

Cameron ISD Annual Report 2020-2021

The Annual Performance Report is published in accordance with TEA guidelines. Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, a report of violent or criminal incidents, PEIMS financial reports and information received under Texas Education Code § 51.403(e) from the

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Annual Report
Section 1:

2020-2021
Texas Academic Performance Report
(TAPR)

TAPR is available for district and campuses at TEA's Public Website:
https://tea.texas.gov/perfreport/tapr/index.html

2020-21 Texas Academic Performance Report (TAPR)

District Name: CAMERON ISD

District Number: 166901

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency

2020-21 STAAR Performance (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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																	
3 Reading																	
roaches Grade Level or	2021	67%	73%	**73%**	68%	76%	71%	-	-	-	-	27%	*	73%	69%	69%	100%
	2019	76%	76%	**69%**	54%	76%	67%	-	*	-	*	38%	*	69%	67%	68%	93%
ts Grade Level or Above	2021	39%	44%	**36%**	21%	41%	39%	-	-	-	-	9%	*	36%	38%	33%	85%
	2019	45%	45%	**40%**	25%	42%	44%	-	*	-	*	25%	*	39%	44%	38%	47%
ters Grade Level	2021	19%	23%	**19%**	16%	14%	29%	-	-	-	-	0%	*	16%	38%	13%	31%
	2019	27%	28%	**22%**	0%	28%	23%	-	*	-	*	13%	*	21%	33%	19%	40%
3 Mathematics																	
roaches Grade Level or	2021	62%	71%	**64%**	42%	69%	68%	-	-	-	-	18%	*	63%	69%	64%	100%
	2019	79%	81%	**75%**	46%	82%	82%	-	*	-	*	63%	*	75%	78%	75%	100%
ts Grade Level or Above	2021	31%	39%	**30%**	16%	31%	39%	-	-	-	-	9%	*	30%	31%	28%	62%
	2019	49%	51%	**41%**	17%	46%	46%	-	*	-	*	38%	*	41%	44%	40%	53%
ters Grade Level	2021	14%	20%	**14%**	0%	14%	21%	-	-	-	-	9%	*	13%	15%	8%	31%
	2019	25%	26%	**16%**	8%	18%	15%	-	*	-	*	0%	*	15%	22%	14%	20%
4 Reading																	
roaches Grade Level or	2021	63%	67%	**70%**	37%	73%	83%	-	-	-	*	50%	*	70%	69%	60%	74%
	2019	75%	76%	**74%**	47%	70%	92%	-	-	-	*	50%	*	74%	75%	68%	58%
ts Grade Level or Above	2021	36%	41%	**38%**	11%	36%	53%	-	-	-	*	17%	*	41%	15%	26%	32%
	2019	44%	45%	**37%**	13%	31%	54%	-	-	-	*	38%	*	35%	50%	30%	29%
ters Grade Level	2021	17%	21%	**13%**	5%	9%	22%	-	-	-	*	0%	*	15%	0%	9%	16%
	2019	22%	23%	**16%**	7%	15%	19%	-	-	-	*	13%	*	14%	25%	12%	17%
4 Mathematics																	
roaches Grade Level or	2021	59%	69%	**69%**	58%	66%	75%	-	-	-	*	27%	*	72%	46%	61%	68%
	2019	75%	77%	**81%**	73%	76%	95%	-	-	-	*	38%	*	80%	90%	77%	75%
ts Grade Level or Above	2021	36%	46%	**45%**	11%	36%	72%	-	-	-	*	18%	*	48%	23%	30%	37%
	2019	48%	51%	**52%**	27%	49%	65%	-	-	-	*	38%	*	52%	50%	44%	54%

Texas Education Agency

2020-21 STAAR Performance (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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)
ters Grade Level	2021	21%	29%	**27%**	0%	25%	44%	-	-	-	*	9%	*	30%	8%	16%	26%
	2019	28%	32%	**32%**	20%	27%	46%	-	-	-	*	25%	*	31%	35%	27%	29%
5 Reading+																	
roaches Grade Level or	2021	73%	75%	**81%**	61%	88%	85%	-	*	-	-	50%	*	81%	83%	78%	93%
	2019	86%	85%	**76%**	69%	70%	90%	-	-	-	*	33%	*	77%	75%	73%	84%
ts Grade Level or Above	2021	46%	49%	**48%**	30%	54%	48%	-	*	-	-	25%	*	48%	50%	45%	64%
	2019	54%	52%	**41%**	23%	34%	63%	-	-	-	*	25%	*	41%	43%	35%	40%
ters Grade Level	2021	30%	33%	**39%**	26%	44%	36%	-	*	-	-	0%	*	38%	50%	34%	50%
	2019	29%	29%	**20%**	8%	16%	34%	-	-	-	*	8%	*	17%	32%	11%	12%
5 Mathematics+																	
roaches Grade Level or	2021	70%	77%	**87%**	70%	90%	94%	-	*	-	-	75%	*	89%	75%	81%	79%
	2019	90%	88%	**92%**	88%	89%	100%	-	-	-	*	67%	*	93%	90%	90%	96%
ts Grade Level or Above	2021	44%	51%	**58%**	26%	66%	67%	-	*	-	-	25%	*	60%	42%	53%	57%
	2019	58%	56%	**58%**	42%	57%	69%	-	-	-	*	33%	*	61%	45%	53%	68%
ters Grade Level	2021	25%	31%	**31%**	9%	34%	39%	-	*	-	-	0%	*	31%	33%	24%	36%
	2019	36%	35%	**35%**	19%	32%	48%	-	-	-	*	17%	*	41%	10%	28%	40%
5 Science																	
roaches Grade Level or	2021	62%	70%	**68%**	39%	72%	79%	-	*	-	-	50%	*	69%	58%	66%	64%
	2019	75%	76%	**72%**	64%	65%	88%	-	-	-	*	33%	*	72%	70%	64%	76%
ts Grade Level or Above	2021	31%	38%	**26%**	0%	28%	39%	-	*	-	-	13%	*	25%	33%	19%	14%
	2019	49%	52%	**38%**	24%	34%	54%	-	-	-	*	25%	*	38%	37%	30%	36%
ters Grade Level	2021	13%	17%	**9%**	0%	10%	15%	-	*	-	-	13%	*	9%	8%	8%	14%
	2019	24%	27%	**13%**	4%	7%	32%	-	-	-	*	17%	*	15%	7%	7%	8%
6 Reading																	
roaches Grade Level or	2021	62%	67%	**68%**	41%	69%	76%	-	-	-	*	46%	*	70%	55%	63%	42%
	2019	68%	68%	**64%**	43%	61%	80%	-	-	-	*	18%	*	63%	71%	58%	69%
ts Grade Level or Above	2021	32%	37%	**38%**	18%	31%	57%	-	-	-	*	31%	*	44%	10%	32%	16%
	2019	37%	39%	**33%**	29%	31%	34%	-	-	-	*	18%	*	34%	24%	28%	23%

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

	School Year	State	Region 06	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)
ters Grade Level	2021	15%	18%	**18%**	6%	13%	30%	-	-	-	*	8%	*	20%	5%	12%	11%
	2019	18%	19%	**17%**	14%	15%	17%	-	-	-	*	18%	*	17%	18%	14%	15%
6 Mathematics																	
roaches Grade Level or	2021	68%	77%	**73%**	63%	76%	72%	-	-	-	*	62%	*	76%	63%	71%	74%
	2019	81%	83%	**77%**	61%	79%	88%	-	-	-	*	45%	*	76%	86%	74%	73%
ts Grade Level or Above	2021	36%	47%	**39%**	19%	42%	36%	-	-	-	*	23%	*	41%	26%	36%	32%
	2019	47%	51%	**29%**	33%	25%	38%	-	-	-	*	27%	*	29%	29%	27%	27%
ters Grade Level	2021	15%	23%	**14%**	6%	15%	12%	-	-	-	*	15%	*	14%	11%	11%	16%
	2019	21%	26%	**3%**	11%	2%	0%	-	-	-	*	18%	*	4%	0%	4%	9%
7 Reading																	
roaches Grade Level or	2021	69%	73%	**70%**	53%	71%	76%	-	-	-	*	50%	*	71%	62%	66%	79%
	2019	76%	76%	**69%**	39%	65%	86%	-	-	-	*	17%	83%	73%	52%	61%	69%
ts Grade Level or Above	2021	45%	49%	**41%**	21%	38%	54%	-	-	-	*	20%	*	42%	31%	34%	50%
	2019	49%	50%	**43%**	6%	33%	69%	-	-	-	*	0%	67%	50%	17%	33%	31%
ters Grade Level	2021	25%	29%	**17%**	11%	11%	32%	-	-	-	*	20%	*	17%	15%	9%	14%
	2019	29%	31%	**23%**	0%	17%	38%	-	-	-	*	0%	33%	27%	9%	15%	6%
7 Mathematics																	
roaches Grade Level or	2021	55%	59%	**68%**	35%	66%	91%	-	-	-	*	50%	20%	70%	54%	64%	62%
	2019	75%	73%	**76%**	57%	73%	86%	-	-	-	*	0%	86%	76%	73%	70%	65%
ts Grade Level or Above	2021	27%	29%	**34%**	20%	26%	52%	-	-	-	*	30%	20%	35%	23%	29%	38%
	2019	43%	39%	**45%**	14%	44%	57%	-	-	-	*	0%	57%	47%	35%	38%	41%
ters Grade Level	2021	12%	10%	**14%**	10%	7%	27%	-	-	-	*	0%	0%	15%	8%	6%	8%
	2019	17%	12%	**18%**	0%	18%	25%	-	-	-	*	0%	43%	19%	15%	12%	6%
7 Writing																	
roaches Grade Level or	2021	63%	67%	**65%**	53%	62%	76%	-	-	-	*	36%	*	65%	64%	60%	64%
	2019	70%	70%	**60%**	28%	59%	74%	-	-	-	*	17%	83%	66%	42%	52%	59%
ts Grade Level or Above	2021	33%	37%	**28%**	21%	26%	38%	-	-	-	*	18%	*	28%	29%	25%	36%
	2019	42%	41%	**33%**	0%	33%	47%	-	-	-	*	0%	50%	40%	8%	26%	35%

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ters Grade Level	2021	10%	11%	**8%**	11%	5%	14%	-	-	-	*	9%	*	8%	7%	4%	0%
	2019	18%	17%	**8%**	0%	10%	9%	-	-	-	*	0%	0%	10%	0%	6%	6%
8 Reading+																	
roaches Grade Level or	2021	73%	76%	**79%**	57%	83%	88%	-	-	-	*	50%	*	77%	93%	74%	67%
	2019	86%	86%	**83%**	74%	81%	91%	-	*	-	*	38%	*	83%	85%	78%	80%
ts Grade Level or Above	2021	46%	50%	**58%**	38%	63%	64%	-	-	-	*	40%	*	58%	60%	54%	33%
	2019	55%	57%	**52%**	32%	46%	68%	-	*	-	*	31%	*	53%	46%	43%	47%
ters Grade Level	2021	21%	24%	**27%**	14%	25%	36%	-	-	-	*	0%	*	29%	13%	18%	0%
	2019	28%	30%	**21%**	5%	16%	34%	-	*	-	*	0%	*	22%	15%	18%	7%
8 Mathematics+																	
roaches Grade Level or	2021	62%	74%	**76%**	45%	80%	89%	-	-	-	*	40%	*	77%	75%	71%	57%
	2019	88%	89%	**84%**	80%	83%	90%	-	-	-	*	54%	*	83%	100%	79%	81%
ts Grade Level or Above	2021	36%	50%	**56%**	40%	55%	69%	-	-	-	*	40%	*	58%	44%	49%	57%
	2019	57%	62%	**58%**	40%	53%	74%	-	-	-	*	31%	*	60%	45%	52%	56%
ters Grade Level	2021	11%	18%	**20%**	5%	20%	31%	-	-	-	*	10%	*	23%	0%	14%	14%
	2019	17%	23%	**23%**	7%	15%	41%	-	-	-	*	0%	*	24%	9%	13%	13%
8 Science																	
roaches Grade Level or	2021	68%	76%	**74%**	57%	75%	79%	-	-	-	*	30%	*	73%	80%	68%	50%
	2019	81%	83%	**75%**	47%	74%	88%	-	*	-	*	38%	*	75%	75%	68%	73%
ts Grade Level or Above	2021	43%	51%	**53%**	33%	52%	67%	-	-	-	*	30%	*	55%	40%	43%	33%
	2019	51%	55%	**52%**	37%	40%	72%	-	*	-	*	38%	*	52%	50%	45%	33%
ters Grade Level	2021	24%	30%	**31%**	14%	28%	42%	-	-	-	*	20%	*	33%	13%	24%	0%
	2019	25%	29%	**20%**	0%	11%	40%	-	*	-	*	8%	*	21%	8%	11%	13%
8 Social Studies																	
roaches Grade Level or	2021	57%	64%	**71%**	52%	77%	73%	-	-	-	*	40%	*	71%	73%	65%	50%
	2019	69%	71%	**79%**	63%	77%	88%	-	*	-	*	38%	*	78%	82%	73%	80%
ts Grade Level or Above	2021	28%	35%	**48%**	33%	52%	52%	-	-	-	*	40%	*	51%	27%	45%	33%
	2019	37%	39%	**55%**	32%	51%	71%	-	*	-	*	31%	*	56%	45%	50%	53%

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

	School Year	State	Region 06	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)
ters Grade Level	2021	14%	18%	**26%**	19%	28%	24%	-	-	-	*	20%	*	29%	7%	23%	17%
	2019	21%	23%	**37%**	26%	30%	50%	-	*	-	*	15%	*	36%	45%	34%	20%
Course English I																	
roaches Grade Level or	2021	67%	70%	**66%**	43%	58%	87%	-	-	-	*	40%	*	64%	74%	60%	33%
	2019	68%	69%	**61%**	59%	58%	68%	-	-	-	*	6%	*	63%	53%	54%	30%
ts Grade Level or Above	2021	50%	53%	**45%**	5%	40%	71%	-	-	-	*	0%	*	43%	52%	35%	25%
	2019	50%	51%	**35%**	26%	28%	51%	-	-	-	*	6%	*	32%	44%	26%	10%
ters Grade Level	2021	12%	15%	**10%**	0%	10%	13%	-	-	-	*	0%	*	11%	7%	7%	0%
	2019	11%	12%	**5%**	0%	2%	15%	-	-	-	*	0%	*	4%	11%	3%	0%
Course English II																	
roaches Grade Level or	2021	71%	74%	**73%**	59%	66%	91%	-	*	-	*	36%	*	72%	80%	64%	50%
	2019	68%	70%	**60%**	52%	50%	79%	-	-	-	*	11%	-	60%	59%	52%	0%
ts Grade Level or Above	2021	57%	61%	**54%**	32%	47%	73%	-	*	-	*	36%	*	55%	40%	41%	33%
	2019	49%	51%	**41%**	24%	33%	64%	-	-	-	*	11%	-	42%	38%	33%	0%
ters Grade Level	2021	11%	13%	**7%**	9%	6%	9%	-	*	-	*	9%	*	8%	7%	6%	0%
	2019	8%	8%	**3%**	0%	3%	5%	-	-	-	*	0%	-	3%	7%	2%	0%
Course Algebra I																	
roaches Grade Level or	2021	73%	78%	**80%**	67%	83%	81%	-	-	-	*	0%	-	81%	75%	76%	58%
	2019	85%	82%	**75%**	76%	68%	83%	-	*	-	*	53%	*	75%	75%	71%	56%
ts Grade Level or Above	2021	41%	48%	**49%**	22%	53%	52%	-	-	-	*	0%	-	51%	35%	40%	25%
	2019	61%	57%	**38%**	36%	31%	44%	-	*	-	*	13%	*	38%	33%	34%	22%
ters Grade Level	2021	23%	30%	**31%**	17%	32%	33%	-	-	-	*	0%	-	36%	5%	21%	8%
	2019	37%	37%	**17%**	16%	11%	27%	-	*	-	*	7%	*	19%	8%	15%	0%
Course Biology																	
roaches Grade Level or	2021	82%	86%	**77%**	57%	78%	88%	-	-	-	*	31%	*	75%	92%	73%	69%
	2019	88%	89%	**89%**	79%	89%	94%	-	-	-	*	53%	-	89%	89%	86%	100%
ts Grade Level or Above	2021	55%	63%	**43%**	11%	38%	69%	-	-	-	*	25%	*	40%	56%	33%	31%
	2019	62%	65%	**51%**	45%	39%	69%	-	-	-	*	20%	-	50%	57%	46%	0%

