyndsi Price & Ashton Ramella Funding Sources: GT Training, Resources, & Supplies - 199 - General Fund - \$1,952	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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








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 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22	Formative		
	Jan	Apr	June
			
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 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June

Staff Responsible for Monitoring: Counselors Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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.)






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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Roberts Middle School will work with our parent coordinator to collaborate with our parents, community, and all stakeholders. Strategy's Expected Result/Impact: Create a sense of belonging between family and students on campus Staff Responsible for Monitoring: Parent Coordinator, Brintey Subinsky, Lyndsi Price Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$23,189.57	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 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.

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 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.

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		
	Jan	Apr	June
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<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will implement systems within the school day that promote and support our student's social, emotional, and physical needs. We will be proactive with our conversations and lessons for all students and provide additional support through the use of district personnel, emotional regulation sessions, and small group counseling to meet the needs of our at-risk and students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: BRT referral, RTI,







Strategy 1 Details	Formative Reviews		
Strategy 1: Roberts Middle School will provide social-emotional learning through the Rhithm program. The Rhithm program is a daily SEL check-in that provides data to teachers and administrators about students' readiness to learn. The check-in system will launch a daily SEL lesson that will help get students ready to learn and build life skills. Strategy's Expected Result/Impact: Increase student reflection and self-awareness, provide student-driven SEL lessons based on the student's individual needs. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Through the use of our district BRT team and our counselor support, we will host a weekly group counseling session for students who are exhibiting additional support. These group sessions will promote self-regulation, encourage positive self-talk, create a safe environment for students to speak openly about their emotions. Students will learn ways to communicate to others, handle difficult situations, and express themselves in a positive manner. Strategy's Expected Result/Impact: Students will have increased self-belonging on campus. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All students will participate in weekly, non-academic clubs during school hours. Students will have choices based on their self-interests and skills. Strategy's Expected Result/Impact: Students will develop self-belonging and promote positive social interaction while participating in extra-curricular activities during school hours. Staff Responsible for Monitoring: Counselors, Administrators, Teachers	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Roberts Middle School will cultivate a safe learning environment through systematic implementations by allowing students and staff to report anonymous tips, concerns, or any outliers that they may have noticed. Additional precautions, lessons, and systems will be implemented this year in conjunction with the district's objective.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaboration with counselors, administrators, and technology teachers to implement safe digital citizenship each month by educating students on how to be proactive and responsive in regards to potential cyber threats. Strategy's Expected Result/Impact: Students will be educated on the growing systems of digital safety. Staff Responsible for Monitoring: Administrators, Counselor's, and teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$47,307.09	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 6: ANCILLARY SERVICES - 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: In collaboration with the district nutritional services and our campus breakfast and lunch teams, we will create an efficient and systemic approach to ensure all students are provided with the opportunity to eat breakfast and lunch on campus.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: End of Year Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a clean and safe place for all students to eat breakfast and lunch every day. Students who walk, ride the bus, or are dropped off will have the opportunity to eat breakfast prior to going to class. Strategy's Expected Result/Impact: Nourishing all students with 2 meals a day will promote productivity and brain and body development. Staff Responsible for Monitoring: Administrators, Counselors, Lunch/Breakfast Staff	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: As a campus, we will advertise and market the breakfast and lunch menus. We will provide parents with awareness of the nutritional food choices for students to support healthy eating habits. Strategy's Expected Result/Impact: Students will achieve increased academic success due to the increased daily nutrition of students. Staff Responsible for Monitoring: Nutritional Staff, Principal, Counselors, APs	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 6: ANCILLARY SERVICES - 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: We will consistently monitor that there are sufficient custodial supplies to ensure the overall quality and cleanliness of all classrooms and group gathering areas in order to maintain a safe environment for students.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: End of Year Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintaining and promoting a positive relationship with our head custodian and night custodians. Each staff member has direct contact with the assistant principal for any needs that may arise. The head custodian has a system and knows who to go when supplies are needed or items need to be updated and replaced in order to create the most efficient work space possible. Strategy's Expected Result/Impact: More efficient system to replace and maintain our campus building. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Head Custodian	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Roberts will consistently complete maintenance and building walkthroughs on the efficiency of machinery such as: air conditioning, coolers, elevators, alarm systems, etc. Strategy's Expected Result/Impact: The building will maintain a revolutionary system. Staff Responsible for Monitoring: AP, Principal, Custodians, Maintenance team, and Secretary	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Rayburn High School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Sam Rayburn High School will work collaboratively to get ALL Texans College, Career, and World 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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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.	22







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, CTE Certifications









Strategy 1 Details	Formative Reviews		
Strategy 1: CTMs 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 Funding Sources: General Supplies - State Compensatory Funds - \$1,582,851	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, Reading Intervention, Texan Time, pull out reteach opportunities, extended day opportunities, and continual support during the school day in relevant classes. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, Int Teacher Additional Targeted Support Strategy Funding Sources: Payroll - 282 - ESSER III - \$90,000, General Supplies - Extended Day/Tutorial - \$4,400	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies needed to design lessons and assessments aligned 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, CCSs Additional Targeted Support Strategy Funding Sources: General Supplies - 199 - General Fund - \$407,129	Formative		
	Jan	Apr	June
	 95%		 100%
<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: Teachers across all content areas will implement reading and writing, listening and speaking at least one language domain daily 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate at least one research-based strategy in their instruction support to language acquisition's daily. Strategy's Expected Result/Impact: Walk Through Data Staff Responsible for Monitoring: Teachers, CCSs, and Principals Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement structured text annotation strategies to increase student engagement and build literacy skills. Strategy's Expected Result/Impact: Increased scores on summative 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		
	Jan	Apr	June
			
<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: Build time into MS for CTM to meet at least 90 minutes per week. To answer the four (PLC 1. Questions & 2. Vet lessons) create team common assessments, and analyze data.









Evaluation Data Sources: PLC team created common formative and summative assessments, Summative assessment




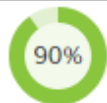

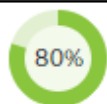




Strategy 1 Details	Formative Reviews		
Strategy 1: CTMs will adjust instruction and instructional strategies by creating team common assessments. Strategy's Expected Result/Impact: Focused lesson planning and increased scores on formative and summative assessments; targeted intervention grouping Staff Responsible for Monitoring: Principals, Content Specialists, and Teachers Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: CTMs will create team common assessments and analyze data by student by standard data to drive instruction and intervention. standard. 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		
	Jan	Apr	June
			
 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 percentage of students receiving services special education that achieve satisfactory academic performance on STAAR will be equal to or greater than the district's average for students of the same demographics.

Evaluation Data Sources: STAAR scores







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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			







Strategy 5 Details	Formative Reviews		
Strategy 5: 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		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide Specially Designed Instruction (SDI) training and resources 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 Funding Sources: General Supplies - 199 - General Fund - 23 - \$7,084	Formative		
	Jan	Apr	June
			
<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: Establish strategies and instruction to provide timely and effective real time interventions and additional assistance for all students not meeting state's standards.







Evaluation Data Sources: Formative and Summative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Limited English Proficient students will be provided opportunities and resources, during the school day, to use programs to prepare them for success on STAAR assessments Strategy's Expected Result/Impact: Improved EB scores Staff Responsible for Monitoring: Principals and ESOL teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Software - 199 - General Fund - 25 - \$9,219	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
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 - \$5,687.55	Formative		
	Jan	Apr	June
			

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 in need of improvement as indicated by formative and summative assessments. Targeted in need of improvement 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 Funding Sources: General Supplies - 289 - Title IV- Student Support & Academic Enrichm - \$27,191	Formative		
	Jan	Apr	June
			
 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: Provide enrichment opportunities for students to think critically and perform at high levels.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Advanced Placement enrollment, number of testers, and number of qualifying scores. Staff Responsible for Monitoring: AP Coordinator Funding Sources: General Supplies - 199 - General Fund - 21 - \$8,900	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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: 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.

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 Teachers Funding Sources: Prep Materials - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
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		
	Jan	Apr	June
			
<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: SRHS faculty and staff will promote post-secondary readiness and the college application process.













Evaluation Data Sources: Increase of students attending post-secondary programs

Strategy 1 Details	Formative Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increase in number of student applications to post-secondary schools and number of seniors who submit financial aid applications.</p> <p>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</p>	Formative		
	Jan	Apr	June
			
<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 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.





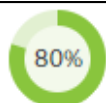
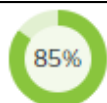
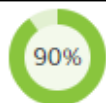
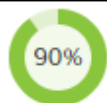
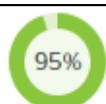
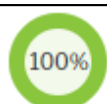
Strategy 1 Details	Formative Reviews		
Strategy 1: Careers will be explored through ASVAB, Annual Elective Fair, and endorsement plan selections, and course selection. Strategy's Expected Result/Impact: Increased awareness of how endorsement program selection relates to career options and increased enrollment in CTE programs. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






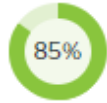




Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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.

Strategy 1 Details	Formative Reviews		
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 - \$83,526.85, SIOP Aides - 263 - Title III A - Bilingual Education, Language - \$79,564.45, Lucha Aide - 263 - Title III A - Bilingual Education, Language - \$28,819.39	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in staff development opportunities and school district initiatives. Strategy's Expected Result/Impact: Increase Retention Rate, Teacher Development, Improve Instruction Staff Responsible for Monitoring: Principals, Campus Leaders	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			









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		
	Jan	Apr	June
			
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 Coach, APs Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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, AP exams Staff Responsible for Monitoring: AP Coordinator	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize campus-developed interview questions for teaching positions and follow up with detailed reference checks. Strategy's Expected Result/Impact: Hire and retain qualified applicants Staff Responsible for Monitoring: Principal/Assistant Principals	Formative		
	Jan	Apr	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Develop a professional development plan, including onboarding, that provides differentiated levels of instruction and support for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Staff demonstrates proficiency in position-related skills Staff Responsible for Monitoring: Principals, Campus Leaders, Aides	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Teachers and classroom support staff will have the professional development needed to utilize classroom technology effectively in instruction. Strategy's Expected Result/Impact: Enhanced classroom instruction Staff Responsible for Monitoring: Technology Team	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.









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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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 child's education.

Evaluation Data Sources: Increased Parent Involvement














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 school messenger. Strategy's Expected Result/Impact: Increased attendance at events and informational meetings Staff Responsible for Monitoring: Administrative Staff and Teachers	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities and encourage parents to attend meetings (i.e. Open House, 504 mtgs, SPED ARD's, Emergent Bilingual 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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide parents opportunity to receive campus assistance setting up Skyward Family Access. Strategy's Expected Result/Impact: Increase parent ability to monitor student progress and intervene as needed Staff Responsible for Monitoring: Campus Administration	Formative		
	Jan	Apr	June
	 95%		 95%
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		
	Jan	Apr	June
	 90%		 95%
<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: 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.

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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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		
	Jan	Apr	June
			
 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







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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<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: 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













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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote teacher involvement through staff incentives such as 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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
	 90%		 90%
 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









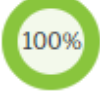
Evaluation Data Sources: Fitness Gram, Employee Wellness Challenge Participation Data














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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
 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







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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct weekly CTM 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		
	Jan	Apr	June
			

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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			
<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 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

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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
San Jacinto Intermediate
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: All students will use DREAMBOX for 20 minutes two to four times per week during intervention class to improve math skills.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Dreambox reports

Goal 1: CURRICULUM & INSTRUCTION - 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: All students will use IXL for Reading/Writing for 20 minutes two to four times per week during intervention class to improve literacy skills.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





HB3 Goal



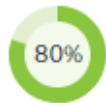







Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: All students and all student groups will increase their performance on state assessments to meet and exceed state average.
Accountability Area Targeted: State Assessment.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

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, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: 0 - 211 - Title 1 A - Economically Disadvantaged Study - \$22,163, - 199 - General Fund - \$16,023	Formative		
	Jan	Apr	June
			
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 will lead to quality planning, programming and shared effective strategies for instruction. 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 Funding Sources: - Extended Day/Tutorial, - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
			

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 attendance will help all staff look at individual data and teacher data to guide instruction and intervention for students. Staff Responsible for Monitoring: AP's, Content Specialists/Peer Facilitators, 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 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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: Teachers will implement strategies and "look fors" following the workshops given. Teachers will have opportunities to share and participate in instructional rounds to see these strategies implemented. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists/Peer Facilitators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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 and MAP growth. Staff Responsible for Monitoring: Principal, Assistant Principals, CCS/PF TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 282 - ESSER III - \$57,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 1: CURRICULUM & INSTRUCTION - 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: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from previous years levels in all tested areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







Evaluation Data Sources: STAAR Data

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 will allow students to work at advanced levels through additional in the platform and other opportunities to work with advanced students. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
			
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: Counselor ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: SJI will work towards all core teachers attaining additional training and/or certification for serving our ESL population.

Evaluation Data Sources: Teachers will supply documentation of additional training offered by the district.

Strategy 1 Details	Formative Reviews		
Strategy 1: Core teachers will participate in ESL academy offered by district. Strategy's Expected Result/Impact: Teachers trained will lead to effective ESL teaching strategies for all students at SJI. This will help increase passing rates of ESL students at SJI and help ensure our ESL students are served by a teacher with ESL certification in all core content areas. Staff Responsible for Monitoring: PFs Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,455.21	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 1: CURRICULUM & INSTRUCTION - 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: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student.







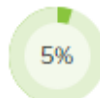
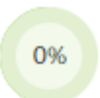




District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

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: Diagnostician LSSP Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
			
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 ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

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: District office	Formative		
	Jan	Apr	June
			
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 meetings will help all students make a seamless transition to and from SJI. Students will be successful in the new campus. Staff Responsible for Monitoring: LSSP, Counselor, AP, and diagnostitian	Formative		
	Jan	Apr	June
			
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 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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: Plan for instruction for the upcoming year. Staff Responsible for Monitoring: Case Managers, LSSP	Formative		
	Jan	Apr	June
			

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: Diagnostician, LSSP TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 will be complete on time Staff Responsible for Monitoring: Diagnostician	Formative		
	Jan	Apr	June
			
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: SPED over administrator, case manager, district staff	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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: SHAQ team data and logs

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. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
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Goal 1: CURRICULUM & INSTRUCTION - 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: Students will have the opportunity to earn "Tiger Strips" based on academic achievement, attendance and additional academic goals each week.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Number of students

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results.

District Objective:









Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder participation and Counselor visitation

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Each year students will participate in College and Career Week activities.

Evaluation Data Sources: Student participation

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: Students and parents become aware of what is offered Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Career Day activities. Strategy's Expected Result/Impact: Students will learn options for high school pathways and future careers Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Each school year all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: ETP completion, participation in monthly new teacher meetings and opportunities, participation in RISE program

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. Strategy's Expected Result/Impact: Effective and proficient new staff at SJI Staff Responsible for Monitoring: Principals, PF's TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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: New staff is supported with a veteran teacher Staff Responsible for Monitoring: Principal/AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Teachers will participate weekly grade level/faculty meeting, GLTs and PLCs to promote professional communication and collaboration on our campus.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Participation, Class walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will train each six weeks on a campus focus, participate in instructional rounds tied to that focus, and participate in professional coaching. Strategy's Expected Result/Impact: Best practices for all staff, shared leadership and learning Staff Responsible for Monitoring: Principal/AP/ coaches/CCS TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Participation in PLC/GLT

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative team will participate in book studies to increase the effectiveness of the team and campus and Campus Leadership team will meet monthly to review data, plan, collaborate and work on growth Strategy's Expected Result/Impact: Increased coaching experience, better conversations with teaching staff, high quality teaching in every classroom Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign in sheets

Attendance at various events

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: Parent Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will have access to multiple training opportunities. Strategy's Expected Result/Impact: Parent engagement Student and parent relationships Staff Responsible for Monitoring: Parent coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Each school year, San Jacinto Intermediate will provide character education lessons and training to teachers to implement during their Tiger Advisory Time.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Character education activities each week during Tiger Advisory Time.

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 weekly to be taught in all classes. Strategy's Expected Result/Impact: All staff and students will work on campus culture as a school family. Staff Responsible for Monitoring: Counselors 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 Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will conduct campus wide Bullying Prevention Training and the campus. Strategy's Expected Result/Impact: Training conducted Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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: Appropriate investigation and interventions procedures followed Completion of Bullying reports Less incidents of student bullying Staff Responsible for Monitoring: Principal/AP/Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All staff will be trained and offered additional off campus training for Social Emotional Learning. Strategy's Expected Result/Impact: Teacher and staff regulation so that they can help regulate students Awareness of SE needs of staff and students Increased tools for helping students in need Staff Responsible for Monitoring: Principal/counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Staff will meet each six weeks to review each students growth with academics and behavior.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Team logs

Strategy 1 Details	Formative Reviews		
Strategy 1: If students have been identified through the team meetings or through RTI for behavior support, students may be placed in specific small groups to work on specific skills such as conflict resolution, or working through grief. Strategy's Expected Result/Impact: Students will learn various life techniques to manage what they are going through with a trusted adult. Staff Responsible for Monitoring: Principal and counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students with numerous behavior referrals will have the opportunity to work with the behavior intervention teacher. Strategy's Expected Result/Impact: Students will learn new ways to handle upset and participate in the overall school culture. Staff Responsible for Monitoring: Behavior intervention teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Students and staff will have the opportunity to participate in the Safe School Ambassador Program.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Student reports and intervention meetings

Goal 6: ANCILLARY SERVICES - 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: San Jacinto administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion

Bus safety training and discipline on bus

Working and innovative technology

Pasadena Independent School District

Schneider Middle School

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: 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 show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Classroom Walkthrough Reports; Summit Learning Platform Data Analysis; District Personnel Visits, Logs, Agendas, and Data Disaggregation; Lesson Plans; STAAR Scores; Skyward Classroom Average Grades and Failure Rate Reports; PLC Planning Logs, Agendas, and Minutes; Beginning, Middle, and End of Year MAP Test Data;

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: Feedback toward academic growth through school visit logs; feedback to campus administrators Staff Responsible for Monitoring: Powell, Parmer, Hickman, Jones, McCalla, Traci Powell, Christy Foster, Middle School C&I Specialists; Campus Content Specialists, and Summit Learning mentors Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of the district curriculum, research based strategies including supplemental aides, manipulatives, and district staff development topics/presentations.</p> <p>Strategy's Expected Result/Impact: student academic growth and progress on STAAR state assessments and increased academic performance</p> <p>Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; District C&I Director and Specialists; I&D Specialists; District Business and Purchasing Departments</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Student Supplies and Needed Technology Resources - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$4,231.07, Payroll Costs for Title I Instructional Aides with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$61,162.08, Payroll Costs for Campus Coaches/Peer Facilitator Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$164,143.38, Campus Purchases for Basic Expenditures - 199 - General Fund - \$63,522</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: CURRICULUM & INSTRUCTION - 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: Students including targeted subgroups of students (Special Education, Limited English Proficiency, Gifted and Talented, Economically Disadvantaged, and Subpopulations based on Ethnicity) will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .





District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





Evaluation Data Sources: AWARE Report Data Analysis; Mock STAAR Reports; STAAR State Assessment Reports; PBMAS State Reports; TELPAS State Reports; Summit Learning Platform Reports;

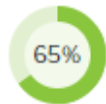







Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will continuously review, analyze, and disaggregate campus student data past and present to determine needs and align curriculum and instructional strategies. Strategy's Expected Result/Impact: Student Academic Improvement; Staff Responsible for Monitoring: Teachers, Campus Coaches, Campus Content Specialists, Middle School Specialists, and Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

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: Student Academic Growth & Understanding; Aligned Curriculum and Instructional strategies implemented throughout the grade level content area</p> <p>Staff Responsible for Monitoring: Teachers, Campus Coaches, Campus Content Specialists, Middle School Specialists, and Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and staff will participate in meetings/trainings, convening, and will participate and lead professional development sessions.</p> <p>Strategy's Expected Result/Impact: Aligned Curriculum and Instructional strategies implemented throughout the grade level content area</p> <p>Staff Responsible for Monitoring: Campus Coaches, District Specialists, and Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Before and After School Tutorials, Base Camp PIE time, and/or Enrichment classes will assist the students in academic growth and increased 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 Academic Growth & Understanding</p> <p>Staff Responsible for Monitoring: Teachers; Administrators; Campus Coaches; Campus Content Specialists;</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Extended Day Salaries or Wages for Teachers and other Professional Personnel for Extended Day - Extended Day/Tutorial - 199.11.142.024.000.6118 - \$5,558, Extended Day Materials and Supplies - Extended Day/Tutorial - \$1,100, ESSER Funds for Student Tutorials - 282 - ESSER III - \$54,500</p>	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain a high quality and diverse selection of library books for students to read a minimum of thirty minutes daily in self-selected materials. Strategy's Expected Result/Impact: Increased student literacy Staff Responsible for Monitoring: Librarian, Teachers, Campus Content Specialists, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 Funding Sources: Extra Funds for Library Books, E-Books, Resources and Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900, Over Drive E-Books for Middle School Library/Media Services - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$900, Books and Reading Materials - State Compensatory Funds - 199.11.142.024.142.6329 - \$3,875	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will support and supplement the ELAR TEKS district vertically aligned curriculum and scope and sequence with Reading and Writing instructional supplies and materials. Strategy's Expected Result/Impact: Increased student understanding of ELAR TEKS and concepts Staff Responsible for Monitoring: ELAR Teachers, ELAR Campus Coach and Campus Content Specialist; I&D Support Specialist; District ELAR Middle School Specialist; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Spell City Instructional Program for Reading Intervention Students - 263 - Title III A - Bilingual Education, Language - \$1,000, Instructional Materials and Resources for ELAR - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900	Formative		
	Jan	Apr	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will support and supplement the MATH TEKS district vertically aligned curriculum and scope and sequence with Math instructional supplies and materials.</p> <p>Strategy's Expected Result/Impact: Increased student understanding of MATH TEKS and concepts</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Campus Coach and Campus Content Specialist; I&D Support Specialist; District Math Middle School Specialist; Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Class Kick Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$800, Instructional Materials and Resources for Math - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900</p>	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will support and supplement the SCIENCE TEKS district vertically aligned curriculum and scope and sequence with Science instructional supplies and materials and also through participation in the Starbase field trips.</p> <p>Strategy's Expected Result/Impact: Increased student understanding of Science TEKS and concepts</p> <p>Staff Responsible for Monitoring: Science Teachers, Science Campus Coach; I&D Support Specialists; District Science Middle School Specialist; Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: EduSmart Instructional Technology License for Science Students - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,445.16, Instructional Materials and Resources for Science - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900, EduSmart Instructional Technology License for Science Students - 263 - Title III A - Bilingual Education, Language - \$2,054.84</p>	Formative		
	Jan	Apr	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Teachers will support and supplement the Social Studies TEKS district vertically aligned curriculum and scope and sequence with SS instructional supplies and materials. Strategy's Expected Result/Impact: Increased student understanding of SS TEKS and concepts Staff Responsible for Monitoring: SS Teachers, SS Campus Coach; I&D Support Specialists; District SS Middle School Specialist; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials and Resources for SS including Novels for ELAR/SS Projects - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Teachers will support and supplement the Visual Arts TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials. Strategy's Expected Result/Impact: Increased student understanding and performance in the Visual Art TEKS, concepts, and competitions. Staff Responsible for Monitoring: Visual Art Teachers, Campus Coaches; District Visual Arts Director; District Fine Arts Director; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional and Consumable Materials for Visual Arts - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011. 142;6399 - \$1,400	Formative		
	Jan	Apr	June
			

Strategy 11 Details	Formative Reviews		
Strategy 11: 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: Increased student understanding and performance in the Physical Education TEKS, concepts, and competitions. Staff Responsible for Monitoring: Physical Education Teachers, Campus Coaches; District Physical Education Specialists; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials for Physical Education - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399	Formative		
	Jan	Apr	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Teachers will support and supplement the Performing Arts TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials. Strategy's Expected Result/Impact: Increased student understanding and performance in the Performing Art TEKS, concepts, and competitions. Staff Responsible for Monitoring: Performing Art Teachers, Campus Coaches; District Performing Arts Assistant Director; District Fine Arts Director; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.



