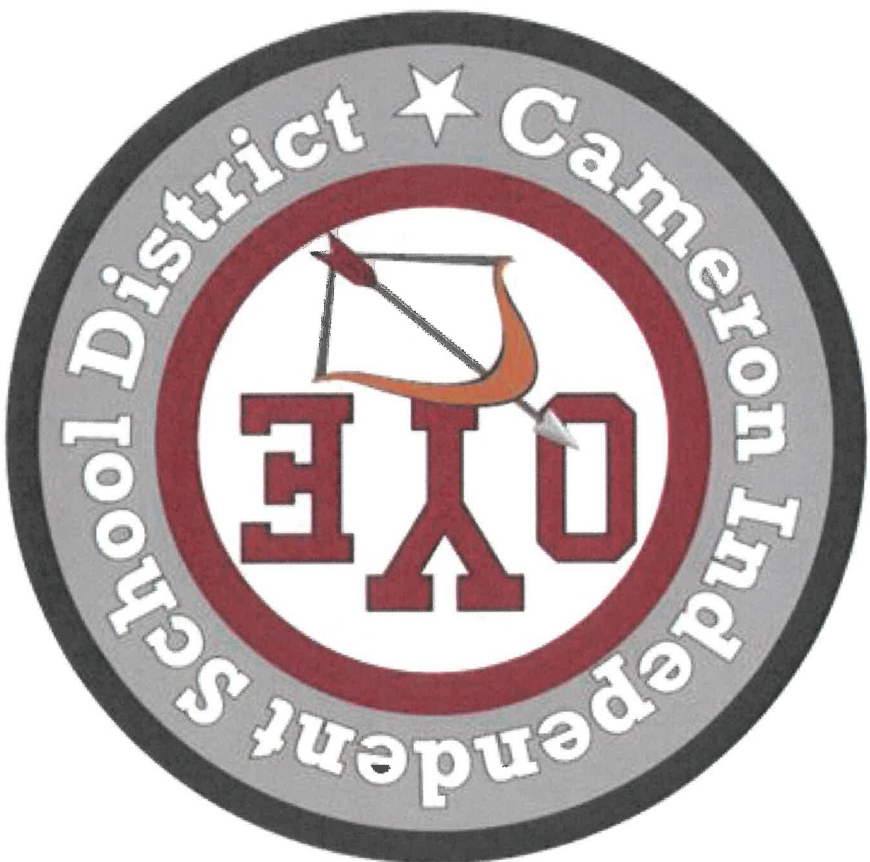


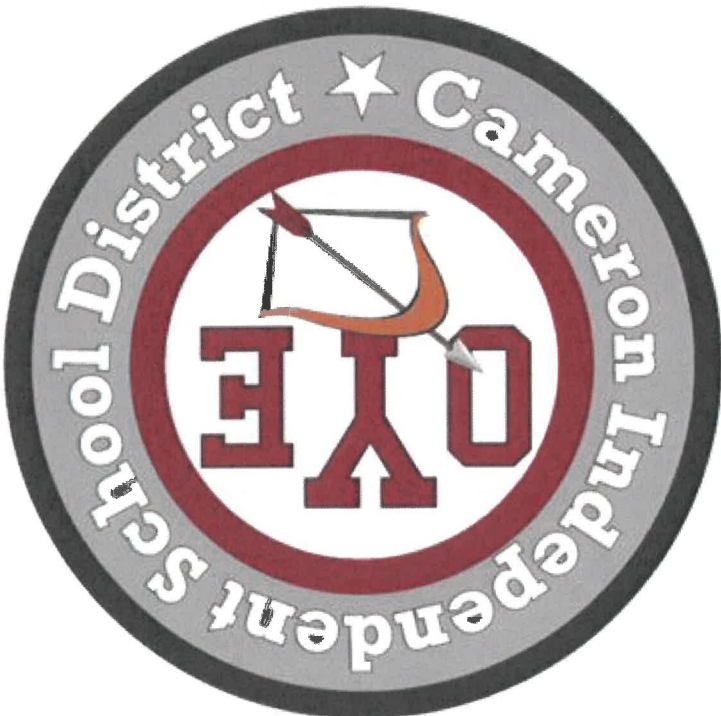
# Cameron ISD Annual Report 2021-2022



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, DEIAS financial reports and information received under Texas Education Code § 41.402(a) from the

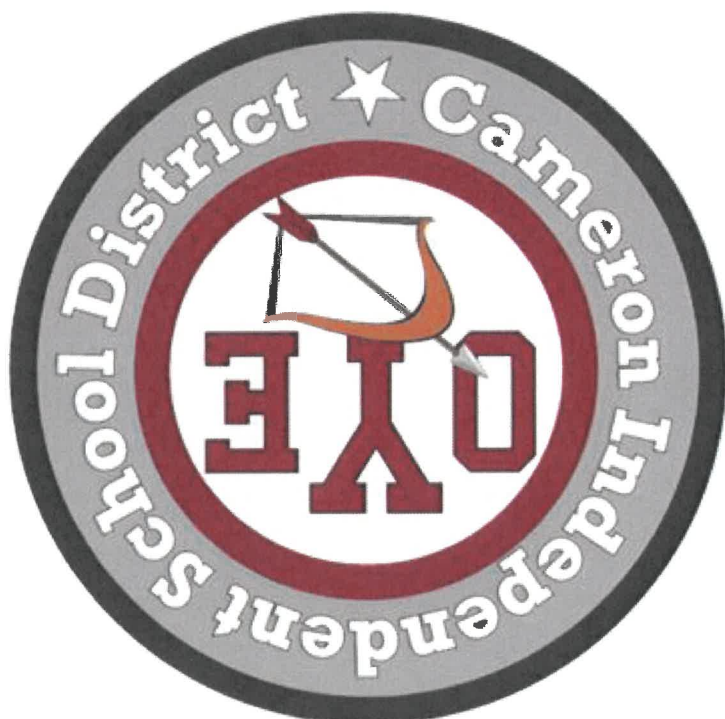
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4. Campus Performance Objectives	



# **Texas Academic Performance Report (TAPR) 2021-2022**

## **Annual Report Section 1:**



# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: CAMERON ISD**

**District Number: 166901**

**2022 Accountability Rating: B**

**2022 Special Education Determination Status:**

***Needs Assistance***



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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	School Year	Region 06 State	African American District	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
3 Reading														
roaches Grade Level or	2022	76%	78%	78%	81%	72%	-	-	*	40%	*	78%	79%	87%
	2021	67%	73%	68%	76%	71%	-	-	-	27%	*	73%	69%	100%
its Grade Level or Above	2022	51%	53%	17%	31%	68%	-	-	*	13%	*	39%	42%	33%
	2021	39%	44%	21%	41%	39%	-	-	-	9%	*	36%	38%	85%
ters Grade Level	2022	30%	32%	11%	13%	28%	-	-	*	0%	*	15%	32%	13%
	2021	19%	23%	16%	14%	29%	-	-	-	0%	*	16%	38%	31%
3 Mathematics														
roaches Grade Level or	2022	71%	74%	70%	61%	69%	76%	-	-	*	40%	*	72%	87%
	2021	62%	71%	42%	69%	68%	-	-	-	18%	*	63%	69%	100%
its Grade Level or Above	2022	43%	46%	11%	21%	48%	-	-	*	13%	*	28%	16%	13%
	2021	31%	39%	16%	31%	39%	-	-	-	9%	*	30%	31%	62%
ters Grade Level	2022	21%	24%	6%	4%	20%	-	-	*	0%	*	8%	11%	0%
	2021	14%	20%	0%	14%	21%	-	-	-	9%	*	13%	15%	31%
4 Reading														
roaches Grade Level or	2022	77%	79%	68%	55%	72%	70%	-	-	-	20%	*	66%	92%
	2021	63%	67%	37%	73%	83%	-	-	*	50%	*	70%	69%	74%
its Grade Level or Above	2022	54%	57%	30%	50%	50%	-	-	-	20%	*	43%	55%	75%
	2021	36%	41%	11%	36%	53%	-	-	*	17%	*	41%	15%	32%
ters Grade Level	2022	28%	30%	10%	24%	27%	-	-	-	10%	*	21%	25%	50%
	2021	17%	21%	5%	9%	22%	-	-	*	0%	*	15%	0%	16%
4 Mathematics														
roaches Grade Level or	2022	70%	72%	69%	50%	67%	83%	-	-	-	10%	*	66%	83%
	2021	59%	69%	58%	66%	75%	-	-	*	27%	*	72%	46%	68%
its Grade Level or Above	2022	43%	46%	25%	39%	43%	-	-	-	10%	*	34%	50%	50%
	2021	36%	46%	11%	36%	72%	-	-	*	18%	*	48%	23%	37%
ters Grade Level	2022	23%	26%	5%	17%	37%	-	-	-	0%	*	20%	25%	42%
	2021	21%	29%	0%	25%	44%	-	-	*	9%	*	30%	8%	26%
5 Reading														

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	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)
roaches Grade Level or	2022	81%	80%	76%	67%	78%	79%	-	-	-	*	50%	*	76%	72%	70%	68%
	2021	73%	75%	81%	61%	88%	85%	-	*	-	-	50%	*	81%	83%	78%	93%
	2022	58%	57%	50%	24%	51%	64%	-	-	-	*	25%	*	51%	44%	44%	45%
	2021	46%	49%	48%	30%	54%	48%	-	*	-	-	25%	*	48%	50%	45%	64%
ters Grade Level	2022	36%	37%	34%	10%	31%	52%	-	-	-	*	13%	*	36%	22%	26%	32%
	2021	30%	33%	39%	26%	44%	36%	-	*	-	-	0%	*	38%	50%	34%	50%
<b>5 Mathematics</b>																	
roaches Grade Level or	2022	77%	77%	82%	67%	80%	91%	-	-	-	*	63%	*	81%	83%	78%	86%
	2021	70%	77%	87%	70%	90%	94%	-	*	-	-	75%	*	89%	75%	81%	79%
	2022	48%	50%	53%	29%	47%	73%	-	-	-	*	25%	*	56%	39%	46%	45%
	2021	44%	51%	58%	26%	66%	67%	-	*	-	-	25%	*	60%	42%	53%	57%
ters Grade Level	2022	25%	27%	29%	10%	22%	52%	-	-	-	*	0%	*	34%	6%	20%	18%
	2021	25%	31%	31%	9%	34%	39%	-	*	-	-	0%	*	31%	33%	24%	36%
<b>5 Science</b>																	
roaches Grade Level or	2022	66%	69%	57%	29%	56%	73%	-	-	-	*	50%	*	58%	56%	51%	55%
	2021	62%	70%	68%	39%	72%	79%	-	*	-	-	50%	*	69%	58%	66%	64%
	2022	38%	42%	28%	14%	27%	39%	-	-	-	*	25%	*	28%	28%	23%	23%
	2021	31%	38%	26%	0%	28%	39%	-	*	-	-	13%	*	25%	33%	19%	14%
ters Grade Level	2022	18%	20%	12%	0%	11%	18%	-	-	-	*	0%	*	14%	0%	6%	14%
	2021	13%	17%	9%	0%	10%	15%	-	*	-	-	13%	*	9%	8%	8%	14%
<b>6 Reading</b>																	
roaches Grade Level or	2022	70%	73%	67%	46%	75%	69%	-	*	-	*	44%	*	68%	59%	61%	75%
	2021	62%	67%	68%	41%	69%	76%	-	-	-	*	46%	*	70%	55%	63%	42%
	2022	43%	47%	47%	27%	50%	59%	-	*	-	*	33%	*	50%	36%	42%	44%
	2021	32%	37%	38%	18%	31%	57%	-	-	-	*	31%	*	44%	10%	32%	16%
ters Grade Level	2022	23%	26%	23%	8%	30%	21%	-	*	-	*	0%	*	25%	14%	18%	25%
	2021	15%	18%	18%	6%	13%	30%	-	-	-	*	8%	*	20%	5%	12%	11%
<b>6 Mathematics</b>																	
roaches Grade Level or	2022	73%	79%	70%	60%	71%	83%	-	-	-	*	50%	*	72%	64%	63%	67%
	2021	68%	77%	73%	63%	76%	72%	-	-	-	*	62%	*	76%	63%	71%	74%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