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

	School Year	State	Region 06	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)
ters Grade Level	2021	22%	28%	**13%**	4%	9%	24%	-	-	-	*	13%	*	13%	12%	8%	8%
	2019	25%	27%	**7%**	3%	0%	19%	-	-	-	*	0%	-	4%	21%	3%	0%
Course U.S. History																	
roaches Grade Level or	2021	88%	91%	**92%**	77%	93%	97%	-	-	-	*	64%	*	91%	100%	90%	83%
	2019	93%	93%	**89%**	57%	96%	94%	-	-	-	*	50%	-	90%	82%	87%	*
ts Grade Level or Above	2021	69%	75%	**64%**	62%	60%	71%	-	-	-	*	27%	*	62%	75%	66%	17%
	2019	73%	78%	**57%**	29%	58%	71%	-	-	-	*	21%	-	58%	53%	49%	*
ters Grade Level	2021	43%	51%	**26%**	38%	18%	32%	-	-	-	*	18%	*	23%	50%	29%	0%
	2019	45%	51%	**25%**	5%	30%	31%	-	-	-	*	7%	-	25%	29%	22%	*
CT All Subjects																	
roaches Grade Level or	2021	95%	96%	**81%**	*	70%	89%	-	-	-	*	-	-	80%	*	75%	-
ts Grade Level or Above	2021	69%	75%	**52%**	*	40%	78%	-	-	-	*	-	-	55%	*	38%	-
ters Grade Level	2021	14%	16%	**0%**	*	0%	0%	-	-	-	*	-	-	0%	*	0%	-
ades All Subjects																	
roaches Grade Level or	2021	67%	73%	**73%**	53%	74%	82%	-	100%	-	80%	41%	44%	73%	72%	68%	68%
	2019	78%	78%	**74%**	60%	72%	85%	-	100%	-	83%	37%	70%	75%	72%	69%	73%
ts Grade Level or Above	2021	41%	47%	**44%**	22%	42%	57%	-	86%	-	55%	23%	29%	45%	37%	37%	37%
	2019	50%	51%	**43%**	27%	39%	58%	-	88%	-	69%	23%	37%	44%	39%	37%	38%
ters Grade Level	2021	18%	23%	**19%**	10%	17%	26%	-	57%	-	31%	8%	13%	20%	13%	14%	15%
	2019	24%	25%	**17%**	7%	14%	26%	-	50%	-	21%	8%	13%	17%	15%	13%	14%
ades ELA/Reading																	
roaches Grade Level or	2021	68%	72%	**72%**	53%	73%	83%	-	*	-	68%	44%	47%	72%	73%	67%	68%
	2019	75%	75%	**69%**	55%	65%	81%	-	*	-	74%	23%	76%	70%	65%	63%	68%
ts Grade Level or Above	2021	45%	48%	**45%**	22%	44%	59%	-	*	-	58%	24%	29%	46%	38%	37%	42%
	2019	48%	49%	**40%**	23%	34%	56%	-	*	-	68%	18%	38%	40%	38%	33%	33%
ters Grade Level	2021	18%	21%	**18%**	11%	16%	25%	-	*	-	32%	5%	12%	19%	15%	13%	17%
	2019	21%	22%	**14%**	4%	12%	22%	-	*	-	26%	5%	14%	14%	17%	11%	14%
ades Mathematics																	

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

	School Year	State	Region 06	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)
roaches Grade Level or	2021	66%	73%	**74%**	54%	76%	82%	-	*	-	92%	41%	53%	76%	66%	70%	72%
	2019	82%	82%	**80%**	69%	78%	89%	-	*	-	88%	49%	76%	80%	83%	77%	80%
ts Grade Level or Above	2021	37%	46%	**45%**	22%	44%	57%	-	*	-	62%	22%	33%	47%	32%	38%	42%
	2019	52%	53%	**46%**	30%	44%	57%	-	*	-	69%	26%	48%	48%	40%	41%	50%
ters Grade Level	2021	18%	23%	**21%**	7%	20%	30%	-	*	-	31%	7%	13%	23%	10%	14%	21%
	2019	26%	28%	**21%**	12%	19%	30%	-	*	-	19%	10%	24%	23%	14%	17%	21%
ıdes Writing																	
roaches Grade Level or	2021	58%	62%	**62%**	42%	61%	74%	-	-	-	80%	27%	0%	63%	56%	55%	61%
	2019	68%	68%	**62%**	33%	62%	71%	-	-	-	*	29%	67%	63%	55%	55%	51%
ts Grade Level or Above	2021	30%	34%	**27%**	16%	23%	38%	-	-	-	20%	9%	0%	27%	26%	21%	21%
	2019	38%	38%	**30%**	9%	27%	41%	-	-	-	*	21%	33%	32%	20%	24%	22%
ters Grade Level	2021	9%	10%	**8%**	5%	5%	14%	-	-	-	0%	5%	0%	8%	4%	4%	3%
	2019	14%	14%	**7%**	3%	5%	11%	-	-	-	*	14%	0%	8%	2%	5%	5%
ıdes Science																	
roaches Grade Level or	2021	71%	77%	**73%**	51%	75%	83%	-	*	-	86%	35%	*	72%	81%	70%	64%
	2019	81%	83%	**79%**	66%	76%	90%	-	*	-	89%	43%	50%	79%	79%	74%	79%
ts Grade Level or Above	2021	44%	51%	**41%**	14%	40%	60%	-	*	-	57%	24%	*	41%	46%	32%	24%
	2019	54%	57%	**47%**	36%	38%	65%	-	*	-	67%	28%	17%	47%	48%	40%	30%
ters Grade Level	2021	20%	25%	**17%**	6%	16%	26%	-	*	-	29%	15%	*	18%	12%	13%	9%
	2019	25%	28%	**13%**	3%	5%	29%	-	*	-	0%	8%	0%	13%	13%	7%	9%
ıdes Social Studies																	
roaches Grade Level or	2021	73%	78%	**81%**	62%	84%	84%	-	-	-	86%	52%	*	80%	85%	76%	67%
	2019	81%	82%	**83%**	60%	87%	91%	-	*	-	*	44%	*	84%	82%	80%	83%
ts Grade Level or Above	2021	49%	55%	**55%**	44%	56%	61%	-	-	-	57%	33%	*	56%	48%	55%	25%
	2019	55%	58%	**56%**	30%	54%	71%	-	*	-	*	26%	*	57%	50%	49%	44%
ters Grade Level	2021	29%	34%	**26%**	26%	23%	28%	-	-	-	57%	19%	*	26%	26%	26%	8%
	2019	33%	37%	**31%**	15%	30%	42%	-	*	-	*	11%	*	31%	36%	28%	17%

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

aders

Texas Education Agency

2020-21 STAAR Performance (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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)
ıg and Mathematics	2021	24%	31%	**22%**	11%	20%	32%	-	-	-	-	9%	*	22%	23%	17%	54%
	2019	35%	37%	**32%**	13%	34%	38%	-	*	-	*	25%	*	31%	44%	29%	40%
ıg and Mathematics ıg EOC	2021	24%	31%	**22%**	11%	20%	32%	-	-	-	-	9%	*	22%	23%	17%	54%
	2019	35%	37%	**32%**	13%	34%	38%	-	*	-	*	25%	*	31%	44%	29%	40%
ıg Including EOC	2021	38%	44%	**36%**	21%	41%	39%	-	-	-	-	9%	*	36%	38%	33%	85%
	2019	45%	45%	**40%**	25%	42%	44%	-	*	-	*	25%	*	39%	44%	38%	47%
ıcluding EOC	2021	31%	39%	**30%**	16%	31%	39%	-	-	-	-	9%	*	30%	31%	28%	62%
	2019	49%	51%	**41%**	17%	46%	46%	-	*	-	*	38%	*	41%	44%	40%	53%
aders																	
ıg and Mathematics	2021	26%	33%	**30%**	5%	25%	47%	-	-	-	*	9%	*	32%	15%	19%	16%
	2019	35%	37%	**32%**	13%	28%	41%	-	-	-	*	38%	*	30%	40%	24%	29%
ıg and Mathematics ıg EOC	2021	26%	33%	**30%**	5%	25%	47%	-	-	-	*	9%	*	32%	15%	19%	16%
	2019	35%	37%	**32%**	13%	28%	41%	-	-	-	*	38%	*	30%	40%	24%	29%
ıg Including EOC	2021	36%	41%	**38%**	11%	36%	53%	-	-	-	*	17%	*	41%	15%	26%	32%
	2019	44%	45%	**37%**	13%	31%	54%	-	-	-	*	38%	*	35%	50%	30%	29%
ıcluding EOC	2021	36%	46%	**45%**	11%	36%	72%	-	-	-	*	18%	*	48%	23%	30%	37%
	2019	48%	51%	**52%**	27%	49%	65%	-	-	-	*	38%	*	52%	50%	44%	54%
aders																	
ıg and Mathematics	2021	34%	39%	**42%**	17%	48%	45%	-	*	-	-	25%	*	42%	42%	36%	57%
	2019	44%	42%	**37%**	23%	32%	54%	-	-	-	*	25%	*	38%	32%	31%	40%
ıg and Mathematics ıg EOC	2021	34%	39%	**42%**	17%	48%	45%	-	*	-	-	25%	*	42%	42%	36%	57%
	2019	44%	42%	**37%**	23%	32%	54%	-	-	-	*	25%	*	38%	32%	31%	40%
ıg Including EOC	2021	46%	49%	**48%**	30%	54%	48%	-	*	-	-	25%	*	48%	50%	45%	64%
	2019	54%	52%	**41%**	23%	34%	63%	-	-	-	*	25%	*	41%	43%	35%	40%
ıcluding EOC	2021	44%	52%	**58%**	26%	66%	67%	-	*	-	-	25%	*	60%	42%	53%	57%
	2019	58%	56%	**58%**	42%	57%	69%	-	-	-	*	33%	*	61%	45%	53%	68%
aders																	
ıg and Mathematics	2021	24%	31%	**30%**	18%	21%	46%	-	-	-	*	23%	*	33%	10%	22%	16%
	2019	31%	33%	**28%**	24%	25%	30%	-	-	-	*	18%	*	29%	18%	23%	15%

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

	School Year	State	Region 06	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)
ıg and Mathematics ıg EOC	2021	24%	31%	**30%**	18%	21%	46%	-	-	-	*	23%	*	33%	10%	22%	16%
	2019	31%	33%	**28%**	24%	25%	30%	-	-	-	*	18%	*	29%	18%	23%	15%
ıg Including EOC	2021	32%	37%	**38%**	18%	31%	57%	-	-	-	*	31%	*	44%	10%	32%	16%
	2019	37%	39%	**33%**	29%	31%	34%	-	-	-	*	18%	*	34%	24%	28%	23%
ıcluding EOC	2021	36%	47%	**45%**	24%	44%	51%	-	-	-	*	23%	*	47%	30%	39%	32%
	2019	48%	51%	**44%**	33%	41%	53%	-	-	-	*	27%	*	45%	41%	38%	38%
aders																	
ıg and Mathematics	2021	26%	34%	**30%**	16%	25%	46%	-	-	-	*	20%	*	31%	23%	24%	36%
	2019	36%	38%	**35%**	0%	27%	58%	-	-	-	*	0%	33%	41%	17%	28%	19%
ıg and Mathematics ıg EOC	2021	27%	35%	**30%**	16%	25%	46%	-	-	-	*	20%	*	31%	23%	24%	36%
	2019	37%	39%	**35%**	0%	27%	58%	-	-	-	*	0%	33%	41%	17%	28%	19%
ıg Including EOC	2021	45%	49%	**41%**	21%	38%	54%	-	-	-	*	20%	*	42%	31%	34%	50%
	2019	49%	50%	**44%**	6%	33%	70%	-	-	-	*	0%	67%	50%	21%	33%	31%
ıcluding EOC	2021	32%	42%	**40%**	16%	34%	62%	-	-	-	*	30%	*	42%	23%	33%	43%
	2019	48%	49%	**44%**	11%	37%	65%	-	-	-	*	0%	50%	48%	29%	36%	41%
aders																	
ıg and Mathematics	2021	21%	25%	**30%**	25%	32%	32%	-	-	-	*	40%	*	30%	33%	29%	33%
	2019	34%	36%	**28%**	7%	29%	42%	-	-	-	*	31%	*	30%	10%	23%	36%
ıg and Mathematics ıg EOC	2021	33%	39%	**47%**	29%	47%	58%	-	-	-	*	40%	*	49%	33%	38%	33%
	2019	47%	50%	**42%**	17%	35%	58%	-	*	-	*	31%	*	45%	17%	35%	40%
ıg Including EOC	2021	47%	50%	**58%**	38%	63%	64%	-	-	-	*	40%	*	58%	60%	54%	33%
	2019	55%	57%	**52%**	32%	46%	67%	-	*	-	*	31%	*	53%	42%	43%	47%
ıcluding EOC	2021	43%	53%	**58%**	43%	58%	67%	-	-	-	*	40%	*	60%	40%	51%	50%
	2019	62%	65%	**57%**	44%	51%	70%	-	*	-	*	31%	*	59%	42%	54%	53%
th Graders																	
ıg and Mathematics	2021	26%	32%	**31%**	15%	28%	43%	-	*	-	64%	21%	27%	32%	23%	24%	33%
	2019	36%	37%	**32%**	14%	29%	44%	-	*	-	58%	24%	26%	33%	27%	26%	31%
ıg and Mathematics ıg EOC	2021	28%	35%	**34%**	16%	31%	46%	-	*	-	67%	21%	27%	35%	23%	26%	33%
	2019	38%	40%	**34%**	16%	30%	47%	-	*	-	64%	24%	26%	35%	27%	28%	31%

Texas Education Agency

2020-21 STAAR Performance (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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)
g Including EOC	2021	41%	45%	**43%**	24%	44%	53%	-	*	-	67%	23%	33%	45%	33%	37%	45%
	2019	47%	48%	**41%**	22%	36%	56%	-	*	-	71%	24%	42%	42%	36%	34%	36%
ıcluding EOC	2021	37%	47%	**46%**	23%	45%	60%	-	*	-	67%	24%	33%	48%	31%	39%	45%
	2019	52%	54%	**50%**	30%	47%	61%	-	*	-	71%	29%	53%	51%	41%	44%	53%

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

\- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
CAMERON ISD (166901) - MILAM COUNTY

	School Year	State	Region06	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	**57**	53	59	50	-	-	-	*	50	*	57	58	57	43
	2018	63	64	**69**	77	68	64	-	-	-	*	60	*	68	72	69	65
Grade 4 Mathematics	2019	65	68	**84**	87	82	85	-	-	-	*	50	*	82	95	84	85
	2018	65	66	**79**	82	74	84	-	-	-	*	73	*	80	73	74	58
Grade 5 ELA/Reading	2019	81	78	**80**	81	80	79	-	-	-	*	92	*	78	88	79	82
	2018	80	76	**83**	74	86	82	-	-	-	*	42	*	85	78	83	86
Grade 5 Mathematics	2019	83	79	**78**	85	73	82	-	-	-	*	83	*	77	80	77	78
	2018	81	78	**80**	76	80	80	-	-	-	*	83	*	79	84	81	71
Grade 6 ELA/Reading	2019	42	45	**52**	42	53	51	-	-	-	*	44	*	51	60	45	50
	2018	47	47	**51**	31	58	47	-	-	-	*	40	42	51	47	49	42
Grade 6 Mathematics	2019	54	61	**52**	53	57	45	-	-	-	*	33	*	53	46	51	45
	2018	56	61	**59**	68	57	56	-	-	-	-	75	67	57	65	59	50
Grade 7 ELA/Reading	2019	77	77	**77**	59	81	79	-	-	-	*	33	100	78	71	73	81
	2018	76	73	**72**	50	69	79	-	*	-	*	60	-	72	71	67	67
Grade 7 Mathematics	2019	62	59	**61**	47	66	61	-	-	-	*	0	86	57	74	58	59
	2018	67	65	**63**	47	63	71	-	-	-	*	29	*	65	55	60	67
Grade 8 ELA/Reading	2019	77	78	**75**	83	71	77	-	*	-	*	100	*	74	85	74	67
	2018	79	79	**83**	89	81	80	-	-	-	*	*	*	80	94	85	75
Grade 8 Mathematics	2019	82	82	**85**	71	90	83	-	-	-	*	73	*	85	77	82	94
	2018	81	80	**83**	73	91	76	-	*	-	*	100	*	81	90	86	88
End of Course English II	2019	69	69	**72**	79	66	74	-	-	-	*	60	-	71	73	72	*
	2018	67	67	**61**	61	56	67	-	-	-	*	25	-	61	58	57	*
End of Course Algebra I	2019	75	71	**60**	60	57	60	-	*	-	*	45	*	59	61	57	44
	2018	72	69	**59**	47	58	67	-	-	-	*	38	*	56	73	54	56
All Grades Both Subjects	2019	69	69	**70**	68	70	70	-	*	-	71	61	71	69	73	68	68
	2018	69	69	**71**	66	71	72	-	*	-	83	59	74	70	72	69	65
All Grades ELA/Reading	2019	68	68	**69**	68	68	69	-	*	-	86	69	76	68	73	66	64
	2018	69	68	**70**	66	71	70	-	*	-	93	50	75	70	70	69	66
All Grades Mathematics	2019	70	70	**71**	68	72	71	-	*	-	57	53	66	70	74	69	73
	2018	70	70	**71**	67	71	73	-	*	-	75	65	74	71	74	70	64