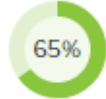







Performance Objective 3: English Language learners will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR State Reports; TELPAS State Reports; TAPR Report;

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that Bilingual/ESL/Migrant program guidelines are followed to ensure appropriate program placement, including Monitor students who have exited the Bilingual/ESL program. Strategy's Expected Result/Impact: Appropriate student placement in Bilingual certified classroom teachers and support instructional programs Staff Responsible for Monitoring: LPAC Administrator; Master List Clerk; District EL Department Compliance Staff; Counselors; Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide TELPAS, SIOP, and research-based SIOP instructional strategies and trainings for teachers to aid students in their continued English language acquisition. Strategy's Expected Result/Impact: Increased English language acquisition for EL students Staff Responsible for Monitoring: Campus Content Specialists; Administrators; District Compliance staff and Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide practice and English language support classes for EL learners depending on their level of acquisition such as: System 44, Reading 180, English 3D, AVID Excel, and LLI programs. Strategy's Expected Result/Impact: Increased English language acquisition for EL students Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide instructional resources for all EL students to supplement instruction with needed supplies and materials. Strategy's Expected Result/Impact: Increased English language acquisition for EL students Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials and Supplies for Bilingual/ESL Teachers and/or Students - 199 - General Fund - \$2,253	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Partner with the RISE team and our Multilingual district Bilingual team to train teachers for whom we filed Bilingual exceptions in preparation for the Bilingual certification test, if appropriate for the specific teacher, and ensure follow through in sitting for the exam. Our campus will also continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification exam. Strategy's Expected Result/Impact: Increased number of Bilingual certified teachers and fewer exemptions/waivers needed Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; LPAC Administrator; Administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 1: CURRICULUM & INSTRUCTION - 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: Special Education students will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Report; Personalized Learning Summit Platform reports

Strategy 1 Details	Formative Reviews		
<p>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, BSS, and/or ABLE classroom settings as deemed appropriate through diagnostic testing and ARD committee decision(s).</p> <p>Strategy's Expected Result/Impact: Appropriate student placement in Special Education certified classroom teachers classrooms and needed support(s) will be provided.</p> <p>Staff Responsible for Monitoring: Campus Diagnostician; District Special Education support personnel; Administrators; Special Education Teachers; Case Managers; Support Facilitation Teachers; Title I and Instructional Aides; Regular Education teachers; ARD Committee members;</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide appropriate accommodations and materials for students in the Resource/SF, SUCCESS, ABLE, and BSS Special Education program classrooms. Strategy's Expected Result/Impact: Support(s) will be provided for our Special Education students depending on their individual needs. Staff Responsible for Monitoring: District Special Education support personnel; Administrators; Special Education Program Teachers; Case Managers; Support Facilitation Teachers; Instructional Aides; Regular Education teachers; ARD Committee members; Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, Resources, and Materials for Teachers and/or Students - 199 - General Fund - \$1,868	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and/or DAEP. Strategy's Expected Result/Impact: Monitor Special Education students' disciplinary removals and provide proactive approaches to reduce these numbers. Staff Responsible for Monitoring: Principal, Assistant Principals, District Special Education specialists and support personnel Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Specific staff will be in compliance with TBSI requirements. Staff Responsible for Monitoring: District Special Education personnel	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 1: CURRICULUM & INSTRUCTION - 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: Gifted and Talented students will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Summary Reports; GT Projects;

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students opportunities to participate in the GT Performance Standards project. Strategy's Expected Result/Impact: Students will be enriched through the standards project. Staff Responsible for Monitoring: GT Certified Teachers; Librarian; Support Personnel Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Supplies, Resources, and Materials for GT Teachers and/or Students - 199 - General Fund - \$2,310	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure the Gifted and Talented identification procedures remain free of bias and a structured G/T planned experience schedule is planned and enacted. Strategy's Expected Result/Impact: Additional students will be identified for the Gifted and Talented program. Staff Responsible for Monitoring: G/T Coordinator; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: CURRICULUM & INSTRUCTION - 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: Students with Dyslexia will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Summary Report; IAT Data and Reports; 504 Counselor Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Title I Dyslexia and Intervention Teacher (DAIT) and Intervention Team will meet regularly in order to identify students in need of intervention, to follow-up on students currently in the Tier III Intervention program, and to consider students for Special Education, Dyslexia, or Section 504 services if previous intervention strategies were unsuccessful. The Title I DAIT teacher salary is linked to this strategy.</p> <p>Strategy's Expected Result/Impact: Students will receive needed academic supports depending on their individual needs.</p> <p>Staff Responsible for Monitoring: IAT Chairperson; IAT Administrator; Campus Coaches; Counselors; Classroom Teachers;</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Salary for Title I Dyslexia/Intervention Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.000.142.6119 - \$75,426.23</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Students will have the opportunity to explore College and Career Pathways and develop the skills needed for success in Intermediate, High School, and beyond.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: AVID surveys and reports; Kids to College lessons and surveys; College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Sixth Grade students will participate in Kids to College and will tour a college campus. Strategy's Expected Result/Impact: Increased awareness for higher education options beyond High School Staff Responsible for Monitoring: Counselors and Sixth Grade Teachers TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participation in AVID Elementary and AVID Excel Elective course will increase awareness of scholarly student strategies and will increase student organization and responsibility in learning. Strategy's Expected Result/Impact: Increased strategies for success in Intermediate, High School, and for higher education options beyond High School Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; AVID Excel Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: 100% of the teachers at Schneider Middle School will meet the highly qualified status.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Human Resources Highly Qualified Report;

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in district and other job fairs as needed in order to recruit highly qualified teachers. Strategy's Expected Result/Impact: Recruitment and hiring the best possible personnel to meet the needs at Schneider Middle School Staff Responsible for Monitoring: Administrators; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Administrators; Campus Coaches; Campus Content Specialists; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Salaries - Teachers and Other Professionals, Medicare, Insurance, and Benefits - State Compensatory Funds - 199.11.142.024.000.6119 - \$136,112	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 2: We will actively recruit, develop, and retain a highly qualified staff

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Staff surveys; Mentor program documentation and assignments; Human Resources reports;

Strategy 1 Details	Formative Reviews		
Strategy 1: Host the new teacher luncheon and invite new teachers, mentors, buddy teachers, teacher leaders, and administrative team in order to orient, train and support our new teachers prior to the first day back on duty. Strategy's Expected Result/Impact: Greater integration and comfort level/support of our new staff Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Mentor Teachers; GLT Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide mentor training and support throughout the school year in order to maximize the support for mentors who are supporting new teachers and their mentees. Strategy's Expected Result/Impact: Provide the support that new teachers need in order to be successful in their first year of teaching which transfers to greater student instruction and learning. Staff Responsible for Monitoring: Administrators; Master Mentor; Mentor Teachers; Mentee Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide instructional coaching, modelling, and support to new teachers and staff assisting them in their professional growth Strategy's Expected Result/Impact: well adjusted, life-long, supported staff members for retention purposes Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Staff; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.






Performance Objective 3: 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

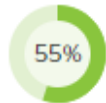

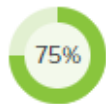



District Objective:










Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional Development Portfolio; Sign-In Sheets; SBDM logs and agendas; Staff Surveys and Input

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in the district and other professional development sessions Strategy's Expected Result/Impact: Support staff's own goals and continuous professional growth Staff Responsible for Monitoring: Administrators; Campus Content Specialists; Campus Coaches; I&D Specialists; Schoolwide and Targeted Assistance Title I Elements: 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, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in PLC meetings for the purposes of aligning curriculum, answering the four questions of the PLC model, comparing and discussing Personalized Learning platform data, preparing for tutorials and enrichment, and sharing instructional resources and ideas. Strategy's Expected Result/Impact: strong, aligned instructional practices Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel Schoolwide and Targeted Assistance Title I Elements: 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, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will participate in campus Professional Development sessions, Faculty meetings, and other training sessions for the purposes of continuous learning, assessing schoolwide data, and addressing school organizational needs Strategy's Expected Result/Impact: strong, aligned instructional practices and campus communication Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel Schoolwide and Targeted Assistance Title I Elements: 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be provided the opportunity to participate in Culture and Climate meeting and trainings for the purposes of meeting their own and the students' behavioral, social, and emotional needs. Strategy's Expected Result/Impact: Increased support and education of staff and student needs Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide GLT leadership training and support to teacher leaders to support and develop teacher leadership skills and to assist in teacher satisfaction, growth, and retention Strategy's Expected Result/Impact: Teacher leader growth and development Staff Responsible for Monitoring: Administrators; Campus Coaches 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		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide technology training to teachers with varied technology programs and elements of choice to support needs Strategy's Expected Result/Impact: Continuous learning and growth in technology skills for staff Staff Responsible for Monitoring: Administrators; Technology Liaison(s); Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus Improvement Team will utilize the Campus Improvement Plan for funding and purchases. This strategy includes the cost of the Plan 4 Learning CIP Software. Strategy's Expected Result/Impact: Utilization of the CIP to make all campus-based decisions and purchases Staff Responsible for Monitoring: Administrators; Campus Improvement Team ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6325 - \$550	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: The School Counselors will participate in continued Professional Development Strategy's Expected Result/Impact: continuous growth and development of Counseling skills to meet student needs Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Counselor Training Costs and Travel Expenses - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6411 - \$1,000	Formative		
	Jan	Apr	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: The Administrative Team will participate in continued Professional Development Strategy's Expected Result/Impact: continuous growth and development of skills to meet student and staff needs Staff Responsible for Monitoring: Administrators; ASCD Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Administrator Team Training and Travel Expenses - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6411 - \$1,500	Formative		
	Jan	Apr	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Administrator, Counselor, or general office supplies are needed to support business and instruction Strategy's Expected Result/Impact: increased productivity Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Campus Secretary; Purchasing Funding Sources: General Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6396 - \$1,300	Formative		
	Jan	Apr	June
			
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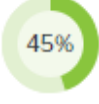





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Provide parents and guardians the opportunity to participate in training and activities

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent Sign-In Sheets; Agendas; Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement planned events, activities, and workshops for parents and guardians Strategy's Expected Result/Impact: Bridge the gap between home and schools and partner with parents/guardians to ensure that their child is academically, physically, and emotionally successful. This strategy includes the Title I Parent Coordinator Salary and Benefits. Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 Funding Sources: Title I Parent Coordinator Salary with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$21,492.93, Training Supplies and Food Costs for Parenting Sessions - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6499 - \$2,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create and maintain an inviting Parent Center space for Parent Events and Training Activities Strategy's Expected Result/Impact: maintain the warm, inviting area for our parents/community/stakeholders to participate in trainings Staff Responsible for Monitoring: Administrators; Parent Coordinator; Counselors Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Supplies, Materials, and Furniture for the Parent Center - 211 - Title 1 A - Economically Disadvantaged Study - \$2,160.51	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Provide parents and guardians access to parenting resources, electronic resources, social services support, and campus communications

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: CIS State reports; Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase and vary communication, positive campus spotlights, and parental resources through the use of social media sources such as: the school website, Facebook page, Instagram page, School Messenger system, Skyward parent resources; the Summit Learning platform, Class Dojo, and Remind messaging services. Strategy's Expected Result/Impact: Increased connection between Schneider Middle School and parents/guardians and community Staff Responsible for Monitoring: Administrators; Counselors; Technology Liaison Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Communities in Schools will provide social services and supportive guidance for parents and families in need. Strategy's Expected Result/Impact: support for our families' basic needs so students' attendance rates and learning will improve Staff Responsible for Monitoring: Communities in Schools Case Worker; Counselors; Administrators; Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Increase Business and Community support and participation at Schneider Middle School

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Career Day Sign-in sheet; Corporate Donation reports; Volunteer Sign-in Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Request business and community support and sponsorship for various school activities such as Parent Workshops and Family/Student events. Strategy's Expected Result/Impact: Stronger ties between the campus and the community Staff Responsible for Monitoring: Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Improvement of students' social and emotional health and well being.













District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student, staff and parent surveys; Fitnessgram reports; School Clinic records; campus events and activity participation; CHAC/SHAC events

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 policies, and build rapport with teachers through team building activities Strategy's Expected Result/Impact: increased student connection to Schneider Middle School and increased student social and emotional wellness/behaviors Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Teachers; Staff Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The PBIS Team will participate in ongoing trainings and will provide training sessions to the campus staff Strategy's Expected Result/Impact: a safe and orderly school environment Staff Responsible for Monitoring: Administrators; PBIS Team Leader; PBIS Team Members; Counselors; Campus Coaches; District Safety Supervisor; BRT District Team; Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide students, staff, and parents drug prevention and anti-bullying information and activities during Red Ribbon Week, Anti-Bullying week, Say Hello week, and Attitude of Gratitude activities Strategy's Expected Result/Impact: Increased awareness of drug prevention and anti-bullying strategies Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Materials and Student Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,500	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Participate in fire drills and other crisis drills and trainings in order to ensure student and staff safety and a proactive response to potential crisis situations Strategy's Expected Result/Impact: Increased awareness to ensure student and staff safety Staff Responsible for Monitoring: Administrators; District Safety Director; Counselors; Staff; Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff members continued Professional Development strategies and students with character development activities Strategy's Expected Result/Impact: Increased strategies and awareness for connection and growth in SEL practices Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; GLT Leaders Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students and Staff members will have the opportunity to participate in a Coordinated Health program Strategy's Expected Result/Impact: integration of health related activities with promoting an overall healthy lifestyle and choices. Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; CHAC Chairperson; Physical Education Teachers; School Nurse Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: W.A.V.E. School-Based Health Clinic will provide health-related services to students, parents, and families Strategy's Expected Result/Impact: attention and care will be administered to students as needed Staff Responsible for Monitoring: Administrators; School Nurse; Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Fifth and Sixth grade students and families will have the opportunity to participate in Meet the Teacher and Open House events. Strategy's Expected Result/Impact: assist and support the students and families with transition from elementary school to middle school and from fifth to sixth grade Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Staff Members; Teachers; Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Monitor and Improve student Attendance Rates to 97%

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: District Attendance Reports and State TAPR Reports

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: increased student attendance fosters increased student learning Staff Responsible for Monitoring: Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Campus Attendance Clerk; Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All parties and stakeholders will follow the state, district, and campus attendance policies and procedures for unexcused student absences using the campus Attendance Plan including the use of incentives. Strategy's Expected Result/Impact: increased student attendance fosters increased student learning Staff Responsible for Monitoring: Teachers; Administrators; Counselors; Attendance Clerk; School Nurse; Communities in School Case Worker; Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: The Communities in Schools (CIS) Program will provide academic enrichment for identified At-Risk students and continued social needs and support for identified families

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: CIS logs; CIS Campus Plan; Student Attendance Reports;

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: increased support for students and families in need Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker; Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities In School Budget - 199 - General Fund - \$3,500, Communities in School Extra Resources or Materials (BFU At Risk) - 199 - General Fund - \$797	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: Identified students will receive intervention services and strategies through the use of Tier 3 behavior program supports

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: increased strategies for students, staff, and families for students with behavioral needs

Strategy 1 Details	Formative Reviews		
Strategy 1: The Behavior Response Team (BRT), District Social Worker, and all other District support staff and resources will be utilized to work with our students, staff, parents, and families as appropriate and needed. Strategy's Expected Result/Impact: increased strategies and behavioral interventions for students in need Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker; IAT Coordinator; BRT Representatives Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 6: ANCILLARY SERVICES - 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: In collaboration with the district nutritional services and our campus breakfast and lunch teams, we will create an efficient and systemic approach to ensure all students are provided with the opportunity to eat breakfast and lunch on campus.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: End of Year Parent Surveys; Stakeholder Surveys


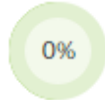






Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a clean and safe location for all students to eat breakfast and lunch daily. All students will have the opportunity to eat breakfast prior to going to class in the morning. Strategy's Expected Result/Impact: Students will be fed two meals per day at school to help nourish the brain and the body for healthy development. Staff Responsible for Monitoring: Food Services; Cafeteria Staff; Administrators; Counselors; Lunch Personnel	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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: We will provide sufficient custodial supplies to ensure the overall quality and cleanliness of our campus to maintain a safe environment for students and staff.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Head Custodian and Night Custodians will maintain and promote a positive, working relationship with each other. The Head Custodian will work with the Campus Secretary and Administrators to order supplies or items that need to be updated or replaced in order to create the most efficient process possible. Strategy's Expected Result/Impact: Maintain our campus facilities Staff Responsible for Monitoring: Administrators, Campus Secretary; Custodial Staff	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Work orders for building maintenance and activities will be placed so our campus will continue to be the best possible environment for students and staff. Strategy's Expected Result/Impact: Maintain our campus facilities Staff Responsible for Monitoring: Administrators, Campus Secretary; Custodial Staff	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Shaw Middle School

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: SMS will implement the Summit Learning Platform in conjunction with PISD to ensure rigorous and meaningful curriculum is utilized and effectively presented to students by staff that are involved in a cycle of continuous improvement through the PLC process.







Evaluation Data Sources: Monthly check-ins with Innovation and Development and the Summit personnel.

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS will work as a PLC to grow in the art and science of teaching through collaborative measures and trainings. Strategy's Expected Result/Impact: Teachers will become more effective and student performance will increase. Staff Responsible for Monitoring: Administrative team 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: - 211 - Title 1 A - Economically Disadvantaged Study - \$28,349.22	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: SMS will develop intervention reading and math classes to better meet the needs of struggling students.

Evaluation Data Sources: SMS will use growth measures such as MAP, Literably, BAS testing and STAAR to track growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS has intervention teachers specializing in both math and reading for each grade level. Strategy's Expected Result/Impact: student growth Staff Responsible for Monitoring: teachers and admin	Formative		
	Jan	Apr	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: SMS will institute a Tier 2 tutoring program (Anchor Time) to provide timely intervention for Essential Outcomes during the school day.

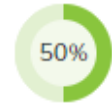





Evaluation Data Sources: Teachers will assess growth through exit tickets and common assessments at the end of the week to determine growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS will hold tier 2 level tutoring during the school day. Strategy's Expected Result/Impact: Students will grow in the content knowledge. Staff Responsible for Monitoring: Teachers and administration	Formative		
	Jan	Apr	June
	<div><div></div></div> 50%		<div><div></div></div> 100%
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Students will engage in at least 16 projects during the year to work as teams and integrate content areas.







Evaluation Data Sources: Students will be assessed by rubrics in regards to cognitive skills they are expected to demonstrate throughout the course of the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will teach students how to assess their work as well as others and how to improve the quality of work through the use of rubrics. Strategy's Expected Result/Impact: Students will gain a better understanding of requirements and how to improve as scholars. Staff Responsible for Monitoring: Teachers and administration	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: SMS will focus on small group instruction and training for the staff throughout the year in order to improve student performance.








Evaluation Data Sources: Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be given opportunity during their conference period to participate in relevant trainings regarding small groups. Strategy's Expected Result/Impact: Teachers will better meet the needs of individual students. Staff Responsible for Monitoring: Teachers and administration.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: SMS will train teachers and staff on SIOP strategies.