	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)
6th Grade Level or Above	2022	39%	46%	18%	8%	20%	26%	-	-	-	*	25%	*	18%	18%	19%	17%
	2021	36%	47%	39%	19%	42%	36%	-	-	-	*	23%	*	41%	26%	36%	32%
	2022	16%	23%	9%	4%	10%	13%	-	-	-	*	13%	*	6%	18%	9%	8%
6th Grade Level	2021	15%	23%	14%	6%	15%	12%	-	-	-	*	15%	*	14%	11%	11%	16%
<b>7 Reading</b>																	
6th Grade Level or	2022	80%	81%	79%	58%	81%	85%	-	-	-	*	55%	-	80%	71%	73%	74%
6th Grade Level or Above	2021	69%	73%	70%	53%	71%	76%	-	-	-	*	50%	*	71%	62%	66%	79%
	2022	56%	57%	50%	26%	49%	61%	-	-	-	*	36%	-	52%	35%	42%	43%
	2021	45%	49%	41%	21%	38%	54%	-	-	-	*	20%	*	42%	31%	34%	50%
6th Grade Level	2022	37%	38%	29%	11%	25%	42%	-	-	-	*	9%	-	30%	24%	18%	22%
2021	25%	29%	17%	11%	11%	32%	-	-	-	-	*	20%	*	17%	15%	9%	14%
<b>7 Mathematics</b>																	
6th Grade Level or	2022	61%	62%	69%	37%	71%	82%	-	*	-	*	50%	*	71%	56%	63%	67%
6th Grade Level or Above	2021	55%	59%	68%	35%	66%	91%	-	-	-	*	50%	20%	70%	54%	64%	62%
	2022	31%	30%	37%	16%	39%	39%	-	*	-	*	25%	*	41%	6%	29%	41%
	2021	27%	29%	34%	20%	26%	52%	-	-	-	*	30%	20%	35%	23%	29%	38%
6th Grade Level	2022	13%	11%	15%	5%	17%	11%	-	*	-	*	17%	*	17%	0%	12%	15%
2021	12%	10%	14%	10%	7%	27%	-	-	-	-	*	0%	0%	15%	8%	6%	8%
<b>8 Reading</b>																	
6th Grade Level or	2022	83%	83%	78%	65%	78%	85%	-	-	-	*	50%	*	76%	88%	75%	85%
6th Grade Level or Above	2021	73%	76%	79%	57%	83%	88%	-	-	-	*	50%	*	77%	93%	74%	67%
	2022	58%	58%	52%	35%	49%	68%	-	-	-	*	25%	*	52%	53%	45%	59%
	2021	46%	50%	58%	38%	63%	64%	-	-	-	*	40%	*	58%	60%	54%	33%
6th Grade Level	2022	37%	38%	29%	15%	26%	41%	-	-	-	*	13%	*	32%	12%	24%	26%
2021	21%	24%	27%	14%	25%	36%	-	-	-	-	*	0%	*	29%	13%	18%	0%
<b>8 Mathematics</b>																	
6th Grade Level or	2022	71%	75%	72%	67%	67%	83%	-	-	-	*	38%	*	70%	81%	67%	83%
6th Grade Level or Above	2021	62%	74%	76%	45%	80%	89%	-	-	-	*	40%	*	77%	75%	71%	57%
	2022	40%	48%	38%	29%	36%	45%	-	-	-	*	38%	*	40%	25%	34%	54%
	2021	36%	50%	56%	40%	55%	69%	-	-	-	*	40%	*	58%	44%	49%	57%



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

	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)
ters Grade Level	2022	14%	19%	19%	14%	14%	31%	-	-	-	*	25%	*	20%	13%	12%	17%
	2021	11%	18%	20%	5%	20%	31%	-	-	-	*	10%	*	23%	0%	14%	14%
<b>8 Science</b>																	
roaches Grade Level or	2022	74%	77%	73%	50%	72%	88%	-	-	-	*	50%	*	73%	72%	69%	81%
	2021	68%	76%	74%	57%	75%	79%	-	-	-	*	30%	*	73%	80%	68%	50%
its Grade Level or Above	2022	45%	49%	40%	25%	34%	59%	-	-	-	*	38%	*	40%	39%	33%	48%
	2021	43%	51%	53%	33%	52%	67%	-	-	-	*	30%	*	55%	40%	43%	33%
ters Grade Level	2022	24%	26%	14%	5%	15%	15%	-	-	-	*	25%	*	15%	6%	9%	11%
	2021	24%	30%	31%	14%	28%	42%	-	-	-	*	20%	*	33%	13%	24%	0%
<b>8 Social Studies</b>																	
roaches Grade Level or	2022	61%	63%	60%	45%	56%	76%	-	-	-	*	50%	*	61%	53%	56%	67%
	2021	57%	64%	71%	52%	77%	73%	-	-	-	*	40%	*	71%	73%	65%	50%
its Grade Level or Above	2022	31%	34%	32%	30%	25%	47%	-	-	-	*	38%	*	32%	29%	28%	26%
	2021	28%	35%	48%	33%	52%	52%	-	-	-	*	40%	*	51%	27%	45%	33%
ters Grade Level	2022	18%	21%	13%	5%	10%	24%	-	-	-	*	0%	*	13%	12%	8%	15%
	2021	14%	18%	26%	19%	28%	24%	-	-	-	*	20%	*	29%	7%	23%	17%
<b>Course English I</b>																	
roaches Grade Level or	2022	65%	67%	58%	38%	56%	80%	-	-	-	*	31%	-	62%	46%	51%	35%
	2021	67%	70%	66%	43%	58%	87%	-	-	-	*	40%	*	64%	74%	60%	33%
its Grade Level or Above	2022	47%	50%	38%	24%	34%	56%	-	-	-	*	25%	-	40%	29%	32%	23%
	2021	50%	53%	45%	5%	40%	71%	-	-	-	*	0%	*	43%	52%	35%	25%
ters Grade Level	2022	11%	12%	12%	6%	12%	17%	-	-	-	*	19%	-	12%	11%	8%	4%
	2021	12%	15%	10%	0%	10%	13%	-	-	-	*	0%	*	11%	7%	7%	0%
<b>Course English II</b>																	
roaches Grade Level or	2022	72%	74%	59%	27%	60%	76%	-	-	-	*	7%	-	62%	48%	51%	31%
	2021	71%	74%	73%	59%	66%	91%	-	*	-	*	36%	*	72%	80%	64%	50%
its Grade Level or Above	2022	55%	58%	47%	15%	46%	65%	-	-	-	*	7%	-	48%	41%	36%	31%
	2021	57%	61%	54%	32%	47%	73%	-	*	-	*	36%	*	55%	40%	41%	33%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	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 & Monitor)
ters Grade Level	2022	9%	9%	4%	0%	5%	7%	-	-	*	*	7%	-	4%	7%	3%	8%
	2021	11%	13%	7%	9%	6%	9%	-	*	-	*	9%	*	8%	7%	6%	0%
<b>Course Algebra I</b>																	
roaches Grade Level or	2022	76%	77%	69%	54%	70%	78%	-	-	-	*	33%	-	71%	61%	62%	63%
	2021	73%	78%	80%	67%	83%	81%	-	-	-	*	0%	-	81%	75%	76%	58%
its Grade Level or Above	2022	43%	45%	40%	21%	40%	51%	-	-	-	*	22%	-	42%	33%	34%	33%
	2021	41%	48%	49%	22%	53%	52%	-	-	-	*	0%	-	51%	35%	40%	25%
ters Grade Level	2022	27%	29%	24%	18%	21%	36%	-	-	-	*	17%	-	27%	15%	19%	13%
	2021	23%	30%	31%	17%	32%	33%	-	-	-	*	0%	-	36%	5%	21%	8%
<b>Course Biology</b>																	
roaches Grade Level or	2022	83%	86%	71%	47%	77%	78%	-	-	-	*	25%	-	71%	71%	66%	67%
	2021	82%	86%	77%	57%	78%	88%	-	-	-	*	31%	*	75%	92%	73%	69%
its Grade Level or Above	2022	55%	60%	38%	20%	39%	48%	-	-	-	*	5%	-	37%	43%	32%	24%
	2021	55%	63%	43%	11%	38%	69%	-	-	-	*	25%	*	40%	56%	33%	31%
ters Grade Level	2022	21%	24%	15%	7%	14%	23%	-	-	-	*	5%	-	16%	11%	11%	10%
	2021	22%	28%	13%	4%	9%	24%	-	-	-	*	13%	*	13%	12%	8%	8%
<b>Course U.S. History</b>																	
roaches Grade Level or	2022	89%	92%	89%	76%	90%	95%	-	*	-	*	54%	-	88%	93%	87%	*
	2021	88%	91%	92%	77%	93%	97%	-	-	-	*	64%	*	91%	100%	90%	83%
its Grade Level or Above	2022	68%	74%	70%	52%	67%	83%	-	*	-	*	31%	-	75%	36%	65%	*
	2021	69%	75%	64%	62%	60%	71%	-	-	-	*	27%	*	62%	75%	66%	17%
ters Grade Level	2022	42%	49%	46%	29%	38%	62%	-	*	-	*	8%	-	49%	21%	42%	*
	2021	43%	51%	26%	38%	18%	32%	-	-	-	*	18%	*	23%	50%	29%	0%
<b>CT All Subjects</b>																	
roaches Grade Level or	2022	92%	95%	88%	-	67%	94%	-	-	-	*	-	-	85%	*	67%	-
	2021	95%	96%	81%	*	70%	89%	-	-	-	*	-	-	80%	*	75%	-
its Grade Level or Above	2022	64%	72%	46%	-	33%	47%	-	-	-	*	-	-	40%	*	33%	-
	2021	69%	75%	52%	*	40%	78%	-	-	-	*	-	-	55%	*	38%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	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)
ters Grade Level	2022	13%	15%	0%	-	0%	0%	-	-	-	*	-	-	0%	*	0%	-
	2021	14%	16%	0%	*	0%	0%	-	-	-	*	-	-	0%	*	0%	-
<b>ides All Subjects</b>																	
roaches Grade Level or	2022	74%	76%	70%	53%	71%	81%	-	100%	-	81%	38%	52%	71%	67%	65%	71%
	2021	67%	73%	73%	53%	74%	82%	-	100%	-	80%	41%	44%	73%	72%	68%	68%
its Grade Level or Above	2022	48%	51%	42%	24%	40%	55%	-	100%	-	60%	22%	22%	43%	35%	36%	38%
	2021	41%	47%	44%	22%	42%	57%	-	86%	-	55%	23%	29%	45%	37%	37%	37%
ters Grade Level	2022	23%	26%	19%	9%	18%	28%	-	60%	-	38%	9%	11%	21%	14%	15%	17%
	2021	18%	23%	19%	10%	17%	26%	-	57%	-	31%	8%	13%	20%	13%	14%	15%
<b>ides ELA/Reading</b>																	
roaches Grade Level or	2022	75%	76%	69%	52%	71%	77%	-	*	-	75%	35%	60%	71%	64%	64%	68%
	2021	68%	72%	72%	53%	73%	83%	-	*	-	68%	44%	47%	72%	73%	67%	68%
its Grade Level or Above	2022	53%	55%	46%	24%	44%	61%	-	*	-	69%	22%	20%	47%	41%	39%	44%
	2021	45%	48%	45%	22%	44%	59%	-	*	-	58%	24%	29%	46%	38%	37%	42%
ters Grade Level	2022	25%	27%	21%	8%	20%	28%	-	*	-	56%	9%	20%	21%	17%	15%	21%
	2021	18%	21%	18%	11%	16%	25%	-	*	-	32%	5%	12%	19%	15%	13%	17%
<b>ides Mathematics</b>																	
roaches Grade Level or	2022	72%	75%	72%	57%	70%	83%	-	*	-	86%	39%	60%	72%	70%	66%	76%
	2021	66%	73%	74%	54%	76%	82%	-	*	-	92%	41%	53%	76%	66%	70%	72%
its Grade Level or Above	2022	42%	46%	37%	20%	35%	48%	-	*	-	64%	22%	40%	38%	29%	32%	38%
	2021	37%	46%	45%	22%	44%	57%	-	*	-	62%	22%	33%	47%	32%	38%	42%
ters Grade Level	2022	20%	23%	18%	9%	15%	28%	-	*	-	21%	10%	10%	19%	13%	14%	15%
	2021	18%	23%	21%	7%	20%	30%	-	*	-	31%	7%	13%	23%	10%	14%	21%
<b>ides Science</b>																	
roaches Grade Level or	2022	76%	78%	68%	42%	70%	79%	-	-	-	89%	36%	40%	68%	67%	63%	69%
	2021	71%	77%	73%	51%	75%	83%	-	*	-	86%	35%	*	72%	81%	70%	64%
its Grade Level or Above	2022	47%	51%	36%	20%	34%	49%	-	-	-	44%	17%	0%	35%	38%	30%	33%
	2021	44%	51%	41%	14%	40%	60%	-	*	-	57%	24%	*	41%	46%	32%	24%



Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	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)
ters Grade Level	2022	21%	24%	14%	4%	14%	19%	-	-	-	33%	8%	0%	15%	6%	9%	11%
	2021	20%	25%	17%	6%	16%	26%	-	*	-	29%	15%	*	18%	12%	13%	9%
<b>ides Social Studies</b>																	
roaches Grade Level or	2022	75%	77%	74%	61%	71%	87%	-	*	-	*	52%	*	75%	71%	70%	70%
	2021	73%	78%	81%	62%	84%	84%	-	-	-	86%	52%	*	80%	85%	76%	67%
its Grade Level or Above	2022	50%	54%	51%	41%	43%	67%	-	*	-	*	33%	*	53%	32%	45%	27%
	2021	49%	55%	55%	44%	56%	61%	-	-	-	57%	33%	*	56%	48%	55%	25%
ters Grade Level	2022	30%	35%	29%	17%	23%	45%	-	*	-	*	5%	*	31%	16%	24%	13%
	2021	29%	34%	26%	26%	23%	28%	-	-	-	57%	19%	*	26%	26%	26%	8%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>aders</b>																	
ig and Mathematics	2022	36%	38%	19%	6%	13%	44%	-	-	-	*	7%	*	20%	16%	15%	13%
	2021	24%	31%	22%	11%	20%	32%	-	-	-	-	9%	*	22%	23%	17%	54%
ig and Mathematics	2022	36%	38%	19%	6%	13%	44%	-	-	-	*	7%	*	20%	16%	15%	13%
ig EOC	2021	24%	31%	22%	11%	20%	32%	-	-	-	-	9%	*	22%	23%	17%	54%
ig Including EOC	2022	51%	53%	40%	17%	31%	68%	-	-	-	*	13%	*	39%	42%	34%	33%
	2021	38%	44%	36%	21%	41%	39%	-	-	-	-	9%	*	36%	38%	33%	85%
cluding EOC	2022	43%	46%	26%	11%	21%	48%	-	-	-	*	13%	*	28%	16%	19%	13%
	2021	31%	39%	30%	16%	31%	39%	-	-	-	-	9%	*	30%	31%	28%	62%
<b>aders</b>																	
ig and Mathematics	2022	36%	39%	29%	20%	26%	40%	-	-	-	-	10%	*	25%	45%	24%	42%
	2021	26%	33%	30%	5%	25%	47%	-	-	-	*	9%	*	32%	15%	19%	16%
ig and Mathematics	2022	36%	39%	29%	20%	26%	40%	-	-	-	-	10%	*	25%	45%	24%	42%
ig EOC	2021	26%	33%	30%	5%	25%	47%	-	-	-	*	9%	*	32%	15%	19%	16%
ig Including EOC	2022	54%	57%	46%	30%	50%	50%	-	-	-	-	20%	*	43%	55%	42%	75%
	2021	36%	41%	38%	11%	36%	53%	-	-	-	*	17%	*	41%	15%	26%	32%
cluding EOC	2022	43%	46%	38%	25%	39%	43%	-	-	-	-	10%	*	34%	50%	34%	50%
	2021	36%	46%	45%	11%	36%	72%	-	-	-	*	18%	*	48%	23%	30%	37%
<b>aders</b>																	
ig and Mathematics	2022	41%	42%	41%	14%	38%	61%	-	-	-	*	0%	*	44%	28%	35%	36%
	2021	34%	39%	42%	17%	48%	45%	-	*	-	-	25%	*	42%	42%	36%	57%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	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)
ig and Mathematics	2022	41%	42%	41%	14%	38%	61%	-	-	-	*	0%	*	44%	28%	35%	36%
ig EOC	2021	34%	39%	42%	17%	48%	45%	-	*	-	-	25%	*	42%	42%	36%	57%
	2022	58%	57%	50%	24%	51%	64%	-	-	-	*	25%	*	51%	44%	44%	45%
ig Including EOC	2021	46%	49%	48%	30%	54%	48%	-	*	-	-	25%	*	48%	50%	45%	64%
	2022	48%	50%	53%	29%	47%	73%	-	-	-	*	25%	*	56%	39%	46%	45%
cluding EOC	2021	44%	52%	58%	26%	66%	67%	-	*	-	-	25%	*	60%	42%	53%	57%
aders																	
ig and Mathematics	2022	31%	36%	26%	8%	30%	31%	-	*	-	*	22%	*	28%	18%	23%	31%
	2021	24%	31%	30%	18%	21%	46%	-	-	-	*	23%	*	33%	10%	22%	16%
ig and Mathematics	2022	31%	36%	26%	8%	30%	31%	-	*	-	*	22%	*	28%	18%	23%	31%
ig EOC	2021	24%	31%	30%	18%	21%	46%	-	-	-	*	23%	*	33%	10%	22%	16%
	2022	43%	47%	47%	27%	50%	59%	-	*	-	*	33%	*	50%	36%	42%	44%
ig Including EOC	2021	32%	37%	38%	18%	31%	57%	-	-	-	*	31%	*	44%	10%	32%	16%
	2022	40%	46%	28%	8%	32%	34%	-	*	-	*	22%	*	30%	18%	25%	31%
cluding EOC	2021	36%	47%	45%	24%	44%	51%	-	-	-	*	23%	*	47%	30%	39%	32%
aders																	
ig and Mathematics	2022	32%	36%	29%	16%	29%	33%	-	-	-	*	27%	-	33%	6%	20%	30%
	2021	26%	34%	30%	16%	25%	46%	-	-	-	*	20%	*	31%	23%	24%	36%
ig and Mathematics	2022	33%	37%	29%	16%	29%	33%	-	-	-	*	27%	-	33%	6%	20%	30%
ig EOC	2021	27%	35%	30%	16%	25%	46%	-	-	-	*	20%	*	31%	23%	24%	36%
	2022	56%	57%	50%	26%	49%	61%	-	-	-	*	36%	-	52%	35%	42%	43%
ig Including EOC	2021	45%	49%	41%	21%	38%	54%	-	-	-	*	20%	*	42%	31%	34%	50%
	2022	37%	41%	36%	21%	35%	45%	-	-	-	*	27%	-	40%	12%	27%	35%
cluding EOC	2021	32%	42%	40%	16%	34%	62%	-	-	-	*	30%	*	42%	23%	33%	43%
aders																	
ig and Mathematics	2022	27%	30%	23%	20%	24%	22%	-	-	-	*	25%	*	25%	13%	23%	38%
	2021	21%	25%	30%	25%	32%	32%	-	-	-	*	40%	*	30%	33%	29%	33%
ig and Mathematics	2022	41%	44%	35%	20%	31%	50%	-	-	-	*	25%	*	38%	18%	29%	37%
ig EOC	2021	33%	39%	47%	29%	47%	58%	-	-	-	*	40%	*	49%	33%	38%	33%
	2022	58%	58%	52%	35%	49%	68%	-	-	-	*	25%	*	52%	53%	45%	59%
ig Including EOC	2021	47%	50%	58%	38%	63%	64%	-	-	-	*	40%	*	58%	60%	54%	33%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

	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)
Including EOC	2022	48%	52%	42%	25%	40%	56%	-	-	-	*	38%	*	45%	24%	37%	52%
	2021	43%	53%	58%	43%	58%	67%	-	-	-	*	40%	*	60%	40%	51%	50%
<b>5th Graders</b>																	
Mathematics	2022	34%	37%	28%	14%	27%	40%	-	*	-	45%	15%	20%	30%	22%	23%	32%
	2021	26%	32%	31%	15%	28%	43%	-	*	-	64%	21%	27%	32%	23%	24%	33%
Mathematics	2022	36%	39%	30%	14%	28%	43%	-	*	-	45%	15%	20%	32%	22%	24%	32%
EOC	2021	28%	35%	34%	16%	31%	46%	-	*	-	67%	21%	27%	35%	23%	26%	33%
Including EOC	2022	53%	55%	48%	27%	47%	61%	-	*	-	73%	25%	20%	48%	44%	42%	50%
	2021	41%	45%	43%	24%	44%	53%	-	*	-	67%	23%	33%	45%	33%	37%	45%
Including EOC	2022	43%	47%	37%	19%	36%	51%	-	*	-	64%	21%	40%	40%	27%	32%	39%
	2021	37%	47%	46%	23%	45%	60%	-	*	-	67%	24%	33%	48%	31%	39%	45%

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

- Indicates there are no students in the group.



**Texas Education Agency**  
**2021-22 Progress (TAPR)**  
**CAMERON ISD (166901) - MILAM COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region06	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	76	61	47	64	64	-	-	-	-	25	*	59	71	54	63
	2019	61	62	57	53	59	50	-	-	-	*	50	*	57	58	57	43
Grade 4 Mathematics	2022	74	72	75	74	67	89	-	-	-	-	25	*	72	88	76	71
	2019	65	68	84	87	82	85	-	-	-	*	50	*	82	95	84	85
Grade 5 ELA/Reading	2022	87	84	82	74	83	84	-	-	-	*	69	*	82	85	82	79
	2019	81	78	80	81	80	79	-	-	-	*	92	*	78	88	79	82
Grade 5 Mathematics	2022	79	73	81	84	77	83	-	-	-	*	94	*	83	71	77	73
	2019	83	79	78	85	73	82	-	-	-	*	83	*	77	80	77	78
Grade 6 ELA/Reading	2022	61	62	50	36	52	61	-	*	-	*	72	*	49	53	41	41
	2019	42	45	52	42	53	51	-	-	-	*	44	*	51	60	45	50
Grade 6 Mathematics	2022	61	64	47	50	49	39	-	-	-	*	38	*	37	80	45	54
	2019	54	61	52	53	57	45	-	-	-	*	33	*	53	46	51	45
Grade 7 ELA/Reading	2022	88	86	83	76	85	82	-	-	-	*	80	-	82	92	79	80
	2019	77	77	77	59	81	79	-	-	-	*	33	100	78	71	73	81
Grade 7 Mathematics	2022	60	52	49	38	49	58	-	*	-	*	55	*	49	54	48	57
	2019	62	59	61	47	66	61	-	-	-	*	0	86	57	74	58	59
Grade 8 ELA/Reading	2022	83	80	78	66	82	76	-	-	-	*	50	*	80	68	77	84
	2019	77	78	75	83	71	77	-	*	-	*	100	*	74	85	74	67
Grade 8 Mathematics	2022	74	71	72	63	77	66	-	-	-	*	57	*	71	81	72	91
	2019	82	82	85	71	90	83	-	-	-	*	73	*	85	77	82	94
End of Course English II	2022	71	68	69	56	76	66	-	-	-	*	50	-	70	64	64	59
	2019	69	69	72	79	66	74	-	-	-	*	60	-	71	73	72	*
End of Course Algebra I	2022	67	63	52	40	54	56	-	-	-	*	20	-	52	52	50	47
	2019	75	71	60	60	57	60	-	*	-	*	45	*	59	61	57	44
All Grades Both Subjects	2022	74	71	67	58	68	69	-	*	-	81	53	58	66	71	64	69
	2019	69	69	70	68	70	70	-	*	-	71	61	71	69	73	68	68
All Grades ELA/Reading	2022	78	76	71	58	74	73	-	*	-	80	59	78	71	70	67	71
	2019	68	68	69	68	68	69	-	*	-	86	69	76	68	73	66	64
All Grades Mathematics	2022	69	66	62	58	61	66	-	*	-	82	47	39	61	71	61	67
	2019	70	70	71	68	72	71	-	*	-	57	53	66	70	74	69	73

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

Texas Education Agency  
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	Region 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)	ESL Total	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>des All Subjects</b>																		
Coaches Grade Level or Above	2022	74%	76%	70%	-	-	-	-	-	-	67%	76%	65%	-	-	70%	67%	90%
	2021	67%	73%	73%	78%	-	100%	-	-	72%	61%	71%	60%	-	-	73%	68%	87%
5th Grade Level or Above	2022	48%	51%	42%	-	-	-	-	-	-	35%	37%	34%	-	-	42%	34%	57%
	2021	41%	47%	44%	45%	-	79%	-	-	35%	32%	29%	32%	-	-	44%	37%	67%
5th Grade Level	2022	23%	26%	19%	-	-	-	-	-	-	17%	27%	15%	-	-	20%	17%	20%
	2021	18%	23%	19%	25%	-	33%	-	-	23%	9%	18%	8%	-	-	19%	15%	10%
<b>des ELA/Reading</b>																		
Coaches Grade Level or Above	2022	75%	76%	69%	-	-	-	-	-	-	64%	79%	61%	-	-	69%	63%	91%
	2021	68%	72%	72%	87%	-	100%	-	-	81%	57%	83%	54%	-	-	73%	68%	82%
5th Grade Level or Above	2022	53%	55%	46%	-	-	-	-	-	-	39%	42%	39%	-	-	46%	39%	63%
	2021	45%	48%	45%	61%	-	92%	-	-	46%	30%	33%	30%	-	-	45%	42%	76%
5th Grade Level	2022	25%	27%	21%	-	-	-	-	-	-	21%	37%	18%	-	-	21%	21%	19%
	2021	18%	21%	18%	32%	-	33%	-	-	31%	10%	17%	9%	-	-	19%	18%	6%
<b>des Mathematics</b>																		
Coaches Grade Level or Above	2022	72%	75%	72%	-	-	-	-	-	-	72%	89%	69%	-	-	71%	72%	90%
	2021	66%	73%	74%	82%	-	100%	-	-	73%	66%	67%	65%	-	-	75%	72%	89%
5th Grade Level or Above	2022	42%	46%	37%	-	-	-	-	-	-	37%	42%	35%	-	-	36%	36%	48%
	2021	37%	46%	45%	53%	-	67%	-	-	46%	36%	33%	37%	-	-	45%	43%	67%
5th Grade Level	2022	20%	23%	18%	-	-	-	-	-	-	16%	21%	15%	-	-	18%	16%	14%
	2021	18%	23%	21%	29%	-	33%	-	-	27%	16%	33%	13%	-	-	21%	21%	22%
<b>des Science</b>																		
Coaches Grade Level or Above	2022	76%	78%	68%	-	-	-	-	-	-	62%	54%	65%	-	-	68%	61%	94%
	2021	71%	77%	73%	67%	-	-	-	-	67%	58%	-	58%	-	-	74%	61%	92%
5th Grade Level or Above	2022	47%	51%	36%	-	-	-	-	-	-	23%	23%	23%	-	-	37%	22%	65%
	2021	44%	51%	41%	17%	-	-	-	-	17%	26%	-	26%	-	-	42%	23%	54%
5th Grade Level	2022	21%	24%	14%	-	-	-	-	-	-	11%	23%	8%	-	-	14%	11%	12%
	2021	20%	25%	17%	17%	-	-	-	-	17%	0%	-	0%	-	-	18%	6%	8%
<b>des Social Studies</b>																		
Coaches Grade Level or Above	2022	75%	77%	74%	-	-	-	-	-	-	68%	-	68%	-	-	74%	68%	84%
	2021	73%	78%	81%	-	-	-	-	-	-	67%	-	67%	-	-	82%	67%	-
5th Grade Level or Above	2022	50%	54%	51%	-	-	-	-	-	-	26%	-	26%	-	-	53%	26%	53%
	2021	49%	55%	55%	-	-	-	-	-	-	25%	-	25%	-	-	57%	25%	-
5th Grade Level	2022	30%	35%	29%	-	-	-	-	-	-	11%	-	11%	-	-	30%	11%	37%
	2021	29%	34%	26%	-	-	-	-	-	-	8%	-	8%	-	-	27%	8%	-
<b>School Progress Domain - Academic Growth Score</b>																		