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

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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																		
des All Subjects																		
oaches Grade Level or Above	2021	67%	73%	**73%**	78%	-	100%	-	-	72%	61%	71%	60%	-	-	73%	68%	87%
	2019	78%	78%	**74%**	100%	-	100%	-	-		64%	70%	63%		64%		67%	
:s Grade Level or Above	2021	41%	47%	**44%**	45%	-	79%	-	-	35%	32%	29%	32%	-	-	44%	37%	67%
	2019	50%	51%	**43%**	50%	-	50%	-	-		31%	45%	28%		27%		32%	
:ers Grade Level	2021	18%	23%	**19%**	25%	-	33%	-	-	23%	9%	18%	8%	-	-	19%	15%	10%
	2019	24%	25%	**17%**	31%	-	31%	-	-		13%	23%	11%		0%		14%	
des ELA/Reading																		
oaches Grade Level or Above	2021	68%	72%	**72%**	87%	-	100%	-	-	81%	57%	83%	54%	-	-	73%	68%	82%
	2019	75%	75%	**69%**	100%	-	100%	-	-		58%	64%	57%		*		64%	
:s Grade Level or Above	2021	45%	48%	**45%**	61%	-	92%	-	-	46%	30%	33%	30%	-	-	45%	42%	76%
	2019	48%	49%	**40%**	46%	-	46%	-	-		26%	43%	23%		*		29%	
:ers Grade Level	2021	18%	21%	**18%**	32%	-	33%	-	-	31%	10%	17%	9%	-	-	19%	18%	6%
	2019	21%	22%	**14%**	38%	-	38%	-	-		11%	14%	10%		*		14%	
des Mathematics																		
oaches Grade Level or Above	2021	66%	73%	**74%**	82%	-	100%	-	-	73%	66%	67%	65%	-	-	75%	72%	89%
	2019	82%	82%	**80%**	100%	-	100%	-	-		74%	86%	71%		*		77%	
:s Grade Level or Above	2021	37%	46%	**45%**	53%	-	67%	-	-	46%	36%	33%	37%	-	-	45%	43%	67%
	2019	52%	53%	**46%**	54%	-	54%	-	-		46%	71%	41%		*		48%	
:ers Grade Level	2021	18%	23%	**21%**	29%	-	33%	-	-	27%	16%	33%	13%	-	-	21%	21%	22%
	2019	26%	28%	**21%**	23%	-	23%	-	-		23%	43%	19%		*		22%	
des Writing																		
oaches Grade Level or Above	2021	58%	62%	**62%**	57%	-	-	-	-	57%	63%	60%	64%	-	-	63%	61%	-
	2019	68%	68%	**62%**	-	-	-	-	-		42%	50%	41%		-		42%	
:s Grade Level or Above	2021	30%	34%	**27%**	7%	-	-	-	-	7%	32%	20%	36%	-	-	27%	21%	-
	2019	38%	38%	**30%**	-	-	-	-	-		12%	17%	11%		-		12%	
:ers Grade Level	2021	9%	10%	**8%**	7%	-	-	-	-	7%	0%	0%	0%	-	-	8%	3%	-
	2019	14%	14%	**7%**	-	-	-	-	-		3%	17%	0%		-		3%	
des Science																		
oaches Grade Level or Above	2021	71%	77%	**73%**	67%	-	-	-	-	67%	58%	-	58%	-	-	74%	61%	92%
	2019	81%	83%	**79%**	-	-	-	-	-		75%	67%	77%		*		74%	
:s Grade Level or Above	2021	44%	51%	**41%**	17%	-	-	-	-	17%	26%	-	26%	-	-	42%	23%	54%
	2019	54%	57%	**47%**	-	-	-	-	-		25%	17%	27%		*		23%	
:ers Grade Level	2021	20%	25%	**17%**	17%	-	-	-	-	17%	0%	-	0%	-	-	18%	6%	8%
	2019	25%	28%	**13%**	-	-	-	-	-		6%	0%	7%		*		5%	
des Social Studies																		

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	School Year	State	Region 06	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
oaches Grade Level or Above	2021	73%	78%	**81%**	-	-	-	-	-	-	67%	-	67%	-	-	82%	67%	-
	2019	81%	82%	**83%**	-	-	-	-	-		71%	-	71%		*		67%	
:s Grade Level or Above	2021	49%	55%	**55%**	-	-	-	-	-	-	25%	-	25%	-	-	57%	25%	-
	2019	55%	58%	**56%**	-	-	-	-	-		14%	-	14%		*		11%	
:ers Grade Level	2021	29%	34%	**26%**	-	-	-	-	-	-	8%	-	8%	-	-	27%	8%	-
	2019	33%	37%	**31%**	-	-	-	-	-		14%	-	14%		*		11%	

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

\- Indicates there are no students in the group.

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

Texas Education Agency

2020-21 STAAR Participation (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
ts																
ment Participant	88%	94%	**99%**	100%	99%	99%	-	100%	-	93%	98%	100%	100%	97%	99%	99%
d in Accountability	83%	89%	**94%**	92%	95%	94%	-	100%	-	88%	89%	100%	98%	77%	94%	85%
luded in Accountability: Mobile	3%	4%	**4%**	8%	3%	5%	-	0%	-	5%	8%	0%	2%	18%	5%	9%
luded in Accountability: Other ions	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	5%
sted	12%	6%	**1%**	0%	1%	1%	-	0%	-	7%	2%	0%	0%	3%	1%	1%
	2%	2%	**0%**	0%	0%	0%	-	0%	-	2%	0%	0%	0%	1%	0%	1%
	10%	5%	**0%**	0%	0%	1%	-	0%	-	5%	2%	0%	0%	1%	0%	0%
ıg																
ment Participant	89%	94%	**100%**	100%	100%	100%	-	*	-	95%	100%	100%	100%	98%	99%	99%
d in Accountability	83%	88%	**94%**	92%	96%	94%	-	*	-	90%	91%	100%	98%	79%	94%	85%
luded in Accountability: Mobile	3%	4%	**4%**	8%	2%	5%	-	*	-	5%	7%	0%	2%	17%	4%	7%
luded in Accountability: Other ions	3%	1%	**1%**	0%	2%	0%	-	*	-	0%	2%	0%	0%	2%	1%	7%
sted	11%	6%	**0%**	0%	0%	0%	-	*	-	5%	0%	0%	0%	2%	1%	1%
	2%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	2%	0%	1%
	10%	4%	**0%**	0%	0%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
matics																
ment Participant	88%	94%	**99%**	100%	99%	99%	-	*	-	93%	99%	100%	99%	98%	99%	99%
d in Accountability	84%	89%	**94%**	93%	96%	94%	-	*	-	87%	91%	100%	98%	79%	94%	88%
luded in Accountability: Mobile	4%	5%	**4%**	7%	3%	5%	-	*	-	7%	8%	0%	2%	17%	5%	8%
luded in Accountability: Other ions	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	0%	3%
sted	12%	6%	**1%**	0%	1%	1%	-	*	-	7%	1%	0%	1%	2%	1%	1%
	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	1%
	10%	5%	**1%**	0%	1%	1%	-	*	-	7%	1%	0%	1%	1%	0%	0%
g																
ment Participant	87%	93%	**99%**	100%	99%	97%	-	-	-	100%	92%	100%	100%	94%	99%	100%
d in Accountability	83%	88%	**95%**	93%	96%	95%	-	-	-	100%	92%	100%	99%	77%	94%	94%
luded in Accountability: Mobile	3%	4%	**3%**	7%	2%	3%	-	-	-	0%	0%	0%	1%	14%	4%	3%
luded in Accountability: Other ions	0%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	3%	1%	3%

Texas Education Agency

2020-21 STAAR Participation (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	State	Region 06	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)
sted	13%	7%	1%	0%	1%	3%	-	-	-	0%	8%	0%	0%	6%	1%	0%
	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
	12%	6%	1%	0%	1%	3%	-	-	-	0%	8%	0%	0%	6%	1%	0%
:e																
;ment Participant	87%	93%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%	98%
:d in Accountability	84%	89%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%	77%
:luded in Accountability: Mobile	3%	4%	5%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%	16%
:luded in Accountability: Other ions	0%	0%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%	5%
sted	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%	2%
	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%	2%
	10%	5%	0%	0%	0%	1%	-	*	-	13%	2%	*	0%	1%	0%	0%
Studies																
;ment Participant	87%	92%	99%	100%	98%	100%	-	-	-	89%	100%	*	99%	98%	98%	94%
:d in Accountability	84%	89%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%	67%
:luded in Accountability: Mobile	3%	3%	6%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%	22%
:luded in Accountability: Other ions	0%	0%	0%	0%	1%	0%	-	-	-	0%	0%	*	0%	2%	0%	6%
sted	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%	6%
	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%	6%
	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%	0%
:rated Testers																
CT Participant	85%	83%	84%	*	83%	82%	-	-	-	*	-	-	87%	*	89%	-

2019 STAAR Participation (All Grades)

	State	Region 06	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)
:ts																
;ment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	98%	100%	100%	100%	99%	100%	100%
:d in Accountability	94%	94%	97%	97%	98%	96%	-	100%	-	98%	97%	100%	99%	85%	97%	97%
:luded in Accountability: Mobile	4%	4%	3%	2%	2%	4%	-	0%	-	0%	2%	0%	1%	13%	3%	2%
:luded in Accountability: Other ions	1%	1%	0%	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	1%
sted	1%	1%	0%	0%	0%	0%	-	0%	-	2%	0%	0%	0%	1%	0%	0%
	1%	1%	0%	0%	0%	0%	-	0%	-	2%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
ıg																

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CAMERON ISD (166901) - MILAM COUNTY

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

	State	Region 06	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)
;ment Participant	99%	99%	100%	100%	100%	100%	-	*	-	95%	100%	100%	100%	99%	100%	100%
:d in Accountability	94%	94%	96%	98%	97%	95%	-	*	-	95%	96%	100%	99%	85%	97%	96%
:luded in Accountability: Mobile	4%	4%	3%	2%	2%	5%	-	*	-	0%	3%	0%	1%	14%	3%	2%
:luded in Accountability: Other ions	2%	1%	0%	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	2%
sted	1%	1%	0%	0%	0%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
	0%	1%	0%	0%	0%	0%	-	*	-	5%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
matics																
;ment Participant	100%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
:d in Accountability	94%	94%	97%	97%	97%	96%	-	*	-	100%	97%	100%	99%	85%	97%	98%
:luded in Accountability: Mobile	4%	5%	3%	2%	3%	4%	-	*	-	0%	1%	0%	1%	15%	3%	3%
:luded in Accountability: Other ions	1%	1%	0%	1%	0%	0%	-	*	-	0%	1%	0%	0%	1%	0%	0%
sted	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
g																
;ment Participant	100%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
:d in Accountability	95%	95%	97%	92%	98%	98%	-	-	-	*	93%	100%	99%	90%	97%	100%
:luded in Accountability: Mobile	4%	4%	2%	6%	2%	2%	-	-	-	*	0%	0%	1%	8%	3%	0%
:luded in Accountability: Other ions	1%	1%	0%	3%	0%	0%	-	-	-	*	7%	0%	0%	2%	0%	0%
sted	0%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
	0%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
:e																
;ment Participant	99%	99%	100%	100%	100%	99%	-	*	-	100%	98%	100%	100%	99%	100%	100%
:d in Accountability	94%	94%	98%	100%	99%	95%	-	*	-	100%	98%	100%	100%	88%	98%	98%
:luded in Accountability: Mobile	4%	4%	2%	0%	1%	4%	-	*	-	0%	0%	0%	0%	11%	2%	2%
:luded in Accountability: Other ions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
sted	1%	1%	0%	0%	0%	1%	-	*	-	0%	2%	0%	0%	1%	0%	0%
	1%	1%	0%	0%	0%	1%	-	*	-	0%	2%	0%	0%	1%	0%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency

2020-21 STAAR Participation (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

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

	State	Region 06	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)
Studies																
;ment Participant	98%	99%	**100%**	100%	100%	99%	-	*	-	*	100%	*	100%	97%	100%	100%
:d in Accountability	94%	94%	**97%**	98%	97%	95%	-	*	-	*	100%	*	100%	80%	97%	95%
:luded in Accountability: Mobile	3%	4%	**3%**	2%	3%	4%	-	*	-	*	0%	*	0%	17%	3%	5%
:luded in Accountability: Other ions	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
sted	2%	1%	**0%**	0%	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%
	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
	1%	0%	**0%**	0%	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%

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

\- Indicates there are no students in the group.

Texas Education Agency

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**98.8%**	98.2%	98.9%	98.8%	*	*	-	98.8%	98.6%	98.6%	99.2%
2018-19	95.4%	95.9%	**96.0%**	96.5%	95.9%	95.9%	-	*	-	95.5%	95.1%	95.6%	97.0%
Chronic Absenteeism													
2019-20	6.7%	5.4%	**5.2%**	6.2%	5.0%	5.0%	*	*	-	6.5%	7.3%	6.1%	2.5%
2018-19	11.4%	9.5%	**9.0%**	4.0%	10.4%	9.3%	-	*	-	9.4%	13.9%	9.9%	2.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.2%	**0.4%**	2.4%	0.0%	0.0%	-	-	-	*	0.0%	0.5%	0.0%
2018-19	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.0%	**0.4%**	0.0%	0.4%	0.6%	-	*	-	0.0%	0.0%	0.3%	0.0%
2018-19	1.9%	1.3%	**1.2%**	2.4%	1.3%	0.5%	-	-	-	0.0%	0.0%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.5%	**95.3%**	100.0%	92.9%	97.2%	-	-	-	*	100.0%	94.9%	*
Received TxCHSE	0.4%	0.7%	**0.9%**	0.0%	0.0%	2.8%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	2.6%	**0.9%**	0.0%	1.8%	0.0%	-	-	-	*	0.0%	1.3%	*
Dropped Out	5.4%	4.2%	**2.8%**	0.0%	5.4%	0.0%	-	-	-	*	0.0%	3.8%	*
Graduates and TxCHSE	90.7%	93.2%	**96.3%**	100.0%	92.9%	100.0%	-	-	-	*	100.0%	94.9%	*
Graduates, TxCHSE, and Continuers	94.6%	95.8%	**97.2%**	100.0%	94.6%	100.0%	-	-	-	*	100.0%	96.2%	*
Class of 2019													
Graduated	90.0%	91.4%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-
Received TxCHSE	0.5%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.7%	2.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	5.9%	4.9%	**5.7%**	10.7%	4.3%	4.3%	-	-	-	*	6.7%	7.8%	-
Graduates and TxCHSE	90.4%	92.3%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-
Graduates, TxCHSE, and Continuers	94.1%	95.1%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	93.2%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-
Received TxCHSE	0.5%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.3%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.1%	4.9%	**5.7%**	10.7%	4.3%	4.3%	-	-	-	*	6.7%	7.8%	-
Graduates and TxCHSE	92.6%	94.3%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-

Texas Education Agency

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	95.1%	**94.3%**	89.3%	95.7%	95.7%	-	-	-	*	93.3%	92.2%	-
Class of 2018													
Graduated	92.2%	93.5%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
Received TxCHSE	0.6%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Continued HS	1.1%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Dropped Out	6.1%	4.8%	**1.0%**	0.0%	2.6%	0.0%	-	*	-	*	0.0%	1.6%	-
Graduates and TxCHSE	92.8%	94.6%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.9%	95.2%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.7%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
Received TxCHSE	0.7%	1.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
Dropped Out	6.1%	4.7%	**1.0%**	0.0%	2.6%	0.0%	-	*	-	*	0.0%	1.6%	-
Graduates and TxCHSE	93.3%	94.9%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.9%	95.3%	**99.0%**	100.0%	97.4%	100.0%	-	*	-	*	100.0%	98.4%	-
Class of 2017													
Graduated	92.4%	93.6%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.7%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.7%	**4.0%**	0.0%	8.5%	0.0%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	93.2%	95.0%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.5%	**92.7%**	92.9%	89.7%	97.2%	-	-	-	*	100.0%	91.5%	*
Class of 2019	90.0%	91.4%	**93.5%**	89.3%	93.6%	95.7%	-	-	-	*	93.3%	91.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	30.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	6.4%	**2.9%**	0.0%	5.8%	0.0%	-	-	-	*	33.3%	2.7%	*
Class of 2019	4.2%	3.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	State	Region 06	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%	82.9%	**95.1%**	100.0%	92.3%	97.1%	-	-	-	*	66.7%	94.7%	*
Class of 2019	83.5%	86.4%	**84.3%**	68.0%	86.4%	93.3%	-	-	-	*	21.4%	77.5%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	89.3%	**98.0%**	100.0%	98.1%	97.1%	-	-	-	*	100.0%	97.3%	*
Class of 2019	87.6%	89.8%	**84.3%**	68.0%	86.4%	93.3%	-	-	-	*	21.4%	77.5%	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	3.8%	*	-	-	*	-	-	-	-	-	-	-
2018-19	32.7%	10.9%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	6.4%	**2.9%**	0.0%	5.8%	0.0%	-	-	-	*	33.3%	2.7%	*
2018-19	4.4%	3.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.4%	**94.1%**	100.0%	90.4%	97.1%	-	-	-	*	66.7%	93.3%	*
2018-19	82.1%	85.2%	**84.5%**	68.0%	86.7%	93.3%	-	-	-	*	21.4%	78.1%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.6%	**95.2%**	100.0%	96.2%	91.9%	-	-	-	*	100.0%	96.0%	*
2018-19	85.9%	88.3%	**83.8%**	68.0%	86.7%	91.3%	-	-	-	*	21.4%	78.1%	-

Texas Education Agency

2020-21 Graduation Profile (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	104	100.0%	360,220	100.0%
By Ethnicity:				
African American	13	12.5%	44,729	12.4%
Hispanic	52	50.0%	184,060	51.1%
White	37	35.6%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	2	1.9%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	2	1.9%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	3	2.9%	49,535	13.8%
Foundation H.S. Program (Endorsement)	3	2.9%	15,689	4.4%
Foundation H.S. Program (DLA)	96	92.3%	292,532	81.2%
Special Education Graduates	6	5.8%	29,018	8.1%
Economically Disadvantaged Graduates	75	72.1%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	2.9%	29,639	8.2%
At-Risk Graduates	46	44.2%	148,836	41.3%