Evaluation Data Sources: Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be trained on implementing SIOP strategies in the classroom. Strategy's Expected Result/Impact: Students will increase in literacy through experiences in writing, reading, speaking and listening. Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Extended Day/Tutorial - \$6,788, - 263 - Title III A - Bilingual Education, Language - \$3,232.57	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: SMS will hold after school tutorials for students at risk of failing STAAR or who did not pass STAAR the year prior.







Evaluation Data Sources: prior STAAR data and current data measures

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS will utilize ESSER funds to pay tutors for at-risk students. Strategy's Expected Result/Impact: Students will grow in their understanding as evidenced by a variety of assessment tools. Staff Responsible for Monitoring: administrative team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 404 - Student Success Initiative - \$56,000, - Extended Day/Tutorial - \$1,200	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: SMS students will each be mentored by one of their teachers every week throughout the course of the school year.







Evaluation Data Sources: The Summit platform logs the meetings and basic conversation pieces over the course of the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will mentor students on a weekly basis. Strategy's Expected Result/Impact: Students will form a better relationship with their teachers and a deeper bond with the school. Staff Responsible for Monitoring: teachers and administration.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: SMS students will learn how to and be expected to create and complete learning goals and targets independently by the end of the year.







Evaluation Data Sources: The Summit platform logs the goals and tracks the progress of students throughout the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are how to set SMART goals at the beginning of the week and at each class period. Strategy's Expected Result/Impact: Students will be better able to verbalize what they are working on and how best to achieve growth. Staff Responsible for Monitoring: teachers and administration.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 3: SMS students will be taught how to take and create notes through a variety of available resources in order to become college-ready.







Evaluation Data Sources: Student notes will be kept in ISNs and available for review by teacher and student.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be taught a variety of ways to take notes. Strategy's Expected Result/Impact: Students will become stronger in their ability to work and learn on their own by being taught a variety of ways to process their work.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 1: SMS will use surveys and Professional Learning Communities to best determine teacher needs

Evaluation Data Sources: Campus created surveys and feedback from teams.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet in like content area teams to learn and grow together. Strategy's Expected Result/Impact: Teachers will grow as professionals and students will make progress. Staff Responsible for Monitoring: teachers and administration	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: SMS will work as a PLC campus to develop as professional through continuous collaborative cycles

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet in similar content area teams to discuss student growth and how best to serve students throughout the grade level.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 3: SMS will make effort to hire individuals able to communicate effectively with ELL and Emergent Bilingual Students.

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS will attend district sponsored hiring events and work to interview highly qualified candidates with the necessary language skills. Strategy's Expected Result/Impact: Teachers will be able to better assist students with academic language issues. Staff Responsible for Monitoring: administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Four times a year , counselors will conduct a "Coffee with the Counselors" meeting to inform parents and encourage parent engagement at Shaw.








Evaluation Data Sources: Invitations through social media and printed copies and then sign-in sheets at the event.

Strategy 1 Details	Formative Reviews		
Strategy 1: counselors will invite students through a variety of methods to ensure as many persons are available to meet as possible. Strategy's Expected Result/Impact: Students and parents will be able to better partner with the school in learning how to grow as students and citizens. Staff Responsible for Monitoring: administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Once a year, SMS will host a "Giving Tree Event" where staff will sponsor students where the family is in need for the holiday season.







Evaluation Data Sources: SMS will keep a list of students that receive supports.

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselors will send information to staff members to gain volunteers in order to help the needs of our most struggling students. Strategy's Expected Result/Impact: Students and parents will feel supported and cared for. Staff Responsible for Monitoring: administration.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Throughout the year, SMS will host family events at school (College Night, Grandparent's Day, Muffins with Mom, Academic Night, Report Card Night, etc.) to help build bridges between the families, faculty and community.







Evaluation Data Sources: SMS will utilize social media and student flyers to announce the events and sign-in sheets to demonstrate participation levels.

Strategy 1 Details	Formative Reviews		
Strategy 1: The parent liaison will help spread the word to the community. Strategy's Expected Result/Impact: The community will have a greater connection with the school and better know how to support the work. Staff Responsible for Monitoring: administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: The PBIS team will meet a minimum of three times a year to review and collaborate on the social, emotional, and physical needs of students and staff at Shaw.

Evaluation Data Sources: Surveys will be conducted, attendance tracked and disciplined monitored to make adjustments as necessary.

Strategy 1 Details	Formative Reviews		
Strategy 1: The PBIS team will meet to look at data and how best to support the staff and students by implementing necessary change. Strategy's Expected Result/Impact: Students will feel more safe and will grow academically and socially. Staff Responsible for Monitoring: PBIS team and administration	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Every Monday, Homeroom Teachers will deliver an SEL lesson as well as conduct Restorative Circles to help students in their social and emotional growth.







Evaluation Data Sources: Surveys are conducted and the Second Step program is utilized along with the Habits of Success from the Summit Learning Program.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will feel more connected to the school and each other. Strategy's Expected Result/Impact: STudents will feel more safe and able to learn more effectively. Staff Responsible for Monitoring: administration	Formative		
	Jan	Apr	June
	<div><div></div>50%</div>		<div><div></div>100%</div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Staff will receive SEL training throughout the school year in order to effectively provide social and emotional support as well as to effectively conduct Tier 1 interventions for students.









Evaluation Data Sources: Trainings will be conducted through district personnel and sign-in sheets to track attendance. Surveys will be utilized. Observations will be conducted to measure overall growth at the individual level.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff is receiving training in regards to CHAMPS and the Second Step program. Strategy's Expected Result/Impact: The students will feel more safe and better able to learn academically and socially as a result. Staff Responsible for Monitoring: teachers and administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: SMS will train all teachers in CHAMPS, Restorative Circles and the Habits of Success in order to maximize student/teacher relationships and improve overall safety and time in class.

Evaluation Data Sources: surveys and discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Increase time in classroom for all learners. Staff Responsible for Monitoring: Administrative team	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Ensure student safety during upset. Staff Responsible for Monitoring: Administrative team	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

South Belt Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

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 allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$81,347.36, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,101.75, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$51,736	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$2,226	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$733, - 263 - Title III A - Bilingual Education, Language - \$499.88	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - At Risk - \$2,513, - 199 - General Fund - Special Ed. - \$2,294, - Extended Day/Tutorial - ESSER - \$46,500, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$28,131.14, - Extended Day/Tutorial - Extended Day - \$1,200, - State Compensatory Funds - \$2,963</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



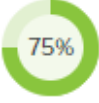





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,211.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,841.48	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Increased awareness of removals of students with disabilities Staff Responsible for Monitoring: Campus Administrators, LSSP	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Awareness of the number of instances of restraints being used with special education students Staff Responsible for Monitoring: Campus Administration, LSSP	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

South Houston Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and South Houston 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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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.	12

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,399.24, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$37,244, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$242,043.42	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.








Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,520	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,876, - 263 - Title III A - Bilingual Education, Language - \$2,732.69	Formative		
	Jan	Apr	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Special Ed. - \$1,259, - 282 - ESSER III - ESSER - \$28,000, - Extended Day/Tutorial - Extended Day - \$800, - 199 - General Fund - At Risk - \$2,560, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$82,546.29, - 211 - Title 1 A - Economically Disadvantaged Study - Office Clerk - \$29,417.74, - Extended Day/Tutorial - Supplemental Funding for Extended Day - \$4,512, - State Compensatory Funds - Instructional Salary - \$78,914, - State Compensatory Funds - General Supplies/ Materials - \$2,560		Formative		
		Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: All teachers that work with bilingual students will be bilingual certified. Staff Responsible for Monitoring: Campus and District administrators	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,893.98	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

South Houston High School

2021-2022 Goals/Performance Objectives/Strategies



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





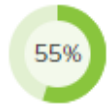




Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.








Performance Objective 1: During the 2021-2022 academic year we will utilize research based strategies to meet the needs and close the achievement gap of diverse student groups and individuals while providing access to appropriate and rigorous grade level content.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of Tier 3 intervention courses and tutorials to meet the requirements of HB4545 in ELAR, math, science and social studies. Strategy's Expected Result/Impact: The purpose of this strategy is to fill in the gaps in learning for students who lost academic progress during the pandemic which will result in a greater percentage of students being successful in core courses and on state assessments. Staff Responsible for Monitoring: Campus administrators, campus content specialists, teachers 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 Funding Sources: Payroll - 282 - ESSER III - \$79,500, student transportation - Extended Day/Tutorial - \$7,242	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: IAT process for identified students to develop appropriate accommodations within the RTI framework so that students can access the curriculum and be successful both in class and on assessments. Strategy's Expected Result/Impact: Students will be able to access the curriculum and grades and scores will improve. Staff Responsible for Monitoring: Campus Content Specialist, teachers, RTI administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: training, resources - 199 - General Fund - \$11,000	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide interventions for students with excessive absences from school: Attendance Contract, Home Visits, BRT. Strategy's Expected Result/Impact: Increase student attendance to increase student performance. Staff Responsible for Monitoring: Attendance Intervention Teachers, Attendance Clerks, Teachers, Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 1 Funding Sources: supplies - 199 - General Fund - \$1,065	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Incentive program to reward students for attending school, passing classes, and behaving appropriately. Strategy's Expected Result/Impact: Increase in grades and student attendance, decrease in discipline referrals and off campus placements. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: materials and supplies - 199 - General Fund - \$20,000	Formative		
	Jan	Apr	June
			














Strategy 5 Details	Formative Reviews		
Strategy 5: Core area teacher groups will work in PLC to develop rigorous and appropriate curriculum and intervention for students. Strategy's Expected Result/Impact: increase of quality instruction and timely intervention Staff Responsible for Monitoring: CCS, teachers, administrator 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 Funding Sources: training, supplies, resources - 199 - General Fund - \$20,505, CCS Salaries - 255 - Title II A - Improving Teacher & Principal Q - \$214,354.47	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: We have a large percentage of students who have gaps in learning, who were unsuccessful on the last year's state testing, and who need intervention to be prepared for success this school year. Root Cause: A large majority of our students participated in online learning, or were not active in school for the last year and a half during the pandemic.
School Culture and Climate
Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. Root Cause: Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.

Goal 1: CURRICULUM & INSTRUCTION - 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 2021-2022 academic year we will increase student participation in CTE, athletic and fine arts electives by offering competitive programs and enriching experiences.








Strategy 1 Details	Formative Reviews		
Strategy 1: Use social media marketing and Trojan TV to showcase the various programs and activities happening at SHHS. Strategy's Expected Result/Impact: Increase student participation in programs and activities. Staff Responsible for Monitoring: Campus Administration and program teachers/directors/coaches TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: materials and supplies - 199 - General Fund - \$5,202	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Elective fairs, feeder school visits, and community programs to showcase programs and recruit students into CTE electives. Strategy's Expected Result/Impact: Increase student participation in elective course. Staff Responsible for Monitoring: Counselors, Teachers, Content Administrators 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: transportation, resources, materials - 199 - General Fund - \$5,175	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase participation in athletics and fine arts by providing a competitive and relevant program. Strategy's Expected Result/Impact: Increase student participation in athletics and fine arts programs Staff Responsible for Monitoring: Coaches, directors, counselors, and administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: materials, supplies, fees - 199 - General Fund - \$140,770	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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 2021-2022 academic year we will create a committee to research and develop a plan for implementation of research based grading policies and procedures which link student grades to mastery of student expectations (TEKS).


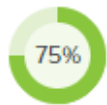











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Strategy 1 Details	Formative Reviews		
Strategy 1: Creation of a committee to develop a campus grading policy which is linked to student mastery on standards. Strategy's Expected Result/Impact: student grades will reflect a student's mastery of standards Staff Responsible for Monitoring: administrators, CCS, teacher Funding Sources: training and supplies - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: To collaboratively work with the District Special Programs Office to ensure 100% compliance with all federal and state requirements.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor the number of students with disabilities being removed to ISS, OSS or DAEP and develop strategies for alternative methods of addressing student behavior. Strategy's Expected Result/Impact: Decrease the number of removal days for students with disabilities Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support and training for teachers who work with EB and Special Education students. Strategy's Expected Result/Impact: increase in grades, assessment scores, and graduation rates for EB and Special Education students Staff Responsible for Monitoring: administrators, PFs, teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: salaries and supplies - 263 - Title III A - Bilingual Education, Language - \$124,289.93, training, supplies - 199 - General Fund - \$2,874, General Supplies, Materials and Misc. Operating Costs - State Compensatory Funds - \$10,477	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: we will be in compliance with TBSI requirements Staff Responsible for Monitoring: Administrators, teachers	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: We have a large percentage of students who have gaps in learning, who were unsuccessful on the last year's state testing, and who need intervention to be prepared for success this school year. **Root Cause:** A large majority of our students participated in online learning, or were not active in school for the last year and a half during the pandemic.

School Culture and Climate



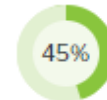







Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. **Root Cause:** Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 2021-2022 academic year we will provide opportunities for extension and enrichment of the curriculum.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Dual Credit and AP enrollment: recruitment, ECHS, PL, feeder school visits, teacher recommendation. Strategy's Expected Result/Impact: increase in enrollment for DC and AP courses Staff Responsible for Monitoring: counselors and administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: transportation, supplies, resources - 199 - General Fund - \$8,650	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended day for AP students to prepare for their AP exams. Strategy's Expected Result/Impact: increase in AP scores Staff Responsible for Monitoring: teachers, administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: resources, transportation, supplies, salaries - Extended Day/Tutorial - \$20,713	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






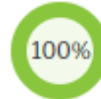




Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post secondary education.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: four year plans, college and trade school admission data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide informational meetings for parents and students: Parent Night, College Fairs Strategy's Expected Result/Impact: increase in post secondary enrollment Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college Funding Sources: resources and supplies - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate college Visits for students to learn requirements, campus life, etc. 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: transportation, supplies and resources - 199 - General Fund - \$3,278	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






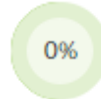




Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Provide students with information related to 21st century certification and career opportunities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: CTE certification data and CTE enrollment

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold Elective Fairs Strategy's Expected Result/Impact: increase student enrollment in CTE courses Staff Responsible for Monitoring: counselors, teachers TEA Priorities: Connect high school to career and college Funding Sources: resources, supplies, materials, transportation - 199 - General Fund - \$4,800	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host Career Day Strategy's Expected Result/Impact: Increase student awareness of post secondary career opportunities Staff Responsible for Monitoring: Administrators, teachers, counselors TEA Priorities: Connect high school to career and college Funding Sources: resources, supplies, materials, transportation - 199 - General Fund - \$4,233	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: For 100% of all professional personnel to be highly qualified.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: staff roster and certifications

Strategy 1 Details	Formative Reviews		
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: Administrators TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam such that all teachers who serve EB students are highly qualified. Strategy's Expected Result/Impact: all teachers serving ells will be certified Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Teacher Salaries - State Compensatory Funds - \$1,649,736	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: We are not fully staffed. We currently have three long term subs and approximately 7 classroom facilitators in place of highly qualified teachers. Root Cause: There is a shortage of quality candidates for secondary ELAR and Mathematics at job fairs and in ATCP programs.








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Teacher appreciation activities

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: improve teacher retention and morale

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan and host faculty celebrations and awards. Strategy's Expected Result/Impact: improve teacher retention and morale Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: supplies - 199 - General Fund - \$12,000	Formative		
	Jan	Apr	June
			
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



Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Increase parent and community involvement to pre-covid levels.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: meeting and event logs/minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Use social media, phone calls, and other methods to advertise and reach out to parents and the community concerning upcoming activities and events happening at SHHS. Strategy's Expected Result/Impact: increased levels of parent participation and community involvement Staff Responsible for Monitoring: Administrators, teacher leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: To sustain and focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: drill logs, campus meeting/training agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Safety plans developed with the assistance of the district BRT for identified students. Strategy's Expected Result/Impact: improved behavior of targeted students and decrease in serious incidents Staff Responsible for Monitoring: Counselors, Administrators, teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of mediation techniques and restorative practices to defuse situations and help students develop appropriate strategies for dealing with conflict. Strategy's Expected Result/Impact: decrease in student conflicts Staff Responsible for Monitoring: Counselors, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: training and materials - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will provide training and implementation of campus MERT team. Strategy's Expected Result/Impact: prepared and able to react to emergency situations Staff Responsible for Monitoring: administrators, nurse	Formative		
	Jan	Apr	June

Funding Sources: training, supplies - 199 - General Fund - \$4,720				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. Root Cause: Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Safe and Drug Free Schools Initiative

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: incident reports

Strategy 1 Details	Formative Reviews		
Strategy 1: To provide programs to students to reduce instances of drug use and conflict: Guest Speakers, Red Ribbon Week, Safe School Student Ambassadors, No Place for Hate, Alice, and See Something Say Something Strategy's Expected Result/Impact: reduction in serious drug and instances of violence on campus Staff Responsible for Monitoring: Administrators, Counselors, teacher leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: training, supplies, resources, transportation - 199 - General Fund - \$10,213	Formative		
	Jan	Apr	June
			
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Goal 6: ANCILLARY SERVICES - 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: Maintenance of school and grounds to create a safe and welcoming environment for students, staff, and the community.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: work orders, survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a safe, organized, and welcoming school environment. Strategy's Expected Result/Impact: Administrators, clerical, custodial and maintenance staff 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: supplies, resources - 199 - General Fund - \$57,633	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to improve technology. Strategy's Expected Result/Impact: campus technology and technology infrastructure will be adequate to student and staff needs Staff Responsible for Monitoring: administrators, technology PF and tech Funding Sources: resources and supplies - 199 - General Fund - \$14,500	Formative		
	Jan	Apr	June
			
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Pasadena Independent School District
South Houston Intermediate
2021-2022 Goals/Performance Objectives/Strategies



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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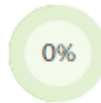
Goals











Goal 1: CURRICULUM & INSTRUCTION - 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 2021-2022 School Year, we will systematically implement a districtwide K-12 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities will meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Strategy's Expected Result/Impact: Improved STAAR scores Improved TEK aligned instruction Improved vertical aligned curriculum Improved communication between departments and teachers Closure of academic gap between grade levels Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - 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 Funding Sources: Instructional/PLC - 199 - General Fund - \$2,550, Advanced Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			






Strategy 2 Details		Formative Reviews		
Strategy 2: Core content area teachers will create common assessments in AWARE and Schoology to check for understanding and mastery of TEKS. Strategy's Expected Result/Impact: Rigorous Lesson plans Improved test scores Improved District Assessment Data Improved Student Grades Improved readiness for state testing Improved consistency in how students are evaluated Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional - 199 - General Fund - \$2,550		Formative		
		Jan	Apr	June
				
Strategy 3 Details		Formative Reviews		
Strategy 3: All teachers and students will obtain a clear understanding of the STAAR Objectives and Specifications and utilize STAAR preparation materials. Strategy's Expected Result/Impact: TEK aligned Lesson plans Improved Test Scores Improved District Assessment Scores Improved Student Grades Improved learning targets Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional - 199 - General Fund - \$2,550, SALARY - State Compensatory Funds - \$304,423, Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$19,357.14		Formative		
		Jan	Apr	June
				








Strategy 4 Details	Formative Reviews		
Strategy 4: Update and develop all content curriculum to integrate reading and writing though the Writing Revolution. Strategy's Expected Result/Impact: Across content areas writing strategies Rigorous Lesson plans Improved test scores Improved District Assessment Data Improved Student Grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Training/Book Supplies - 199 - General Fund - \$2,350, Training/book supplies - State Compensatory Funds - \$2,261	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Expand project based learning through the use of PL curriculum in traditional classroom settings. Strategy's Expected Result/Impact: TEK aligned Lesson plans Improved Test Scores Improved District Assessment Scores Improved Student Grades Improved learning targets Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional - 199 - General Fund - \$2,550	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Support and develop content coaches in the personalized learning platform by attending Summit Learning Convenings. Strategy's Expected Result/Impact: Improved alignment across departments Improved Test Scores (STAAR) Improved District Assessment Data Improved Student Grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional - 199 - General Fund - \$2,550	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			












Goal 1: CURRICULUM & INSTRUCTION - 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 2021-2022 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will engage in real world assignments, projects, field trips, and science experiments that promote critical thinking and problem solving. In addition, campus content coaches will provide resources and training on intervention and extension lessons and best practices. 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: Campus content coach Administration Campus specialist Funding Sources: - 282 - ESSER III - \$25,000, CCS Salary - 255 - Title II A - Improving Teacher & Principal Q - \$106,531.45, PF/ CCC salary - 211 - Title 1 A - Economically Disadvantaged Study - \$158,730.58	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Aides and Title I Aides will be utilized and trained to support and facilitate all students. Strategy's Expected Result/Impact: Improved instructional support Improved student grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Training-SPED - 199 - General Fund - \$1,500, Para salary - 211 - Title 1 A - Economically Disadvantaged Study - \$59,086.13	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: ACE coordinator will facilitate a 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 Increased Student Attendance Improved performance on CBAs/MAP Improved CFA scores Improved Student Grades increased teacher Input Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: At-Risk/ESL - 199 - General Fund - \$1,500, ESL-Title 3 - 263 - Title III A - Bilingual Education, Language - \$2,432.76	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote and increase participation in the Advanced Placement Programs for students in all subgroups and ensure recruitment for such programs remains free from bias. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$597	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Enroll, promote, and participate in local and regional events and performances including, but not limited to, the Texas Performance Standards Project. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$597	Formative		
	Jan	Apr	June
			





Strategy 6 Details	Formative Reviews		
Strategy 6: Provide multiple opportunities for peer socialization, interaction, mentoring, and tutoring in all content areas. 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 content coach Administration Campus specialist Funding Sources: - 199 - General Fund - \$2,050	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Reading Squared will enhance and support the different activities and programs in our campus to encourage and improve reading among all our students. Strategy's Expected Result/Impact: Improved reading scores Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: - 199 - General Fund - \$2,550	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Lowered student count in classroom removal Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Spec Ed - 199 - General Fund - \$205	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: By June 2022, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college.