Texas Education Agency  
**2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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)	ESL Total Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	EB/EL Never EB/EL (Current)	Total EB/EL (Current)	Monitored & Former EB/EL
les Both Subjects	2022	74%	71%	67%	-	-	-	-	-	-	67%	80%	64%	-	-	66%	81%
	2019	69%	69%	70%	-	-	-	-	-	-	65%	75%	64%	-	80%	66%	-
les ELA/Reading	2022	78%	76%	71%	-	-	-	-	-	-	69%	81%	67%	-	-	68%	83%
	2019	68%	68%	69%	-	-	-	-	-	-	62%	68%	61%	-	*	61%	-
les Mathematics	2022	69%	66%	62%	-	-	-	-	-	-	64%	79%	61%	-	-	64%	79%
	2019	70%	70%	71%	-	-	-	-	-	-	69%	82%	66%	-	*	70%	-

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

- Indicates there are no students in the group.

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



Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

2022 STAAR Participation (All Grades)														
	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)
District 06	Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Accountability: Mobile	93%	93%	95%	98%	96%	95%	100%	96%	77%	99%	82%	96%	98%
	Accountability: Other	5%	5%	4%	2%	3%	5%	0%	4%	23%	1%	17%	3%	0%
	Accountability: Other	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
	Accountability: Other	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
District 07	Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Accountability: Mobile	92%	92%	95%	98%	95%	94%	100%	95%	71%	99%	82%	96%	96%
	Accountability: Other	5%	5%	4%	2%	3%	6%	0%	4%	29%	1%	17%	4%	1%
	Accountability: Other	2%	2%	1%	0%	1%	0%	0%	1%	0%	1%	0%	1%	4%
	Accountability: Other	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
District 08	Participant	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Accountability: Mobile	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Accountability: Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Accountability: Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Accountability: Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
District 09	Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Accountability: Mobile	93%	93%	95%	98%	96%	94%	100%	95%	71%	98%	83%	96%	99%
	Accountability: Other	5%	5%	4%	2%	4%	6%	0%	5%	29%	1%	16%	4%	0%
	Accountability: Other	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%
	Accountability: Other	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
District 10	Participant	98%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Accountability: Mobile	93%	93%	96%	97%	97%	96%	100%	97%	100%	100%	82%	97%	99%
	Accountability: Other	4%	5%	4%	3%	3%	4%	0%	3%	0%	0%	17%	3%	0%
	Accountability: Other	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	1%
	Accountability: Other	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	State	Region	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)
		06														
Studies	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Studies	98%	99%	100%	98%	100%	100%	-	*	-	*	100%	*	100%	98%	99%	100%
	94%	94%	95%	95%	98%	96%	-	*	-	*	100%	*	100%	74%	96%	100%
	4%	4%	4%	2%	2%	4%	-	*	-	*	0%	*	0%	24%	3%	0%
	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Studies	2%	1%	0%	2%	0%	0%	-	*	-	*	0%	*	0%	2%	1%	0%
	1%	1%	0%	2%	0%	0%	-	*	-	*	0%	*	0%	2%	1%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Integrated Testers	CT Participant	89%	89%	86%	-	67%	94%	-	-	*	-	-	87%	80%	67%	-
	2021 STAAR Participation (All Grades)															
Studies	88%	94%	99%	100%	99%	99%	-	100%	-	93%	98%	100%	100%	97%	99%	99%
	83%	89%	94%	92%	95%	94%	-	100%	-	88%	89%	100%	98%	77%	94%	85%
	3%	4%	4%	8%	3%	5%	-	0%	-	5%	8%	0%	2%	18%	5%	9%
	1%	1%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	5%
Studies	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%
	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Studies	89%	94%	100%	100%	100%	100%	-	*	-	95%	100%	100%	100%	98%	99%	99%
	83%	88%	94%	92%	96%	94%	-	*	-	90%	91%	100%	98%	79%	94%	85%
	3%	4%	4%	8%	2%	5%	-	*	-	5%	7%	0%	2%	17%	4%	7%
	3%	1%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	2%	1%	7%
Studies	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%
	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Studies	88%	94%	99%	100%	99%	99%	-	*	-	93%	99%	100%	99%	98%	99%	99%
	84%	89%	94%	93%	96%	94%	-	*	-	87%	91%	100%	98%	79%	94%	88%
	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%

Texas Education Agency  
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
Study 1	Included in Accountability: Mobile	4%	5%	4%	7%	3%	5%	-	*	-	7%	8%	0%	2%	17%	8%
	Included in Accountability: Other	0%	0%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	3%
	Excluded	12%	6%	1%	0%	1%	1%	-	*	-	7%	1%	0%	1%	2%	1%
	Control	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	1%
Study 2	Included in Accountability: Mobile	10%	5%	1%	0%	1%	1%	-	*	-	7%	1%	0%	1%	1%	0%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 3	Included in Accountability: Mobile	10%	5%	0%	0%	0%	1%	-	*	-	13%	2%	*	0%	1%	0%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 4	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 5	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 6	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 7	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 8	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 9	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 10	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 11	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 12	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 13	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 14	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 15	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 16	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 17	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 18	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 19	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 20	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 21	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 22	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 23	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 24	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 25	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 26	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 27	Included in Accountability: Mobile	10%	5%	0%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-	11%	0%	*	1%	2%	1%
Study 28	Included in Accountability: Mobile	8%	9%	99%	100%	99%	99%	-	*	-	88%	98%	*	100%	97%	99%
	Included in Accountability: Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%
	Excluded	13%	7%	1%	0%	1%	1%	-	*	-	13%	2%	*	0%	3%	1%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 29	Included in Accountability: Mobile	8%	9%	94%	94%	95%	93%	-	*	-	88%	83%	*	97%	76%	93%
	Included in Accountability: Other	0%	0%	0%	6%	4%	6%	-	*	-	0%	15%	*	2%	18%	6%
	Excluded	13%	7%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	3%	0%
	Control	2%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%
Study 30	Included in Accountability: Mobile	8%	9%	92%	89%	93%	94%	-	-	-	78%	88%	*	98%	66%	92%
	Included in Accountability: Other	0%	0%	0%	11%	4%	6%	-	-	-	11%	13%	*	1%	29%	6%
	Excluded	13%	8%	1%	0%	2%	0%	-	-	-	11%	0%	*	1%	2%	2%
	Control	3%	2%	1%	0%	1%	0%	-	-	-						

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

- Indicates there are no students in the group.



Texas Education Agency  
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)  
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
<b>Attendance Rate</b>													
2020-21	95.0%	94.9%	<b>95.0%</b>	93.8%	94.9%	95.9%	-	*	*	93.7%	93.9%	94.4%	95.7%
2019-20	98.3%	98.8%	<b>98.8%</b>	98.2%	98.9%	98.8%	*	*	-	98.8%	98.6%	98.6%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	15.1%	<b>15.3%</b>	22.3%	13.8%	13.5%	-	*	*	24.3%	22.1%	17.5%	10.5%
2019-20	6.7%	5.4%	<b>5.2%</b>	6.2%	5.0%	5.0%	*	*	-	6.5%	7.3%	6.1%	2.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.2%	<b>0.4%</b>	2.4%	0.0%	0.0%	-	-	-	*	0.0%	0.5%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	1.3%	<b>0.6%</b>	1.3%	0.4%	0.5%	-	*	-	0.0%	2.3%	0.6%	0.0%
2019-20	1.6%	1.0%	<b>0.4%</b>	0.0%	0.4%	0.6%	-	*	-	0.0%	0.0%	0.3%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	92.8%	<b>95.0%</b>	90.0%	98.3%	95.0%	-	-	-	*	81.8%	94.6%	*
Received TxCHSE	0.3%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	2.7%	<b>3.3%</b>	5.0%	1.7%	2.5%	-	-	-	*	9.1%	4.1%	*
Dropped Out	5.8%	4.0%	<b>1.7%</b>	5.0%	0.0%	2.5%	-	-	-	*	9.1%	1.4%	*
Graduates and TxCHSE	90.3%	93.3%	<b>95.0%</b>	90.0%	98.3%	95.0%	-	-	-	*	81.8%	94.6%	*
Graduates, TxCHSE, and Continuers	94.2%	96.0%	<b>98.3%</b>	95.0%	100.0%	97.5%	-	-	-	*	90.9%	98.6%	*
<b>Class of 2020</b>													
Graduated	90.3%	92.5%	<b>95.3%</b>	100.0%	92.9%	97.2%	-	-	-	*	100.0%	94.9%	*
Received TxCHSE	0.4%	0.7%	<b>0.9%</b>	0.0%	0.0%	2.8%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	2.6%	<b>0.9%</b>	0.0%	1.8%	0.0%	-	-	-	*	0.0%	1.3%	*
Dropped Out	5.4%	4.2%	<b>2.8%</b>	0.0%	5.4%	0.0%	-	-	-	*	0.0%	3.8%	*
Graduates and TxCHSE	90.7%	93.2%	<b>96.3%</b>	100.0%	92.9%	100.0%	-	-	-	*	100.0%	94.9%	*
Graduates, TxCHSE, and Continuers	94.6%	95.8%	<b>97.2%</b>	100.0%	94.6%	100.0%	-	-	-	*	100.0%	96.2%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	94.1%	<b>96.2%</b>	100.0%	94.5%	97.2%	-	-	-	*	100.0%	96.2%	*
Received TxCHSE	0.5%	0.8%	<b>0.9%</b>	0.0%	0.0%	2.8%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.6%	<b>2.8%</b>	0.0%	5.5%	0.0%	-	-	-	*	0.0%	3.8%	*
Graduates and TxCHSE	92.7%	94.9%	<b>97.2%</b>	100.0%	94.5%	100.0%	-	-	-	*	100.0%	96.2%	*

Texas Education Agency  
2021-22 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	93.8%	95.4%	97.2%	100.0%	94.5%	100.0%	-	-	-	-	* 100.0%	96.2%	*
<b>Class of 2019</b>													
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%	-
Graduates, TxCHSE, and Continuers	93.9%	95.1%	94.3%	89.3%	95.7%	95.7%	-	-	-	-	* 93.3%	92.2%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	93.5%	94.3%	89.3%	95.7%	95.7%	-	-	-	-	* 93.3%	92.2%	-
Received TxCHSE	0.6%	1.1%	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	6.2%	5.0%	5.7%	10.7%	4.3%	4.3%	-	-	-	-	* 6.7%	7.8%	-
Graduates and TxCHSE	93.2%	94.6%	94.3%	89.3%	95.7%	95.7%	-	-	-	-	* 93.3%	92.2%	-
Graduates, TxCHSE, and Continuers	93.8%	95.0%	94.3%	89.3%	95.7%	95.7%	-	-	-	-	* 93.3%	92.2%	-
<b>Class of 2018</b>													
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%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	92.8%	93.4%	90.0%	95.1%	95.0%	-	-	-	-	* 81.8%	92.1%	*
Class of 2020	90.3%	92.5%	92.7%	92.9%	89.7%	97.2%	-	-	-	-	* 100.0%	91.5%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	2.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
Class of 2020	4.3%	6.4%	2.9%	0.0%	5.8%	0.0%	-	-	-	-	* 33.3%	2.7%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 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 2021	81.9%	84.1%	<b>81.6%</b>	77.8%	77.6%	89.5%	-	-	-	-	-	44.4%	77.1%
Class of 2020	83.5%	82.9%	<b>95.1%</b>	100.0%	92.3%	97.1%	-	-	-	-	* 66.7%	94.7%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	86.9%	<b>81.6%</b>	77.8%	77.6%	89.5%	-	-	-	-	-	44.4%	77.1%
Class of 2020	87.8%	89.3%	<b>98.0%</b>	100.0%	98.1%	97.1%	-	-	-	-	* 100.0%	97.3%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	51.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	3.8%	*	-	-	*	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	2.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
2019-20	4.4%	6.4%	<b>2.9%</b>	0.0%	5.8%	0.0%	-	-	-	-	* 33.3%	2.7%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	83.0%	<b>79.5%</b>	73.7%	76.3%	87.2%	-	-	-	-	-	36.4%	74.0%
2019-20	81.8%	81.4%	<b>94.1%</b>	100.0%	90.4%	97.1%	-	-	-	-	* 66.7%	93.3%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	85.8%	<b>79.5%</b>	73.7%	76.3%	87.2%	-	-	-	-	-	36.4%	74.0%
2019-20	85.8%	87.6%	<b>95.2%</b>	100.0%	96.2%	91.9%	-	-	-	-	* 100.0%	96.0%	*