Texas Education Agency

2020-21 College, Career, and Military Readiness (CCMR) (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	60.4%	**72.1%**	53.8%	69.2%	81.1%	-	-	-	*	100.0%	65.3%	*
2018-19	72.9%	73.6%	**80.3%**	68.0%	78.9%	89.1%	-	-	-	*	46.4%	74.7%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	48.4%	**25.0%**	7.7%	17.3%	40.5%	-	-	-	*	0.0%	16.0%	*
2018-19	53.0%	51.7%	**47.0%**	16.0%	35.6%	76.1%	-	-	-	*	0.0%	30.1%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	58.8%	**50.0%**	30.8%	38.5%	73.0%	-	-	-	*	16.7%	40.0%	*
2018-19	60.7%	63.3%	**60.7%**	24.0%	60.0%	82.6%	-	-	-	*	7.1%	47.9%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	44.5%	**22.1%**	23.1%	15.4%	29.7%	-	-	-	*	0.0%	20.0%	*
2018-19	48.6%	49.1%	**44.4%**	28.0%	37.8%	60.9%	-	-	-	*	0.0%	34.2%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	41.9%	**14.4%**	0.0%	11.5%	21.6%	-	-	-	*	0.0%	10.7%	*
2018-19	44.2%	47.0%	**39.3%**	16.0%	31.1%	60.9%	-	-	-	*	0.0%	27.4%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	20.0%	**1.0%**	0.0%	0.0%	2.7%	-	-	-	*	0.0%	1.3%	*
2018-19	21.1%	20.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2018-19	1.9%	0.6%	**0.9%**	0.0%	0.0%	2.2%	-	-	-	*	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	21.0%	**17.3%**	7.7%	11.5%	29.7%	-	-	-	*	0.0%	9.3%	*
2018-19	23.1%	20.8%	**29.9%**	4.0%	22.2%	52.2%	-	-	-	*	0.0%	15.1%	-
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2018-19	2.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	18.9%	**59.6%**	53.8%	59.6%	62.2%	-	-	-	*	100.0%	56.0%	*
2018-19	40.4%	39.0%	**58.5%**	60.0%	62.2%	54.3%	-	-	-	*	46.4%	62.3%	-
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	13.9%	**54.8%**	46.2%	57.7%	54.1%	-	-	-	*	50.0%	52.0%	*

Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	12.1%	**24.8%**	32.0%	26.7%	19.6%	-	-	-	*	0.0%	30.1%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2018-19	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.2%	**1.9%**	0.0%	0.0%	5.4%	-	-	-	*	0.0%	0.0%	*
2018-19	2.3%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.2%	**5.8%**	7.7%	5.8%	5.4%	-	-	-	*	100.0%	5.3%	*
2018-19	2.7%	2.3%	**2.6%**	4.0%	4.4%	0.0%	-	-	-	*	21.4%	2.7%	-

Texas Education Agency

2020-21 CCMR-Related Indicators (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	29.7%	**41.3%**	30.8%	32.7%	56.8%	-	-	-	*	16.7%	30.7%	*
	2018-19	33.4%	35.8%	**50.4%**	20.0%	48.9%	69.6%	-	-	-	*	7.1%	37.0%	-
Mathematics	2019-20	21.2%	18.6%	**9.6%**	0.0%	5.8%	16.2%	-	-	-	*	0.0%	5.3%	*
	2018-19	24.7%	25.0%	**28.2%**	8.0%	22.2%	45.7%	-	-	-	*	0.0%	19.2%	-
Both Subjects	2019-20	16.4%	15.2%	**8.7%**	0.0%	5.8%	13.5%	-	-	-	*	0.0%	4.0%	*
	2018-19	18.8%	20.6%	**28.2%**	8.0%	22.2%	45.7%	-	-	-	*	0.0%	19.2%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	9.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2018-19	5.1%	9.9%	**10.3%**	4.0%	17.8%	6.5%	-	-	-	*	7.1%	12.3%	-
Mathematics	2019-20	9.7%	8.0%	**9.6%**	23.1%	7.7%	8.1%	-	-	-	*	0.0%	10.7%	*
	2018-19	7.3%	7.1%	**15.4%**	24.0%	13.3%	13.0%	-	-	-	*	0.0%	16.4%	-
Both Subjects	2019-20	4.2%	5.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2018-19	2.6%	4.7%	**4.3%**	0.0%	4.4%	6.5%	-	-	-	*	0.0%	4.1%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	20.3%	**13.5%**	3.0%	11.8%	20.7%	-	-	-	*	0.0%	9.3%	0.0%
	2019	25.2%	22.7%	**0.4%**	0.0%	0.0%	1.2%	-	-	-	*	0.0%	0.0%	*
English Language Arts	2020	12.7%	9.2%	**1.7%**	0.0%	0.9%	3.7%	-	-	-	*	0.0%	1.2%	0.0%
	2019	14.5%	10.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2020	6.4%	6.7%	**4.8%**	0.0%	4.5%	7.3%	-	-	-	*	0.0%	3.1%	0.0%
	2019	7.4%	7.9%	**0.4%**	0.0%	0.0%	1.2%	-	-	-	*	0.0%	0.0%	*
Science	2020	9.4%	9.7%	**8.7%**	3.0%	7.3%	13.4%	-	-	-	*	0.0%	6.2%	0.0%
	2019	10.4%	10.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies	2020	12.4%	10.8%	**1.7%**	0.0%	0.9%	3.7%	-	-	-	*	0.0%	1.2%	0.0%
	2019	13.9%	12.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.9%	**3.2%**	*	0.0%	5.9%	-	-	-	-	-	0.0%	-
	2019	51.0%	58.2%	*	-	-	*	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	53.4%	*	-	*	*	-	-	-	-	-	*	-
	2019	41.2%	50.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	59.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2019	52.2%	59.4%	*	-	-	*	-	-	-	-	-	-	-
Science	2020	47.6%	55.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2019	40.6%	52.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2020-21 CCMR-Related Indicators (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	60.4%	*	-	*	*	-	-	-	-	-	*	-
	2019	46.3%	58.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	65.9%	**66.3%**	61.5%	63.5%	73.0%	-	-	-	*	12.5%	63.2%	*
	2018-19	75.0%	60.1%	**45.3%**	24.0%	35.6%	67.4%	-	-	-	*	6.7%	30.6%	-
At/Above Criterion for All Examinees	2019-20	35.7%	43.7%	**11.6%**	0.0%	6.1%	22.2%	-	-	-	*	*	6.3%	*
	2018-19	36.1%	49.2%	**26.4%**	0.0%	31.3%	29.0%	-	-	-	-	*	13.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1066	**921**	850	871	1005	-	-	-	*	*	881	*
	2018-19	1027	1088	**1022**	838	1022	1053	-	-	-	-	*	950	-
English Language Arts and Writing	2019-20	513	537	**480**	450	448	531	-	-	-	*	*	462	*
	2018-19	517	549	**527**	438	513	548	-	-	-	-	*	487	-
Mathematics	2019-20	506	529	**441**	400	423	474	-	-	-	*	*	419	*
	2018-19	510	540	**495**	400	509	505	-	-	-	-	*	463	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	21.4	**19.9**	*	19.8	21.0	-	-	-	-	-	18.5	-
	2018-19	20.6	22.2	**19.7**	*	18.1	20.9	-	-	-	-	-	18.1	-
English Language Arts	2019-20	19.9	21.1	**19.6**	*	19.4	21.0	-	-	-	-	-	17.8	-
	2018-19	20.3	22.1	**19.5**	*	17.4	21.1	-	-	-	-	-	17.2	-
Mathematics	2019-20	20.1	21.1	**19.3**	*	19.5	20.3	-	-	-	-	-	18.1	-
	2018-19	20.4	21.8	**18.9**	*	18.0	19.7	-	-	-	-	-	17.9	-
Science	2019-20	20.5	21.6	**20.6**	*	20.8	21.3	-	-	-	-	-	20.0	-
	2018-19	20.8	22.3	**20.3**	*	19.1	21.1	-	-	-	-	-	19.6	-

	Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	41.8%	**39.0%**	31.4%	42.8%	37.3%	-	*	-	40.0%	10.5%	37.5%	38.9%
	2018-19	44.6%	40.3%	**34.8%**	29.6%	31.2%	41.7%	-	-	-	33.3%	27.3%	28.7%	7.7%
English Language Arts	2019-20	18.2%	14.5%	**8.1%**	4.5%	5.7%	13.3%	-	*	-	0.0%	0.0%	4.6%	0.0%
	2018-19	17.8%	13.9%	**8.8%**	1.2%	6.4%	15.8%	-	-	-	0.0%	0.0%	4.2%	0.0%
Mathematics	2019-20	20.7%	19.3%	**21.8%**	12.3%	21.8%	25.8%	-	*	-	20.0%	0.0%	18.9%	0.0%
	2018-19	20.4%	19.5%	**17.0%**	10.7%	13.0%	25.0%	-	-	-	20.0%	0.0%	10.6%	0.0%
Science	2019-20	22.4%	21.5%	**34.3%**	28.8%	37.1%	33.8%	-	*	-	20.0%	14.8%	33.2%	35.3%
	2018-19	21.7%	21.1%	**30.0%**	30.4%	27.0%	34.1%	-	-	-	16.7%	30.0%	25.8%	7.7%
Social Studies	2019-20	24.6%	20.0%	**7.1%**	3.0%	5.4%	11.7%	-	*	-	0.0%	0.0%	4.3%	0.0%
	2018-19	23.6%	19.7%	**9.0%**	1.2%	7.0%	15.4%	-	-	-	0.0%	0.0%	4.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	53.1%	**86.5%**	76.9%	92.3%	81.1%	-	-	-	*	50.0%	86.7%	*
	2018-19	59.0%	54.7%	**86.3%**	84.0%	88.9%	84.8%	-	-	-	*	64.3%	87.7%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	48.8%	**51.3%**	32.0%	44.4%	69.6%	-	-	-	*	26.7%	36.1%	-
	2017-18	53.4%	49.5%	**54.4%**	58.3%	50.0%	52.8%	-	*	-	*	30.8%	52.4%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	48.4%	**37.9%**	*	50.0%	33.3%	-	-	-	-	*	50.0%	-
	2017-18	60.7%	64.4%	**42.3%**	10.0%	47.4%	52.6%	-	*	-	*	*	23.3%	-

Texas Education Agency

2020-21 Student Information (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,628	100.0%	5,359,040	100.0%	1,631	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	2	0.1%	20,991	0.4%
Pre-Kindergarten	103	6.3%	196,560	3.7%	103	6.3%	197,093	3.7%
Pre-Kindergarten: 3-year Old	31	1.9%	26,356	0.5%				
Pre-Kindergarten: 4-year Old	72	4.4%	170,204	3.2%				
Kindergarten	125	7.7%	360,865	6.7%	125	7.7%	361,349	6.7%
Grade 1	106	6.5%	380,973	7.1%	106	6.5%	381,403	7.1%
Grade 2	91	5.6%	379,725	7.1%	91	5.6%	380,122	7.1%
Grade 3	105	6.4%	380,802	7.1%	105	6.4%	381,135	7.1%
Grade 4	112	6.9%	385,090	7.2%	112	6.9%	385,364	7.2%
Grade 5	115	7.1%	395,436	7.4%	115	7.1%	395,649	7.4%
Grade 6	140	8.6%	414,197	7.7%	140	8.6%	414,357	7.7%
Grade 7	130	8.0%	421,222	7.9%	130	8.0%	421,347	7.8%
Grade 8	126	7.7%	422,386	7.9%	126	7.7%	422,505	7.9%
Grade 9	119	7.3%	436,396	8.1%	119	7.3%	436,523	8.1%
Grade 10	129	7.9%	420,502	7.8%	129	7.9%	420,705	7.8%
Grade 11	106	6.5%	388,143	7.2%	106	6.5%	388,443	7.2%
Grade 12	121	7.4%	362,888	6.8%	122	7.5%	364,600	6.8%
Ethnic Distribution:								
African American	258	15.8%	680,285	12.7%	259	15.9%	681,401	12.7%
Hispanic	815	50.1%	2,835,771	52.9%	816	50.0%	2,840,982	52.9%
White	511	31.4%	1,418,789	26.5%	512	31.4%	1,424,251	26.5%
American Indian	0	0.0%	18,712	0.3%	0	0.0%	18,755	0.3%
Asian	5	0.3%	253,856	4.7%	5	0.3%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	39	2.4%	143,368	2.7%	39	2.4%	143,763	2.7%
Sex:								
Female	811	49.8%	2,620,239	48.9%	814	49.9%	2,624,722	48.9%
Male	817	50.2%	2,738,801	51.1%	817	50.1%	2,746,864	51.1%
Economically Disadvantaged	1,171	71.9%	3,229,178	60.3%	1,172	71.9%	3,233,417	60.2%
Non-Educationally Disadvantaged	457	28.1%	2,129,862	39.7%	459	28.1%	2,138,169	39.8%
Section 504 Students	177	10.9%	387,490	7.2%	177	10.9%	387,622	7.2%
EB Students/EL	188	11.5%	1,108,207	20.7%	188	11.5%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	36	2.0%	66,833	1.2%				

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	95	5.8%	241,070	4.5%	95	5.8%	241,197	4.5%
Foster Care	2	0.1%	17,033	0.3%	2	0.1%	17,090	0.3%
Homeless	22	1.4%	57,709	1.1%	22	1.3%	57,811	1.1%
Immigrant	3	0.2%	108,025	2.0%	3	0.2%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	1,628	100.0%	3,457,855	64.5%	1,631	100.0%	3,464,887	64.5%
Military Connected	28	1.7%	144,596	2.7%	28	1.7%	144,683	2.7%
At-Risk	696	42.8%	2,634,284	49.2%	696	42.7%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	187	11.5%	1,123,936	21.0%	187	11.5%	1,124,413	20.9%
Gifted and Talented Education	61	3.7%	443,781	8.3%	61	3.7%	443,849	8.3%
Special Education	143	8.8%	595,885	11.1%	146	9.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	143		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	62	43.4%	253,352	42.5%				
Students with Physical Disabilities	25	17.5%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	39	27.3%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	135	8.9%	726,083	13.8%				
By Ethnicity:								
African American	31	2.0%	148,832	2.8%				
Hispanic	53	3.5%	372,491	7.1%				
White	46	3.0%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	0	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	5	0.3%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	15	10.9%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	3.8%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	118	10.4%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	143	11.5%	700,130	16.6%				

Student Information	-Non-Special Education Rates- District	-Non-Special Education Rates- State	-Special Education Rates- District	-Special Education Rates- State
Retention Rates by Grade:				
Kindergarten	13.8%	1.4%	14.3%	4.8%
Grade 1	2.5%	1.9%	0.0%	3.2%
Grade 2	2.1%	1.0%	0.0%	1.4%
Grade 3	1.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.8%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	0.8%	4.7%	0.0%	7.8%

	--- District ---		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.1	17.7
Grade 1	14.4	18.0
Grade 2	17.6	18.0
Grade 3	17.3	18.2
Grade 4	17.6	18.3
Grade 5	18.7	19.8
Grade 6	20.8	19.4
Secondary:		
English/Language Arts	14.9	15.7
Foreign Languages	12.0	17.8
Mathematics	17.6	16.9
Science	17.7	17.9
Social Studies	18.2	18.3

Texas Education Agency

2020-21 Staff Information (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	249.9	100.0%	745,316.3	100.0%
Professional Staff:	145.6	58.3%	479,219.1	64.3%
Teachers	121.7	48.7%	369,395.4	49.6%
Professional Support	14.8	5.9%	78,787.8	10.6%
Campus Administration (School Leadership)	6.1	2.4%	22,378.5	3.0%
Central Administration	3.0	1.2%	8,657.4	1.2%
Educational Aides:	32.7	13.1%	79,348.7	10.6%
Auxiliary Staff:	71.6	28.7%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	4.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	93.4	37.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	5.0	4.1%	41,186.3	11.1%
Hispanic	21.0	17.3%	104,985.0	28.4%
White	93.7	77.0%	210,367.3	56.9%
American Indian	1.0	0.8%	1,261.0	0.3%
Asian	1.0	0.8%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	32.9	27.0%	88,006.1	23.8%
Females	88.8	73.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	98.9	81.3%	269,818.0	73.0%
Masters	22.8	18.7%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.0	9.9%	24,880.4	6.7%
1-5 Years Experience	33.0	27.1%	102,753.7	27.8%
6-10 Years Experience	15.0	12.3%	74,854.8	20.3%
11-20 Years Experience	36.0	29.6%	107,653.1	29.1%

Texas Education Agency

2020-21 Staff Information (TAPR)

CAMERON ISD (166901) - MILAM COUNTY

	---- District ----		------ State ------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	15.9	13.1%	47,975.4	13.0%
Over 30 Years Experience	9.8	8.0%	11,278.0	3.1%
Number of Students per Teacher	13.4	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.0	6.4
Average Years Experience of Principals with District	5.0	5.5
Average Years Experience of Assistant Principals	2.5	5.5
Average Years Experience of Assistant Principals with District	2.5	4.8
Average Years Experience of Teachers:	12.7	11.2
Average Years Experience of Teachers with District:	8.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$42,348	$50,849
1-5 Years Experience	$44,597	$53,288
6-10 Years Experience	$47,284	$56,282
11-20 Years Experience	$52,128	$59,900
21-30 Years Experience	$62,544	$64,637
Over 30 Years Experience	$60,313	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$50,544	$57,641
Professional Support	$60,215	$68,030
Campus Administration (School Leadership)	$75,950	$83,424
Central Administration	$117,243	$109,662
Instructional Staff Percent:	61.3%	64.6%
Turnover Rate for Teachers:	22.2%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	0.5%	22,870.6	6.2%
Career and Technical Education	7.6	6.3%	18,987.7	5.1%
Compensatory Education	1.7	1.4%	10,226.9	2.8%
Gifted and Talented Education	0.1	0.0%	6,558.4	1.8%
Regular Education	103.6	85.1%	262,447.1	71.0%
Special Education	8.3	6.8%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

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

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

Annual Report
Section 2:

2020-2021
PEIMS Financial Standard Report

2020-2021 Campus Financial Actual Reports are available at:
https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_FinBudRep.html

2020 - 2021 Budgeted Financial Data
Totals for CAMERON ISD (166901)
Total Enrolled Membership: 1,628