Strategic Plan: 2.3

Evaluation Data Sources: Increased career-college readiness
Improved Academic Climate
Advancement in High School
Drop Out rate decreased

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Programs at all levels for Pre-AP and GT students Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$550	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff Development in GT strategies, the Rice Institute and AVID workshops. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$644	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be recognized through academic achievement awards. Strategy's Expected Result/Impact: Improved Academic Climate Advancement in High School Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
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: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will be provided the opportunity for career exploration through the 7th grade college exploration project. Strategy's Expected Result/Impact: Increased career-college readiness Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Eighth grade students will prepare for college entry assessments such as PSAT. Strategy's Expected Result/Impact: Increased career-college readiness Staff Responsible for Monitoring: Counselors Administration Test Coordinators	Formative		
	Jan	Apr	June
			







Strategy 7 Details	Formative Reviews		
Strategy 7: Academic mentoring and habits of success will be instructional goals for pride plus period. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Improved student grades Staff Responsible for Monitoring: Counselors Administration Funding Sources: - 282 - ESSER III - \$21,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 21-22 SY, we will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures.

Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Increased career-college readiness
Improved Academic Climate
Advancement in High School
Drop Out rate decreased





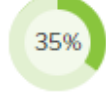

Strategy 1 Details	Formative Reviews		
Strategy 1: Communities in Schools will help to match students attending South Houston Intermediate with community members. These volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS Coordinator	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	Formative		
	Jan	Apr	June
			
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: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	Formative		
	Jan	Apr	June
			







Strategy 4 Details	Formative Reviews		
Strategy 4: Provide the opportunity of service-led learning through habitat restoration adventures such as Artist's Boat kayak adventures and school/community garden. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Administration CIS/ACE coordinator Funding Sources: - Extended Day/Tutorial - \$2,958	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will visit other local campuses such as the Early College program at South Houston High School and CTHS to explore high school career related experiences. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Field trips to college campuses will be led by the AVID program. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: AVID coordinator Administration Funding Sources: - Extended Day/Tutorial - \$5,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By January 2022, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.







Evaluation Data Sources: Improved instructional support













Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage and support the use of Compsych to staff and faculty. Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff Staff Responsible for Monitoring: Administration Counselors Funding Sources: Instructional - 199 - General Fund - \$4,800	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Design teacher incentives for perfect attendance. Strategy's Expected Result/Impact: Improved campus climate Staff Responsible for Monitoring: Administration Counselors Funding Sources: Materials - 199 - General Fund - \$4,500	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a systemwide use of RITHM for emotional wellbeing check ins. Strategy's Expected Result/Impact: Improved campus climate Improved social emotional skills Staff Responsible for Monitoring: Counselors Funding Sources: Instructional - 199 - General Fund - \$2,300	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Design and offer professional development based on teacher needs during lunch. Strategy's Expected Result/Impact: Improved academic success Improved climate Staff Responsible for Monitoring: Administration Content Coach Funding Sources: - 199 - General Fund - \$5,600	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus wide training on writing across content areas, The Writing Revolution. Strategy's Expected Result/Impact: Improved instruction Improved across-content area writing Improved test scores Staff Responsible for Monitoring: Content Coaches Specialist Administration Funding Sources: - 199 - General Fund - \$4,400	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: District wide training on content area scope and sequence during FOCUS and PLC. Strategy's Expected Result/Impact: Improved instruction Improved vertical alignment Improved test scores Staff Responsible for Monitoring: District Specialist Funding Sources: - 282 - ESSER III - \$6,500	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: South Houston Intermediate teachers will use the following professional development opportunities to implement effective instructional practices for all personnel hired: AVID, SIOP Instruction, Safe and Civil Schools, RISE, Inclusion/Classroom Facilitation, Cooperative Learning, Technology training, and Department Planning. Strategy's Expected Result/Impact: Increased teacher retention Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund - \$3,500	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Instill a culture of weekly planning and data disaggregation. Strategy's Expected Result/Impact: Improved Test Scores (STAAR) Improved Instruction Improved Vertical / Horizontal Curriculum Alignment and Communication Staff Responsible for Monitoring: Content Coaches Administration Funding Sources: - 199 - General Fund - \$4,300	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide all new teachers with the following teacher support staff: content coaches, mentors, buddy teachers, and administration support. Strategy's Expected Result/Impact: Increased staff support Staff Responsible for Monitoring: Administration Content Coaches Funding Sources: - 199 - General Fund - \$2,200	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Highly qualified, ESL certified teachers Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote and attend the district job fair to recruit new teachers and staff. Strategy's Expected Result/Impact: Filled Posiitons Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.



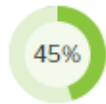





Performance Objective 4: Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Thoroughly interview all candidates with a 3 step process screening. Strategy's Expected Result/Impact: Highly Qualified Candidates Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: By July 2022, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a cultural awareness of various student groups. Strategy's Expected Result/Impact: Trainings Diverse Instructional activities Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Counselors Funding Sources: ESL - 199 - General Fund - \$2,407	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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) Restorative Circles (n) Parent Family Nights. Strategy's Expected Result/Impact: Trainings Diverse Instructional activities Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Instructional Staff Administration Funding Sources: - 199 - General Fund - \$5,624, Parent Coordinator salary - 211 - Title 1 A - Economically Disadvantaged Study - \$24,905.65, Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,298.32	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incentives will be utilized to recognize student success. (a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct (b) Brunch Roll (c) Year end Certificates (e) Honors Assemblies Strategy's Expected Result/Impact: Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Counselors Parent Coordinator Funding Sources: Materials - 199 - General Fund - \$5,500	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Certificates and Plaques (c) Year End Banquet and Activities (e) Marquee (f) Athletic Study Hall and Tutorials Strategy's Expected Result/Impact: Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Athletic Coaches	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By June 2022, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated lifesaving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response such as ALICE, firedrills, MERT, Employee Assistance Program, and student behavior plans. Strategy's Expected Result/Impact: Streamlined protocols Safety Tree/Communication line Staff Responsible for Monitoring: Administration Funding Sources: - 282 - ESSER III - \$8,500	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


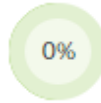




Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore and expand innovative social and emotional programs and approaches for student wellness and positive behavior such as the utilization of peer mediation, counseling groups, and restorative circles Strategy's Expected Result/Impact: Improved student wellness Decreased discipline referrals Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of a differentiated model of multi-tiered system of supports for behavior interventions such as RITHM, SEL Mondays, goal setting, and Pride Praise incentives. Strategy's Expected Result/Impact: Decreased student discipline referrals Improved academic climate Staff Responsible for Monitoring: Administration Counselors Funding Sources: - 199 - General Fund - \$3,200	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: After School/during school clubs will be developed to foster a model for behavior development such as lunch bunch, chess, AVID, teen leadership, pride plus period, Pentathlon Club, and ACE. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: CIS/ACE coordinators Funding Sources: - 199 - General Fund - \$6,700	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 6: ANCILLARY SERVICES - 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: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Strategy 1 Details	Formative Reviews		
Strategy 1: District website and resources Strategy's Expected Result/Impact: HR Benefits Staff Responsible for Monitoring: District personnel	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








Goal 6: ANCILLARY SERVICES - 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: Partnering with the district to provide an increase in the safety of transporting students through technology and training.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bus Transportation available for all students attending tutorials Strategy's Expected Result/Impact: Safe access home Staff Responsible for Monitoring: District personnel Funding Sources: Misc. Operating - State Compensatory Funds - \$485	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: Structure innovative technology solutions to provide service and educational options and opportunities.








Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will have educational options using Google classroom & Schoology Strategy's Expected Result/Impact: Student access to curriculum 24/7 Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Goal 6: ANCILLARY SERVICES - 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 5: Expand systems to more fully meet the nutritional needs of all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide free lunch and breakfast for all students Strategy's Expected Result/Impact: 2 meals provided to every student	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: ANCILLARY SERVICES - 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 6: Design additional business services that provide innovative solutions to meet evolving district needs.

Pasadena Independent School District

South Shaver Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of South Shaver Elementary School 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: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Campus Instructional Funds (+ \$4,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$18,076.66, Salary Title 1 Peer Facilitators/Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$236,959.54, BFU + Overtime + Fixed - 199 - General Fund - \$43,856, Plan4Learning (Paid) - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$1,803	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$4,674, Title 3 Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$3,121.49	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Spec Ed (Pgm 23) - 199 - General Fund - \$1,502, ESSER Allotment - Extended Day/Tutorial - \$34,000, Salary Title 1 Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$88,539.67, Regular Extended Day Funds - Extended Day/Tutorial - \$900, Salary Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$81,666.30, At Risk (Pgm 24) - State Compensatory Funds - \$3,002, Supplemental Funding for Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$5,334</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in job fairs and university teacher training partnerships in order to seek out appropriately-certified bilingual teachers for all positions that serve students who participate in the Bilingual Education Program, including those in ABLE classrooms. Strategy's Expected Result/Impact: All students will be served by highly qualified staff. Staff Responsible for Monitoring: Campus administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: Salary Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15, Title 1 Parent Component Funds (+ \$1,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$4,366.47	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



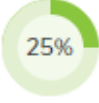

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.







Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Southmore Intermediate

2021-2022 Goals/Performance Objectives/Strategies



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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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all. 26

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff. 29

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment. 38

Goals




Goal 1: CURRICULUM & INSTRUCTION - 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: All students and all student groups will increase their performance on state assessments to meet and exceed state average.




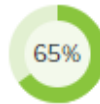


District Objective:







Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







Evaluation Data Sources: State assessment data (STAAR Online).







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, concept units, MAP, STAAR and district exams. Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists, and Campus Coaching Staff. Schoolwide and Targeted Assistance 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 - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$10,647, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			











Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Cadres.</p> <p>Strategy's Expected Result/Impact: Attendance & levels of Engagement at various planning meetings. Full implementation of the Summit PL Process.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists, Team Leader , and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students.</p> <p>Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Coaching Support - 211 - Title 1 A - Economically Disadvantaged Study - \$77,280.25</p>	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT.</p> <p>Strategy's Expected Result/Impact: Evidence of campus walks and administrative walk throughs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and District Leaders.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).</p> <p>Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Coaches, CCS, Teachers, ACE Coordinator, and College Tutors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutorials - Extended Day/Tutorial - \$1,200, Tutorials (ESSER) HB4545 - 282 - ESSER III - \$63,000, Extended Day Tutorials - Extended Day/Tutorial - \$7,050</p>	Formative		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff.</p> <p>Strategy's Expected Result/Impact: Circulation reports</p> <p>Staff Responsible for Monitoring: Principal, and Librarian.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, - 199 - General Fund - \$5,000</p>	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).</p> <p>Strategy's Expected Result/Impact: Focus area assessments, focus area attempts, concept unit grades and project grades.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELAR Campus Coach, ACE Coordinator, and District ELAR Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Instructional Materials - 199 - General Fund - \$6,000</p>	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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 level.</p> <p>Strategy's Expected Result/Impact: PLC Teams are responsible for reviewing the data and blueprint in the PLC setting and with administrator and campus coach assigned to their leadership team.</p> <p>Staff Responsible for Monitoring: PLC Teams, Campus Coaches, and Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$2,000</p>	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Student Expectations will be posted in classrooms, discussed via WOOF T.V. , and tied to the lessons in SDL time .</p> <p>Strategy's Expected Result/Impact: Walkthrough Documentation</p> <p>Staff Responsible for Monitoring: Administrators and Campus Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Rigorous instruction will be provided by highly qualified and trained teachers who follow the PL Process, district timeline, and prepare differentiated lessons and assessments for struggling learners (HB4545) who have gaps in their education. PLC's will begin with planned questioning and review of RTI needs for individual students. Real time intervention in regular classroom setting will be offered to all struggling students based on data.</p> <p>Strategy's Expected Result/Impact: Walkthrough data, staff offering tutorials, and ACE afterschool feedback</p> <p>Staff Responsible for Monitoring: Teachers, Campus Coaches, Principals, Paraprofessionals, and ACE Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,800, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$52,452.57, Instructional materials - 199 - General Fund - \$3,000, Highly qualified teaching - 211 - Title 1 A - Economically Disadvantaged Study - \$76,321.39</p>	Formative		
	Jan	Apr	June
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Rigorous instruction and student learning will be supported by campus coaches through peer coaching.</p> <p>Strategy's Expected Result/Impact: Data Collection Tools</p> <p>Staff Responsible for Monitoring: Campus Coaches, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: General Supplies and Materials - State Compensatory Funds - \$4,046</p>	Formative		
	Jan	Apr	June
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Incorporate more intervention into the school day by expanding Reading elective classes. Offering strong, purposeful Tier 1 instruction with small group instruction as needed, and Tier II & III intervention via elective courses, DAWG Time, Tutorials, SDL time, and PL small group instruction for students that are still having difficulty.</p> <p>Strategy's Expected Result/Impact: MAP, STAAR, Common Formative, Common Summative / Mock, and PFA's</p> <p>Staff Responsible for Monitoring: Counselor / RTI Chair, Teachers, Campus Coaches, Core Content Specialist, and Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$7,000, CCS - 255 - Title II A - Improving Teacher & Principal Q - \$213,268.76, Provide RTI for at risk - 199 - General Fund - \$4,487</p>	Formative		
	Jan	Apr	June
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: In order to meet the needs of struggling learners teacher teams will provide planning time with campus and district specialist with goal of identifying, planning, and assessing the power focus standards. The planning opportunity will be extended to all 4 core areas.</p> <p>Strategy's Expected Result/Impact: MAP results (3 times per year), CFA's, SFA's, Mock STAAR, and STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Campus Coaches, CCS's, and District Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$10,000, Educational Staff - State Compensatory Funds - \$455,497</p>	Formative		
	Jan	Apr	June
			
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.




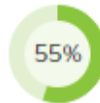






Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2019 levels in all tested areas during the 2021 - 22 school year. Students in all areas will make significant growth and meet progress standards.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Data

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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Effective Instruction Funding Sources: GT Supplies and Materials - 199 - General Fund - \$2,437	Formative		
	Jan	Apr	June
			

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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PAP students will be provided with enrichment activities, such as pentathlon, spelling bee, and GT projects. Strategy's Expected Result/Impact: Evidence of activities conducted to support extension of academics Staff Responsible for Monitoring: GT Team, Counselor, Campus Coach, and PAP Teachers Schoolwide and Targeted Assistance 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 1: CURRICULUM & INSTRUCTION - 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: Southmore Intermediate will work towards all core teachers attaining additional training and/or certification for serving our ESL population (SIOP & 7 Steps)

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Teachers will supply documentation of additional training.

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR teachers will gain ESL Certificate. Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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, Assistant Principal, and ELAR Coach, District ESL Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - 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 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			

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% and increase in LEP Exits. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach (Math & ELAR), Grade Level ESL Team, ESL Teachers Schoolwide and Targeted Assistance 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 - Additional Targeted Support Strategy Funding Sources: Intense Remediation - 263 - Title III A - Bilingual Education, Language - \$2,643.82, Bilingual / ESL supplies and materials - 199 - General Fund - \$4,394	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student.










District Objective:







Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







HB3 Goal

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

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, ARD minutes Staff Responsible for Monitoring: LSSP Administrators Counselors Schoolwide and Targeted Assistance 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: SPED supplies and materials - 199 - General Fund - \$1,096	Formative		
	Jan	Apr	June
			

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: BSS Team All special programs Administrator Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance 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 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

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 Schoolwide and Targeted Assistance 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 5: Effective Instruction	Formative		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance 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 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Intensive RTI - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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 Schoolwide and Targeted Assistance 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 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: ABLE II 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: SPED. Assistant principal Schoolwide and Targeted Assistance 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 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Southmore will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Monitor the discipline reports and data to determine if numbers are reflecting an significant decline in removals.	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors</p> <p>Schoolwide and Targeted Assistance 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 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 199 - General Fund - \$2,000</p>	<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>			







Goal 1: CURRICULUM & INSTRUCTION - 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: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.








District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Coordinated School Health program implementation log.

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: Coaches, coordinated school health team, and counselors. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
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 periodically throughout the year. Staff Responsible for Monitoring: Administrator over CSHC, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV</p> <p>Strategy's Expected Result/Impact: Habits and traits taught during DAWG time weekly.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund - \$1,500</p>	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will conduct campus wide Bullying Prevention Training for the campus.</p> <p>Strategy's Expected Result/Impact: Training conducted / Implementation of activities centered around bullying awareness.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund - \$500</p>	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Administrators, Counselors Schoolwide and Targeted Assistance 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 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Southmore Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student interest as documented in course selection, club or extracurricular activity.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are offered Art, Band, Choir, Orchestra, Teen Leadership, Health, Career Readiness, and Athletics. These programs provide real life skills to our students. Strategy's Expected Result/Impact: enrollment and participation Staff Responsible for Monitoring: Program Teachers, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate will provide enrichment opportunities through field trip and educational trips sponsored by clubs or teachers. (Colleges, Universities, Artist Boat, ECHS, CTHS, and ACE programming) Strategy's Expected Result/Impact: Trip plan executed, student participation in voluntary field trips. Staff Responsible for Monitoring: Administrators, Counselors, ACE Coordinator, Sponsor, and Grade Level Team Schoolwide and Targeted Assistance 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: ACE After School Programming - 21st CCLC Grant - \$47,500, - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore will participate in the district Chess Club Initiative via ACE programming. Strategy's Expected Result/Impact: Participation in practices and competitions Staff Responsible for Monitoring: Club Sponsor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund - \$200	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Counselors meet with each student to go over Kuder assessment results. Strategy's Expected Result/Impact: Kuder participation, Counselor visitation, and Kuder sign in sheets Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Each fall students will participate in College / Career activities the week PISD hosts College Night. In addition, the GLT's will focus on a particular University that they represent and Wednesday are team jersey days. Accountability Area Targeted: State Assessment

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Week Artifacts

Strategy 1 Details	Formative Reviews		
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. Strategy's Expected Result/Impact: Planning and presenting of materials during the College / Career elective course Staff Responsible for Monitoring: Counselor and CTE elective teacher Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Career Day activities. Strategy's Expected Result/Impact: Career Day Plan and participation Staff Responsible for Monitoring: Counselors, Campus Coaches, and Teachers	Formative		
	Jan	Apr	June

<p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$1,500</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of each year, all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Student achievement data, T-TESS data, and teacher retention.

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 to enhance teacher quality. Strategy's Expected Result/Impact: ETP completion and use of strategies being learned while participating in ETP. Staff Responsible for Monitoring: Principal, AP's, and Campus Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate ensures that all teachers new to our campus 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 and AP Schoolwide and Targeted Assistance 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 5: Effective Instruction	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.











Performance Objective 2: Southmore faculty and staff members will demonstrate understanding and ownership for decision making regularly throughout each school year through faculty meetings, SBDM, leadership opportunities via committee meetings, PLC's, and GLT meetings.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

HB3 Goal

Evaluation Data Sources: Participation and engagement during meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff development activities are based on teacher input and campus needs. (PL, GLT, ELL, Focus, PLC / RTI and SPED in all areas) Strategy's Expected Result/Impact: SBDM Minutes and Professional development plan. Staff Responsible for Monitoring: Principal, AP's Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate weekly in grade level/faculty meetings to promote professional communication and collaboration on our campus. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Administrators, Counselors 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 Funding Sources: - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

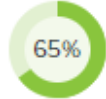






Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:









Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Attendance at district and national training PLC Institute, participation in PLC framework.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative team will participate in PLC review to increase the effectiveness of the team and campus PLC process. Strategy's Expected Result/Impact: Shared leadership on campus and in the district Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches Schoolwide and Targeted Assistance 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 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Develop and promote family engagement opportunities with feeder schools (Mae Smythe and Bobby Shaw) to create a community of partners that support our students and their success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Host parent meeting regarding a successful transition for students from campus to campus. Attempt to better prepare the students and their parents on what to expect at each campus as students move from (Middle, Intermediate, and High School). Strategy's Expected Result/Impact: Parent attendance at Transitioning Meeting, Parent sign - in sheet Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assistance Title I Elements: 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 3: Positive School Culture Funding Sources: Parent Educational Materials - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore. Strategy's Expected Result/Impact: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet Staff Responsible for Monitoring: Administrators, Counselors, Parent Engagement Coordinator, and Ace Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Create and Provide culturally responsive training to all Southmore faculty, staff, and parents on the benefits of building equitable partnerships with families to support student learning.