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>	117	100.0%	358,842	100.0%
<b>Total Graduates</b>	117	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	19	16.2%	44,018	12.3%
Hispanic	59	50.4%	183,306	51.1%
White	39	33.3%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	0	0.0%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	24	20.5%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	93	79.5%	287,316	80.1%
<b>Special Education Graduates</b>	11	9.4%	31,028	8.6%
Economically Disadvantaged Graduates	73	62.4%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.7%	32,809	9.1%
At-Risk Graduates	40	34.2%	155,884	43.4%
CTE Completers	62	53.0%	99,076	27.6%



**Texas Education Agency**  
**2021-22 College, Career, and Military Readiness (CCMR) (TPAR)**  
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
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**College, Career, and Military Ready Graduates (Student Achievement)**

**College, Career, or Military Ready (Annual Graduates)**

2020-21	65.2%	63.5%	73.5%	63.2%	71.2%	82.1%	-	-	-	-	63.6%	68.5%	*
2019-20	63.0%	60.4%	72.1%	53.8%	69.2%	81.1%	-	-	-	*	100.0%	65.3%	*

**College Ready Graduates**

**College Ready (Annual Graduates)**

2020-21	52.7%	48.7%	30.8%	21.1%	30.5%	35.9%	-	-	-	-	0.0%	26.0%	*
2019-20	53.4%	48.4%	25.0%	7.7%	17.3%	40.5%	-	-	-	*	0.0%	16.0%	*

**TSI Criteria Graduates in English Language Arts (Annual Graduates)**

2020-21	56.1%	54.2%	41.0%	21.1%	35.6%	59.0%	-	-	-	-	9.1%	31.5%	*
2019-20	59.7%	58.8%	50.0%	30.8%	38.5%	73.0%	-	-	-	*	16.7%	40.0%	*

**TSI Criteria Graduates in Mathematics (Annual Graduates)**

2020-21	45.7%	45.1%	20.5%	15.8%	15.3%	30.8%	-	-	-	-	0.0%	16.4%	*
2019-20	47.9%	44.5%	22.1%	23.1%	15.4%	29.7%	-	-	-	*	0.0%	20.0%	*

**TSI Criteria Graduates in Both Subjects (Annual Graduates)**

2020-21	40.4%	40.3%	19.7%	15.8%	13.6%	30.8%	-	-	-	-	0.0%	15.1%	*
2019-20	43.2%	41.9%	14.4%	0.0%	11.5%	21.6%	-	-	-	*	0.0%	10.7%	*

**AP / IB Met Criteria in Any Subject (Annual Graduates)**

2020-21	21.3%	20.0%	2.6%	0.0%	1.7%	5.1%	-	-	-	-	0.0%	2.7%	*
2019-20	21.1%	20.0%	1.0%	0.0%	0.0%	2.7%	-	-	-	*	0.0%	1.3%	*

**Associate Degree (Annual Graduates)**

2020-21	2.6%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	2.1%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

**Dual Course Credits in Any Subject (Annual Graduates)**

2020-21	25.9%	23.9%	23.1%	15.8%	22.0%	28.2%	-	-	-	-	0.0%	17.8%	*
2019-20	24.6%	21.0%	17.3%	7.7%	11.5%	29.7%	-	-	-	*	0.0%	9.3%	*

**Onamps Course Credits (Annual Graduates)**

2020-21	4.4%	1.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	4.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

**Career / Military Ready Graduates**

**Career or Military Ready (Annual Graduates)**

2020-21	24.2%	23.7%	66.7%	52.6%	62.7%	79.5%	-	-	-	-	63.6%	60.3%	*
2019-20	18.7%	18.9%	59.6%	53.8%	59.6%	62.2%	-	-	-	*	100.0%	56.0%	*

**Approved Industry-Based Certification (Annual Graduates)**

2020-21	18.4%	18.8%	64.1%	52.6%	59.3%	76.9%	-	-	-	-	36.4%	57.5%	*
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Texas Education Agency  
2021-22 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
2019-20	13.2%	13.9%	54.8%	46.2%	57.7%	54.1%	-	-	-	*	50.0%	52.0%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	3.1%	1.7%	0.0%	3.4%	0.0%	-	-	-	-	18.2%	2.7%	*
2019-20	2.4%	3.2%	1.9%	0.0%	0.0%	5.4%	-	-	-	*	0.0%	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	3.8%	3.4%	5.3%	1.7%	5.1%	-	-	-	-	36.4%	2.7%	*
2019-20	3.7%	3.2%	5.8%	7.7%	5.8%	5.4%	-	-	-	*	100.0%	5.3%	*

Texas Education Agency  
2021-22 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
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	23.9%	39.3%	15.8%	35.6%	56.4%	-	-	-	-	9.1%	30.1%	*
	2019-20	30.1%	29.7%	41.3%	30.8%	32.7%	56.8%	-	-	-	*	16.7%	30.7%	*
Mathematics	2020-21	19.4%	18.1%	17.9%	5.3%	13.6%	30.8%	-	-	-	-	0.0%	12.3%	*
	2019-20	21.2%	18.6%	9.6%	0.0%	5.8%	16.2%	-	-	-	*	0.0%	5.3%	*
Both Subjects	2020-21	14.4%	13.7%	17.9%	5.3%	13.6%	30.8%	-	-	-	-	0.0%	12.3%	*
	2019-20	16.4%	15.2%	8.7%	0.0%	5.8%	13.5%	-	-	-	*	0.0%	4.0%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	9.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	7.3%	9.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2020-21	10.3%	11.8%	0.9%	5.3%	0.0%	0.0%	-	-	-	-	0.0%	1.4%	*
	2019-20	9.7%	8.0%	9.6%	23.1%	7.7%	8.1%	-	-	-	*	0.0%	10.7%	*
Both Subjects	2020-21	4.9%	5.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	4.2%	5.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>API/B Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	19.4%	23.2%	10.0%	20.0%	33.8%	-	-	-	-16.7%	0.0%	16.2%	11.1%
	2020	22.0%	20.3%	13.5%	3.0%	11.8%	20.7%	-	-	-	*	0.0%	9.3%	0.0%
English Language Arts	2021	12.1%	8.3%	3.5%	6.7%	1.7%	5.2%	-	-	-	0.0%	0.0%	3.4%	0.0%
	2020	12.7%	9.2%	1.7%	0.0%	0.9%	3.7%	-	-	-	*	0.0%	1.2%	0.0%
Mathematics	2021	6.1%	6.6%	10.1%	3.3%	12.2%	10.4%	-	-	-	0.0%	0.0%	7.4%	0.0%
	2020	6.4%	6.7%	4.8%	0.0%	4.5%	7.3%	-	-	-	*	0.0%	3.1%	0.0%
Science	2021	8.7%	9.5%	11.4%	6.7%	7.0%	19.5%	-	-	-	-16.7%	0.0%	8.1%	11.1%
	2020	9.4%	9.7%	8.7%	3.0%	7.3%	13.4%	-	-	-	*	0.0%	6.2%	0.0%
Social Studies	2021	11.6%	10.2%	6.1%	3.3%	3.5%	10.4%	-	-	-	-16.7%	0.0%	4.1%	0.0%
	2020	12.4%	10.8%	1.7%	0.0%	0.9%	3.7%	-	-	-	*	0.0%	1.2%	0.0%
<b>API/B Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	57.4%	3.8%	*	4.3%	3.8%	-	-	-	*	-	8.3%	*
	2020	59.0%	62.9%	3.2%	*	0.0%	5.9%	-	-	-	-	-	0.0%	-
English Language Arts	2021	42.7%	53.3%	25.0%	*	*	*	-	-	-	-	-	40.0%	-
	2020	50.1%	53.4%	*	-	*	*	-	-	-	-	-	*	-
Mathematics	2021	49.4%	61.9%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2020	56.5%	59.6%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
Science	2021	41.4%	50.9%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
	2020	47.6%	55.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	-

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)  
CAMERON ISD (166901) - MILLAM 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	2021	42.2%	52.1%	0.0%	*	*	0.0%	-	-	-	*	-	0.0%	-
	2020	52.3%	60.4%	*	-	*	*	-	-	-	-	-	*	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	61.5%	49.6%	47.4%	42.4%	61.5%	-	-	-	-	27.3%	45.2%	*
	2019-20	76.7%	65.9%	66.3%	61.5%	63.5%	73.0%	-	-	-	*	12.5%	63.2%	*
At/Above Criterion for All Examinees	2020-21	32.9%	39.2%	22.4%	11.1%	20.0%	29.2%	-	-	-	-	*	18.2%	*
	2019-20	35.7%	43.7%	11.6%	0.0%	6.1%	22.2%	-	-	-	*	*	6.3%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1042	941	843	931	992	-	-	-	-	*	909	*
	2019-20	1019	1066	921	850	871	1005	-	-	-	840	760	881	710
English Language Arts and Writing	2020-21	504	526	474	421	463	508	-	-	-	-	*	453	*
	2019-20	513	537	480	450	448	531	-	-	-	410	410	462	380
Mathematics	2020-21	498	516	467	422	468	484	-	-	-	-	*	456	*
	2019-20	506	529	441	400	423	474	-	-	-	430	350	419	330
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	20.4	19.6	*	*	22.0	-	-	-	-	-	*	-
	2019-20	20.2	21.4	19.9	14.5	19.8	21.0	-	-	-	-	-	18.5	-
English Language Arts	2020-21	19.6	20.1	19.5	*	*	22.1	-	-	-	-	-	*	-
	2019-20	19.9	21.1	19.6	13.5	19.4	21.0	-	-	-	-	-	17.8	-
Mathematics	2020-21	19.9	20.3	18.8	*	*	20.8	-	-	-	-	-	*	-
	2019-20	20.1	21.1	19.3	14.0	19.5	20.3	-	-	-	-	-	18.1	-
Science	2020-21	20.3	20.8	20.1	*	*	22.5	-	-	-	-	-	*	-
	2019-20	20.5	21.6	20.6	16.5	20.8	21.3	-	-	-	-	-	20.0	-

Texas Education Agency  
2021-22 Other Postsecondary 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
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	40.4%	41.4%	35.1%	44.0%	41.6%	-	*	-	25.0%	35.7%	38.9%	22.7%
	2019-20	46.3%	41.8%	39.0%	31.4%	42.8%	37.3%	-	*	-	40.0%	10.5%	37.5%	38.9%
English Language Arts	2020-21	16.3%	13.8%	9.2%	4.2%	6.2%	15.2%	-	*	-	10.0%	0.0%	6.3%	0.0%
	2019-20	18.2%	14.5%	8.1%	4.5%	5.7%	13.3%	-	*	-	0.0%	0.0%	4.6%	0.0%
Mathematics	2020-21	19.3%	18.8%	22.0%	13.8%	20.8%	27.9%	-	*	-	11.1%	0.0%	18.3%	0.0%
	2019-20	20.7%	19.3%	21.8%	12.3%	21.8%	25.8%	-	*	-	20.0%	0.0%	18.9%	0.0%
Science	2020-21	20.6%	22.1%	41.6%	38.5%	44.6%	39.1%	-	*	-	33.3%	38.9%	40.6%	22.7%
	2019-20	22.4%	21.5%	34.3%	28.8%	37.1%	33.8%	-	*	-	20.0%	14.8%	33.2%	35.3%
Social Studies	2020-21	22.8%	19.3%	11.7%	4.3%	7.4%	19.6%	-	*	-	20.0%	0.0%	7.5%	0.0%
	2019-20	24.6%	20.0%	7.1%	3.0%	5.4%	11.7%	-	*	-	0.0%	0.0%	4.3%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	43.4%	39.4%	7.7%	32.7%	59.5%	-	-	-	*	12.5%	26.3%	*
	2018-19	52.6%	48.8%	51.3%	32.0%	44.4%	69.6%	-	-	-	*	26.7%	36.1%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Texas Education Agency  
2021-22 Student Information (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