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$4,248,224	26.97%	$2,609	$4,248,224	25.30%	$2,609
State Operating Funds	$10,829,617	68.74%	$6,652	$10,834,817	64.52%	$6,655
Federal Funds	$400,720	2.54%	$246	$1,348,783	8.03%	$828
Other Local	$275,000	1.75%	$169	$360,500	2.15%	$221
Total Operating Revenue	$15,753,561	100.00%	$9,677	$16,792,324	100.00%	$10,315
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$1,371,374	77.41%	$842
State Assistance for Debt Service	$0	0.00%	$0	$400,280	22.59%	$246
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$1,771,654	100.00%	$1,088
Subtotal: Operating and Other Revenue	$15,753,561	100.00%	$9,677	$18,563,978	100.00%	$11,403
Recapture Revenue						
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Operating, Other and Recaptured Revenue	$15,753,561	100.00%	$9,677	$18,563,978	100.00%	$11,403
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$795,704	100.00%	$489	$795,704	100.00%	$489
Subtotal: Debt Service Financing and TRS Estimate Revenue	$795,704	100.00%	$489	$795,704	100.00%	$489
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$16,549,265	100.00%	$10,165	$19,359,682	100.00%	$11,892
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	$12,607,646	78.43%	$7,744	$13,147,824	76.83%	$8,076
Professional & Contracted Services (Object 62xx)	$1,271,474	7.91%	$781	$1,295,474	7.57%	$796
Supplies & Materials (Object 63xx)	$1,279,564	7.96%	$786	$1,750,649	10.23%	$1,075

2020 - 2021 Budgeted Financial Data
Totals for CAMERON ISD (166901)
Total Enrolled Membership: 1,628

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	$916,034	5.70%	$563	$919,534	5.37%	$565
Total Operating Expenditures by Object	$16,074,718	100.00%	$9,874	$17,113,481	100.00%	$10,512
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	$91,700	40.99%	$56	$1,863,353	93.38%	$1,145
Capital Outlay(Object 66xx)	$132,000	59.01%	$81	$132,000	6.62%	$81
Total Non-Operating Expenditures by Object	$223,700	100.00%	$137	$1,995,353	100.00%	$1,226
Grand Total: Operating and Non-Operating Expenditures by Object	$16,298,418	100.00%	$10,011	$19,108,834	100.00%	$11,738
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	$9,191,195	57.18%	$5,646	$9,191,195	53.71%	$5,646
Instructional Resources & Media Services (Function 12)	$188,596	1.17%	$116	$188,596	1.10%	$116
Curriculum & Staff Development (Function 13)	$218,574	1.36%	$134	$218,574	1.28%	$134
Instructional Leadership (Function 21)	$0	0.00%	$0	$0	0.00%	$0
School Leadership (Function 23)	$1,010,944	6.29%	$621	$1,010,944	5.91%	$621
Guidance Counseling Services (Function 31)	$417,862	2.60%	$257	$417,862	2.44%	$257
Social Work Services (Function 32)	$42,640	0.27%	$26	$42,640	0.25%	$26
Health Services (Function 33)	$159,547	0.99%	$98	$159,547	0.93%	$98
Transportation (Function 34)	$762,426	4.74%	$468	$762,426	4.46%	$468
Food Services (Function 35)	$39,380	0.24%	$24	$1,078,143	6.30%	$662
Extracurricular (Function 36)	$1,099,168	6.84%	$675	$1,099,168	6.42%	$675
General Administration (Function 41,92)	$732,399	4.56%	$450	$732,399	4.28%	$450
Facilities Maintenance & Operations (Function 51)	$1,624,594	10.11%	$998	$1,624,594	9.49%	$998
Security & Monitoring Services (Function 52)	$84,000	0.52%	$52	$84,000	0.49%	$52
Data Processing Services (Function 53)	$403,474	2.51%	$248	$403,474	2.36%	$248
Community Services (Function 61)	$99,919	0.62%	$61	$99,919	0.58%	$61
Total Operating Expenditures by Function	$16,074,718	100.00%	$9,874	$17,113,481	100.00%	$10,512
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	$91,700	40.99%	$56	$1,863,353	93.38%	$1,145
Non-Operating Expenditures by Function (1x-9x) (66xx)	$132,000	59.01%	$81	$132,000	6.62%	$81

2020 - 2021 Budgeted Financial Data
Totals for CAMERON ISD (166901)
Total Enrolled Membership: 1,628

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	$223,700	100.00%	$137	$1,995,353	100.00%	$1,226
Grand Total: Operating and Non-Operating Expenditures by Function	$16,298,418	100.00%	$10,011	$19,108,834	100.00%	$11,738
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$7,340,065	45.66%	$4,509	$7,340,065	42.89%	$4,509
Gifted and Talented (PIC 21)	$56,714	0.35%	$35	$56,714	0.33%	$35
Career and Technical (PIC 22)	$914,013	5.69%	$561	$914,013	5.34%	$561
Students with Disabilities (PICs 23,33)	$1,070,689	6.66%	$658	$1,070,689	6.26%	$658
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,454,905	9.05%	$894	$1,454,905	8.50%	$894
Bilingual (PICs 25,35)	$127,480	0.79%	$78	$127,480	0.74%	$78
High School Allotment (PIC 31)	$37,855	0.24%	$23	$37,855	0.22%	$23
PreKindergarten (PIC 32)	$3,800	0.02%	$2	$3,800	0.02%	$2
Early Education Allotment (PIC 36)	$221,572	1.38%	$136	$221,572	1.29%	$136
Dyslexia or Related Disorder Services (PIC 37)	$33,978	0.21%	$21	$33,978	0.20%	$21
College, Career, and Military Readiness (CCMR) (PIC 38)	$72,553	0.45%	$45	$72,553	0.42%	$45
Athletics/Related Activities (PIC 91)	$860,394	5.35%	$528	$860,394	5.03%	$528
Un-Allocated (PIC 99)	$3,880,700	24.14%	$2,384	$4,919,463	28.75%	$3,022
Total Operating Expenditures by Program Intent Code (PIC)	$16,074,718	100.00%	$9,874	$17,113,481	100.00%	$10,512
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$91,700	40.99%	$56	$1,863,353	93.38%	$1,145
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$132,000	59.01%	$81	$132,000	6.62%	$81
Total Non-Operating Expenditures by Program Intent Code (PIC)	$223,700	100.00%	$137	$1,995,353	100.00%	$1,226
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$16,298,418	100.00%	$10,011	$19,108,834	100.00%	$11,738
Disbursements **Total Disbursements**						
Operating Expenditures	$16,074,718	97.13%	$9,874	$17,113,481	88.40%	$10,512
Recapture	$0	0.00%	$0	$0	0.00%	$0

2020 - 2021 Budgeted Financial Data
Totals for CAMERON ISD (166901)
Total Enrolled Membership: 1,628

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0
Intergovernmental Charge	$250,849	1.52%	$154	$250,849	1.30%	$154
Debt Service (Object 6500)	$91,700	0.55%	$56	$1,863,353	9.62%	$1,145
Capital Projects (Object 6600)	$132,000	0.80%	$81	$132,000	0.68%	$81
Total Disbursements	$16,549,267	100.00%	$10,165	$19,359,683	100.00%	$11,892



Annual Report
Section 3:

2020-2021
District Accreditation Status

Accreditation Status

TEA accredits public schools in Texas at the district level for grades K-12.

TEA does not have oversight of private schools or vocational schools in Texas. The Texas Private School Accreditation Commission (TEPSAC) and the International Association for Learner Driven Schools (IALDS) provide information for private schools. For information related to alternative schooling options, visit the Alternative Schooling page.

The district accreditation statuses are listed at the links below:

- Accreditation Status Matrix
- 2022-2023 Accreditation Statuses
- 2021-2022 Accreditation Statuses (will not be issued - see related correspondence below)
- 2020-2021 Accreditation Statuses (will not be issued - see related correspondence below)
- 2019-2020 Accreditation Statuses
- 2018-2019 Accreditation Statuses
- 2017-2018 Accreditation Statuses
- 2016-2017 Accreditation Statuses
- 2015-2016 Accreditation Statuses
- 2014-2015 Accreditation Statuses
- 2013-2014 Accreditation Statuses
- 2012-2013 Accreditation Statuses (will not be issued)
- 2011-2012 Accreditation Statuses
- 2010-2011 Accreditation Statuses

Overview

During the 79th Texas Legislature, Third Called Session, 2006, House Bill 1 (HB 1) was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed, in part, the accreditation of school districts; sanctions and interventions for school districts, charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, TEA was required to adopt rules to implement the changes addressed.

See these commissioner's rules related to accreditation at Texas Administrative Code—Currently in Effect. 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions defines the accreditation statuses of **Accredited, Accredited-Warned, Accredited-Probation,** and **Not Accredited-Revoked** and states how accreditation statuses will be determined and assigned to school districts. The rules also establish accreditation standards and sanctions, including

Accreditation Status
2020-21

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

Status below from 2019-2020
Accreditation statuses will not be issued for the 2020-2021 school year.

166901	CAMERON ISD	6	A - Superior	B	ACCREDITED

Annual Report
Section 4:

2020-2021
Campus Performance Objectives

Campus Improvement Plans are located on each campus website

Cameron Independent School District

Ben Milam Elementary

Campus Improvement Plan

2020-2021

Mission Statement

Ben Milam Mission Statement:

The Mission of Ben Milam Elementary is to create an environment which reinforces positive behavior to help educate, support, and prepare all students for the future.

Value Statement

Students will take intellectual risks and set personal goals.

Students will experience a diverse education to include the arts, character development, and physical activities.

Students will effectively use technology as a learning resource.

Students will exhibit confidence, adapability, strong character, and balance in life.

Students will leave Ben Milam with the ability to read, write, and solve mathematical problems.

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Comprehensive Needs Assessment

ɛeds Assessment Overview

ıcrease incentives and expectations for students with chronic attendance issues.

ıcrease student achievement in both reading and math.

'ontinue to use the backward design process in the planning process for teachers.

'ontinue to use the RTI process with fidelity.

'ontinue to use the TEKS resource system unit assessments in appropriate grade levels.

'ontinue to work on increasing the rigor of lesson planning for Tier 1 instruction.

'ontinue to align resources used in connection with the TEKS.

'ontinue PLC's and increase effectiveness of team planning.

stablish a digital citizenship education program for PK-2.

Continue education on healthy choices through Red Ribbon Week.

Continue with Character education.

Continue to adhere to health and safety protocols in response to COVID-19.

Goals

oal 1: Ben Milam will establish a culture of academic excellence.

·formance Objective 1: Students will be immersed in Reading instruction that reflects best practices and improve reading levels in all grade levels.

	Reviews			
	Formative			Summative
ategy 1: Teachers will instruct students according to their reading level in small guided reading groups. **Strategy's Expected Result/Impact:** Progress monitoring, common based assessments, BOY, MOY **Staff Responsible for Monitoring:** Principal, Assistant principal, instructional coach, administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Targeted Support Strategy**	Dec	Mar	May	June
ategy 2: Teachers will use Fountas and Pinnell resources to improve guided reading. **Strategy's Expected Result/Impact:** Students' reading levels will improve closer to and/ or to grade level. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal, instructional coach, administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy**	Dec	Mar	May	June
ategy 3: Specified intervention time will be focused on reading deficiencies in order to close gaps. **Strategy's Expected Result/Impact:** Students' reading gaps will close. Reading will improve. **Staff Responsible for Monitoring:** Teachers, Interventionists, Principal, Assistant Principal, Instructional coach, administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**	Dec	Mar	May	June
ategy 4: Teachers will utilize the reading resouces provided to them by the district in order to improve reading levels. **Strategy's Expected Result/Impact:** Growth in reading levels and students' abilities. **Staff Responsible for Monitoring:** Teachers, interventionists, principal, assistant principal, instructional coach, administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy**	Dec	Mar	May	June

 No Progress  Accomplished  Continue/Modify  Discontinue

al 1: Ben Milam will establish a culture of academic excellence.

formance Objective 2: Students will be immersed in Math instruction that reflects best practices and improve math skills in all grade levels.

Targeted or ESF High Priority

Evaluation Data Sources: formative results from universal screening assessments

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 1: Teachers will utilize small guided math groups in order to reach all students and to ensure that each student's needs met. **Strategy's Expected Result/Impact:** Students' math gaps will close. Students will understand mathmatical skills at a greater level. **Staff Responsible for Monitoring:** Teacher, Interventionists, Principal, Assistant Principal, Instructional Coach, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				
ategy 2: All students will use Fact Fluency from Moby Max for 5 minutes daily in order to improve their automaticity with th facts. **Strategy's Expected Result/Impact:** Students recall of math facts will improve in order to help them solve higher level math problems correctly. **Staff Responsible for Monitoring:** Teacher, Interventionist, Principal, Assistant Principal, Instructional Coach, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				
ategy 3: Teachers will utilize all resources provided by the district in order to reach all students, differentiate for all dents' needs, and to close the gaps. **Strategy's Expected Result/Impact:** Students' math levels will increase and math gaps will close. **Staff Responsible for Monitoring:** Teachers, Interventionists, Principal, Assistant Principal, Instructional coach, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy**				
ategy 4: Specified intervention will be utilized in order to close gaps in mathematical skills. **Strategy's Expected Result/Impact:** Students' math gaps will close. **Staff Responsible for Monitoring:** Teacher, interventionists, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

al 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years and continues through ond grade.

·formance Objective 1: Parents and PTO will provide support to students and staff by supporting students academically, socially, and emotionally.

Evaluation Data Sources: Schoolwork, attendance, common assessment data

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 1: Ben Milam staff will communicate with parents using See Saw as the platform. **Strategy's Expected Result/Impact:** Good communication, parents know what to expect, good partnership **Staff Responsible for Monitoring:** Teacher, Principal, Assistant principal, PTO officers, parents **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				
ategy 2: Ben Milam staff will regularly use Social media and Written tools to communicate with parents and the nmunity such as: School Website, School Facebook page, teacher websites, Teacher See Saw accounts, Prinicpal Monthly vsletter, and the use of the school's Marquee. **Strategy's Expected Result/Impact:** Parents and community will be informed about Ben Milam **Staff Responsible for Monitoring:** Teachers, Principal, Assistant principal, PTO president **Title I Schoolwide Elements:** 3.1				

No Progress | Accomplished | Continue/Modify | Discontinue

al 3: Ben Milam Elementary will have a safe and orderly environment that promotes student learning.

:formance Objective 1: All parents and guests will be required to stay in the secured vestibule until given access to the student or office. All parents and :sts will be required to wear a face mask in order to promote safe health.

Evaluation Data Sources: All students are safe.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 1: Secure vestibule entry, visitor check in through the office, the use of Raptor system for all guests, all required :ty drills completed, all classroom doors remain on lockdown throughout the day. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Principal, Assistant principal, counselor, nurse, office staff, teachers, School Resource officer **ESF Levers:** Lever 3: Positive School Culture				
ategy 2: Ben Milam staff will use the Pick My Kid app in order to dismiss students in a safe and orderly manner. **Strategy's Expected Result/Impact:** Students are dismissed to the correct person, parents know when students are dismissed, and students get home safely **Staff Responsible for Monitoring:** teachers, Principal, Assistant principal, counselor, nurse **ESF Levers:** Lever 3: Positive School Culture				
ategy 3: Acknowledgement and recognition of Monthly character traits by the staff. **Strategy's Expected Result/Impact:** Leadership and character qualities instilled in students, students take pride in themselves and in their school, reduction of office referrals **Staff Responsible for Monitoring:** Counselor, Prinicpal, Assistant Principal, teachers **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

al 3: Ben Milam Elementary will have a safe and orderly environment that promotes student learning.

·formance Objective 2: Students will learn to behave appropriately in order to promote a safe environment in which students can learn.

Evaluation Data Sources: Few office referrals

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 1: A Caught Ya Being Good PBIS behavioral system will be implemented in order to promote a safe environment ıducive to student learning. Staff members may award students tickets when they behave appropriately. All students will be ɛ to "buy" something from the BME Prize Patrol Store every other Friday.				
Strategy's Expected Result/Impact: reduction in office referrals, immediate student recognition for doing the right thing				
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor				
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

al 4: Student attendance will meet or exceed the 94% state standard for attendance.

:formance Objective 1: The student attendance rate will improve from 96.11% in 2020 to 97% in 2021.

Evaluation Data Sources: PEIMS data will be reviewed to determine if the student attendance rate improved by goal rate.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 1: Utilize campus attendance committee. **Strategy's Expected Result/Impact:** Students will be placed in appropriate grade levels based upon all circumstances. **Staff Responsible for Monitoring:** Principals, counselors, teachers	0%	0%	0%	

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
ategy 2: Student incentive certificates and recognition. **Strategy's Expected Result/Impact:** Student attendance will improve. **Staff Responsible for Monitoring:** Principals, counselors, teachers.	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue



Cameron Elementary School

Campus Improvement Plan

2020-2021

10/12/2020

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Students will take intellectual risks and set personal goals.

Students will experience a diverse education to include the arts, character development, and physical activities.

Students will effectively use technology as a learning resource.

Students will exhibit confidence, adaptability, strong character, and balance in life.

Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry.

District Mission Statement

The Cameron Independent School District, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
10. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
11. The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Cameron Independent School District, Cameron Junior High School, conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, CTE certification completion, TSI data, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2018-2019 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2019-2020 district and campus improvement plans include all identified priority needs.