Strategy 1 Details	Formative Reviews		
Strategy 1: All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships with all Southmore families. Strategy's Expected Result/Impact: Agenda, Sign - in Sheet, and Presentation Slide deck Staff Responsible for Monitoring: Administrators, Parent Engagement Coordinator, Counselors Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will include parents as important partners in their students' education process by inviting them to serve on various committees. Strategy's Expected Result/Impact: Agenda, Sign - in sheets Staff Responsible for Monitoring: Administrator, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore's will provided training to the front office staff on how to positively serve our cliental and how to successfully interact (tone, body language) with families. Strategy's Expected Result/Impact: Feedback from parents, training documents, and sign - in sheet Staff Responsible for Monitoring: Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 3: Southmore will provide effective two - way communication methods for families to maintain engagement in student learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore will provide multiple opportunities to obtain feedback from families regarding the educational process at Southmore. Strategy's Expected Result/Impact: Skyward messaging, survey, phone conferences, parent/teacher conferences, parent contact logs, and mailouts. Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinators, and Teachers Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a schedule pickup night, report card pickup night, and parent open house. Strategy's Expected Result/Impact: Attendance, an sign - in sheet Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Campus Coaches, Parent Coordinator, and ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials, Pamphlets, Brochures - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize and reward perfect attendance and high achieving students in academic pep rallies. Strategy's Expected Result/Impact: Grades and attendance reports Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Campus Coaches Schoolwide and Targeted Assistance 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, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,631.52, Attendance Incentives - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 4: Southmore will provide family engagement activities in the four core academics and social emotional areas to increase student success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore provides training and guidance for families to effectively monitor their student's progress and academic goals. Strategy's Expected Result/Impact: PL Platform via 1:1 device, Parent contact log Staff Responsible for Monitoring: Administrator, Counselor, Teachers, Campus Coaches, and Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Resources Provided by Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$4,311.44, - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 5: Southmore will include families in meaningful conversation and planning of programs and activities to support student engagement and student success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will have access to multiple training opportunities. Strategy's Expected Result/Impact: Participation and attendance of parent events. Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinator, and ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 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 Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$25,634.99, - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will ensure parent input via SBDM in order to maintain a high level of collaboration among all stakeholders regarding school improvement. Strategy's Expected Result/Impact: SBDM agenda, CIP, Committee minutes, and Sign-in sheet Staff Responsible for Monitoring: Principal, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 6: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Attendance as noted on rosters

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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.1, 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 Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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 7: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Successfully engage our parents in the success initiatives at Southmore. Strategy's Expected Result/Impact: Volunteer list, sign-in sheet, and feedback Staff Responsible for Monitoring: Administrator, Counselor, Parent Engagement Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Southmore will foster a culture that supports a restorative and relational model for behavior development, learning and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Southmore will proactively build the skills and relationships all stakeholders will need when challenging situations arise. Faculty, staff, and students will regularly work together to address the many issues all face so that our classrooms give them a sense of belonging and students are better equipped to work successfully with peers and adults.</p> <p>Strategy's Expected Result/Impact: Circle look for form, Training agenda, classroom management, behavior and discipline referrals / records.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Campus Coaches, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Southmore will successfully implement a comprehensive model for all faculty and staff, designed to meet the needs of the whole child.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,500	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Southmore will develop way in which to decrease discipline referrals by at least 5% from the previous school year.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS Discipline Report

Strategy 1 Details	Formative Reviews		
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance 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 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
			

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: Parent Direct Phone Call, Skyward Message, Parent Contact Log, and Student messaging system - Sky alert Staff Responsible for Monitoring: AP's, Counselor, and Discipline clerk Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
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: AP's, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 4: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all threats to the students, faculty, and staff at Southmore Intermediate.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus Safety and Security plan and systems.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Safety Agenda, BARK Minutes, Staff Development Side Deck, and Record of practiced drill and Logs Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal, Nurse, Counselor, and Custodial Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District
Sparks Elementary
2021-2022 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and Sparks, the gateway to unlimited opportunity for 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 allow able under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

131 - SPARKS ELEMENTARY

Code	Grd	Ethnicity Code								Sex		Special Program																	Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	
All Stdnts	EE	0	0	6	0	0	0	0	0	3	3	0	6	0	0	0	0	0	0	0	0	0	5	2	0	0	0	0	6
	PK	0	1	40	0	0	0	2	0	23	20	0	1	23	0	0	5	0	1	0	22	0	36	24	0	0	0	0	43
	KG	1	3	52	1	0	1	1	0	34	25	0	15	19	0	0	2	1	0	0	17	0	51	25	1	0	0	0	59
	01	0	1	67	0	0	1	4	0	37	36	0	10	31	1	0	0	0	4	0	29	0	61	42	2	0	0	0	73
	02	0	4	55	0	0	0	0	0	33	26	6	8	27	0	0	0	0	1	0	25	0	49	34	2	0	0	0	59
	03	0	1	46	0	0	0	1	0	25	23	3	10	24	0	0	1	0	1	0	22	0	40	29	1	2	0	0	48
	04	0	1	63	0	0	0	1	0	29	36	2	14	33	0	0	2	0	1	0	28	0	56	46	5	7	0	0	65
	Total	1	11	329	1	0	2	9	0	184	169	11	64	157	1	0	10	1	8	0	143	0	298	202	11	9	0	0	353
	%	0.3%	3.1%	93.2%	0.3%	0.0%	0.6%	2.5%	0.0%	52.1%	47.9%	3.1%	18.1%	44.5%	0.3%	0.0%	2.8%	0.3%	2.3%	0.0%	40.5%	0.0%	84.4%	57.2%	3.1%	2.5%	0.0%	0.0%	100.0%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual and ESL classes for each grade level
- Bilingual Instructional Aide to provide tutoring and support for the Bilingual classes
- Identification and monitoring of At-Risk and LEP students
- Pullout program for identified GT students
- Campus Coaches and Instructional Aide to provide intervention to students in need Monday - Thursday
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Extended Day/Enrichment

- STAR Time (Pie time)

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a students academic growth. Root Cause **Root Cause:** Families move often to try to lower their monthly payment and to find apartments with all bills paid. Families move often due to changing family dynamics and job changes. Edit Associated Areas

Student Achievement

Student Achievement Summary

Below are the percentage of students who achieved "Meets" or above on the STAAR 2021 Spring Administration comparing Sparks to the district and the state.

STAAR Scores

Campus/District/State Comparison

Spring 2020

Grade/Subject	Sparks	District	State
3rd Grade Reading	17%	15%	30%
3 rd Grade Reading Spanish	38%	27%	24%
3rd Grade Math	17%	15%	30%
3rd Grade Math Spanish	23%	19%	14%
4 th Grade Reading	19%	23%	36%
4 th Grade Math	23%	18%	35%
4 th Grade Writing	12%	16%	26%

Sparks Elementary

TEA Accountability Summary

Spring 2019

Sparks 2019 Accountability Rating = D

Domain	Sparks
Domain 1	
Student Achievement	32
(Target = 60)	

Domain	Sparks
Domain 2A School Progress - Academic growth 2B School Progress - Relative Performance (Target = 60)	32
Domain 3 Closing Performance Gaps (Target = 60)	
Overall (Target = 60)	32

Priorities

- Implement reading, math, and writing strategies and suggestions from district staff developments in all grade levels.
- Implement common assessments and monitor student progress
- Implement the district-wide writing framework with an emphasis on grammar, revision, and editing.
- Provide tutoring and enrichment in a timely manner
- Data analysis of common assessments, MAP, and STAAR
- Targeting specific needs of students through tutoring and enrichment
- The gap between subgroups is closing each year
- Maintain high expectations and achievement with changing demographics
- Implement PLC's at all grade levels and monitor student progress

Student Achievement Strengths

- Students are coming into their grade level with good reading skill
- BAS/ Running records as part of the Balanced Literacy Program
- The Math Campus Coach and Reading Campus Coach
- Strong Intervention Process
- Curriculum Nights - Reading and Math
- District Curriculum, Time-line, Resources and Assessments

- Common Planning Time
- Small Group Instruction for Reading and Math
- IStation
- Focus on Rigor and Relevance
- Dream Box for Math
- MAP testing BOY, MOY and EOY for Reading and Math monitor student growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement decreased significantly. Edit Associated Areas **Root Cause:** Due to virtual learning that occurred due COVID. Students are averaging a year-two behind for 2nd, 3rd, and 4th graders.

School Culture and Climate

School Culture and Climate Summary

Priorities

- Continued implementation of Safe and Civil and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)
- Increase staff morale

School Culture and Climate Strengths

- Student and Staff recognition
- Students come first
- Friendly atmosphere
- Student/Employee safety
- Family environment
- Conscious Discipline
- Student Council
- Televised Morning Announcements
- Learning Environment
- New Teacher Buddy
- Multicultural environment
- Clean and well maintained school building and grounds
- Friends and Family Board for Staff
- Nine week award ceremony and Conscious Discipline
- Increase positive school image through publicity- Twitter, Facebook, and school website
- Safe and Civil Schools
- Student leadership opportunities
- Courtesy committee
- ALICE Training for entire staff
- End of Year Celebrations
- Full-time parent coordinator

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance **Root Cause:** COVID

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- - Have a Highly Qualified Teacher in every classroom
 - Have only Highly Qualified Paraprofessionals to work with students
 - Create an environment where people want to stay and not leave to have consistency in the building
 - Encourage more staff to seek and obtain their GT and ESL certification

Staff Quality, Recruitment, and Retention Strengths

- All Staff are Highly Qualified based on TEA guidelines
- Maintain a low turn over rate of employees
- Added a math intervention teacher

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: General education staff and some special education staff are new or inexperienced with SPED students and their range of disabilities. **Root Cause:** New TEAMS program did not have adequate training for first year staff implementing the program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities

- Follow district scope and sequence
- Administer MAP assessments (2nd-4th) and district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize standards based grading and report cards
- Utilize Campus Coaches as instructional coaches
- Provide time and resources needed for team planning and PLC's
- Standards based grading and report cards
- Follow district Writing framework with an emphasis on grammar, revision and editing

Curriculum, Instruction, and Assessment Strengths

- Balanced Literacy Program
- Resources, Time-lines, and Standard Clarification statements in Eduphoria
- Manipulatives
- Abundant of Resources for Math
- Team Planning
- Aligned district curriculum with the Instructional Calendar
- District Common Assessments
- 2 Campus Coaches as instructional coaches for Reading and Math
- Highly Qualified Staff
- Easily accessible data to guide instruction - AWARE
- ESL Teacher
- DAIT Teacher
- MATH Intervention Teacher
- PLC's

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Focus Trainings are not occurring **Root Cause:** Texas Reading Academy

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities

- Training for staff and volunteers to develop successful partnerships
- Increased parental and community involvement
- Increased number of business partnerships
- Solicit input from parents on desired trainings

Parent and Community Engagement Strengths

- Brown Bag for Parent to support the teachers in the classroom
- Math and Reading Night and Make and Take Nights
- Book Fair late nights
- Parent communication and Monthly Calendars to parents in English and Spanish
- Career Day
- Parent Volunteer Program
- Open House / Parent Meetings
- Parent Conferences
- Facebook, Reminder 101, Twitter, Class DoJo
- Parent, Student Teacher Compact
- Turkey Trot
- Computer Lab Open for Parents
- Campus Website
- Science Fair Meeting for parents
- Parent Coordinator and increase in parent engagement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Decrease of parents on campus **Root Cause:** Since COVID in 2019, safety measures are put in place that limit parent involvement on campus.

School Context and Organization

School Context and Organization Summary

Priorities

- School wide implementation of Conscious Discipline and Safe and Civil procedures
- Master schedule that incorporates tutoring and enrichment
- A secure and safe building
- ALICE training for entire staff

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Site Based Team
- Student Helpers - (Flags)
- Organized and safe arrival and dismissal Procedures
- Master Schedule
- Red Ribbon Week
- Monthly Calendars
- Student Council
- Team Leaders
- Two Campus Coaches
- Highly Qualified Staff
- Televised morning announcements
- School Coordinated Health Advisory Committee
- School supervision cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis Team (MERT)
- Visitor check in system
- Bullying Awareness
- Door bell and peep holes for gym doors so they can remained locked during the school day
- Community Health Fair
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Cafeteria and school procedures
- Fire and safety drills

Technology

Technology Summary

Priorities

- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, Chromebooks, etc.
- Provide professional development on use of digital resources

Technology Strengths

- Promethean Boards /document camera in all classrooms
- 5 student computers in all classrooms
- Technology professional staff development
- iStation program
- Computer Lab
- 2 Mobile Chromebook Charts
- Morning announcement streamed to classrooms on Promethean boards
- 21st Century Classroom
- Flip-charts embedded in the lesson plan in Eduphoria
- School/classroom website
- Kindles for Student use
- Dream Box - Math

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** District and school budgets are limited.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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 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.



District Objective:






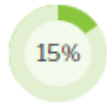
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5







Targeted or ESF High Priority











Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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 Assistance 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 - \$30,293, Title I Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$11,271.54, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			

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 Assistance 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		
	Jan	Apr	June
			
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: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assistance 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: Dyslexia/Intervention Teachers with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$83,458.37	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			

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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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: Peer Facilitator/Teacher with benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$148,350.87	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			





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 plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

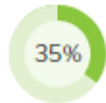
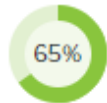


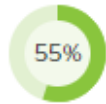

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.







Performance Objective 2: During 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.

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, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assistance 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: GT - 199 - General Fund - \$1,100	Formative		
	Jan	Apr	June
			
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 Administration Schoolwide and Targeted Assistance 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: BIL/ESL - 199 - General Fund - \$2,280, Title 3 Bil/ESL - 263 - Title III A - Bilingual Education, Language - \$1,669.60	Formative		
	Jan	Apr	June
			

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 Administration Schoolwide and Targeted Assistance 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: Special Education - 199 - General Fund - \$934, At Risk - 199 - General Fund - \$1,905, Title I Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$58,584.85, ESSER - 282 - ESSER III - \$22,000, Extended Day - Extended Day/Tutorial - \$600, 4th Grade Teacher - State Compensatory Funds - \$86,450, Supplemental Extended Day Funding - Extended Day/Tutorial - \$3,539	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			




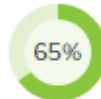




Strategy 6 Details	Formative Reviews		
Strategy 6: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk-through data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers, Administration Schoolwide and Targeted Assistance Title 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 current year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education

Evaluation Data Sources: Counselor

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, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson plans by the teachers, librarian, and counselor will reflect literature and a technology rich environment that give them access to information related to 21st century career opportunities. Strategy's Expected Result/Impact: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
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: Provide opportunities for students to explore various career opportunities through an annual Career Day Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
			
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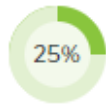
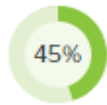
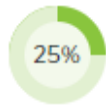
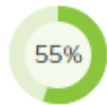


Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.







Performance Objective 1: During the current 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: 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, Agenda Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
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 Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
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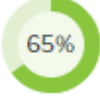
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.



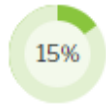
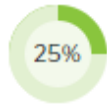
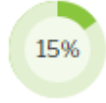





Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collabroative partnerships and encourage all parents to be active partners in their child's education.

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, Agenda Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June
			
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: Agenda, Sign In Sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assistance 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 Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,189.57, Title I Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,165.57	Formative		
	Jan	Apr	June
			











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 Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide opportunities for parents to attend grade levele and/or content specific meetings to share expectations and strategies. Title I information and 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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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






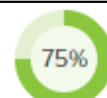
Strategy 1 Details	Formative Reviews		
Strategy 1: Promote student/parent/business involvement through volunteerism and community service Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
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 organization rosters, flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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, the campus sustains 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: Reduction in discipline referrals, staff development sign in sheets, calendar Strategy's Expected Result/Impact: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities to attend behavior management trainings Strategy's Expected Result/Impact: Eduphoria Workshop Credi Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			








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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum Strategy's Expected Result/Impact: Counseling Log Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP Strategy's Expected Result/Impact: Disciplinary Data in Skyward Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Campus will sustain a focus on safety for all student 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: Provide response to medical crisis on campus involving cardiac, seizures, and first aide Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Monitor in Frontline Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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.

State Compensatory

Budget for Sparks Elementary

Total SCE Funds: \$86,450.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Sparks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Giles, Tracy Yuvonne	Elem 4th Grade Teacher	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBA's, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. STAR time is conducted Monday - Thursday for 30 for Grades Kinder and First and 40 minutes for 2nd, 3rd, and 4th grade to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Sparks are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

3.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Sparks. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dana Babineaux	Counselor/Parent Coordinator	211	1
Elizabeth Guzman	Instructional Coach	211	1
Emily DeLano	Instructional Coach	211	1
Kim Gonzales	Title I Aide	211	1
Rosa Bueno	Title I Aide	211	1
Roxanne Robinson	Dyslexia-DAIT	211	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	BFU, Overtime, Fixed		\$30,293.00
1	2	1	GT		\$1,100.00
1	2	2	BIL/ESL		\$2,280.00
1	2	3	Special Education		\$934.00
1	2	3	At Risk		\$1,905.00
Sub-Total					\$36,512.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Plan4Learning		\$550.00
1	1	1	Title I Instructional Materials		\$11,271.54
1	1	3	Dyslexia/Intervention Teachers with Benefits		\$83,458.37
1	1	6	Peer Facilitator/Teacher with benefits		\$148,350.87
1	2	3	Title I Instructional Para		\$58,584.85
4	1	2	Title I Parent Component		\$3,165.57
4	1	2	Title I Parent Coordinator		\$23,189.57
Sub-Total					\$328,570.77
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Title 3 Bil/ESL		\$1,669.60
Sub-Total					\$1,669.60
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	4th Grade Teacher		\$86,450.00
Sub-Total					\$86,450.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extended Day		\$600.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplemental Extended Day Funding		\$3,539.00
Sub-Total					\$4,139.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER		\$22,000.00
Sub-Total					\$22,000.00

Addendums

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

131 - SPARKS ELEMENTARY

Code	Grd	Ethnicity Code								Sex		Special Program																	
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	Total
All Stdnts	EE	0	0	6	0	0	0	0	0	3	3	0	6	0	0	0	0	0	0	0	0	0	5	2	0	0	0	0	6
	PK	0	1	40	0	0	0	2	0	23	20	0	1	23	0	0	5	0	1	0	22	0	36	24	0	0	0	0	43
	KG	1	3	52	1	0	1	1	0	34	25	0	15	19	0	0	2	1	0	0	17	0	51	25	1	0	0	0	59
	01	0	1	67	0	0	1	4	0	37	36	0	10	31	1	0	0	0	4	0	29	0	61	42	2	0	0	0	73
	02	0	4	55	0	0	0	0	0	33	26	6	8	27	0	0	0	0	1	0	25	0	49	34	2	0	0	0	59
	03	0	1	46	0	0	0	1	0	25	23	3	10	24	0	0	1	0	1	0	22	0	40	29	1	2	0	0	48
	04	0	1	63	0	0	0	1	0	29	36	2	14	33	0	0	2	0	1	0	28	0	56	46	5	7	0	0	65
	Total	1	11	329	1	0	2	9	0	184	169	11	64	157	1	0	10	1	8	0	143	0	298	202	11	9	0	0	353
	%	0.3%	3.1%	93.2%	0.3%	0.0%	0.6%	2.5%	0.0%	52.1%	47.9%	3.1%	18.1%	44.5%	0.3%	0.0%	2.8%	0.3%	2.3%	0.0%	40.5%	0.0%	84.4%	57.2%	3.1%	2.5%	0.0%	0.0%	100.0%

APPENDIX - 2021-2022

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none">Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2022
2. Coordinated Health Program <ul style="list-style-type: none">Student fitness assessment dataStudent academic performance dataStudent attendance ratesPercentage of students who are Economically DisadvantagedUse and success of methods of physical activityOther indicators	TEC 11.253(d)	Executive Director of Curriculum and Instruction District Physical Education Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none">September 7, 2021November 2, 2021February 1, 2022April 5, 2022

3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2022
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2021
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2022
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, F, EHBC, and EKB.	February 2022
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2022
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2022

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and Hill College Dual Course Selections.</p>	<p>May 2022</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Associate Superintendent of Human Resource</p>	<p>PISD will follow the district's Recruitment and Retention Plan.</p>	<p>February 2022</p>

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2022
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2022 Compliance Trainings completed within first six-weeks of school

14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2)	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2022
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2022

Pasadena Independent School District
Stuchbery Elementary
2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$83,975.54, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,708.83, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning, PLC time and PIE(RIDE) Time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,269	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,821.79, - 199 - General Fund - Bil/ESL - \$2,150	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - At Risk - \$1,781, - 199 - General Fund - Special Ed. - \$1,299, - Extended Day/Tutorial - ESSER - \$38,500, - Extended Day/Tutorial - Extended Day - \$7,227, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$26,861.24	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,949.32, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,478.03	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	<div>0%</div>		<div>0%</div>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Sullivan Middle School

2021-2022 Goals/Performance Objectives/Strategies

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 students needs ensuring students are future ready.




Performance Objective 1: Customize and systematically implement rigorous curriculum and integrated learning experiences to support development of critical thinking, collaboration, creativity, and communication.








District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Lesson Plans, Lesson Plan Protocol, Outlook Meeting requests, Power Planning Agendas and Minutes, SLP platform data, Cognitive Skill data, Campus-created Common Assessment data, STAAR released tests, and STAAR interim assessment data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Content area teams have protected time built into the master schedule for in-depth conversations as a Professional Learning Team (PLT) to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan project-based learning, create lesson plans, and discuss how to utilize available resources on campus so that integrated learning experiences are designed to develop critical thinking, collaboration, creativity, and communication among teachers and students.</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 used to review lesson plans and provide timely feedback to teachers before execution. All lesson plans will include clear objectives, opportunities for student dialog and processing, daily formative assessments, the use of exemplar responses and evidence of customization and rigor.</p> <p>Staff Responsible for Monitoring: Campus Coaches and Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Flexible, student-centered curricula and assessments will enable learning experiences that help students grow steadily toward multidimensional learning outcomes in ways that are responsive to their individual needs, goals, and preferences.</p> <p>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. Learning will be customized to student needs by using formative assessment data. There will be evidence of the Rigor Look-For from both teacher and student actions. Teachers will attend campus professional development on Rigor and Customization Look-Fors. Cognitive Lift for students will increase so that learning is visible when explaining, making connections, and addressing questions, during written work and discourse. Students engage in, and teachers provide, experiences tailored to students' needs, preferences for how to learn, and specific developmental levels. Teachers will consider IEP goals, EL goals and other diverse learning needs when structuring student tasks as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. All teachers use a student tracking system that includes progress monitoring of student's cognitive skill scores, formative and summative assessment information, and daily/weekly Power/Additional Focus Area progress for all core content areas.</p> <p>Strategy's Expected Result/Impact: Professional Learning Teams will be systematically implemented following Professional Learning Community frameworks to improve instruction for low scoring Essential Standards. Essential Standards will be decided as a department for each core content area. Teachers will create SMART Goals each nine weeks to reteach Essential Standards 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. After each assessment, 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 the reteach. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. Instructional Leadership team participates in the Lead4ward Leading Learning Series.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Campus Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4Ward Field Guide Campus renewal, Learn2Lead Series, Instructional Materials and Supplies - 199 - General Fund - \$55,257</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.