Student Information	Membership				Enrollment			
	District	State	District	State	District	State	District	State
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,569	100.0%	5,402,928	100.0%	1,569	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	14,290	0.3%	0	0.0%	21,375	0.4%
Pre-Kindergarten	101	6.4%	222,767	4.1%	101	6.4%	223,733	4.1%
Pre-Kindergarten: 3-year Old	26	1.7%	33,969	0.6%	26	1.7%	34,259	0.6%
Pre-Kindergarten: 4-year Old	75	4.8%	188,798	3.5%	75	4.8%	189,474	3.5%
Kindergarten	107	6.8%	370,054	6.8%	107	6.8%	371,502	6.8%
Grade 1	112	7.1%	384,494	7.1%	112	7.1%	386,232	7.1%
Grade 2	92	5.9%	382,008	7.1%	92	5.9%	383,838	7.1%
Grade 3	97	6.2%	383,078	7.1%	97	6.2%	384,872	7.1%
Grade 4	101	6.4%	383,959	7.1%	101	6.4%	386,011	7.1%
Grade 5	113	7.2%	387,945	7.2%	113	7.2%	389,971	7.2%
Grade 6	117	7.5%	398,640	7.4%	117	7.5%	400,447	7.4%
Grade 7	132	8.4%	418,486	7.7%	132	8.4%	418,788	7.7%
Grade 8	129	8.2%	424,287	7.9%	129	8.2%	424,544	7.8%
Grade 9	143	9.1%	475,437	8.8%	143	9.1%	475,746	8.8%
Grade 10	112	7.1%	408,393	7.6%	112	7.1%	408,700	7.5%
Grade 11	116	7.4%	389,034	7.2%	116	7.4%	389,454	7.2%
Grade 12	97	6.2%	360,056	6.7%	97	6.2%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	266	17.0%	690,999	12.8%	266	17.0%	694,302	12.8%
Hispanic	799	50.9%	2,850,147	52.8%	799	50.9%	2,860,754	52.7%
White	466	29.7%	1,420,166	26.3%	466	29.7%	1,427,241	26.3%
American Indian	0	0.0%	17,944	0.3%	0	0.0%	18,028	0.3%
Asian	4	0.3%	259,342	4.8%	4	0.3%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	34	2.2%	155,887	2.9%	34	2.2%	156,780	2.9%
<b>Sex:</b>								
Female	792	50.5%	2,640,313	48.9%	792	50.5%	2,650,563	48.8%
Male	777	49.5%	2,762,615	51.1%	777	49.5%	2,776,807	51.2%
Economically Disadvantaged	1,179	75.1%	3,278,452	60.7%	1,179	75.1%	3,289,420	60.6%
Non-Educationally Disadvantaged	390	24.9%	2,124,476	39.3%	390	24.9%	2,137,950	39.4%
Section 504 Students	187	11.9%	400,729	7.4%	187	11.9%	401,648	7.4%
EB Students/EL	201	12.8%	1,171,661	21.7%	201	12.8%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	26	1.5%	34,054	0.6%				

Texas Education Agency  
2021-22 Student Information (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	105	6.7%	270,260	5.0%	105	6.7%	270,966	5.0%
Foster Care	0	0.0%	15,338	0.3%	0	0.0%	15,409	0.3%
Homeless	16	1.0%	61,433	1.1%	16	1.0%	61,687	1.1%
Immigrant	3	0.2%	108,510	2.0%	3	0.2%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	1,569	100.0%	3,473,996	64.3%	1,569	100.0%	3,487,333	64.3%
Military Connected	31	2.0%	176,253	3.3%	31	2.0%	176,554	3.3%
At-Risk	850	54.2%	2,892,191	53.5%	850	54.2%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	200	12.7%	1,182,035	21.9%	200	12.7%	1,185,511	21.8%
Career and Technical Education	395	25.2%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	394	84.2%	1,159,913	71.0%				
Gifted and Talented Education	100	6.4%	434,269	8.0%	100	6.4%	435,356	8.0%
Special Education	147	9.4%	624,256	11.6%	147	9.4%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	147		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	60	40.8%	268,673	43.0%				
Students with Physical Disabilities	29	19.7%	129,679	20.8%				
Students with Autism	**	**	91,742	14.7%				
Students with Behavioral Disabilities	41	27.9%	125,096	20.0%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	199	13.3%	705,063	13.6%				
By Ethnicity:								
African American	38	2.5%	131,970	2.5%				
Hispanic	72	4.8%	342,504	6.6%				
White	78	5.2%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	1	0.1%	1,690	0.0%				
Two or More Races	10	0.7%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	24	16.1%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	17	10.5%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	151	14.2%	467,226	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	135	11.4%	772,746	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

	-Non-Special Education Rates-	-Special Education Rates-
Student Information	District	State

**Retention Rates by Grade:**

Kindergarten	15.1%	1.9%	20.0%	5.2%
Grade 1	7.8%	2.9%	0.0%	4.2%
Grade 2	1.2%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	7.7%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	1.7%	0.6%	0.0%	0.6%
Grade 7	0.9%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	3.8%	10.5%	50.0%	14.1%

	--- District ---	--- State ---
	Count	Percent
<b>Data Quality:</b>		
Underreported Students	0	0.0%
	8,781	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	15.2	18.7
Grade 1	17.8	18.7
Grade 2	17.0	18.6
Grade 3	18.9	18.7
Grade 4	19.6	18.8
Grade 5	19.4	20.2
Grade 6	18.6	19.2
<b>Secondary:</b>		
English/Language Arts	15.1	16.3
Foreign Languages	12.7	18.4
Mathematics	11.7	17.5
Science	14.1	18.5
Social Studies	13.8	19.1



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
 CAMERON ISD (166901) - MILAM COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent

Total Staff	239.7	100.0%	749,473.4	100.0%
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Professional Staff:	134.8	56.2%	480,632.3	64.1%
Teachers	111.5	46.5%	369,695.8	49.3%
Professional Support	13.9	5.8%	80,190.4	10.7%
Campus Administration (School Leadership)	5.9	2.5%	22,091.4	2.9%
Central Administration	3.5	1.5%	8,654.8	1.2%
Educational Aides:	35.7	14.9%	82,972.4	11.1%
Auxiliary Staff:	69.2	28.9%	185,868.6	24.8%

<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	5.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a

Total Minority Staff:	97.3	40.6%	390,611.0	52.1%
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<b>Teachers by Ethnicity:</b>				
African American	6.0	5.4%	41,286.1	11.2%
Hispanic	19.0	17.0%	106,866.5	28.9%
White	85.4	76.7%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	1.0	0.9%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%

<b>Teachers by Sex:</b>				
Males	27.4	24.6%	89,015.4	24.1%
Females	84.0	75.4%	280,680.4	75.9%

<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	0.9%	5,187.9	1.4%
Bachelors	83.9	75.3%	268,560.2	72.6%
Masters	25.6	22.9%	93,139.5	25.2%
Doctorate	1.0	0.9%	2,808.1	0.8%

<b>Teachers by Years of Experience:</b>				
Beginning Teachers	7.9	7.1%	29,215.8	7.9%
1-5 Years Experience	40.0	35.9%	98,764.8	26.7%
6-10 Years Experience	15.0	13.5%	76,197.2	20.6%
11-20 Years Experience	29.2	26.2%	105,811.4	28.6%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
CAMERON ISD (166901) - MILAM COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
21-30 Years Experience	11.4	10.3%	48,804.6	13.2%
Over 30 Years Experience	7.9	7.1%	10,902.0	2.9%

Number of Students per Teacher      14.1      n/a      14.6      n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.3	6.3
Average Years Experience of Principals with District	5.3	5.4
Average Years Experience of Assistant Principals	3.5	5.5
Average Years Experience of Assistant Principals with District	2.5	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	11.1	11.1
	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$45,935	\$51,054
1-5 Years Experience	\$46,107	\$54,577
6-10 Years Experience	\$50,057	\$57,746
11-20 Years Experience	\$56,285	\$61,377
21-30 Years Experience	\$65,735	\$65,949
Over 30 Years Experience	\$63,932	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$52,568	\$58,887
Professional Support	\$63,994	\$69,505
Campus Administration (School Leadership)	\$76,488	\$84,990
Central Administration	\$118,566	\$112,797
Instructional Staff Percent:		
	60.4%	64.9%
Turnover Rate for Teachers:		
	32.8%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:		
	0.0	2,113.6

Texas Education Agency  
2021-22 Staff Information (TAPR)  
CAMERON ISD (166901) - MILAM COUNTY

	District	State
Designation	Average Headcount Payout	Average Headcount Payout
Teacher Incentive Allotment:		
Recognized	-	3,305 \$6,188
Exemplary	-	1,564 \$12,202
Master	-	681 \$21,922

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	0.6%	22,926.8	6.2%
Career and Technical Education	9.2	8.3%	19,365.5	5.2%
Compensatory Education	1.4	1.2%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	90.3	81.0%	261,685.1	70.8%
Special Education	9.9	8.9%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

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



# Annual Report Section 2:

**2021-2022**

**PEIMS Financial Standard Report**

2021-2022 Campus Financial Actual Reports are available at:

[https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial\\_reports/2122\\_FinBudRep.html](https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_FinBudRep.html)



**2021 - 2022 Budgeted Financial Data  
Totals for CAMERON ISD (166901)  
Total Enrolled Membership: 1,569**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$4,348,400	28.04%	\$2,771	\$4,348,400	26.28%	\$2,771
State Operating Funds	\$10,571,635	68.16%	\$6,738	\$10,576,835	63.91%	\$6,741
Federal Funds	\$355,382	2.29%	\$227	\$1,326,945	8.02%	\$846
Other Local	\$235,000	1.52%	\$150	\$297,000	1.79%	\$189
<b>Total Operating Revenue</b>	<b>\$15,510,417</b>	<b>100.00%</b>	<b>\$9,886</b>	<b>\$16,549,180</b>	<b>100.00%</b>	<b>\$10,548</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$1,557,783	89.72%	\$993
State Assistance for Debt Service	\$0	0.00%	\$0	\$166,480	9.59%	\$106
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$12,000	0.69%	\$8
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Other Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$1,736,263</b>	<b>100.00%</b>	<b>\$1,107</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$15,510,417</b>	<b>100.00%</b>	<b>\$9,886</b>	<b>\$18,285,443</b>	<b>100.00%</b>	<b>\$11,654</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$15,510,417</b>	<b>100.00%</b>	<b>\$9,886</b>	<b>\$18,285,443</b>	<b>100.00%</b>	<b>\$11,654</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$1,188,586	100.00%	\$758	\$1,188,586	100.00%	\$758
<b>Total Debt Service Financing and TRS Estimate Revenue</b>	<b>\$1,188,586</b>	<b>100.00%</b>	<b>\$758</b>	<b>\$1,188,586</b>	<b>100.00%</b>	<b>\$758</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$16,699,003</b>	<b>100.00%</b>	<b>\$10,643</b>	<b>\$19,474,029</b>	<b>100.00%</b>	<b>\$12,412</b>
<b>Expenditures</b>						
<b>Operating Expenditures by Object (61xx-</b>						
Payroll Expenditures (Object 61xx)	\$12,692,987	77.99%	\$8,090	\$13,250,939	76.53%	\$8,445
Professional & Contracted Services (Object 62xx)	\$1,366,252	8.39%	\$871	\$1,390,552	8.03%	\$886

**2021 - 2022 Budgeted Financial Data**  
**Totals for CAMERON ISD (166901)**  
**Total Enrolled Membership: 1,569**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,308,953	8.04%	\$834	\$1,761,864	10.18%	\$1,123
Other Operating Expenditures (Object 64xx)	\$906,636	5.57%	\$578	\$910,236	5.26%	\$580
<b>Total Operating Expenditures by Object</b>	<b>\$16,274,828</b>	<b>100.00%</b>	<b>\$10,373</b>	<b>\$17,313,591</b>	<b>100.00%</b>	<b>\$11,035</b>
<b>Non-Operating Expenditures by Object</b>						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$80,000	30.46%	\$51	\$1,816,263	90.86%	\$1,158
Capital Outlay (Object 66xx)	\$182,600	69.54%	\$116	\$182,600	9.14%	\$116
<b>Total Non-Operating Expenditures by Object</b>	<b>\$262,600</b>	<b>100.00%</b>	<b>\$167</b>	<b>\$1,998,863</b>	<b>100.00%</b>	<b>\$1,274</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$16,537,428</b>	<b>100.00%</b>	<b>\$10,540</b>	<b>\$19,312,454</b>	<b>100.00%</b>	<b>\$12,309</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction (Function 11,95)	\$9,169,809	56.34%	\$5,844	\$9,169,809	52.96%	\$5,844
Instructional Resources & Media Services (Function 12)	\$144,592	0.89%	\$92	\$144,592	0.84%	\$92
Curriculum & Staff Development (Function 13)	\$222,845	1.37%	\$142	\$222,845	1.29%	\$142
Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (Function 23)	\$1,085,747	6.67%	\$692	\$1,085,747	6.27%	\$692
Guidance Counseling Services (Function 31)	\$424,101	2.61%	\$270	\$424,101	2.45%	\$270
Social Work Services (Function 32)	\$43,314	0.27%	\$28	\$43,314	0.25%	\$28
Health Services (Function 33)	\$160,316	0.99%	\$102	\$160,316	0.93%	\$102
Transportation (Function 34)	\$762,811	4.69%	\$486	\$762,811	4.41%	\$486
Food Services (Function 35)	\$45,000	0.28%	\$29	\$1,083,763	6.26%	\$691
Extracurricular (Function 36)	\$1,110,142	6.82%	\$708	\$1,110,142	6.41%	\$708
General Administration (Function 41,92)	\$810,244	4.98%	\$516	\$810,244	4.68%	\$516
Facilities Maintenance & Operations (Function 51)	\$1,699,728	10.44%	\$1,083	\$1,699,728	9.82%	\$1,083
Security & Monitoring Services (Function 52)	\$84,000	0.52%	\$54	\$84,000	0.49%	\$54
Data Processing Services (Function 53)	\$406,834	2.50%	\$259	\$406,834	2.35%	\$259
Community Services (Function 61)	\$105,345	0.65%	\$67	\$105,345	0.61%	\$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Operating Expenditures by Function</b>	<b>\$16,274,828</b>	<b>100.00%</b>	<b>\$10,373</b>	<b>\$17,313,591</b>	<b>100.00%</b>	<b>\$11,035</b>