- ➢ The district has not been successful in finding ESL/bilingual-certified teachers to serve the EL population at the required grade levels to implement the programs.
- ➢ Create an Emergency Operations Plan for the district requires annual monitoring.
- ➢ Dyslexia Plan for the district requires annual monitoring.
- ➢ Continuous updates of the College, Career and Military Readiness Plan for the district.
- ➢ Continue education on suicide awareness and vaping/tobacco for YHS and add CJH to the plan.
- ➢ Establish a digital citizenship education program for PK-12.
- ➢ Increase incentives and expectations for students with chronic attendance issues.
- ➢ Increase student achievement to above the state average in the meets level for all student groups.
- ➢ Continue to utilize the family liaisons to work with students and parents.
- ➢ Increase understanding and use of the backwards design process.
- ➢ Align RTI process with universal screener, data, and progress monitor tools.
- ➢ Implement TEKS Resource System unit assessments in appropriate grade levels.
- ➢ Continue to work on increasing the rigor of lesson planning for tier I instruction.
- ➢ Establish an alignment of resources used across the district in connection to state TEKS.
- ➢ Continue PLCs and increase effectiveness of team and vertical planning.
- ➢ Continue to survey staff and students regarding school safety.
- ➢ Continue to adhere to health and safety protocols in response to COVID-19.

State Compensatory Education

State of Texas Student Eligibility Criteria:
A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.

3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
Title 1, Part A $685,264
Title I, Part C (Migrant) N/A
Title II, Part A (TPTR) $74,700

Title IV $29,144
Carl Perkins $28,878
State Programs/Funding Source
Career/Technology Education $1,189,729
State Compensatory Education $1,961,897
Special Education $929,790
Bilingual/ESL Program $87,125
High School Allotment $127,876

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Data 2018-2019	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above All Subjects	76%	74%	85%	62%			100%	72%	77%	34%
Meets Standard or Above	42%	39%	54%	25%			76%	37%	42%	24%
Masters Standard	20%	18%	29%	9%			24%	15%	20%	8%

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
District staff will disaggregate & analyze STAAR data, unit assessments & benchmark data for each testing area & focus on objective weaknesses below 80% mastery for all students including, at-risk, EL, migrant, CTE,	Core subject teachers curriculum coordinators principals Assistant Supt.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis.	Improved six weeks' grades Reduced failure rate Improved performance on State assessments.

dyslexia, GT, & SPED.					
Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan	Teachers Principals Curriculum Coordinators Superintendents	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment
Campuses will use DMAC & Lead4Ward to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.	Teachers Principals Curriculum Coordinators Superintendents	Every six weeks and at the end of each unit.	State and Local Funds	DMAC &Lead4Ward data will be discussed at PLC's. Principal and C&I Coordinators will confirm DMAC & Lead4Ward usage.	Improved performance on identified deficient objectives.
Ensure prof. development plans are meaningful & relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan. Each CAC will include professional development needs in the campus plans. Each campus principal will submit a "needs driven" prof. development plan to the superintendent for budgetary considerations.	Teachers Principals Curriculum Coordinators Superintendents	By August 1st 2020.	Federal, State and Local Funds.	Each principal will require appropriate individualized professional development plans for each instructor. The calendar will be developed to include the two "Comp Days."	Teachers will improve their content knowledge and or instructional effectiveness.

Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades.	Principals Superintendents School Board	Weekly	State and Local Funds	Principal will monitor to ensure 22:1.	Improved student performance due to smaller class size.
Establish a walkthrough process for T-TESS, utilizing DMAC.	Teachers Principals Curriculum Coordinators Superintendents	Daily, Weekly	State and Local Funds	Principals and Directors of C&I are using Eduphoria to conduct walkthroughs.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs.
Strategies to improve the Reading Intervention & Dyslexia Program: * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Utilize district language specialist for dyslexia pullout program. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Dyslexia Pull out program.	Teachers Principals Curriculum Coordinators Superintendents Dyslexia Specialists	Every six weeks and at the end of each unit. Annually	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is individualized and research based.	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.
Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation compliance.	Teachers Principals 504 Coordinators Superintendents	Every six weeks and at the end of each unit. Annually	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.	504 Identified students' performance of the State assessment and other district metrics will improve.

* Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.					
Strategies to improve the State Comp Ed – "At-Risk" program: (TIA 13.9, 13.10) * Offer tutorial including extended day. * Summer school for credit for grades 6-12. * Edgenuity lab for high school students needing credit recovery. * Content mastery for grades 6-12. * At-Risk instructional aide for grades K-4. * Extended Reading for grade 6 and 7. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-2. * STAAR/EOC Prep program for grades 9-12. * YOE-Time for struggling learners grades K-5.	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian	Daily	Federal, State (Compensatory Education Funds) and Local Funds	Superintendent has appropriately budgeted Compensatory education funds to support programs for at-risk students. Principals will ensure that the compensatory education programs are supporting the intended population of students.	At Risk students, will improve their performance on the State assessments and district assessments. The drop our rate at Cameron ISD will be reduced.
Utilize programs (such as Moby Max, Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Ren. STAR, to increase passing percentages for reading	Teachers Principals Curriculum Coordinators	Each six weeks	State and Local Funds	Data pulled for RTI and progress monitor will be used during PLCs to determine the successes and needs of all students and those who fall into a	Increased performance on the STAAR test for all students.

and math for all students, African-American, Hispanic, and white.	Superintendents			targeted area of need.	
Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.	Teachers Principals Curriculum Coordinators Superintendents Counselors GT Coordinators	Every six weeks and at the end of each unit. Annually	State and Local Funds	The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations. Principals can verify the GT certifications of staff members.	GT students will excel in the GT pull out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficient performance on the State assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: • Pre-K & Kindergarten Roundup. • 6th grade orientation. • 9th grade orientation. • Intercampus meetings for transitioning students • Open house for all incoming students. • Parent/Teacher conferences at least once per year	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2020.	State and Local Funds	All events are scheduled on school calendar and advertised on website/social media outlets.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
Continue STAAR prep program for tested classes for all campuses.	Teachers Principals Curriculum Coordinators Assistant Supe.	Weekly	Local and State Funds	STAAR Prep times will be listed in master schedules	Improved student performance on the State Assessment.
Provide students opportunity to monitor personal assessment performance and growth.	Teachers Principals Curriculum Coordinators Assistant Supe.	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
Mentoring Minds, Moby Max, and Lone Star Learning in grades 1-8	Teachers Principals Curriculum Coordinators	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 3: The district and all campuses will satisfy all federal requirements.

Summative Evaluation: The district's federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Develop a district Equity Plan	Teachers Principals Curriculum Coordinators Superintendents District Adv. Council	Annually by Nov. 15, 2020	Local and State Funds	Equity Plan is submitted to the State.	Student Performance in our highest poverty and minority campuses will improve.
Strategies to recruit and retain highly qualified staff: • Continue to provide free breakfast • Continue student to teacher ratios below the state average. • Staff appreciation dinner & awards • Include staff in the development of campus professional development plans • Conduct annual certification audit. • Assess and revise teacher salary schedule as	Superintendent Assistant Supt. School Board	Annually by August 1, 2020	Local and State Funds	All strategies are budgeted and listed on district's board agenda calendar.	District will see an increase in the retention of high quality staff members.

appropriate • Free breakfast for all staff • Pursue adding free lunch for staff					
Ensure paraprofessionals are appropriately trained.	Principals Curriculum Coordinators	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
Board review of federal programs annually.	Superintendents School Board	Annually before May 30, 2020	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Hold public hearing on federal program budget annually.	Superintendent Assistant Supt. School Board	Annually before May 30, 2020	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Review federal program budget and services with CACs and DAC.	Superintendents Principals District Advisory Council Campus Advisory Council	Annually before May 30, 2020	Local Funds	DAC & CAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 4: The district will meet or exceed the state standard for SAT/ACT/TSI/PSAT testing.

Summative Evaluation: Reviewing TAPR data and locally disaggregated percentages will determine if the state standard was met or exceeded on the SAT/ACT/PSAT/TSI.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Provide AP opportunities for students.	Principals Counselors Superintendents	Annually	Local and State Funds	AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Encourage 8th grade students to take PSAT, ACT, SAT, and TSI	Principals Counselors Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 5: The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Strategies to improve ESL/Bilingual program: • Review and revise the district ESL/Bilingual plan as needed. • Encourage parents to participate in LPAC meetings. • LPAC training for all committee members. • Provide district correspondence in English & Spanish as needed. • Teacher training for TELPAS as necessary. • Ensure properly endorsed ESL teachers on each campus.	Gen.Ed. Teachers ESL Teachers Bilingual Teachers Principals Superintendents Counselors	Throughout school year	State and Local Funds	ESL/Bilingual plan is in place and all campuses have properly endorsed ESL/Bilingual teachers.	Improved performance for EL students on the State assessment and on six weeks grades, resulting in improved PBMAS performance.
Strategies to improve the CTE program: • Review / revise the "coherent sequence of courses" as	CTE Teachers Principals Superintendents	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better PBMAS performance.

needed. • Conduct CTE surveys to plan for program improvements • Increase the number of certification opportunities • Increase the number of pathway offerings • Increase the number of core class/CTE courses offered	Counselors CTE Director				
Strategies to improve special education: • Inclusion model of instruction. • Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. • Assess PBMAS indictors and develop appropriate strategies for indicators exceeding a 2 intervention level.	Special Education Teachers Principals Assistant Supe. Counselors	Throughout school year	State and Local Funds	Principals can produce schedules which reflect the inclusion model of special education instruction.	Improved special education performance on the State assessment, resulting in better performance on the PBMAS.

Goal 2: **Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 1: **The student attendance rate will improve from 96.11% in 2020 to 97.0% in 2021.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.
Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for each absence	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.

Truancy officer assistance with high absence cases on all four campuses.	Truancy officer Campus principals	Throughout school year	Local Funds	Documentation of contact and court appearances	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: **Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 2: **The district dropout rate will be 0%.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals Counselors Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins-$39,978)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Principals Counselors Teachers	Throughout school year	State and Local Funds	Counselor logs and Pregnancy-related services logs.	Pregnancy related dropout rate will decrease.
Utilize truancy officer as a means of communication and assistance with excessive absence cases, and as a liaison with the local court system	Truancy officer	Throughout the year	State and Local Funds	Ongoing with documentation from campus attendance clerks and court documents	Dropout rate will decrease.
Continue Summer school for credit recovery	Principals Counselors Teachers	End of school year	State and Local Funds	Budget reflects funding for program and is scheduled on the campus calendar.	Dropout rate will decrease.

Continue Edgenuity program for credit recovery	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and documentation demonstrates student attendance.	Dropout rate will decrease.
Pursue an alternative education program for juniors and seniors in high school.	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and attendance logs.	Dropout rates will decrease.

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 1: **Discipline referrals (as determined by incident total) will decrease from 300 to 275.**

Summative Evaluation: **There is a reduction in both incidents noted and discipline referrals by the amount stated.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Establish and continue character education with CISD campuses, to include PBIS systems in place	Principals Counselors Behavior Specialists	Annually, Daily.	State and Local Funds	Program is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Implement Conflict resolution	Principals Teachers Counselors Family Liaisons	Daily	Local Funds	Documentation of resolution meetings.	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals Director of Operations Superintendents	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 2: **Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease from 0 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide character education through the following: • Tobacco/Vaping awareness information in Health/PE classes. • Red Ribbon Week • Outside speakers • School Health Advisory Committee (SHAC)	Principals Counselor Teachers Superintendents Curriculum Coordinators	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on school calendar. SHAC minutes.	Tobacco, alcohol and drug offenses will be decreased.
Deter presence of drugs and weapons on district campus through the following: • Student Code of Conduct • Extracurricular Code of Conduct • Drug dog services	Principals	Daily, Monthly	State and Local Funds	Code of Conduct approved by board of trustees. Scheduled drug dogs and drug testing.	Tobacco, alcohol and drug offenses will be decreased.

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 3: **Incidents of violence will decrease from 0 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Implement the district crisis management plan including: • Suicide prevention • Violence prevention (including Teen Dating Violence Policy)	Principals Counselors Superintendents	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
Provide ID badges for all CISD employees.	Superintendents Director of Operations	Annually and as needed.	State and Local Funds	Documentation of ID badges provided to all employees.	Incidents of violence will be decreased to 0.
Develop campus specific crisis plans and conduct monthly safety drills.	Teachers Principals Counselors Superintendents	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.
Establish keyless entry with badge access cards for all campuses by the end of the 2020-2021 school year.	Superintendents Director of Operations	Over the next two years	State and Local Funds	Board minutes upon approval and follow up presentation in minutes of board meeting	Create a more secure campus environment for all four CISD campuses

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 4: **Emergency Operations Plan, child abuse and sexual abuse reporting.**

Summative Evaluation: **Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals Counselors Superintendents	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
Child Abuse and sexual abuse training- EduHero (TEA)	Principals Superintendents	Annually	State and Local Funds	Report of completed training from EduHero	Child abuse and sexual abuse is addressed and reported appropriately

Goal 4: The CISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1: The participation of parents and community will improve in each of the following: Volunteers, Open House, community cookouts, and special program meetings / presentations.

Summative Evaluation: The District Advisory Committee will evaluate whether the district has met the desired improvement outcome of this objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Campuses will use social media, blackboard, school website, seesaw, Remind, Band app, and newsletters to keep community informed of school activities and events.	Principals Teachers Counselors	Daily	State and Local Funds.	School activities and events are up to date on school website. Remind accounts for parents established.	The participation of parents as district partners will improve.
The district will improve the district website and ensure information is current.	Website admin campus principals	As needed	State and Local Funds.	School activities and events are up to date on school website.	The participation of parents and community members as district partners will improve.
Community forums to obtain input regarding school issues	Superintendents	At least annually		Scheduled community forums.	The participation of parents and community members as district partners will improve.
Effectively utilize campus and district advisory committees	Principals Superintendents	Each semester	State and Local Funds.	CAC and DAC	The participation of parents and community members as district partners will improve.

Public meetings for district and campus TAPR reports	Principals Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Principals Teachers Counselors	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals Teachers Asst. Supt.	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

Goal 5: **CISD will utilize appropriate technology at all campuses.**

Objective 1: **CISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.**

Summative Evaluation: **The network Administrator will provide the district with technology reports that will determine if the district is achieving its goal.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
The district will follow a replacement schedule for district technology devices, to include laptops, desktops, Chromebooks, projectors, document cameras, etc.	Director of Operations Principals Superintendents	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
The high school and junior high will continue with its 1:1 initiative (Chromebooks).	Director of Operations Principals Superintendents	Annually	State and Local Funds	All high school and junior high students have a device.	Students and teachers have access to appropriate technology.
Maintain a student to workstation ratio of 2:1 at CES and BME (Title I).	Director of Operations Principals Superintendents	Annually	Federal, State and Local Funds (Title IV-$28,137)	Documentation that 2:1 is achieved.	Students and teachers have access to appropriate technology.
District staff will receive appropriate technology training.	Director of Operations Principals Superintendents	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.



Cameron Junior High School

Campus Improvement Plan

2020-2021

10/12/2020

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Students will take intellectual risks and set personal goals.

Students will experience a diverse education to include the arts, character development, and physical activities.

Students will effectively use technology as a learning resource.

Students will exhibit confidence, adaptability, strong character, and balance in life.

Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry.

District Mission Statement

The Cameron Independent School District, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
10. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
11. The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Cameron Independent School District, Cameron Junior High School, conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, CTE certification completion, TSI data, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2018-2019 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2019-2020 district and campus improvement plans include all identified priority needs.

CAMERON ISD/Cameron Junior High NEEDS ASSESSMENT
2020-2021

- The district has not been successful in finding ESL/bilingual-certified teachers to serve the EL population at the required grade levels to implement the bilingual program.
- Create an Emergency Operations Plan for the district that requires annual monitoring
- Dyslexia Plan for the district requires annual monitoring
- Continuous updates of the College, Career, & Military Readiness Plan for the district
- Continue updates on suicide awareness and vaping/tobacco for YHS and add CJH to the plan.
- Establish a digital citizenship education program for PK-12.
- Increase incentives and expectations for students with chronic attendance issues.
- Increase student achievement to above the state average in the meets level for all student groups.
- Continue to utilize the family liaisons to work with students and parents.
- Increase understanding and use of the backwards design process.
- Align RTI process with universal screener, data, and progress monitor tools.
- Continue to utilize TEKS Resource System unit assessments in appropriate grade levels.
- Continue to work on increasing the rigor of lesson planning for tier I instruction.
- Establish an alignment of resources used across the district in connection to state TEKS.
- Continue PLCs and increase effectiveness of team and vertical planning.
- Encourage and connect parents with access to resources on Google Classrooms.
- Continue to survey staff and students regarding school safety.
- Continue to adhere to health and safety protocols in response to COVID-19.

State Compensatory Education

State of Texas Student Eligibility Criteria:
A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
Title 1, Part A $685,264
Title I, Part C (Migrant) N/A
Title II, Part A (TPTR) $74,700
Title IV $29,144
Carl Perkins $21,878
State Programs/Funding Source
Career/Technology Education $1,189,729
State Compensatory Education $1,961,897
Special Education $929,790
Bilingual/ESL Program $87,125

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Data 2018-2019	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above All Subjects	75%	73%	86%	55%			70%	69%	54%	34%
Meets Standard or Above	46%	40%	61%	25%			65%	39%	21%	24%
Masters Standard	21%	14%	31%	8%			30%	16%	6%	8%

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
District staff will disaggregate & analyze STAAR data, unit assessments & benchmark data for each testing area & focus on objective weaknesses below 80% mastery for all students including, at-risk, EL, migrant, CTE,	Core subject teachers curriculum coordinators principals Assistant Supt.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis.	Improved six weeks' grades Reduced failure rate Improved performance on State assessments.

dyslexia, GT, & SPED.					
Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan	Teachers Principals Curriculum Coordinators Superintendents	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment
Campuses will use DMAC & Lead4Ward to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.	Teachers Principals Curriculum Coordinators Superintendents	Every six weeks and at the end of each unit.	State and Local Funds	DMAC &Lead4Ward data will be discussed at PLC's. Principal and C&I Coordinators will confirm DMAC & Lead4Ward usage.	Improved performance on identified deficient objectives.
Ensure prof. development plans are meaningful & relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan. Each CAC will include professional development needs in the campus plans. Each campus principal will submit a "needs driven" prof. development plan to the superintendent for budgetary considerations.	Teachers Principals Curriculum Coordinators Superintendents	By August 1st 2020.	Federal, State and Local Funds.	Each principal will require appropriate individualized professional development plans for each instructor.	Teachers will improve their content knowledge and or instructional effectiveness.

Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades.	Principals Superintendents School Board	Weekly	State and Local Funds	Principal will monitor to ensure 22:1.	Improved student performance due to smaller class size.
Establish a walkthrough process for T-TESS, utilizing DMAC.	Teachers Principals Curriculum Coordinators Superintendents	Daily, Weekly	State and Local Funds	Principals and Directors of C&I are using Eduphoria to conduct walkthroughs.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs.
Strategies to improve the Reading Intervention & Dyslexia Program: * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Utilize district language specialist for dyslexia pullout program. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Dyslexia Pull out program.	Teachers Principals Curriculum Coordinators Superintendents Dyslexia Specialists	Every six weeks and at the end of each unit. Annually	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is individualized and research based.	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.
Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation compliance.	Teachers Principals 504 Coordinators Superintendents	Every six weeks and at the end of each unit. Annually	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.	504 Identified students' performance of the State assessment and other district metrics will improve.

* Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.					
Strategies to improve the State Comp Ed – "At-Risk" program: (TIA 13.9, 13.10) * Offer tutorial including extended day. * Summer school for credit for grades 6-12. * Edgenuity lab for high school students needing credit recovery. * Content mastery for grades 6-12. * At-Risk instructional aide for grades K-4. * Extended Reading for grade 6 and 7. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-2. * STAAR/EOC Prep program for grades 9-12. * YOE-Time for struggling learners grades K-5.	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian	Daily	Federal, State (Compensatory Education Funds) and Local Funds (Title I Part A Funds- $457,750) (Title II Part A Funds- $60,725)	Superintendent has appropriately budgeted Compensatory education funds to support programs for at-risk students. Principals will ensure that the compensatory education programs are supporting the intended population of students.	At Risk students, will improve their performance on the State assessments and district assessments. The drop our rate at Cameron ISD will be reduced.
Utilize programs (such as Moby Max, Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, IXL, to increase passing percentages for reading and math for all	Teachers Principals Curriculum Coordinators	Each six weeks	State and Local Funds	Data pulled for RTI and progress monitor will be used during PLCs to determine the successes and needs of all students and those who fall into a	Increased performance on the STAAR test for all students.

students, African-American, Hispanic, and white.	Superintendents			targeted area of need.	
Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.	Teachers Principals Curriculum Coordinators Superintendents Counselors GT Coordinators	Every six weeks and at the end of each unit. Annually	State and Local Funds	The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations. Principals can verify the GT certifications of staff members.	GT students will excel in the GT pull out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficient performance on the State assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: • Pre-K & Kindergarten Roundup. • 6th grade orientation. • 9th grade orientation. • Intercampus meetings for transitioning students • Open house for all incoming students. • Parent/Teacher conferences at least once per year	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2019.	State and Local Funds	All events are scheduled on school calendar and advertised on website/social media outlets.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
Continue STAAR prep program for tested classes for all campuses.	Teachers Principals Curriculum Coordinators Assistant Supt.	Weekly	Local and State Funds	STAAR Prep times will be listed in master schedules	Improved student performance on the State Assessment.
Provide students opportunity to monitor personal assessment performance and growth.	Teachers Principals Curriculum Coordinators Assistant Supt.	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
Mentoring Minds, Moby Max, IXL and Lone Star Learning in grades 1-8	Teachers Principals Curriculum Coordinators	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 3: The district and all campuses will satisfy all federal requirements.

Summative Evaluation: The district's federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Develop a district Equity Plan	Teachers Principals Curriculum Coordinators Superintendents District Adv. Council	Annually by Nov. 15, 2019	Local and State Funds	Equity Plan is submitted to the State.	Student Performance in our highest poverty and minority campuses will improve.
Strategies to recruit and retain highly qualified staff: • Continue to provide free breakfast • Continue student to teacher ratios below the state average. • Staff appreciation dinner & awards • Include staff in the development of campus professional development plans • Conduct annual certification audit. • Assess and revise teacher salary schedule as	Superintendent Assistant Supt. School Board	Annually by August 1, 2020	Local and State Funds	All strategies are budgeted and listed on district's board agenda calendar.	District will see an increase in the retention of high quality staff members.

appropriate • Free breakfast for all staff • Pursue adding free lunch for staff					
Ensure paraprofessionals are appropriately trained.	Principals Curriculum Coordinators	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
Board review of federal programs annually.	Superintendents School Board	Annually before May 30, 2021	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Hold public hearing on federal program budget annually.	Superintendent Assistant Supe. School Board	Annually before May 30, 2021	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Review federal program budget and services with CACs and DAC.	Superintendents Principals District Advisory Council Campus Advisory Council	Annually before May 30, 2021	Local Funds	DAC & CAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 4: The district will meet or exceed the state standard for SAT/ACT/TSI/PSAT testing.

Summative Evaluation: Reviewing TAPR data and locally disaggregated percentages will determine if the state standard was met or exceeded on the SAT/ACT/PSAT/TSI.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Provide AP opportunities for students.	Principals Counselors Superintendents	Annually	Local and State Funds	AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Encourage 8th grade students to take the PSAT.	Principals Counselors Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 5: The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Strategies to improve ESL/Bilingual program: • Review and revise the district ESL/Bilingual plan as needed. • Encourage parents to participate in LPAC meetings. • LPAC training for all committee members. • Provide district correspondence in English & Spanish as needed. • Teacher training for TELPAS as necessary. • Ensure properly endorsed ESL teachers on each campus.	Gen.Ed. Teachers ESL Teachers Bilingual Teachers Principals Superintendents Counselors	Throughout school year	State and Local Funds	ESL/Bilingual plan is in place and all campuses have properly endorsed ESL/Bilingual teachers.	Improved performance for EL students on the State assessment and on six weeks' grades, resulting in improved PBMAS performance.
Strategies to improve the CTE program: • Review / revise the "coherent sequence of courses" as	CTE Teachers Principals Superintendents	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better PBMAS performance.

needed. • Conduct CTE surveys to plan for program improvements • Increase the number of certification opportunities • Increase the number of pathway offerings • Increase the number of core class/CTE courses offered	Counselors CTE Director				
Strategies to improve special education: • Inclusion model of instruction. • Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. • Assess PBMAS indictors and develop appropriate strategies for indicators exceeding a 2 intervention level.	Special Education Teachers Principals Assistant Supt. Counselors	Throughout school year	State and Local Funds	Principals can produce schedules which reflect the inclusion model of special education instruction.	Improved special education performance on the State assessment, resulting in better performance on the PBMAS.

Goal 2: **Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 1: **The student attendance rate will improve from 96.11% in 2020 to 97.0% in 2021.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.
Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for each absence	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.

Truancy officer assistance with high absence cases on all four campuses.	Truancy officer Campus principals	Throughout school year	Local Funds	Documentation of contact and court appearances	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 2: The district dropout rate will be 0%.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals Counselors Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins-$39,978)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Principals Counselors Teachers	Throughout school year	State and Local Funds	Counselor logs and Pregnancy-related services logs.	Pregnancy related dropout rate will decrease.
Utilize truancy officer as a means of communication and assistance with excessive absence cases, and as a liaison with the local court system	Truancy officer	Throughout the year	State and Local Funds	Ongoing with documentation from campus attendance clerks and court documents	Dropout rate will decrease.
Continue Summer school for credit recovery	Principals Counselors Teachers	End of school year	State and Local Funds	Budget reflects funding for program and is scheduled on the campus calendar.	Dropout rate will decrease.

Continue Edgenuity program for credit recovery	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and documentation demonstrates student attendance.	Dropout rate will decrease.
Pursue an alternative education program for juniors and seniors in high school.	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and attendance logs.	Dropout rates will decrease.

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 1: **Discipline referrals (as determined by incident total) will decrease from 470 to 300.**

Summative Evaluation: **There is a reduction in both incidents noted and discipline referrals by the amount stated.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Establish and continue character education with CISD campuses, to include PBIS systems in place	Principals Counselors Behavior Specialists	Annually, Daily.	State and Local Funds	Program is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Implement Conflict resolution	Principals Teachers Counselors Family Liaisons	Daily	Local Funds	Documentation of resolution meetings.	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals Director of Operations Superintendents	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 2: **Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease from 0 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide character education through the following: • Tobacco/Vaping awareness information in Health/PE classes. • Red Ribbon Week • Outside speakers • School Health Advisory Committee (SHAC)	Principals Counselor Teachers Superintendents Curriculum Coordinators	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on school calendar. SHAC minutes.	Tobacco, alcohol and drug offenses will be decreased.
Deter presence of drugs and weapons on district campus through the following: • Student Code of Conduct • Extracurricular Code of Conduct • Drug dog services	Principals	Daily, Monthly	State and Local Funds	Code of Conduct approved by board of trustees. Scheduled drug dogs and drug testing.	Tobacco, alcohol and drug offenses will be decreased.

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 3: **Incidents of violence will decrease from 0 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Implement the district crisis management plan including: • Suicide prevention • Violence prevention (including Teen Dating Violence Policy)	Principals Counselors Superintendents	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
Provide ID badges for all CISD employees.	Superintendents Director of Operations	Annually and as needed.	State and Local Funds	Documentation of ID badges provided to all employees.	Incidents of violence will be decreased to 0.
Develop campus specific crisis plans and conduct monthly safety drills.	Teachers Principals Counselors Superintendents	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.
Establish keyless entry with badge access cards for all campuses by the end of the 2020-2021 school year.	Superintendents Director of Operations	Over the next two years	State and Local Funds	Board minutes upon approval and follow up presentation in minutes of board meeting	Create a more secure campus environment for all four CISD campuses

Goal 3: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 4: **Emergency Operations Plan, child abuse and sexual abuse reporting.**

Summative Evaluation: **Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals Counselors Superintendents	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
Child Abuse and sexual abuse training- EduHero (TEA)	Principals Superintendents	Annually	State and Local Funds	Report of completed training from EduHero	Child abuse and sexual abuse is addressed and reported appropriately

Goal 4: The CISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1: The participation of parents and community will improve in each of the following: Volunteers, Open House, community cookouts, and special program meetings / presentations.

Summative Evaluation: The District Advisory Committee will evaluate whether the district has met the desired improvement outcome of this objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Campuses will use social media, blackboard, school website, seesaw, Remind, Band app, and newsletters to keep community informed of school activities and events.	Principals Teachers Counselors	Daily	State and Local Funds.	School activities and events are up to date on school website. Remind accounts for parents established.	The participation of parents as district partners will improve.
The district will improve the district website and ensure information is current.	Website admin campus principals	As needed	State and Local Funds.	School activities and events are up to date on school website.	The participation of parents and community members as district partners will improve.
Community forums to obtain input regarding school issues	Superintendents	At least annually		Scheduled community forums.	The participation of parents and community members as district partners will improve.
Effectively utilize campus and district advisory committees	Principals Superintendents	Each semester	State and Local Funds.	CAC and DAC	The participation of parents and community members as district partners will improve.

Public meetings for district and campus TAPR reports	Principals Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Principals Teachers Counselors	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals Teachers Asst. Supt.	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

Goal 5: CISD will utilize appropriate technology at all campuses.

Objective 1: CISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.

Summative Evaluation: The network Administrator will provide the district with technology reports that will determine if the district is achieving its goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
The district will follow a replacement schedule for district technology devices, to include laptops, desktops, Chromebooks, projectors, document cameras, etc.	Director of Operations Principals Superintendents	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
The high school and junior high will continue with its 1:1 initiative (Chromebooks).	Director of Operations Principals Superintendents	Annually	State and Local Funds	All high school and junior high students have a device.	Students and teachers have access to appropriate technology.
Maintain a student to workstation ratio of 2:1 at CES and BME (Title I).	Director of Operations Principals Superintendents	Annually	Federal, State and Local Funds (Title IV-$28,137)	Documentation that 2:1 is achieved.	Students and teachers have access to appropriate technology.
District staff will receive appropriate technology training.	Director of Operations Principals Superintendents	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.



Cameron ISD
YHS Campus Improvement Plan

2020-2021

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Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Students will take intellectual risks and set personal goals.

Students will experience a diverse education to include the arts, character development, and physical activities.

Students will effectively use technology as a learning resource.

Students will exhibit confidence, adaptability, strong character, and balance in life.

Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry.

District Mission Statement

The Cameron Independent School District, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a

general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
10. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
11. The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

Campus Advisory Committee
2020-2021
Principal, Brian Stork

Staff Members	Parents	Community Members	Business
Lance Hause	Kenneth Driska	Tia Garrett	Scott Elliott
Suellen Reyes	Shanekia Morrison	Steven Marquez	John Anderle
Amanda Dent	Cindy Talafuse		
	Francisca Martinez		
	Kevin Webb		

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Cameron Independent School District conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, CTE certification completion, TSI data, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives. The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2019-2020 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2020-2021 district and campus improvement plans include all identified priority needs.

CAMERON ISD NEEDS ASSESSMENT
2020-2021

- The district has not been successful in finding ESL/bilingual-certified teachers to serve the EL population at the required grade levels to implement the programs.
- Emergency Operations Plan for the district requires annual monitoring
- Dyslexia Plan for the district requires annual monitoring
- Continuous updates of the College, Career, & Military Readiness Plan for the district
- Continue education on suicide awareness and vaping/tobacco for YHS and add CJH to the plan.
- Establish a digital citizenship education program for PK-12.
- Increase incentives and expectations for students with chronic attendance issues.
- Increase student achievement to above the state average in the meets level for all student groups.
- Continue to utilize the family liaisons to work with students and parents.
- Continue to utilize the backwards design process.
- Align RTI process with universal screener, data, and progress monitor tools.
- Continue to utilize TEKS Resource System unit assessments in appropriate grade levels.
- Continue to work on increasing the rigor of lesson planning for tier I instruction.
- Continue to align resources used across the district in connection to state TEKS.
- Continue PLCs and increase effectiveness of team and vertical planning.
- Encourage and connect parents with access to resources on Google Classroom.
- Continue to survey staff and students regarding school safety.
- Continue to adhere to health and safety protocols in response to COVID-19.

State Compensatory Education

State of Texas Student Eligibility Criteria:
A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
Title 1, Part A $685,264
Title I, Part C (Migrant) N/A

Title II, Part A (TPTR) $74,700
Title IV $29,144
Carl Perkins $21,878
State Programs/Funding Source
Career/Technology Education $1,189,729
State Compensatory Education $1,961,897
Special Education $929,790
Bilingual/ESL Program $87,125

CISD District Goal(s): **Establish a culture of academic excellence.**
Foster success while maintaining fiscal responsibility.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Data 2018-2019	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above All Subjects	74%	72%	85%	60%		100%	83%	69%	67%	37%
Meets Standard or Above	43%	39%	58%	27%		88%	69%	37%	32%	23%

Masters Standard	17%	14%	26%	7%		50%	21%	13%	14%	8%

YHS Data 2019	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above All Subjects	72%	69%	81%	63%	-	-	83%	67%	48%	33%
Meets Standard or Above	42%	35%	57%	31%	-	-	67%	35%	6%	14%
Masters Standard	8%	7%	15%	3%	-	-	0%	6%	0%	3%
% Approaches Standards and Above ELA	61%	54%	74%	56%	-	-	60%	53%	20%	8%
Meets Standard or Above	38%	30%	58%	25%	-	-	60%	30%	7%	8%
Masters Standard	4%	3%	10%	0%	-	-	0%	2%	0%	0%
% Approaches Standards and Above Algebra I	69%	65%	72%	73%	-	-	-	67%	43%	53%
Meets Standard or Above	25%	26%	17%	32%	-	-	-	25%	14%	13%
Masters Standard	6%	6%	3%	9%	-	-	-	6%	0%	7%

% Approaches Standards and Above Biology	**89%**	**89%**	**94%**	**79%**	-	-	-	**86%**	**100%**	**53%**
Meets Standard or Above	**51%**	**39%**	**69%**	**45%**	-	-	-	**46%**	**0%**	**20%**
Masters Standard	**7%**	**0%**	**19%**	**3%**	-	-	-	**3%**	**0%**	**0%**
% Approaches Standards and Above U.S. History	**89%**	**96%**	**94%**	**57%**	-	-	-	**87%**	-	**50%**
Meets Standard or Above	**57%**	**58%**	**71%**	**29%**	-	-	-	**49%**	-	**21%**
Masters Standard	**25%**	**30%**	**31%**	**5%**	-	-	-	**22%**	-	**7%**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
District staff will disaggregate & analyze STAAR data, unit assessments & benchmark data for each testing area & focus on objective weaknesses below 80% mastery for all students including, at-risk, EL, migrant, CTE, dyslexia, GT, & SPED. **Utilize PLC to analyze and discuss data**	Core subject teachers curriculum coordinators principals Assistant Supt.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis. **Record data for remediation and enrichment assignments**	Improved six weeks' grades Reduced failure rate Improved performance on State assessments.