Performance Objective 2: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: The learning environment operates within a policy context that is conducive to both learning and demonstration of masters that happen flexibly in a variety of times, placed, and customized conditions. Evidence of students becoming self-directed learners, students scoring within on grade-level range using a cognitive skills rubric during project-based learning opportunities, and academic student growth as measured by NWEA MAP, STAAR, and/or TELPAS.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Students are scheduled into FLEX classes (Tier 2 and Tier 3) during the traditional school day to provide intensive instruction in a smaller group setting. 2. Tutorials will take place during and after school in reading, math, science, and social studies focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2021 STAAR. 2. After-school tutoring support is offered 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. All sub-populations of students are included.</p> <p>Strategy's Expected Result/Impact: Improved Academic Achievement performance at the "meets grade level" and "masters grade level" standard on the following indicators:</p> <p>1). To increase the Mathematics Target for Hispanic students from 21% to the Target 40% as measured on 2021STAAR. 2). To increase the ELA/Reading Target for Economically Disadvantaged from 22% to the Target 33% as measured by 2021 STAAR.</p> <p>Staff Responsible for Monitoring: Math, Reading, Science teachers, intervention teachers, and campus coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Extra-Duty Pay for PM Tutorials - Extended Day/Tutorial - \$5,344, ESSER Tutoring - 282 - ESSER III - \$43,500, Extended Day Supplies - Extended Day/Tutorial - \$900</p>	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Instructional leaders meet weekly to focus on student academic progress. 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. Time to meet as a team is provided to all teachers during the traditional school day.</p> <p>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. Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring. 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. The Intervention Assistance Team, which includes classroom teachers, will meet every 9 weeks to monitor and implement strategies and accommodations before (both teacher and parent) referrals are made for special services. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will abide by district policy when submitting referrals.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coaches, Team Leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.











Performance Objective 3: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: To improve the ELA/Reading Academic Growth Score Target of EL students (Current & Monitored) from 62% to the Growth Status Target 64%. To improve the Mathematics Academic Growth Score Target of EL students (Current & Monitored) from 65% to the Growth Status Target 68%. To meet or beat the 2019 ELAR/Reading Academic Growth Score of Special Ed (Currently Served) of 60% as measured by STAAR. To meet or beat the 2019 Mathematics Academic Growth Score of Special Ed (Currently Served) of 62% as measured by STAAR.

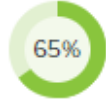

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional materials with key ideas, essential questions, and context-rich texts are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners 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.</p> <p>Strategy's Expected Result/Impact: Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area. Various resources will be used by teachers for monitoring and differentiating the learning of students. Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to on-grade level instruction. 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 3D for English learners. Language Live for Dyslexic and students with learning disabilities in the area of reading fluency and/or comprehension.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: MyON, IXL Math & Reading Subscription for 2021-2022 - 211 - Title 1 A - Economically Disadvantaged Study - \$21,233.48, Supplies and Materials for GT Standards Projects, Extra Duty Pay for Sponsors, & Training - 199 - General Fund - GT - \$2,001, EduSmart, Language Live student subscription for SPED/Dyslexia Students - 199 - General Fund - SPED - \$1,725</p>	Formative		
	Jan	Apr	June
			





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students with learning gaps, learning disabilities, and/or those that lack English acquisition will be supported in each core class through a variety of ways such as the implementation of support facilitation personnel.</p> <p>Strategy's Expected Result/Impact: 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. 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. To assist students with learning disabilities and language barriers will improve student's self-efficacy and overall academic performance.</p> <p>Staff Responsible for Monitoring: Administrators, Diagnostician, Special Education Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$28,649.12</p>	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ESL: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam.</p> <p>Strategy's Expected Result/Impact: For ELs to receive content area instruction in English using ESL or sheltering techniques by every core content teacher that isn't bilingual certified.</p> <p>Staff Responsible for Monitoring: Administrators and Campus Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Training and ESL Certification Exam Fees - 199 - General Fund - BIL/ESL - \$4,033</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Create foundational knowledge for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future.

Evaluation Data Sources: Campus practices demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success. Artifacts of student goal-setting and the selection of a college/career pathway are shared with parents, captured in writing, and stored in the SLP.













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education by completing a series of college, career, and/or military readiness activities.</p> <p>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 informing them of their child's college and career preparation. Students will be provided real-world experiences that explore a wide range of careers via project-based learning leading to stronger relationships, academic success, and future employment. All students will receive academic planning lessons, which include goal setting, personal and career interest surveys, as well as college university information. Student engagement will increase as evidenced by an increase in daily attendance rates.</p> <p>Staff Responsible for Monitoring: Counselors and Librarian.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Job Shadow Career Interest Student Subscription and Supplies, Materials, High Interest Books - 199 - General Fund - At-Risk - \$3,761</p>	Formative		
	Jan	Apr	June
			

 No Progress
 Accomplished
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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: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Frontline reports will be reviewed to ensure the campus is in compliance with federal and state guidelines. Staff Responsible for Monitoring: Administrative team, Diag. Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Disciplinary Removals Strategy's Expected Result/Impact: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Number of removals will decrease. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Special Education Restraint - Strategy's Expected Result/Impact: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	Formative		
	Jan	Apr	June
			
 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 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Funding Sources: Title 1 Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,253.85	Formative		
	Jan	Apr	June
			
 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: Ongoing and proactive recruitment strategies are implemented that include utilizing many sources for high-quality candidates.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Identifies targeted sources (Colleges of Education, ESC, ACP, online tools) with ongoing and recurring relationships. Uses referrals from current high-performing teachers in the recruitment and selection of new hires.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In the event of vacancies, a clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.</p> <p>Strategy's Expected Result/Impact: Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to demonstrate a growth mindset by continually learning. Teacher placements are strategic and based on student need and teacher strengths. Faculty recruitment, induction, and ongoing development ensures faculty are clear about their responsibilities, understand and align with the shared vision, experience success, and have career development opportunities to continue growing.</p> <p>Staff Responsible for Monitoring: Administrative Team, Human Resources, Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Enhance the employee experience through efficient and responsive processes and procedures. Campus leaders implement targeted and personalized strategies to retain high-performing staff.</p> <p>Strategy's Expected Result/Impact: High-performing teachers are identified based on improving student outcomes and willingness to</p>	Formative		
	Jan	Apr	June

<p>learn and develop. Grade-level and content-area teams have strong, supported teacher leaders. Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. Lead team meetings are regularly scheduled and include the use of agendas, recorded meeting minutes, and next steps captured along with follow-up techniques.</p> <p>Staff Responsible for Monitoring: Administrative team, Human Resources, Teachers Leaders</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			







Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Faculty continuously reflect and improve upon the best instructional practices to drive toward a shared vision of effective personalized learning via faculty collaboration, coaching, and skill-building.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Disciplined results monitoring and continuous improvement. Collaborative, data-driven processes of monitoring student progress and ongoing reflection and iteration ensure that appropriate interventions occur for every student and that site-wide processes, systems, and learning experiences continually improve for all staff and students. Teachers will continually strive to improve their practice within their content area by attending on-going staff development and/or conferences for learning. Master Schedule includes time for teacher teams and departments to meet during the traditional school day for common planning purposes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bilingual: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. 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. Teachers will be compensated for obtaining their ESL Certification and/or Bilingual Certification in order to reduce the number of bilingual waivers submitted. 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 - 263 - Title III A - Bilingual Education, Language - Title 3 Supplemental Funds - \$2,532.74	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











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: Collaborate with families to provide high-quality services needed to partner in the education of their children. Parent education and family events will be held monthly.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent involvement reports, digital invitations, parent surveys and feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: A Parent Coordinator position will be added to assist with providing more opportunities for families to engage and interact with campus events. Strategy's Expected Result/Impact: Parent Survey will be sent to families as well as a Parent Needs Assessment to determine what is needed in order to engage all families in critical aspects of student learning. An increase in parent volunteer providing assistance at the campus level. Staff Responsible for Monitoring: Counselors, Parent Coordinator Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,482.07, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,747.08	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize a variety of reliable digital and traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders. Strategy's Expected Result/Impact: To maintain a positive school culture and increase parent participation opportunities. Regular campus climate surveys assess and measure progress on student, staff, and parent experiences. Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators. Staff Responsible for Monitoring: Administrators, Counselors, and Parent Coordinator ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 5: We will establish a safe school environment, while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.









Performance Objective 1: During the 2021-2022 school year, 100% of students and staff will promote positive choices through social and emotional curriculum, teaching and modeling good citizenship to help students become significant contributors to society.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: SBDM Committee agendas, meeting minutes, and survey results, weekly lesson plans.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and manmade. Strategy's Expected Result/Impact: 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. 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. Implement the use of a dismissal app (CurbSmart) in order to dismiss students in a timely manner, to document and track students when attending after-school activities. To create a Reunification Plan, train staff and students of the plan, and communicate the plan with parents in the event of an emergency. Staff Responsible for Monitoring: Administrators, Counselors, and MERT Team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a comprehensive training model for all stakeholders designed to meet the whole child. Strategy's Expected Result/Impact: Teach Every Monday Matters Lessons throughout the school year to students and deliver the content to parents on a weekly basis. Teachers using EMM language in their classrooms to help individuals understand how much and why they matter to themselves, the community, and the world. To engage our students in activities that foster their social and emotional learning development. Staff Responsible for Monitoring: Principal and Counselors ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The continuation of Special Olympics 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: Principal, Special Education teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










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: Structure innovative technology solutions to provide service and educational options and opportunities for all stakeholders.

District Objective:

Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Enabling technology. All members of the school use technology in ways that provide real-time, responsible access to learning and assessments and that facilitate collaboration and communication around students' goals and aspirations. Increase the safety of identifying students at dismissal with improved communication through use of CurbSmart. Provide training to teachers for blended learning environments. Daily notifications sent to parents via Remind 101 with bus dismissal times. Site-level operations, including the physical environment, are configured and resources are allocated in ways that support a flexible, customized, self-directed, and collaborative instructional model.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To create a Personalized Learning Campus Coach position with clearly defined roles and responsibilities. The PL Campus Coach will promote the use of technologies to support student achievement by providing leadership, staff development, and instructional support to all instructional and administrative staff.</p> <p>Strategy's Expected Result/Impact: 1:1 technician reports and repair logs will be monitored on a monthly basis. Students are assigned an individual computer which they use on-campus in order to acquire 21st century technology skills. The purpose of this position is to develop and offer campus-wide instructional technology and digital learning education with the essential support needed to complete technology-based instructional management and productivity functions. In addition, the position serves as a liaison between family and school technology initiatives and school-based implementation. The strategy's impact is to increase student engagement, improve response times for staff and students to receive constructive feedback, and to help train, develop, and strengthen PL classroom facets.</p> <p>Staff Responsible for Monitoring: Administration, teachers, and 1:1 technician.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will develop opportunities/events for parents to fully meet the health, mental/physical wellness, and nutritional needs of all students.</p> <p>Strategy's Expected Result/Impact: Empowered families and caregivers. Families, students, and educators are active partners in helping students set, monitor, and advance toward their goals and aspirations. Varied opportunities beyond the walls of the school support students to address barriers and extend students' opportunities to explore passions and pursue goals and aspirations. Coordination of a Health Fair. Weekly lessons on Every Monday Matters sent to families. so that social/emotional development can be developed beyond the traditional school day.</p>	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Pasadena Independent School District

Summit

2021-2022 Goals/Performance Objectives/Strategies



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: CURRICULUM & INSTRUCTION - 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: Students will make up for lost instruction due to COVID restrictions.











District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: MAP testing and state standardized assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Intermediate students will receive an extra class period of ELA designed to fill in learning gaps. Strategy's Expected Result/Impact: For students to gain learning missed due to COVID restrictions. This will be measured by MAP assessment and standardized testing. Staff Responsible for Monitoring: Campus Administration Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - State Compensatory Funds - \$3,260,853	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Intermediate students will receive an extra math class each day designed to fill in learning gaps. Strategy's Expected Result/Impact: For students to gain learning missed due to COVID restrictions. This will be measured by MAP assessment and standardized testing. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Results Driven Accountability Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: High School students will be pulled for tutoring in U.S. History during the school day. Strategy's Expected Result/Impact: Students will pass the EOC. Staff Responsible for Monitoring: Campus Administration, Campus Counselors Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: High School students will be able to work on credit recovery after school. Strategy's Expected Result/Impact: Students will increase the number of credits they have earned while improving their academic progress. Staff Responsible for Monitoring: Credit Recovery Teacher and Campus Administration. Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
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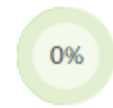


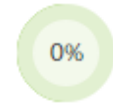
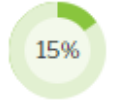






Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: To increase the awareness of students on post graduation education options.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: District graduation rates and after graduation planning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Summit will host monthly presentations from San Jacinto College or Lee College. Strategy's Expected Result/Impact: An increase in student enrollment in a post graduate education institution. Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Field trips to local Jr. College campuses once a semester. Strategy's Expected Result/Impact: To increase student awareness in local college campuses. Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: To assist each 12th and 11th grade student has filled out the FASFA. Strategy's Expected Result/Impact: Students will be aware of the financial expectations for post secondary education. Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: All ELA teachers will be dually certified in ELA and ESL.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Professional Development will include in-services on Safe & Civil Schools strategies for classroom management. Strategy's Expected Result/Impact: An increase in positive social interactions between staff and students. Staff Responsible for Monitoring: Campus Administration. Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,808	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Develop a Parenting Support Program designed to acknowledge student achievement and increase family involvement.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Methods of measuring parent participation in school activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly information meetings designed to inform parents and guardians on issues facing adolescents. Strategy's Expected Result/Impact: An increase in parental knowledge of a variety of topics including substance abuse, gangs and trafficking of minors. Staff Responsible for Monitoring: Campus Counselors and Campus Administration. ESF Levers: Lever 3: Positive School Culture Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Celebrate students achieving A Honor Role and A/B Honor Role and invite parents and families to attend. Strategy's Expected Result/Impact: An acknowledgement of student achievement. Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Educate students on a variety of issues focused on substance abuse and addiction.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PIEMS data on reasons for DAEP assignments.

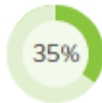






Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in healthy lifestyle groups conducted by an LCDC. Strategy's Expected Result/Impact: A decrease in the reported use of substances by students. Staff Responsible for Monitoring: Campus Administration Funding Sources: - 282 - ESSER III - \$4,000	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Screen students for level of substance use and report the results to parents and guardians. Strategy's Expected Result/Impact: Give parents an awareness of the level of substance use by their students. Staff Responsible for Monitoring: Campus Administration.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Increase the number of positive interactions between staff and students.

District Objective:
Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate the use of Support Circles in their classrooms. Strategy's Expected Result/Impact: Overall increase in the interactions between students and staff. Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
	 35%	 35%	 35%
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Create effective alternatives to traditional discipline consequences for students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PIEMS data








Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or JJAEP. Strategy's Expected Result/Impact: A reduction in students with disabilities being removed to ISS, OSS or JJAEP. Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the use of Restorative Justice strategies as options for discipline consequences. Strategy's Expected Result/Impact: A reduction in inappropriate student behavior and an increase in student compliance. Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Only approved restraint strategies will be used at appropriate times. Staff Responsible for Monitoring: Special Education Staff, Campus Administrators Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: Develop relationships with community partners to provide students and their families with social programing and educational expiriences.

District Objective:
Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.6 Design additional business services that provide innovative solutions to meet evolving district needs.

Evaluation Data Sources: Partnerships with partners expressed in MOUs etc..

Strategy 1 Details	Formative Reviews		
Strategy 1: Reach out to community agencies like police, Junior Colleges, substance abuse programs and city agencies for additional programing designed to promote emotional and behavioral supports. Strategy's Expected Result/Impact: An increase in prosocial behavior. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
	 5%	 55%	 55%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

Pasadena Independent School District

Teague Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students 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

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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.
- Everyone has purpose, worth, and dignity with immeasurable potential
- Family and community profoundly influence decisions individuals make
- 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
- 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine individual student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students

Teague Elementary is a Title I school serving students from Pre-K to 4th grades. The current school population is 733 students. We are currently at 63.3% Free and Reduced lunch. Teague has two district-wide Special Education classroom serving students with Autism which elevates the percentage of students receiving Special Education services. Currently we are at 15.4%.

Ethnicity Breakdown:

Asian - 7 - 10.8% Black - 39 - 5.3 Hispanic - 535 - 73% Two or More - 7 - 1% White - 73 - 10%

Male - 391 - 53.3% Female - 342 - 46.7%

Free/Reduced Lunch - 464 - 63.3%

Special Programs:

At Risk - 440 - 60.0% Bilingual - 188 - 25.6% LEP - 241 - 32.9% GT - 16 - 2.2%
Sped - 113 - 15.4% 504 - 20 - 2.7% Dyslexia - 24 - 3.3%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual Classes for each grade level
- Bilingual Instructional Aides to provide tutoring and support for the Bilingual classes
- Identification and monitoring of special populations (ELL, SPED, ED, GT)

- Pullout program for identified GT students
- Instructional Coaches and Instructional Aides to provide intervention to students in need
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Tutoring/Enrichment (PIE Time)
- Parent Communication in English and Spanish
- High Attendance Rate
- Extended Day

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in our special education population. **Root Cause:** More students are being identified through the IAT process as needing special education supports and services.

Student Achievement

Student Achievement Summary

Due to COVID, students were learning at school and virtually. During the year, students had to go virtual if they were exposed or positive.

Reading Levels for the beginning of this school year. (September 2021)

Grade	Below	On	Above	On or Above
K	69%	18%	13%	31%
K Spanish	92%	0%	8%	8%
1	71%	8%	21%	29%
1 Spanish	73%	10%	17%	27%
2	36%	7%	57%	64%
2 Spanish	18%	14%	68%	82%
3	35%	26%	39%	65%
3 Spanish	28%	22%	50%	72%
4	41%	14%	45%	59%

STAAR Scores - Campus/District/State Comparisons - May 2021

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus			District			State		
	18-19	20-21	+/-	18-19	20-21	+/-	18-19	20-21	+/-
3rd Grade Reading	83	66	-17	77%	58%	-19	76%	68%	-8
3 rd Grade Reading Sp	96	85	-11	80%	56%	-24	69%	52%	-17
3 rd Grade Math	84	54	-30	76%	48%	-26	78%	61%	-17
3 rd Grade Reading Sp	92	41	-51	79%	52%	-27	66%	42%	-24
4 th Grade Reading	77	45	-32	76%	51%	-25	74%	63%	-11
4 th Grade Math	64	38	-26	73%	46%	-27	74%	58%	-16
4 th Grade Writing	68	45	-23	64%	45%	-19	65%	53%	-12

Percent at Meets

Grade/Subject	Campus			District			State		
	18-19	20-21	+/-	18-19	20-21	+/-	18-19	20-21	+/-
3rd Grade Reading	35	31	-4	39%	25%	-14	44%	38%	-6
3 rd Grade Reading Sp	63	30	-33	45%	27%	-18	39%	24%	-15
3 rd Grade Math	46	26	-20	38%	15%	-23	48%	30%	-18
3 rd Grade Reading Sp	44	7	-37	42%	19%	-23	31%	14%	-17
4 th Grade Reading	41	16	-25	39%	23%	-16	43%	36%	-7
4 th Grade Math	31	18	-13	38%	18%	-20	46%	35%	-11
4 th Grade Writing	34	18	-16	27%	16%	-11	33%	26%	-7

Priorities:

- Increase daily math problem solving in all grade levels
- Provide tutoring and enrichment in a timely manner
- Increase AR participation to build up student fluency and comprehension skills.
- Implement PLC's at all grade levels to monitor student progress
- Common assessments in reading and math (1st - 4th)
- Small group reading instruction to target students reading below grade level
- Data analysis of common assessments

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- The gap between subgroups is closing each year
- Strong Intervention Process
- DEAR time in all grade levels
- GT Pullout program
- Focus and Spiraling of SE's
- District Curriculum, Timeline, Resources and Assessments
- Common Planning Time
- Small Group Instruction for Reading and Math
- Waterford/Successmaker/i station/Aims Web
- Targeting specific needs of students through tutoring
- More participation in Accelerated Reader from the 3rd and 4th grade students
- PIE Time schoolwide
- Increased accountability for the lower grades with CBA's and reading levels

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Due to the pandemic that started in March of 2020 and continued throughout the last school year, students have significant learning gaps. **Root Cause:** Many students were learning virtually and/or missed days of learning due to being out for covid related illness.

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments. **Root Cause:** The students are usually working and performing 2 grade levels or more below. Their reading levels are also below and the state assessments are written at a higher level.