**2021 - 2022 Budgeted Financial Data  
Totals for CAMERON ISD (166901)  
Total Enrolled Membership: 1,569**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$80,000	30.46%	\$51	\$1,816,263	90.86%	\$1,158
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$182,600	69.54%	\$116	\$182,600	9.14%	\$116
<b>Total Non-Operating Expenditures by Function</b>	<b>\$262,600</b>	<b>100.00%</b>	<b>\$167</b>	<b>\$1,998,863</b>	<b>100.00%</b>	<b>\$1,274</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	<b>\$16,537,428</b>	<b>100.00%</b>	<b>\$10,540</b>	<b>\$19,312,454</b>	<b>100.00%</b>	<b>\$12,309</b>
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$5,454,001	33.51%	\$3,476	\$5,454,001	31.50%	\$3,476
Gifted and Talented (PIC 21)	\$109,413	0.67%	\$70	\$109,413	0.63%	\$70
Career and Technical (PIC 22)	\$1,054,709	6.48%	\$672	\$1,054,709	6.09%	\$672
Students with Disabilities (PICs 23,33)	\$1,297,978	7.98%	\$827	\$1,297,978	7.50%	\$827
State Compensatory Education (PICs 24,26,28,29,30,34)	\$2,725,701	16.75%	\$1,737	\$2,725,701	15.74%	\$1,737
Bilingual (PICs 25,35)	\$178,696	1.10%	\$114	\$178,696	1.03%	\$114
High School Allotment (PIC 31)	\$36,855	0.23%	\$23	\$36,855	0.21%	\$23
PreKindergarten (PIC 32)	\$3,800	0.02%	\$2	\$3,800	0.02%	\$2
Early Education Allotment (PIC 36)	\$343,589	2.11%	\$219	\$343,589	1.98%	\$219
Dyslexia or Related Disorder Services (PIC 37)	\$178,045	1.09%	\$113	\$178,045	1.03%	\$113
College, Career, and Military Readiness (CCMR) (PIC 38)	\$74,879	0.46%	\$48	\$74,879	0.43%	\$48
Athletics/Related Activities (PIC 91)	\$861,793	5.30%	\$549	\$861,793	4.98%	\$549
Un-Allocated (PIC 99)	\$3,955,369	24.30%	\$2,521	\$4,994,132	28.85%	\$3,183
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$16,274,828</b>	<b>100.00%</b>	<b>\$10,373</b>	<b>\$17,313,591</b>	<b>100.00%</b>	<b>\$11,035</b>
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$80,000	30.46%	\$51	\$1,816,263	90.86%	\$1,158
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$182,600	69.54%	\$116	\$182,600	9.14%	\$116
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$262,600</b>	<b>100.00%</b>	<b>\$167</b>	<b>\$1,998,863</b>	<b>100.00%</b>	<b>\$1,274</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$16,537,428</b>	<b>100.00%</b>	<b>\$10,540</b>	<b>\$19,312,454</b>	<b>100.00%</b>	<b>\$12,309</b>



**2021 - 2022 Budgeted Financial Data**  
**Totals for CAMERON ISD (166901)**  
**Total Enrolled Membership: 1,569**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Disbursements</b>						
<b>Total Disbursements</b>						
Operating Expenditures	\$16,274,828	96.94%	\$10,373	\$17,313,591	88.50%	\$11,035
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$250,849	1.49%	\$160	\$250,849	1.28%	\$160
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$80,000	0.48%	\$51	\$1,816,263	9.28%	\$1,158
Capital Projects (Object 6600)	\$182,600	1.09%	\$116	\$182,600	0.93%	\$116
<b>Total Disbursements</b>	<b>\$16,788,277</b>	<b>100.00%</b>	<b>\$10,700</b>	<b>\$19,563,303</b>	<b>100.00%</b>	<b>\$12,469</b>



**2021-2022  
District Accreditation Status**

**Annual Report  
Section 3:**



# Accreditation Status

## 2021-22

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 2021-2022 school year.**

166901	CAMERON ISD	6	A - Superior	B	ACCREDITED
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# Accreditation Status

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

TFA does not have oversight of private schools or vocational schools in Texas. The [Texas Private School Accreditation Commission](#) (TPSAC) 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, TFA 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

Campus Improvement Plans are located on each campus website

## **Campus Performance Objectives 2021-2022**

### **Annual Report Section 4:**







## **Cameron Independent School District**

**Ben Milam Elementary**

**Campus Improvement Plan**

**2021-2022**

10/11/2021

Date of 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 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 2020-2021 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2021-2022 district and campus improvement plans include all identified priority needs.



## **CAMERON ISD NEEDS ASSESSMENT**

### **2021-2022**

- 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.
- District has a significant learning loss, due to COVID-19.
- High employee turnover and lack of qualified professional instructors, as a result of the pandemic.

**Ben Milam Elementary Campus Advisory Committee-** Principal, Christiana Graham; Assistant Principal, Robbie Newton; Counselor, Blanca Howells; Teacher Reps., Glenda Johnson, Ysenia Sanchez, Amy Tobias, Jada Parker, Pam Green; Parent Rep, Blanca Cazares; Community Rep., Jeannie Dohnalik; Business Rep. Courtney Renaud

## **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
<i>Title 1, Part A</i> \$682,216
<i>Title I, Part C (Migrant)</i> N/A
<i>Title II, Part A (TPTR)</i> \$78,307
<i>Title IV</i> \$50,912
<i>Carl Perkins</i> \$23,540
State Programs/Funding Source
<i>Career/Technology Education</i> \$1,464,439
<i>State Compensatory Education</i> \$1,960,947
<i>Special Education</i> \$966,353
<i>Bilingual/ESL Program</i> \$95,916

**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:** BME EOY Assessments will show that all students and each accountability group exceeded 80% passing rate for all Progress Monitoring tests.

Data	Kinder	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
% Reading approaches Level	52	63%	66%
% Math Approaches Level	NA	69%	74%

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
District/campus staff will disaggregate & analyze STAAR data, unit assessments & benchmark data for each testing area & focus on	Core subject teachers curriculum coordinators	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 BME EOY assessments.



objective weaknesses below 80% mastery for all students including, at-risk, EL, migrant, CTE, dyslexia, GT, & SPED.	principals Assistant Supt.					
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 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	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	By August 1 <sup>st</sup> 2022.	Federal, State and Local Funds. (Title II A- \$78,307)	Each principal will require appropriate individualized professional development plans for each instructor.	Teachers will improve their content knowledge and or instructional effectiveness.	

plan to the superintendent for budgetary considerations.						
Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades.	Principals Superintendent, Asst. Supt. 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 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.		
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. *Utilize campus Yoe Time for small group intervention.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt. 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. * 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. * At-Risk instructional aide for grades K-4. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-2. * YOE/Enrichment-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- \$682,216) (Title II Part A Funds- \$78,307)	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.
Utilize programs (such as Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Imagine Learning, iStation & IXL, 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 targeted area of need.	Increased performance on the STAAR test for all students.

and math for all students, African-American, Hispanic, and white.	Superintendent, Asst. Supt.			State and Local Funds		<p>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.</p> <p>Principals can verify the GT certifications of staff members.</p>	<p>GT students will excel in the GT pull out program.</p> <p>GT teachers can demonstrate that they have completed required training.</p> <p>GT students will meet or exceed proficient performance on the State assessment and local assessments.</p>
<p>Strategies to improve the GT program:</p> <ul style="list-style-type: none"> <li>* District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program.</li> <li>* Ensure all teachers with GT assignments have completed required GT training.</li> <li>* Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered.</li> <li>* Review and revise GT plan as needed.</li> <li>* Utilize Yoe Time for Enrichment opportunities.</li> </ul>	<p>Teachers</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Superintendent, Asst. Supt.</p> <p>Counselors</p> <p>GT Coordinators</p>	Every six weeks and at the end of each unit.  Annually				<p>After School Program is scheduled, staffed and students attending.</p>	Student performance on State and local assessments.
<p>After School Program- Recover learning loss due to the Covid-19 Pandemic and improve academic success of students with the most need.</p>	<p>Teachers</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Superintendent, Asst. Supt.</p> <p>Counselors</p>	Every Six Weeks		ESSER III Funding			



**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide early school transition and campus to campus transition: <ul style="list-style-type: none"> <li>• Pre-K &amp; Kindergarten Roundup.</li> <li>• Intercampus meetings for transitioning students</li> <li>• Open house for all incoming students.</li> <li>• Parent/Teacher conferences at least once per year</li> </ul>	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2021.	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.
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, 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.



will not impact the student teacher ratio in the classroom to ensure learning loss recovery by retaining district staff			ESSER II Funds		
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, 2022	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, 2022	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, 2022	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 5:** The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System/Results Driven Accountability (RDA).

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Strategies to improve ESL/Bilingual program: <ul style="list-style-type: none"> <li>Review and revise the district ESL/Bilingual plan as needed.</li> <li>Include parent representative in LPAC meetings.</li> <li>LPAC training for all committee members.</li> <li>Provide district correspondence in English &amp; Spanish as needed.</li> <li>Teacher training for TELPAS as necessary.</li> <li>Ensure properly endorsed ESL teachers on each campus.</li> </ul>	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 RDA performance.
Strategies to improve the CTE program: <ul style="list-style-type: none"> <li>Review/revise the “coherent sequence</li> </ul>	CTE Teachers Principals	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE



<p>of courses" as needed.</p> <ul style="list-style-type: none"> <li>• Conduct CTE surveys to plan for program improvements</li> <li>• Increase the number of certification opportunities</li> <li>• Increase the number of pathway offerings</li> <li>• Increase the number of core class/CTE courses offered</li> </ul>	<p>Superintendent, Asst. Supt.</p> <p>Counselors</p> <p>CTE Director</p>			<p>sequence of CTE courses.</p>	<p>program, resulting in better RDA performance.</p>
<p>Strategies to improve special education:</p> <ul style="list-style-type: none"> <li>• Inclusion model of instruction.</li> <li>• Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.</li> <li>• Assess RDA indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.</li> </ul>	<p>Special Education Teachers</p> <p>Principals</p> <p>Asst. Supt.</p> <p>Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Principals can produce schedules which reflect the inclusion model of special education instruction.</p>	<p>Improved special education performance on the State assessment, resulting in better performance on the RDA.</p>

**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 BME student attendance rate will improve from 96.2% in 2021 to 97.0% in 2022

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.
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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Utilize Counseling services	Principals Counselors Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins - \$23,540)	Counselor logs and event schedule.	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.

**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:** BME Discipline referrals (as determined by major incidents resulting in suspension) will decrease from 11 to 0.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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. Principal	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals
Employ a Behavior Specialist at Ben Milam Elementary to assist with behavior intervention.	Principal	Daily	State and Local Funds	Behavior Specialist is on staff and working with students.	Reduction in discipline referrals and time out of classroom setting.



Employ an LSSP and an LPC to assist with meeting social and emotional needs of students	Principals Asst. Supt.	Daily	State and Local Funds ESSER III Funding	LSSP and LPC are on staff and working with students.	Reduction in discipline referrals and documentation of scheduled counseling sessions with students.
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**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 9 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: <ul style="list-style-type: none"> <li>Tobacco/Vaping awareness information in Health/PE classes.</li> <li>Red Ribbon Week</li> <li>Outside speakers</li> <li>School Health Advisory Committee (SHAC)</li> </ul>	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: <ul style="list-style-type: none"> <li>Student Code of Conduct</li> <li>Extracurricular Code of Conduct</li> <li>Drug dog services</li> </ul>	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 4 to 0.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Implement the district crisis management plan including: <ul style="list-style-type: none"> <li>• Suicide prevention</li> <li>• Violence prevention (including Teen Dating Violence Policy)</li> </ul>	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 Counselors Superintendent, Asst. Supt.	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.
Continue to support keyless entry with badge access cards for all campuses.	Superintendent, Asst. Supt. Director of Operations	Annually	State and Local Funds	Operations Director reports.	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:** Develop an Emergency Operations Plan, Ensure proper 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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, 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.
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-\$50,912)	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.



# Cameron Elementary School Campus Improvement Plan 2021-2022

10/12/2021

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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.