Use data to inform formation of instructional groups for remediation and intervention groups to target during enrichment period **Track students' progress through data wall chart** **Train teachers and utilize SLO process**				**SLO training added to staff development calendar** **SLO Forms and Student trackers completed**	
Continue vertical/horizontal curriculum teams for each core content area and implement the district's vertical alignment plan	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment
Campuses will use DMAC & Lead4Ward to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Every six weeks and at the end of each unit.	State and Local Funds	DMAC &Lead4Ward data will be discussed at PLC's. Principal and C&I Coordinators will confirm DMAC & Lead4Ward usage.	Improved performance on identified deficient objectives.
Ensure prof. development plans are meaningful & relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	By August 1st 2021.	Federal, State and Local Funds. (Title II A- *$74,700*)	Each principal will require appropriate individualized professional development plans for each instructor.	Teachers will improve their content knowledge and or instructional effectiveness.

individual professional development plan. Each CAC will include professional development needs in the campus plans. Each campus principal will submit a "needs driven" prof. development plan to the superintendent for budgetary considerations.					
Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades. **Adjustment of the master schedule to ensure lowest possible student teacher ratio**	Principals Superintendent, Asst. Supt. School Board **Counselors**	Weekly	State and Local Funds	Principal will monitor to ensure 22:1.	Improved student performance due to smaller class size.
Establish a walkthrough process for T-TESS, utilizing **calibrated evaluations by administers** DMAC.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Daily, Weekly	State and Local Funds	Principals and Directors of C&I are using DMAC to conduct walkthroughs.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs. **Consistent feedback by administration**
Strategies to improve the Reading Intervention & Dyslexia Program: * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders.	Teachers Principals Curriculum Coordinators	Every six weeks and at the end of each unit. Annually	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.

* Utilize district language specialist for dyslexia pullout program. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Dyslexia Pull out program.	Superintendent, Asst. Supt. Dyslexia Specialists			individualized and research based.	
Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.	Teachers Principals 504 Coordinators Superintendent, Asst. Supt.	Every six weeks and at the end of each unit. Annually	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.	504 Identified students' performance of the State assessment and other district metrics will improve.
Strategies to improve the State Comp Ed – "At-Risk" program: (TIA 13.9, 13.10) * Offer tutorial including extended day. * Summer school for credit for grades 6-12. * Edgenuity lab for high school students needing credit recovery. * At-Risk instructional aide for grades K-4. * Extended Reading for grade 6-8. * Counseling services for grades PreK-12.	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian	Daily	Federal, State (Compensatory Education Funds) and Local Funds (Title I Part A Funds- *$685,264*) (Title II Part A Funds- *$74,700*)	Superintendent has appropriately budgeted Compensatory education funds to support programs for at-risk students. Principals will ensure that the compensatory education programs are supporting the intended population of students.	At Risk students will improve their performance on the State assessments and district assessments. The drop-out rate at Cameron ISD will be reduced.

* Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-2. * STAAR/EOC Prep program for grades 9-12. * YOE/Enrichment-Time for struggling learners grades K-5.					
Utilize programs (such as Moby Max, Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Imagine Learning, iStation & IXL, to increase passing percentages for reading and math for all students, African-American, Hispanic, and white.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Each six weeks	State and Local Funds	Data pulled for RTI and progress monitor will be used during PLCs to determine the successes and needs of all students and those who fall into a targeted area of need.	Increased performance on the STAAR test for all students.
Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt. Counselors GT Coordinators	Every six weeks and at the end of each unit. Annually	State and Local Funds	The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations. Principals can verify the GT certifications of staff members.	GT students will excel in the GT pull out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficient performance on the State assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: • Pre-K & Kindergarten Roundup. • 6th grade orientation. • 9th grade orientation. • Intercampus meetings for transitioning students • Open house for all incoming students. • Parent/Teacher conferences at least once per year	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2020.	State and Local Funds	All events are scheduled on school calendar and advertised on website/social media outlets.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
Continue STAAR prep program for tested classes for all campuses. **Utilize enrichment period for STAAR/EOC prep.** **Identify and purchase STAAR prep materials for targeted interventions.**	Teachers Principals Curriculum Coordinators Assistant Supt.	Weekly	Local and State Funds	STAAR Prep times will be listed in master schedules **Targeted STAAR intervention during enrichment period**	Improved student performance on the State Assessment.

Provide students opportunity to monitor personal assessment performance and growth. **Meet with students to discuss assessment results including previous STAAR tests.**	Teachers Principals Curriculum Coordinators Assistant Supt. **Counselors** **Teachers** **Principals**	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
Mentoring Minds, Moby Max, iStation and Lone Star Learning in grades 1-8	Teachers Principals Curriculum Coordinators	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 3: The district and all campuses will satisfy all federal requirements.

Summative Evaluation: The district's federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Strategies to recruit and retain highly qualified staff: • Continue student to teacher ratios below the state average. • Staff appreciation dinner & awards • Include staff in the development of campus professional development plans • Conduct annual certification audit. • Assess and revise teacher salary schedule as appropriate • Free breakfast for all staff	Superintendent Assistant Supt. School Board	Annually by August 1, 2021	Local and State Funds	All strategies are budgeted and listed on district's board agenda calendar.	District will see an increase in the retention of high quality staff members.

Ensure paraprofessionals are appropriately trained.	Principals Curriculum Coordinators	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
Board review of federal programs annually.	Superintendent, Asst. Supt. School Board	Annually before May 30, 2021	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Hold public hearing on federal program budget annually.	Superintendent Assistant Supt. School Board	Annually before May 30, 2021	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Review federal program budget and services with CACs and DAC.	Superintendent, Asst. Supt. Principals District Advisory Council Campus Advisory Council	Annually before May 30, 2021	Local Funds	DAC & CAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 4: The district will meet or exceed the state standard for SAT/ACT/TSI/PSAT testing.

Summative Evaluation: Reviewing TAPR data and locally disaggregated percentages will determine if the state standard was met or exceeded on the SAT/ACT/PSAT/TSI.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Offer dual credit opportunities to grades 9-12. **Utilize staff that are qualified for dual credit to offer courses in person on campus (College Algebra and Accounting are currently offered)**	Principals Counselors Superintendent, Asst. Supt. CTE Director	Annually	Local Funds	Interlocal agreement with Temple College.	Students will receive college credit through dual credit courses.
Provide AP opportunities for students. **Utilize all available resources to ensure success. (Online college board assessments, purchasing additional resources, and training for teachers)**	Principals Counselors Superintendent, Asst. Supt.	Annually	Local and State Funds	AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.

Encourage 9-11 grade students to take PSAT, ACT, SAT, and TSI **Use school time to offer PSAT, ACT, SAT to all students.**	Principals Counselors Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities
Disseminate information regarding registration timelines, scholarship deadline, fees waivers, tutorial resources.	Principals Counselors Teachers	Weekly	Local Funds	Counselor documentation of timelines met.	Students will receive scholarship and financial aid for college.
TSI will continue to be offered in the district by CISD personnel (via College Board/Accuplacer)	Principals Counselors	Continuously throughout the school year	Local Funds	Documentation from TSI (Accuplacer)	Increased preparation for college bound students

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".

Objective 5: The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Strategies to improve ESL/Bilingual program: • Review and revise the district ESL/Bilingual plan as needed. • Include parent representative in LPAC meetings. • LPAC training for all committee members. • Provide district correspondence in English & Spanish as needed.	Gen.Ed. Teachers ESL Teachers Bilingual Teachers Principals Superintendent, Asst. Supt. Counselors	Throughout school year	State and Local Funds	ESL/Bilingual plan is in place and all campuses have properly endorsed ESL/Bilingual teachers.	Improved performance for EL students on the State assessment and on six weeks grades, resulting in improved PBMAS performance.

• Teacher training for TELPAS as necessary. • Ensure properly endorsed ESL teachers on each campus.					
Strategies to improve the CTE program: • Review/revise the "coherent sequence of courses" as needed. • Conduct CTE surveys to plan for program improvements • Increase the number of certification opportunities • Increase the number of pathway offerings • Increase the number of core class/CTE courses offered	CTE Teachers Principals Superintendent, Asst. Supt. Counselors CTE Director	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better PBMAS performance.
Strategies to improve special education: • Inclusion model of instruction. • Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. • Assess PBMAS indictors and develop appropriate strategies for	Special Education Teachers Principals Asst. Supt. Counselors	Throughout school year	State and Local Funds	Principals can produce schedules which reflect the inclusion model of special education instruction.	Improved special education performance on the State assessment, resulting in better performance on the PBMAS.

indicators exceeding a 2 intervention level.					

CISD District Goal(s): Develop a climate to maximize individual potential.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 1: The student attendance rate will improve from 96.11% in 2020 to 97.0% in 2021.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.
Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.

Phone contact for each absence	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.
Truancy officer assistance with high absence cases on all four campuses.	Truancy officer Campus principals	Throughout school year	Local Funds	Documentation of contact and court appearances	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: **Student attendance will exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 2: **The district dropout rate will be 0%.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals Counselors Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins - $21,878)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Principals Counselors Teachers	Throughout school year	State and Local Funds	Counselor logs and Pregnancy-related services logs.	Pregnancy related dropout rate will decrease.
Utilize truancy officer as a means of communication and assistance with excessive absence cases, and as a liaison with the local court system	Truancy officer	Throughout the year	State and Local Funds	Ongoing with documentation from campus attendance clerks and court documents	Dropout rate will decrease.

Continue Summer school for credit recovery	Principals Counselors Teachers	End of school year	State and Local Funds	Budget reflects funding for program and is scheduled on the campus calendar.	Dropout rate will decrease.
Continue Edgenuity program for credit recovery	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and documentation demonstrates student attendance.	Dropout rate will decrease.
Pursue an alternative education program for juniors and seniors in high school.	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and attendance logs.	Dropout rates will decrease.

CISD District Goal(s): Provide a safe and disciplined environment.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 1: Discipline referrals (as determined by incident total) will decrease from 430 to 300.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Establish and continue character education with CISD campuses, to include PBIS systems in place	Principals Counselors Behavior Specialists	Annually, Daily.	State and Local Funds	Program is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Utilize Conflict resolution	Principals Teachers Counselors Family Liaisons	Daily	Local Funds	Documentation of resolution meetings.	Reduction in discipline referrals

Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals Director of Operations Superintendent, Asst. Supt.	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 2: Tobacco/Vaping, alcohol, and drug offenses (as determined by incident total) will decrease from 4 to 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Provide character education through the following: • Tobacco/Vaping awareness information in Health/PE classes. • Red Ribbon Week • Outside speakers • School Health Advisory Committee (SHAC)	Principals Counselor Teachers Superintendent, Asst. Supt. Curriculum Coordinators	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on school calendar. SHAC minutes.	Tobacco, alcohol and drug offenses will be decreased.
Deter presence of drugs and weapons on district campus through the following:	Principals	Daily, Monthly	State and Local Funds	Code of Conduct approved by board of trustees.	Tobacco, alcohol and drug offenses will be decreased.

• Student Code of Conduct • Extracurricular Code of Conduct • Drug dog services				Scheduled drug dogs and drug testing.	

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 3: Incidents of violence will decrease from 1 to 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Implement the district crisis management plan including: • Suicide prevention • Violence prevention (including Teen Dating Violence Policy)	Principals Counselors Superintendent, Asst. Supt.	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
Provide ID badges for all CISD employees.	Superintendent, Asst. Supt. Director of Operations	Annually and as needed.	State and Local Funds	Documentation of ID badges provided to all employees.	Incidents of violence will be decreased to 0.
Develop campus specific crisis plans and conduct monthly safety drills.	Teachers Principals	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.

	Counselors Superintendent, Asst. Supt.				
Establish keyless entry with badge access cards for all campuses by the end of the 2020-2021 school year.	Superintendent, Asst. Supt. Director of Operations	Over the next two years	State and Local Funds	Board minutes upon approval and follow up presentation in minutes of board meeting	Create a more secure campus environment for all four CISD campuses

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 4: Emergency Operations Plan, child abuse and sexual abuse reporting.

Summative Evaluation: Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals Counselors Superintendent, Asst. Supt.	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
Child Abuse and sexual abuse training- EduHero (TEA)	Principals Superintendent, Asst. Supt.	Annually	State and Local Funds	Report of completed training from EduHero	Child abuse and sexual abuse is addressed and reported appropriately

CISD District Goal(s): **Develop a climate to maximize individual potential.**

Goal 4: **The CISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.**

Objective 1: **The participation of parents and community will improve in each of the following: Volunteers, Open House, community cookouts, and special program meetings/presentations.**

Summative Evaluation: **The District Advisory Committee will evaluate whether the district has met the desired improvement outcome of this objective.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
Campuses will use social media, blackboard, school website, seesaw, Remind, Band app, and newsletters to keep community informed of school activities and events.	Principals Teachers Counselors	Daily	State and Local Funds.	School activities and events are up to date on school website. Remind accounts for parents established.	The participation of parents as district partners will improve.

The district will improve the district website and ensure information is current.	Website admin campus principals	As needed	State and Local Funds.	School activities and events are up to date on school website.	The participation of parents and community members as district partners will improve.
Community forums to obtain input regarding school issues	Superintendent, Asst. Supt.	At least annually		Scheduled community forums.	The participation of parents and community members as district partners will improve.
Effectively utilize campus and district advisory committees	Principals Superintendent, Asst. Supt.	Each semester	State and Local Funds.	CAC and DAC	The participation of parents and community members as district partners will improve.
Public meetings for district and campus TAPR reports	Principals Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Principals Teachers Counselors	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals Teachers Asst. Supt.	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

CISD District Goal(s): **Utilize innovative technology to stimulate continuous learning.**

Goal 5: **CISD will utilize appropriate technology at all campuses.**

Objective 1: **CISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.**

Summative Evaluation: **The network Administrator will provide the district with technology reports that will determine if the district is achieving its goal.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources *(Local Funds, State, SCE, Title, etc.)*	Evidence of Implementation	Evidence of Impact
The district will follow a replacement schedule for district technology devices, to include laptops, desktops, Chromebooks, projectors, document cameras, etc.	Director of Operations Principals Superintendent, Asst. Supt.	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.

The high school and junior high will continue with its 1:1 initiative (Chromebooks).	Director of Operations Principals Superintendent, Asst. Supt.	Annually	State and Local Funds	All high school and junior high students have a device.	Students and teachers have access to appropriate technology.
Maintain a student to workstation ratio of 1:1 at CES and BME	Director of Operations Principals Superintendent, Asst. Supt.	Annually	Federal, State and Local Funds (Title IV-$33,729)	Documentation that 2:1 is achieved.	Students and teachers have access to appropriate technology.
District staff will receive appropriate technology training.	Director of Operations Principals Superintendent, Asst. Supt.	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.

Annual Report
Section 5:

2020-2021
Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2020-2021 School Year					
Reason Code	Description	425 Ben Milam Elementary	332 Cameron Elementary	396 Cameron Junior High	475 Yoe High School
11	Used, exhibited, possessed firearm	0	0	0	0
12	Used, exhibited, possessed illegal knife	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0
16	Arson	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	0	0	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault agains non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	2
37	Felony alcohol violation	0	0	0	0
46	Aggravated robbery	0	0	0	0
47	Manslaughter	0	0	0	0
48	Criminally negligent homicide	0	0	0	0
	Total Incidents	0	0	0	2
	Student Enrollment (2020-2021 TAPR)	425	332	396	475
	Incident Rate	0%	0%	0%	<1%

Disciplinary Acion Reason Codes 11,12,13,14, 16,17,18,19,29,30,31,32,36,37,46,47, and 48 were the codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violenve intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).



Annual Report
Section 6:

2020-2021

Student Performance in Postsecondary Institutions

Texas High School Graduates From FY 2020
Enrolled in Texas Public or Independent Higher Education Fall 2020

County=MILAM COUNTY

District	High School	HS Code	Institution	Students
CAMERON ISD	CAMERON YOE H S	166901002	TEMPLE COLLEGE (003627)	9
			BLINN COLLEGE DISTRICT (003549)	6
			Other Pub/Ind 4-yr Institution (12)	16
			Other Pub/Ind 2-yr Institution (6)	8
			Not trackable	1
			Not found	64
			Total high school graduates	*104*
MILANO ISD	MILANO H S	166903001	BLINN COLLEGE DISTRICT (003549)	6
			Other Pub/Ind 4-yr Institution (3)	5
			Other Pub/Ind 2-yr Institution (2)	2
			Not trackable	1
			Not found	29
			Total high school graduates	*43*
ROCKDALE ISD	ROCKDALE H S	166904001	BLINN COLLEGE DISTRICT (003549)	10
			TEMPLE COLLEGE (003627)	5
			TEXAS A&M UNIVERSITY (003632)	5
			Other Pub/Ind 4-yr Institution (11)	13
			Other Pub/Ind 2-yr Institution (2)	4
			Not trackable	4
			Not found	56
			Total high school graduates	*97*
THORNDALE ISD	THORNDALE H S	166905001	BLINN COLLEGE DISTRICT (003549)	5
			TEMPLE COLLEGE (003627)	5
			Other Pub/Ind 4-yr Institution (7)	13
			Other Pub/Ind 2-yr Institution (2)	3
			Not trackable	2
			Not found	16
			Total high school graduates	*44*

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.

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Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by Senate Bill 1365. Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

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2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html.

STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

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- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.

- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

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the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

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- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O
- The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Data source: STAAR and TELPAS File)*

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

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- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2019–20 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2021 Accountability Manual* *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

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(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2019 cohort*}}$$

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(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

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6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \textbf{plus} \\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2018 cohort*}}$$

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(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2018 cohort*

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2020 cohort **

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2020 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

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number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

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total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

number of students in the 2019-20 school year considered as at risk

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total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*
5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

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7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA		SAT		ACT		College Prep Course
>= 351 on Reading	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2019-20 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2019-20 annual graduates}}$$

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Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2019-20 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2019-20 graduates who took either the SAT or the ACT}}{\text{number of 2019-20 graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

2020–21 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

Science

number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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number of in 2019-20 annual graduates

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year

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number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100)

2020–21 Texas Academic Performance Report (TAPR) Glossary

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

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(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2020–21 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2019–20}}{\textbf{number of students who were in membership at any time during the 2019–20 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019 – number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20*,* available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)
>
> $$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2020–21)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

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Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

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Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

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03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

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03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant

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065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.