School Culture and Climate

School Culture and Climate Summary

- Continued implementation of Safe and Civil and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram)

School Culture and Climate Strengths

- Student and Staff Recognition
- Student/Employee Safety
- Friendly Atmosphere and Environment/Lots of Staff support for one another
- Televised Morning Announcements
- Student Council and leadership opportunities
- Staff and Student Service Projects (Blood Drives, Can Food Drives, Leukemia Society, Ronald McDonald House)
- Safe and Civil Schools/Conscious Discipline
- Spirit and Special Days (Texans, Astros, Rodeo)
- Courtesy Committee - Brag Board
- Clean and well maintained school building and grounds
- End of the Year Celebrations
- Discipline referrals are low
- Friends and Family Boards
- CHAMPS implementation
- Positive Behavior Interventions and Supports
- Campus Bullying Prevention Campaign
- Relationships with kids
- Kindness Tree
- Open door policy with administrators
- Increase in school publicity using Facebook and district web page
- Safety trainings and drills for all staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need to provide school safety training which includes preventative, mental health awareness and a parent/community component.

Problem Statement 2: Need to consider adding additional on-line training modules for staff that are not required but are needed to handle the physical, behavioral, social emotional, and mental health needs of today's youth.

Problem Statement 3: Elementary counselors focus on implementing the recommended ASCA model and providing needed direct services to students at least 80% of their work day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide support through staff development and mentoring
- Have a Highly Qualified Teacher in every classroom
- Have only Highly Qualified Aides to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their ESL certification

Staff Quality, Recruitment, and Retention Strengths

- Mentors provided to all 1st year teachers
- Instructional coaches
- Staff Development
- Highly Qualified Staff
- Common planning time
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention and the number of teachers with less than 5 years of experience. **Root Cause:** Ensure that new teachers are supported in class as well as district wide through coaching cycles and mentoring programs.

Problem Statement 2: There is a lack of quality substitutes available. **Root Cause:** Teacher attendance has declined and substitutes do not feel prepared.

Problem Statement 3: New teachers have limited experience of managing instructions and behaviors of students in their own classroom. **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence school-wide
- Administer MAP (2nd - 4th) and district assessments and use data from assessments to drive instruction
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize Instructional Coaches to help support classroom teachers
- Provide time and resources for PLC's
- Standards based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments and resources
- Beginning, middle and end of the year MAP assessments for 2nd - 4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Grade level PLC's
- Professional Development
- A to Z Learning for Leveled Readers
- Team Planning and Collaboration
- Instructional Coaches for Reading and Math
- Highly Qualified Staff
- Easily accessible data to guide instruction
- Daily tutoring/enrichment in all grade levels (PIE time)
- Accelerated Reader
- Study Island
- PIE Time

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Parent Coordinator

Parent and Community Engagement Strengths

- Title I parent meetings and trainings
- Grade level music programs
- Ready, Set, Teach students from Memorial High School
- Junior Achievement students
- Jump Rope for Heart
- Turkey Trot
- Family Nights
- Parent communication in English and Spanish (calendars and notes)
- Volunteer program
- Career Day
- Remind, Skyward, and Automated phone call out system
- Parent Orientation Night
- Meet, Greet and Drop prior to school beginning
- Parent/Teacher/Student Compacts
- Community Publicity and Events
- PMHS sports teams as mentors
- Parent coordinator
- Boy/Girl Scouts
- Facebook/Twitter/School Website

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There has been a decrease in parent involvement over the years. **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

School Context and Organization

School Context and Organization Summary

- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Have a secure, safe and friendly environment for all
- Review traffic patterns, arrival and dismissal procedures for safety and efficiency
- Conduct various safety drills

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Site Based Team
- Organized and safe arrival and dismissal procedures and supervision in the halls and cafeteria
- Master Schedule
- Red Ribbon Week
- Weekly Staff Bulletins and Monthly Calendars
- Team Building
- Student Council
- Team Leaders
- Two Instructional Coaches
- Highly Qualified Staff
- Televised morning announcements
- SHAC program
- Health, Fitness and Nutrition emphasis
- Crisis Team
- DEAR Time
- PIE Time
- Teachers at checkpoints in the hallways in the morning
- Raptor - visitor/volunteer badges
- Universal Breakfast
- Doorbell and peep holes for the gym doors so they can remain locked during the school day
- Doorbell and locks on the interior doors activated by the office staff to permit visitors who have checked in to enter the building.
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students need to be provided with consistent effective instruction; therefore administration, peer facilitators and instructional support staff need to provide teachers with appropriate support/coaching.

Problem Statement 2: Arrival and dismissal procedures need to be safe for all, especially in high traffic areas. **Root Cause:** Teague is located at an intersection and close to

Pasadena Memorial High School and Tegeler. This causes a lot of traffic during arrival and dismissal.

Technology

Technology Summary

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, ipads, Chromenbooks, etc.
- Provide professional development on use of digital resources, Google Classroom, Seesaw and Zoom
- Personalized Learning classrooms in 4th Grade
- Provide orientations of the LMS (Google Classroom, Seesaw) to students

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Technology Teacher
- Computer Lab
- School/Class Websites
- Mobile Labs
- Successmaker/Waterford Licenses
- Kindles for the library
- Technology Professional Staff Development
- Netbooks for all staff

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** School budgets are limited.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: CURRICULUM & INSTRUCTION - 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 School Year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.







Strategic Plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5








District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$58,600, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Materials - \$20,754.09, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$77,726.43	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.







Strategic Plan: 1.5








District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments. Staff Responsible for Monitoring: Campus Administrators, GT Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - GT - \$2,434	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bilingual/ESL - \$2,188.37, - 199 - General Fund - Bilingual - \$3,159	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Special Education - \$2,253, - Extended Day/Tutorial - ESSR - \$53,860, - Extended Day/Tutorial - Extended Day - \$1,300, - 199 - General Fund - At Risk - \$3,303, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Para - \$26,092.61, - State Compensatory Funds - \$89,508	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges. Staff Responsible for Monitoring: Campus Administrators, Student Council Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: Increased awareness of various career options. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: *In the 2021-22 school year, Teague will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Our need is for more teachers to become ESL Certified. Strategy's Expected Result/Impact: In hiring new staff specifically look for ESL certifications. With the current staff, offer and try to send 2-4 staff each time the ESL academy is provided. Staff Responsible for Monitoring: Administrators, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.








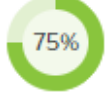





Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign in Sheets, agendas,

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.








District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Coordinator - \$20,517.80, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Component Funds - \$4,838.96	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Formative		
	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets and agendas





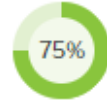








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team,	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals , increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Teague Elementary

Total SCE Funds: \$89,508.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional supplies and materials.

Personnel for Teague Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garcia,Silvia Patricia	BIL 4th Grade Teacher	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. PIE time is every morning from 8:00 - 8:30 for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Teague are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state

standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

3.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Teague. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Bianca Yanez	Kindergarten
Classroom Teacher	Amy Cortez	First Grade
Classroom Teacher	Lizeth Montelongo	Second Grade
Classroom Teacher	Maria Vasquez	Third Grade
Classroom Teacher	Stacey Redwine	Fourth Grade
Classroom Teacher	Pam Afleje	Special Education
Classroom Teacher	Kayla Duncan	Other Certified - Intervention
Paraprofessional	Jazmin Lopez	Paraprofessional
Administrator	Valorie Morris	Principal
District-level Professional	Jay Forrest	Curriculum Specialist

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$58,600.00
1	2	1		GT	\$2,434.00
1	2	2		Bilingual	\$3,159.00
1	2	3		Special Education	\$2,253.00
1	2	3		At Risk	\$3,303.00
Sub-Total					\$69,749.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title I Instructional Materials	\$20,754.09
1	1	1		Plan4Learning	\$550.00
1	1	1		Instructional Coach	\$77,726.43
1	2	3		Title I Instructional Para	\$26,092.61
4	1	2		Title I Parent Component Funds	\$4,838.96
4	1	2		Title I Parent Coordinator	\$20,517.80
Sub-Total					\$150,479.89
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		Title 3 Bilingual/ESL	\$2,188.37
Sub-Total					\$2,188.37
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$89,508.00
Sub-Total					\$89,508.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Extended Day	\$1,300.00
1	2	3		ESSR	\$53,860.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$55,160.00

Addendums

APPENDIX - 2021-2022

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none">Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2022
2. Coordinated Health Program <ul style="list-style-type: none">Student fitness assessment dataStudent academic performance dataStudent attendance ratesPercentage of students who are Economically DisadvantagedUse and success of methods of physical activityOther indicators	TEC 11.253(d)	Executive Director of Curriculum and Instruction District Physical Education Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none">September 7, 2021November 2, 2021February 1, 2022April 5, 2022

3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2022
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2021
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2022
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, F, EHBC, and EKB.	February 2022
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2022
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2022

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and Hill College Dual Course Selections.</p>	<p>May 2022</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Associate Superintendent of Human Resource</p>	<p>PISD will follow the district's Recruitment and Retention Plan.</p>	<p>February 2022</p>

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2022
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2022 Compliance Trainings completed within first six-weeks of school

14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2)	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2022
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2022

Pasadena Independent School District

Tegeler Career Center

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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

ROOT for Each Other as We 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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Goal 6: ANCILLARY SERVICES - 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.	12

Goals





Goal 1: CURRICULUM & INSTRUCTION - 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: Student academic performance as evaluated by STAAR EOC exams will increase 3% in the Meets category for all exams taken.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Hattie's "Influences on Student Achievement" to include high pay-off strategies. Strategy's Expected Result/Impact: Implementation of effective strategies in all classrooms on a regular basis Staff Responsible for Monitoring: Principal and AP ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate regular data reviews in Content and Grade Level meetings to identify problem essential standards and identify students in need of additional support. Strategy's Expected Result/Impact: Move to full PLC vs PLC Lite Emphasize essential standards Improved vertical and horizontal alignment between and across grade levels. Staff Responsible for Monitoring: Instructional Coaches (PF & TF) ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Maximize MTSS (RtI) efforts to ensure all students are reaching their fullest potential including those identified via HB4545. Strategy's Expected Result/Impact: Increased MAP/STAAR/TSIA scores Compliance with HB4545 Providing all students with the support needed for them to be successful including SpED, 504, RtI, DYS, etc. ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$16,500, - Extended Day/Tutorial - \$4,559	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: Continue to offer the Tegeler's School of Choice program for PISD students who are struggling academically.








District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PEIMS reports

Skyward reports

Mizuni reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and educate PISD students in need of Tegeler as an educational placement option. Strategy's Expected Result/Impact: Individual student success (promotion, HS credit attainment, graduation, etc.) Staff Responsible for Monitoring: Principal 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 - \$138,554	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Increase the percentage of students graduating CCMR ready

District Objective:





Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3







Evaluation Data Sources: College Acceptance

CCMR (Accountability)

CCMR (State)

FAFSA/TAFSA completion

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement strategy to ensure all graduates complete their FAFSA or waiver Strategy's Expected Result/Impact: 100% FAFSA/TAFSA completion Increased student/parent awareness Staff Responsible for Monitoring: CCMR Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote Portrait of a Pasadena ISD Graduate attributes Strategy's Expected Result/Impact: Increase student awareness of attributes of a successful graduate Build a college-minded student population Communicate with students how to obtain cords, stoles, etc. for graduation Develop responsible citizens Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to grow College Bridge efforts in both CP English and TCM Strategy's Expected Result/Impact: Increased number of students achieving CCMR in both English and Math Increased percentage of students achieving CCMR for both state accountability and state (self) accountability Promote military service for those interested TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Hire and retain appropriately certified staff

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire and retain appropriately certified staff Strategy's Expected Result/Impact: High quality instruction and support Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Campus Payroll - State Compensatory Funds - \$3,815,847	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Tegeler will maintain a physically and socially/emotionally safe learning environment.





District Objective:










Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Fewer office referrals

Fewer ISC/SUS/GC and Summit assignments

Full utilization of counselors, nurse and CIS support

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue Safe and Civil Committee efforts Strategy's Expected Result/Impact: Safe and orderly campus Responsive campus efforts Improved communication between students and staff Teaching positive character traits Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Safe School Ambassadors program Strategy's Expected Result/Impact: Increase student voice on campus Develop student leaders Increase safety (physical/social/emotional) on campus Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate weekly SEL lessons via Mentor Mondays Strategy's Expected Result/Impact: A more socially/emotionally safe campus Teaching students valuable life-long strategies Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Fair and equitable discipline assignments of SpED students Staff Responsible for Monitoring: AP and Special Pops Coord. ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Compliance with restraint requirements Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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.

Pasadena Independent School District

Thompson Intermediate

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

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: CURRICULUM & INSTRUCTION - 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: Students who were unsuccessful on STAAR will show growth on MAP & STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fall, Winter and Spring MAP data as well as STAAR results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and math intervention classes scheduled into the school day to support students. Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before and after school tutorials will be provided to support students. Strategy's Expected Result/Impact: Student growth and increase in student performance. Staff Responsible for Monitoring: Administrative team.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: CURRICULUM & INSTRUCTION - 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: Increase student performance across all content areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize highly trained staff and resources to create purposeful engaging lessons, activities and incentives to meet needs of students and keep students interested in school. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$26,067.72, Instructional Budget - 199 - General Fund - \$110,312, Campus Staff - State Compensatory Funds - \$453,755, Supplies, Materials, Misc. Operating Costs, transportation fees - State Compensatory Funds - \$1,500, Instructional- GT - 199 - General Fund - \$3,195, Instructional- Bil/ESL - 199 - General Fund - \$1,783, Instructional- Spec Ed - 199 - General Fund - \$2,071, Title II Campus Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$75,686.87	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended day tutorials. Strategy's Expected Result/Impact: Increase in student performance across contents. Staff Responsible for Monitoring: Teachers, campus coaches, leadership team. Targeted Support Strategy Funding Sources: extended day - Extended Day/Tutorial - \$8,974, extended day - Extended Day/Tutorial - \$1,500	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Title 1 Peer Facilitator and instructional aide to help support students. Strategy's Expected Result/Impact: Additional staff will increase students learning. Staff Responsible for Monitoring: PF, aides, administrative team. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$76,387.89, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,092.61	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Plan 4 Learning tool for campus improvement planning. Strategy's Expected Result/Impact: Continued reflection and growth campus wide. Staff Responsible for Monitoring: Principal, CIP Team Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 1: CURRICULUM & INSTRUCTION - 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: Fill gaps for students who were not successful on STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR and Map data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of HB 4545 to meet the needs of students who are not successful on STAAR. Strategy's Expected Result/Impact: Students will gain knowledge in essential areas of content not mastered in the previous school year. Staff Responsible for Monitoring: Administrative team, ESSER tutors Funding Sources: Staff Payroll - 282 - ESSER III - \$81,000	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 1: CURRICULUM & INSTRUCTION - 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: Collaborate across learning platforms best ways to support students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2 intervention strategies. Strategy's Expected Result/Impact: Rigorous, relevant content and best instructional practices used. Staff Responsible for Monitoring: Campus content coaches, Administrative team. ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade Level Team meetings every three weeks to discuss student needs. Strategy's Expected Result/Impact: GLT will look at students holistically to provide supports prescribed to the individual student needs. Staff Responsible for Monitoring: GLT, Coaches, Administrators	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 1: CURRICULUM & INSTRUCTION - 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: Provide English Language Learner/Emergent Bilingual Students with supports needed to be successful.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative and summative assessments, TELPAS.







Strategy 1 Details	Formative Reviews		
Strategy 1: Plan for all teachers serving ELL/Emergent Bilingual Students are ESL certified. Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: TELAS Administrator.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize effective teaching practices to meet the needs of ELL/Emergent Bilingual students. Strategy's Expected Result/Impact: Increase in student language acquisition and performance. Staff Responsible for Monitoring: Administrative team, teachers. Funding Sources: Title III Funding - 263 - Title III A - Bilingual Education, Language - \$1,110.85	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: Professional Development will be made a priority by providing consistent training and workshops that enhance expertise in instructional content

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Implementation of knowledge.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing staff development during the school year to target student groups. Strategy's Expected Result/Impact: Growth in professional learning and improvement in practices. Staff Responsible for Monitoring: Administrative team.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			









Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Provide opportunities for students to explore post secondary options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Thursdays, College Week, Career Day

Strategy 1 Details	Formative Reviews		
Strategy 1: Throughout the school year we will explore college options and inform students of various colleges to broaden student's view experiences. Strategy's Expected Result/Impact: Increase interest in college. Staff Responsible for Monitoring: Leadership team, counselors.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teen Leadership classes will research college opportunities and discuss financial aid options/procedures. Strategy's Expected Result/Impact: Increase student knowledge of college opportunities and process for applying. Staff Responsible for Monitoring: Teen leadership teacher, administrative team.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 2: COLLEGE, CAREER, & MILITARY READY - 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: Students will explore potential career paths.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Lessons plans, field trips, homeroom activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th grade students visit CTHS to learn about the offered programs and application process. Strategy's Expected Result/Impact: Students will be informed of high school programs and options. Staff Responsible for Monitoring: Counselors.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



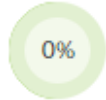





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Help students learn what career paths align with their personal interests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Homeroom activities and lessons, Results from Kuder administration

Strategy 1 Details	Formative Reviews		
Strategy 1: Spring of 7th grade year students take the Kudor Career Inventory Assessment. Strategy's Expected Result/Impact: Students will be enlightened to career paths based off their interests. Staff Responsible for Monitoring: Counselors, ELAR teachers.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Results from Kudor are used to help students to further explore career options, high school pathways and endorsement. This is done during the students 8th grade year. Strategy's Expected Result/Impact: Using Kuder results, students will chose their high school pathway. Staff Responsible for Monitoring: Counselors.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 4: Vertically align and expose students to opportunities in high school.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: High school registration.

Strategy 1 Details	Formative Reviews		
Strategy 1: Dobie visits Thompson to showcase the various programs offered at the high school. Strategy's Expected Result/Impact: Dobie week allows students the opportunity to get more comfortable with their future school and activities they can be involved in. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: ECHS visits to explain the difference in two year vs four year colleges, associates degrees, and community college vs university. Strategy's Expected Result/Impact: ECHS visits Thompson to give an overview of ECHS to the students. The application process is explained. Staff Responsible for Monitoring: Counselors.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 5: Students take the PSAT to better prepare for college admittance tests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: PSAT participation and results.

Strategy 1 Details	Formative Reviews		
Strategy 1: PSAT 8/9 is given to the 8th grade students in the fall. Strategy's Expected Result/Impact: Students will be exposed to the PSAT and possible scholarship opportunities associated with the exam. Staff Responsible for Monitoring: Counselors, testing coordinators.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PSAT scores reports are provided to the students and parents. These reports guide students in high school pathway. Homeroom teachers go over the results with the students. Strategy's Expected Result/Impact: Exposure to the PSAT will allow students to plan for high school. Staff Responsible for Monitoring: Counselors, testing coordinators.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 6: Inform and expose students to military career options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Guest speakers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Thompson holds a Veterans Day program. Students' parents, teachers and community members that served in the military are showcased. Strategy's Expected Result/Impact: Students will be informed as to military options after high school. Staff Responsible for Monitoring: Leadership team.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Military & College shirt day every Thursday. Strategy's Expected Result/Impact: Opens dialogue about opportunities in the military. Staff Responsible for Monitoring: Counselors, teachers, administrators.	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Military guest speaker. Strategy's Expected Result/Impact: Guest speaker will discuss opportunity for a career in the military. Staff Responsible for Monitoring: Counselors, Teen Leadership teacher.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Provide ongoing campus based professional development for our staff.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development will be planned based on campus needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Various onsite and offsite professional development opportunities are provided and recommended to teachers to polish their teaching. Strategy's Expected Result/Impact: Continuous learning for teachers to better support learning of students. Staff Responsible for Monitoring: Leadership team. ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide new staff member with a buddy/mentor teacher to collaborate with.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: New teachers/staff will be paired up with experienced staff member.

Strategy 1 Details	Formative Reviews		
Strategy 1: All new teachers to Thompson are given a buddy teacher. The buddy teachers is a support for the teacher. The buddy helps the new teachers understand Lion PRIDE. Strategy's Expected Result/Impact: By providing support to new staff members, we will retain and create highly impactful staff. Staff Responsible for Monitoring: Leadership team, mentors, administrators.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: The collaboration through the PLC process helps develop new teachers and provide growth.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: PLC running agendas.







Strategy 1 Details	Formative Reviews		
Strategy 1: PLC offers opportunities to collaborate with their peers to develop the skills to become a highly qualified teacher. Strategy's Expected Result/Impact: Create a well functioning team of teachers to provide high quality instruction to all students. Staff Responsible for Monitoring: Teachers, Campus content coaches, administrative team, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Provide coaching and observation moments to learn new strategies.

District Objective:
Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Master schedule.

Strategy 1 Details	Formative Reviews		
Strategy 1: During push in periods, teachers are able to observe various teaching strategies that can be implemented in their classroom. Strategy's Expected Result/Impact: Teachers will show high quality instructional practices. Staff Responsible for Monitoring: Teachers, campus content coaches, administrative team.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 5: Hiring by committee to find the best fit and most qualified candidates.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Employment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Interview panels have representatives from the department that has the opening. Strategy's Expected Result/Impact: Build capacity among teacher leaders and find the best candidates. Staff Responsible for Monitoring: Administrative team.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





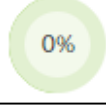
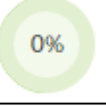

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.








Performance Objective 1: Increase our parent engagement and involvement in our school community.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Event sign in sheets, agendas, participation, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide parent engagement events each 6 weeks period. Ex: Open House, Book Fair, Parent Informational Session, Internet Safety, Strategy's Expected Result/Impact: Grow our connection and support with parents/community. Staff Responsible for Monitoring: Leadership team. Funding Sources: Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,600.19	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent coordinator to build engagement. Strategy's Expected Result/Impact: By having a dedicated parent coordinator, our campus will build our relationships and engagement with families. Staff Responsible for Monitoring: Parent coordinator, administrative team. Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,949.32	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Social media presences (facebook, instagram, etc). Strategy's Expected Result/Impact: Communicate with families and community. Staff Responsible for Monitoring: Administrators, Leadership team.	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Southbelt Leader submissions Strategy's Expected Result/Impact: Share great things happening at Thompson with the community. Staff Responsible for Monitoring: Southbelt Leaders Liasion.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: Advertise and invite families to fine arts and athletic performances

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent participation and feedback.








Strategy 1 Details	Formative Reviews		
Strategy 1: Fine Arts will hold numerous concerts in the school and in the community. Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus. Staff Responsible for Monitoring: Coaches, directors, teachers, leadership team.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Red and White Day is a community event held at the beginning of the school year showcasing our athletics program. Football and volleyball scrimmage. Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus. Staff Responsible for Monitoring: Coaches, administrative team.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Implement Anonymous Alerts system for students and parents to report concerns.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Anonymous Alerts submitted.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Anonymous Alerts system for students and parents to report concerns. Strategy's Expected Result/Impact: Rollout of new reporting system will empower students to report safety issues. Staff Responsible for Monitoring: Administrative team, teachers	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: To become a Trauma Informed Campus.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Monthly faculty meetings, staff e-course completion.

Strategy 1 Details	Formative Reviews		
Strategy 1: Beginning of year, Jill Butler provided a staff development to become a trauma informed campus. Each faculty meet, she provides new training or updates. Strategy's Expected Result/Impact: Campus will build capacity to deal with trauma. Staff Responsible for Monitoring: Counselors, leadership team, teachers.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: Safe Schools Ambassador program on campus.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Monthly Safe Schools Ambassador meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Training for staff and students on conflict resolution and positive cultural change. Strategy's Expected Result/Impact: Create a safe and positive campus environment. Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ongoing trainings throughout the year. The School Ambassadors meet twice a month. Once as a family group and once as a whole group where new skills are taught and past skills are reviewed. Strategy's Expected Result/Impact: Create a safe and positive campus environment built on respect. Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.



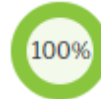




Performance Objective 4: Create campus wide systems to decrease discipline referrals and increase positive relationships.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data.

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS team meets monthly to discuss discipline trends to find solutions. Strategy's Expected Result/Impact: Decrease discipline referrals. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide student incentives throughout the year. These will focus on referrals, tardies and attendance. Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies and an increase in attendance. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The PBIS team focuses on positive staff climate as well as student behaviors. Strategy's Expected Result/Impact: Positive culture and climate. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduction in removals. Staff Responsible for Monitoring: Administrators.	Formative		
	Jan	Apr	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Stay in compliance with TBSI requirements. Staff Responsible for Monitoring: Administrative team, Special Ed staff.	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 5: Build student capacity in interpersonal, intrapersonal, conflict resolution and appropriate social skills.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data, counseling referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create SEL student groups to promote inclusion, appropriate communication skills and build relationships. Strategy's Expected Result/Impact: Reduction in student discipline referrals and student confrontations. Staff Responsible for Monitoring: Administrative team, counselors, SEL coach.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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 6: Campus wide mentoring utilizing Along digital check ins.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Along weekly feedback and increase in relationships.







Strategy 1 Details	Formative Reviews		
Strategy 1: Training at the beginning of the year to rollout Along and provide booster sessions throughout the year on building relationships. . Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus. Staff Responsible for Monitoring: Mentor teachers, leadership team.	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Mentor teachers perform check-ins with their mentees once per week. Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus. Staff Responsible for Monitoring: Mentor teachers, leadership team.	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - 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: Student onboarding at the beginning of the year.

District Objective:
Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Homeroom lessons.

Strategy 1 Details	Formative Reviews		
Strategy 1: Homeroom daily to roll out information: technology, school wide, safety, etc. Strategy's Expected Result/Impact: Practices, policies and procedures will be established to set the student up for success all year. Staff Responsible for Monitoring: Administrative team, teachers.	Formative		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








Goal 6: ANCILLARY SERVICES - 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: Thompson administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion
Bus safety training and discipline on bus
Working and innovative technology

Strategy 1 Details		Formative Reviews		
Strategy 1: Attend District Professional Development. Strategy's Expected Result/Impact: Through training, ancillary services will be optimal for students, parents and staff.		Formative		
		Jan	Apr	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Pasadena Independent School District
Turner Elementary
2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Turner Mission Statement

**We are developers of successful lifelong learners...
creating a positive, student-centered learning environment
for an ever changing world.**

Vision

Pasadena ISD Vision Statement

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Turner Vision Statement

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**
- **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**
- **Community is essential to student success**
- **Feeling safe enhances the ability to learn**
- **Diversity adds value to all areas of life**
- **Character is the foundation of success**
- **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: CURRICULUM & INSTRUCTION - 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 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, BAS

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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			








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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Greenhouse Upkeep - PTO/PTA - \$300	Formative		
	Jan	Apr	June
			











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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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









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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials, wages for tutors - Extended Day/Tutorial - \$900	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			











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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff development fee, supplies - 199 - General Fund - \$200	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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








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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutoring and instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,218.36	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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









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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			










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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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

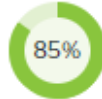





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide research based reading program information for teachers . Strategy's Expected Result/Impact: Promote the love of reading as well as the improvement of reading skills. Staff Responsible for Monitoring: Librarian, Peer Facilitators, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Certificates, incentives-AR Skate, AR Carnival - PTO/PTA - \$5,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			










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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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.








Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
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 Reading/Writing scores and reinforce campus commitment to writing initiatives Staff Responsible for Monitoring: Teachers, Peer Facilitators, ELAR PLC, Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 199 - General Fund	Formative		
	Jan	Apr	June
			









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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, 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









Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			











Strategy 4 Details	Formative Reviews		
Strategy 4: STREAM Night for all grade levels Strategy's Expected Result/Impact: Provide activities for families to experience together to promote science, technology, reading, engineering and math concepts. Staff Responsible for Monitoring: Science/Tech, ELAR, and Math PLCs, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: instructional supplies - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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.







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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Greenhouse materials - PTO/PTA - \$100	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Purchase of library books - 199 - General Fund, Purchase Bluebonnet books - PTO/PTA - \$1,000	Formative		
	Jan	Apr	June
			








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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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 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




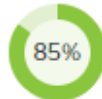




Strategy 1 Details	Formative Reviews		
Strategy 1: Curriculum PLCs will meet monthly Strategy's Expected Result/Impact: Improve vertical alignment and share successful implementation of research based instructional practices Staff Responsible for Monitoring: Teachers, Support staff, Peer Facilitators, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level data PLCs will meet regularly to disaggregate data. 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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			






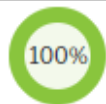
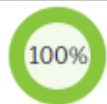




Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the PISD Scope and Sequence for math in grades PK-4 Strategy's Expected Result/Impact: STAAR math scores will increase Staff Responsible for Monitoring: Teachers, Peer Facilitators, Math PLC, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 1: CURRICULUM & INSTRUCTION - 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: 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.

Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials and supplies - 224 - IDEA-B Special Education - \$1,462	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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, 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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: 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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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: Review of facilities to check ADA compliance and make the necessary changes Staff Responsible for Monitoring: Administrators, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			











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: 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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: The campus will continue to proactively monitor the number of removals as they relate to student behavior. Staff Responsible for Monitoring: Administrators, All Teachers, LSSP Support Staff Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
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





Goal 1: CURRICULUM & INSTRUCTION - 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: 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.

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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$68,607.81, Instructional materials and supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding coupled with ESSER funds. Strategy's Expected Result/Impact: Positive effect on student achievement Staff Responsible for Monitoring: Teachers , Administrators, DAIT, Peer Facilitators Schoolwide and Targeted Assistance 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 - \$87,081.65, Salaries for Outside Tutors - 282 - ESSER III - \$35,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000, Tutoring - State Compensatory Funds - \$2,028	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			








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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - 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: 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.








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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials and supplies - 428 - G/T Performance Standards - \$1,578	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote career, college, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

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







Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5, 2.6, 3.2 Funding Sources: Family Fun Night supplies - PTO/PTA - \$6,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2 Funding Sources: field trips - PTO/PTA - \$7,900	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: School hallways named after state colleges-UT, Baylor, Texas Tech, UH, SJC, Rice, Texas A & M Strategy's Expected Result/Impact: Support student awareness of state colleges Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			











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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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.










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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies for staff events throughout the year - 199 - General Fund - \$3,000, Teacher Appreciation Week - PTO/PTA - \$1,000	Formative		
	Jan	Apr	June
			





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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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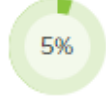

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.










Performance Objective 1: 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

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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance 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 - \$25,394.74	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance 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 - \$2,000	Formative		
	Jan	Apr	June
			
Strategy 7 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			










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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 3.2 Funding Sources: T-shirts, supplies - PTO/PTA - \$600	Formative		
	Jan	Apr	June
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Parent-Teacher compacts are reviewed over ZOOM meetings or face to face. 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 Assistance Title I Elements: 3.1	Formative		
	Jan	Apr	June
			
Strategy 13 Details	Formative Reviews		
Strategy 13: 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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - 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: 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.
















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 Assistance Title I Elements: 3.2 Funding Sources: Materials and supplies, rental fees - PTO/PTA - \$6,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: 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.










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 Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			














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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: 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




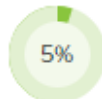




Strategy 1 Details	Formative Reviews		
Strategy 1: Character education theme communicated during daily announcements Strategy's Expected Result/Impact: Reduced discipline referrals, increased student attendance rate Staff Responsible for Monitoring: Teachers, Counselor, Students, Attendance Clerk, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			












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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 199 - General Fund - \$400	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: 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.

Strategy 1 Details	Formative Reviews		
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Supplies - PTO/PTA - \$300	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 6: ANCILLARY SERVICES - 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: 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.








District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: 100% of Turner staff will utilize available technological resources to enhance instruction and communication.

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 Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Software, equipment, maintenance, renewal fees - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: maintenance, software, equipment - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5	Formative		
	Jan	Apr	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Personalized Learning Program implemented in 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: PL teachers, district personnel, Summit Learning representative, campus administrators, campus Connect team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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: Provide students with the opportunity to participate in a variety of quality fine arts educational experiences.








District Objective:








Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.6 Design additional business services that provide innovative solutions to meet evolving district needs.

Evaluation Data Sources: Participation data

Parent feedback

Observations from campus/district personnel

Strategy 1 Details	Formative Reviews		
Strategy 1: Christmas and spring choir concerts to highlight student performance. Strategy's Expected Result/Impact: Highlight student performance Build parent relationships Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade levels will perform for the PTO meetings held every other month. Strategy's Expected Result/Impact: Highlight student performances Build parent relationships Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Participation of Fine Arts performance group in the Bethlehem Experience at South Main Baptist Cchurch Strategy's Expected Result/Impact: Highlight student talent outside of the school setting Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Master schedule designed to support daily instructional time for Fine Arts program for grades K-4. Strategy's Expected Result/Impact: Daily instructional opportunities for students Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - 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: Provide students with various opportunities to acquire knowledge and skills that build foundational skills to support a physically active lifestyle.





District Objective:










Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Participation data

Parent feedback

Observations from campus/district personnel

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
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 Assistance Title I Elements: 2.5, 3.2 Funding Sources: supplies and materials - PTO/PTA - \$600	Formative		
	Jan	Apr	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Participation of PE performance group in the Texas A & M basketball pregame/halftime show Strategy's Expected Result/Impact: Highlight student achievement outside of the classroom setting Staff Responsible for Monitoring: PE coach and administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Williams Elementary

2021-2022 Goals/Performance Objectives/Strategies



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.

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 Assistance 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 - \$155,698.18	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			

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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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 - \$77,192.24	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			







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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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 - \$15,659.54, Materials & Supplies - State Compensatory Funds - \$2,917	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			





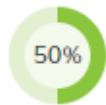





Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize Plan4Learning to develop and monitor the campus improvement plan Strategy's Expected Result/Impact: Developed Campus Improvement Plan Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 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 - \$550	Formative		
	Jan	Apr	June
			
<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 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







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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			








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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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 - \$57,281.53	Formative		
	Jan	Apr	June
			
<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 plans, and analysis of needs addressed by the comprehensive needs assessment

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 Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			





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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
Strategy 6 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			



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 Assistance 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		
	Jan	Apr	June
			
<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: 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








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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			













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 Assistance 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 - \$81,600.49	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
<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: 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









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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			











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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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: 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.







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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			











Strategy 4 Details	Formative Reviews		
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 Assistance 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 - \$800, Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$4,783	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
 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.

Evaluation Data Sources: Standardized and State assessment







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: Library budget, school budget Staff Responsible for Monitoring: Administrators, Librarian Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			







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 Assistance 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		
	Jan	Apr	June
			
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 Schoolwide and Targeted Assistance 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 - \$2,188.37	Formative		
	Jan	Apr	June
			
 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.

Strategy 1 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Team Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			







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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			









Strategy 7 Details	Formative Reviews		
Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
<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: 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









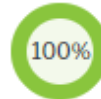
Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			













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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
<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









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: Teachers Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			

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 Assistance 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		
	Jan	Apr	June
			
Strategy 5 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
<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: Increase the campus attendance rate to 97% or above for all students.





Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data








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: Administrators, nurse, counselor, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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: Administrators, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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 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

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 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 Assistance 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		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			









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 Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			

Strategy 6 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
 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.

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 Liaison and Campus Coaches Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
 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: Positive increase in teachers' responses on the STaR Chart.

Strategy 1 Details	Formative Reviews		
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 Assistance 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		
	Jan	Apr	June
			
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 Staff Responsible for Monitoring: Administrators, technology liaison Schoolwide and Targeted Assistance 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		
	Jan	Apr	June
			
 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









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: Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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.







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: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
<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 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

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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,842.07	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			







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 Assistance 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		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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











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 Assistance Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.





Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs







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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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 4: Engage students and their families in school events.

Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs







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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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	Formative		
	Jan	Apr	June







<p>Staff Responsible for Monitoring: Administrators, counselor, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Parent - 211 - Title 1 A - Economically Disadvantaged Study - \$3,939.92</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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





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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	June
			







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 Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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: 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, counselor logs, guidance lesson feedback

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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$53,628.46	Formative		
	Jan	Apr	June
			
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		
	Jan	Apr	June
			










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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			

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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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

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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
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 Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
			
<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: 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

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 Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
			
<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: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

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 Assistance 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		
	Jan	Apr	June
			
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 Assistance 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		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Pasadena Independent School District

Young Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement



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.

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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 with 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: CURRICULUM & INSTRUCTION - 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, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.


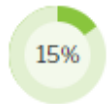








Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance 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 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$14,500, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$157,700.93, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$22,609.38	Formative		
	Jan	Apr	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - 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, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

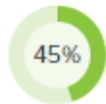
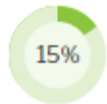
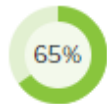



Strategic Plan: 1.5








District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$2,092	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,443.63, Bil/ESL - 199 - General Fund - Bil/ESL - \$5,048, Bilingual Teaching Staff - State Compensatory Funds - \$86,040	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>Funding Sources: - 199 - General Fund - Special Ed. - \$1,482, - 282 - ESSER III - ESSER - \$39,000, - State Compensatory Funds - At Risk - \$3,545, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$56,295.69, DAIT /Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$81,064.91, Extended Day - Extended Day/Tutorial - \$6,287</p>	Formative		
	Jan	Apr	June
			
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Goal 2: COLLEGE, CAREER, & MILITARY READY - 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 participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 3: HUMAN RESOURCES - 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 through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Will partner with the Rise team and Bilingual specialist to help prepare our uncertified bilingual teacher to pass the bilingual state certification to remediate the bilingual waiver/exception. Staff Responsible for Monitoring: Administrators Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: This school year we had to file waivers or exceptions for any teachers serving English Language Learners/Emergent Bilingual Students for the 2021-2022 school year who are not properly certified as a Bilingual or ESL teacher, Root Cause: A low number of fully certified bilingual teachers.

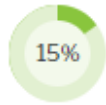
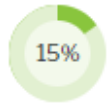


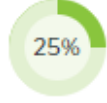








Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
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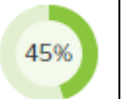


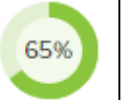
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

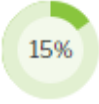






Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social, and emotional needs. Providing the ACE/CIS program after school. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, CIS Coordinator, ACE Campus Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,989.89	Formative		
	Jan	Apr	June
			


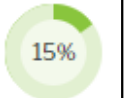
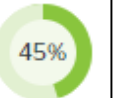




Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - 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: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

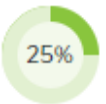
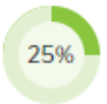




Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.








Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

***Texas High School Graduates From FY 2021
Enrolled in Texas Public Higher Education Fall 2021***

326

County=HARRIS COUNTY

District	High School	HS Code	Institution	Students
LEGACY SCHOOL OF SPORT SCIENCES	LEGACY SCHOOL OF SPORT SCIENCES	101874001	PRAIRIE VIEW A&M UNIVERSITY (003630)	5
			Other Public 4-yr Institution (10)	11
			Other Public 2-yr Institution (4)	5
			Not trackable	2
			Not found	26
			<i>Total high school graduates</i>	<i>49</i>
PASADENA ISD	DOBIE H S	101917004	SAN JACINTO COMMUNITY COLLEGE (029137)	411
			UNIVERSITY OF HOUSTON (003652)	47
			U. OF TEXAS AT AUSTIN (003658)	18
			U. OF HOUSTON-CLEAR LAKE (011711)	15
			LAMAR UNIVERSITY (003581)	9
			PRAIRIE VIEW A&M UNIVERSITY (003630)	8
			TEXAS STATE UNIVERSITY (003615)	8
			SAM HOUSTON STATE UNIVERSITY (003606)	7
			Other Public 4-yr Institution (24)	43
			Other Public 2-yr Institution (7)	9
			Not trackable	42
			Not found	319
			<i>Total high school graduates</i>	<i>936</i>
PASADENA ISD	DR KIRK LEWIS CAREER AND TECHNICAL	101917016	SAN JACINTO COMMUNITY COLLEGE (029137)	185
			UNIVERSITY OF HOUSTON (003652)	7
			U. OF HOUSTON-CLEAR LAKE (011711)	5
			Other Public 4-yr Institution (10)	17
			Not trackable	21
			Not found	93

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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***Texas High School Graduates From FY 2021
Enrolled in Texas Public Higher Education Fall 2021***

327

County=HARRIS COUNTY

District	High School	HS Code	Institution	Students
			<i>Total high school graduates</i>	328
PASADENA ISD	PASADENA HIGH SCHOOL	101917001	SAN JACINTO COMMUNITY COLLEGE (029137)	161
			UNIVERSITY OF HOUSTON (003652)	21
			U. OF HOUSTON-CLEAR LAKE (011711)	16
			TEXAS A&M UNIVERSITY (003632)	6
			U. OF HOUSTON-DOWNTOWN (012826)	6
			SAM HOUSTON STATE UNIVERSITY (003606)	5
			Other Public 4-yr Institution (11)	11
			Other Public 2-yr Institution (2)	3
			Not trackable	51
			Not found	205
			<i>Total high school graduates</i>	485
PASADENA ISD	PASADENA MEMORIAL H S	101917013	SAN JACINTO COMMUNITY COLLEGE (029137)	341
			UNIVERSITY OF HOUSTON (003652)	28
			TEXAS A&M UNIVERSITY (003632)	10
			U. OF HOUSTON-CLEAR LAKE (011711)	10
			U. OF TEXAS AT AUSTIN (003658)	9
			Other Public 4-yr Institution (15)	35
			Other Public 2-yr Institution (3)	3
			Not trackable	54
			Not found	255
			<i>Total high school graduates</i>	745
PASADENA ISD	SAM RAYBURN H S	101917002	SAN JACINTO COMMUNITY COLLEGE (029137)	249
			UNIVERSITY OF HOUSTON (003652)	18

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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***Texas High School Graduates From FY 2021
Enrolled in Texas Public Higher Education Fall 2021***

328

County=HARRIS COUNTY

District	High School	HS Code	Institution	Students
			U. OF HOUSTON-CLEAR LAKE (011711)	16
			Other Public 4-yr Institution (12)	20
			Other Public 2-yr Institution (3)	3
			Not trackable	55
			Not found	288
			<i>Total high school graduates</i>	<i>649</i>
PASADENA ISD	SOUTH HOUSTON HIGH SCHOOL	101917003	SAN JACINTO COMMUNITY COLLEGE (029137)	170
			U. OF HOUSTON-DOWNTOWN (012826)	14
			UNIVERSITY OF HOUSTON (003652)	14
			U. OF HOUSTON-CLEAR LAKE (011711)	10
			HOUSTON BAPTIST UNIVERSITY (003576)	6
			SAM HOUSTON STATE UNIVERSITY (003606)	6
			Other Public 4-yr Institution (10)	20
			Other Public 2-yr Institution (5)	6
			Not trackable	60
			Not found	194
			<i>Total high school graduates</i>	<i>500</i>
PASADENA ISD	TEGELER CAREER CENTER	101917007	SAN JACINTO COMMUNITY COLLEGE (029137)	19
			Other Public 4-yr Institution (4)	4
			Not trackable	1
			Not found	18
			<i>Total high school graduates</i>	<i>42</i>
RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	HOUSTON COMMUNITY COLLEGE (010633)	9
			Other Public 4-yr Institution (2)	3
			Other Public 2-yr Institution (1)	3

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.