#### **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 2019-2020**

- 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.
- Encourage and connect parents with access to resources on Google Classroom.
- 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.
- District has a significant learning loss, due to COVID-19
- High employee turnover and lack of qualified professional instructors, as a result of the pandemic.

### **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;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A \$682,216</i>
<i>Title I, Part C (Migrant) N/A</i>
<i>Title II, Part A (TPTR) \$78,307</i>
<i>Title IV \$50,912</i>
<i>Carl Perkins \$23,540</i>
<b>State Programs/Funding Source</b>
<i>Career/Technology Education \$1,464,439</i>
<i>State Compensatory Education \$1,960,947</i>
<i>Special Education \$966,353</i>
<i>Bilingual/ESL Program \$95,916</i>

**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	Core subject teachers	Every six weeks and at the end of	State and Local Funds	Record of PLC meetings and data from discussions and	Improved six weeks' grades Reduced failure rate

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.	curriculum coordinators principals Assistant Supt.	each unit.		data analysis.	Improved performance on State assessments.
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"	Teachers Principals Curriculum Coordinators Superintendents	By August 1 <sup>st</sup> 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.



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.	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 provide valuable feedback to instructors regarding 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: <ul style="list-style-type: none"> <li>* Review / revise district 504 plan as needed.</li> <li>* Provide 504 professional development opportunities for each campus coordinator.</li> <li>* Conduct a folder review for each 504 student to ensure accommodation compliance.</li> <li>* Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.</li> </ul>	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.
Strategies to improve the State Comp Ed – "At-Risk" program: (TIA 13.9, 13.10) <ul style="list-style-type: none"> <li>* Offer tutorial including extended day.</li> <li>* Summer school for credit for grades 6-12.</li> <li>* Edgenuity lab for high school students needing credit recovery.</li> <li>* Establish PAE program for at-risk high school students.</li> <li>* Content mastery for grades 6-12.</li> <li>* At-Risk instructional aide for grades K-4.</li> <li>* Extended Reading for grade 6 and 7.</li> <li>* Counseling services for grades PreK-12.</li> <li>* Disciplinary Alternative Education Program.</li> <li>* Pregnancy-related services.</li> <li>* Use SCE funds for class</li> </ul>	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 out rate at Cameron ISD will be reduced.



	Asst. Supt. Counselors					
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**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: <ul style="list-style-type: none"> <li>• Pre-K &amp; Kindergarten Roundup.</li> <li>• 6th grade orientation.</li> <li>• 9th grade orientation.</li> <li>• Intercampus meetings for transitioning students</li> <li>• Open house for all incoming students.</li> <li>• Parent/Teacher conferences at least once per year</li> </ul>	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 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, 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: <ul style="list-style-type: none"> <li>Continue student to teacher ratios below the state average.</li> <li>Staff appreciation dinner &amp; awards</li> <li>Include staff in the development of campus professional development plans</li> <li>Conduct annual certification audit.</li> <li>Assess and revise teacher salary schedule as appropriate</li> <li>Free breakfast for</li> </ul>	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.



<ul style="list-style-type: none"> <li>all staff</li> <li>Provide retention stipends to all district staff.</li> <li>Ensure funding loss caused by loss of enrollment due to COVID-19 will not impact the student teacher ratio in the classroom to ensure learning loss recovery by retaining district staff</li> <li>Pursue adding free lunch for staff</li> </ul>			<p>ESSER III Funds</p> <p>ESSER II Funds</p> <p>ESSER III Funds</p> <p>ESSER II Funds</p>			<p>District paraprofessionals will have evidence of their training.</p> <p>All district paraprofessionals will be appropriately and effectively trained.</p>
Ensure paraprofessionals are appropriately trained.	Principals Curriculum Coordinators	Annually before hired	Local and State Funds			
Board review of federal programs annually.	Superintendents School Board	Annually before May 30, 2020	Local Funds			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			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			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 Honors/ AP opportunities for students.	Principals Counselors Superintendents	Annually	Local and State Funds	Honors/AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Encourage 8 <sup>th</sup> 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Strategies to improve ESL/Bilingual program: <ul style="list-style-type: none"> <li>Review and revise the district ESL/Bilingual plan as needed.</li> <li>Encourage parents to participate in LPAC meetings.</li> <li>LPAC training for all committee members.</li> <li>Provide district correspondence in English &amp; Spanish as needed.</li> <li>Teacher training for TEPAS as necessary.</li> <li>Ensure properly endorsed ESL teachers on each campus.</li> </ul>	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 RDA performance.
Strategies to improve the CTE program: <ul style="list-style-type: none"> <li>Review / revise the “coherent sequence of courses” as</li> </ul>	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 CUSD CTE program, resulting in better RDA performance.

<p>needed.</p> <ul style="list-style-type: none"> <li>Conduct CTE surveys to plan for program improvements</li> <li>Increase the number of certification opportunities</li> <li>Increase the number of pathway offerings</li> <li>Increase the number of core class/CTE courses offered</li> </ul>	Counselors CTE Director				
<p>Strategies to improve special education:</p> <ul style="list-style-type: none"> <li>Inclusion model of instruction.</li> <li>Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.</li> <li>Assess RDA indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.</li> </ul>	<p>Special Education Teachers</p> <p>Principals</p> <p>Assistant Supt.</p> <p>Counselors</p>	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 RDA.

**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.
Utilize PACE 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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
Employ an LSSP and an LPC to assist with meeting social and emotional needs of students.	Principals Asst. Supt.	Daily	State and Local Funds ESSER III Funding	LSSP and LPC are on staff and working with students.	Reduction in discipline referrals and documentation of scheduled counseling sessions with students.

**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide character education through the following: <ul style="list-style-type: none"> <li>• Tobacco/Vaping awareness information in Health/PE classes.</li> <li>• Red Ribbon Week</li> <li>• Outside speakers</li> <li>• School Health Advisory Committee (SHAC)</li> </ul>	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: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Extracurricular Code of Conduct</li> <li>• Drug dog services</li> </ul>	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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Implement the district crisis management plan including: <ul style="list-style-type: none"> <li>• Suicide prevention</li> <li>• Violence prevention (including Teen Dating Violence Policy)</li> </ul>	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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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, 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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

### 2021-2022

10/12/2021

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 PBMAAS 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 2019-2020**

- 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.
- Encourage and connect parents with access to resources on Google Classroom.
- 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.
- District has a significant learning loss, due to COVID-19
- High employee turnover and lack of qualified professional instructors, as a result of the pandemic.

## **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
<b>Federal Programs</b>
<i>Title I, Part A</i> \$682,216
<i>Title I, Part C (Migrant)</i> N/A
<i>Title II, Part A (TPTR)</i> \$78,307
<i>Title IV</i> \$50,912
<i>Carl Perkins</i> \$23,540
<b>State Programs/Funding Source</b>
<i>Career/Technology Education</i> \$1,464,439
<i>State Compensatory Education</i> \$1,960,947
<i>Special Education</i> \$966,353
<i>Bilingual/ESL Program</i> \$95,916

**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%

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.	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.
Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan	Teachers Principals Curriculum Coordinators	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	Teachers Principals Curriculum Coordinators	By August 1 <sup>st</sup> 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.

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.	Superintendents			The calendar will be developed to include the two "Comp Days."	
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	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 students' performance on relevant assessments will improve.

Instructional Reading and Reading Comprehension. * Use Dyslexia Pull out program.					
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  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.
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. * Establish PAE program for at-risk high school students. * 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.	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 out rate at Cameron ISD will be reduced.

<ul style="list-style-type: none"> <li>* Disciplinary Alternative Education Program.</li> <li>* Pregnancy-related services.</li> <li>* Use SCE funds for class size reduction.</li> <li>* Accelerated Reader for grades K-2.</li> <li>* STAR/EOC Prep program for grades 9-12.</li> <li>* YOE-Time for struggling learners grades K-5.</li> </ul>					
Utilize programs (such as Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Ren. STAR, to increase passing percentages for reading and math for all students, African-American, Hispanic, and white.	Teachers  Principals  Curriculum Coordinators  Superintendents	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  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.



After School Program-Recover learning loss due to the COVID-19 Pandemic and improve academic success of students with the most need.	Teachers Principals Curriculum Coordinators Superintendent Asst. Supt. Counselors	Every Six Weeks	ESSER III Funding	After School Program is scheduled, staffed and students attending.	Student performance on State and local assessments.
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**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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide early school transition and campus to campus transition: <ul style="list-style-type: none"> <li>• Pre-K &amp; Kindergarten Roundup.</li> <li>• 6th grade orientation.</li> <li>• 9th grade orientation.</li> <li>• Intercampus meetings for transitioning students</li> <li>• Open house for all incoming students.</li> <li>• Parent/Teacher conferences at least once per year</li> </ul>	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 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, 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.
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**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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Develop a district Equity Plan	Teachers Principals Curriculum Coordinators Superintendents	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: <ul style="list-style-type: none"> <li>Continue student to teacher ratios below the state average.</li> <li>Staff appreciation dinner &amp; awards</li> <li>Include staff in the development of campus</li> </ul>	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.

<ul style="list-style-type: none"> <li>professional development plans</li> <li>Conduct annual certification audit.</li> <li>Assess and revise teacher salary schedule as appropriate</li> <li>Free breakfast for all staff</li> <li>Provide retention stipends to all district staff.</li> <li>Ensure funding loss caused by loss of enrollment due to COVID-19 will not impact the student teacher ratio in the classroom to ensure learning loss recovery by retaining district staff</li> <li>Pursue adding free lunch for staff</li> </ul>			ESSER III Funds ESSER II Funds ESSER III Funds ESSER II Funds		
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.
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**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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide Honors/ AP opportunities for students.	Principals Counselors Superintendents	Annually	Local and State Funds	Honors/AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Encourage 8 <sup>th</sup> 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 PBMAAS document to determine if the State standards are met or exceeded.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Strategies to improve ESL/Bilingual program: <ul style="list-style-type: none"> <li>Review and revise the district ESL/Bilingual plan as needed.</li> <li>Encourage parents to participate in LPAC meetings.</li> <li>LPAC training for all committee members.</li> <li>Provide district correspondence in English &amp; Spanish as</li> </ul>	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 RDA performance.

<ul style="list-style-type: none"> <li>• needed.</li> <li>• Teacher training for TELPAS as necessary.</li> <li>• Ensure properly endorsed ESL teachers on each campus.</li> </ul>					
<p>Strategies to improve the CTE program:</p> <ul style="list-style-type: none"> <li>• Review / revise the “coherent sequence of courses” as needed.</li> <li>• Conduct CTE surveys to plan for program improvements</li> <li>• Increase the number of certification opportunities</li> <li>• Increase the number of pathway offerings</li> <li>• Increase the number of core class/CTE courses offered</li> </ul>	<p>CTE Teachers</p> <p>Principals</p> <p>Superintendents</p> <p>Counselors</p> <p>CTE Director</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.</p>	<p>Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better RDA performance.</p>
<p>Strategies to improve special education:</p> <ul style="list-style-type: none"> <li>• Inclusion model of instruction.</li> <li>• Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.</li> <li>• Assess RDA indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.</li> </ul>	<p>Special Education Teachers</p> <p>Principals</p> <p>Assistant Supt.</p> <p>Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Principals can produce schedules which reflect the inclusion model of special education instruction.</p>	<p>Improved special education performance on the State assessment, resulting in better performance on the RDA.</p>

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**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
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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.
Utilize PACE 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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
Employ an LSSP and an LPC to assist with meeting social and emotional needs of students.	Principals Asst. Supt.	Daily	State and Local Funds ESSER III Funding	LSSP and LPC are on staff and working with students.	Reduction in discipline referrals and documentation of scheduled

							counseling sessions with students.
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**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide character education through the following: <ul style="list-style-type: none"> <li>• Tobacco/Vaping awareness information in Health/PE classes.</li> <li>• Red Ribbon Week</li> <li>• Outside speakers</li> <li>• School Health Advisory Committee (SHAC)</li> </ul>	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: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Extracurricular Code of Conduct</li> <li>• Drug dog services</li> </ul>	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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Implement the district crisis management plan including: <ul style="list-style-type: none"> <li>• Suicide prevention</li> <li>• Violence prevention (including Teen Dating Violence Policy)</li> </ul>	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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources (Local Funds, State, SCE, Title, etc.)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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, 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: CUSD will utilize appropriate technology at all campuses.**

**Objective 1: CUSD 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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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 2021-2022

10/11/2021

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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**  
**2021-2022**  
Principal, Brian Stork

<u>Staff Members</u>	<u>Parents</u>	<u>Community Members</u>	<u>Business</u>
Lance Hause	Kenneth Driska	Tia Garrett	Scott Elliott
Suellen Reyes	Shanekia Morrison	Steven Marquez	John Anderle
Nick Burns	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 PBMAAS analysis were also considered.

District and campus improvement plans from the 2020-2021 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2021-2022 district and campus improvement plans include all identified priority needs.



## **CAMERON ISD NEEDS ASSESSMENT 2021-2022**

- 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.
- District has a significant learning loss, due to COVID-19.
- High employee turnover and lack of qualified professional instructors, as a result of the pandemic.

## **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
<b>Federal Programs</b>
<i>Title I, Part A \$682,216</i>
<i>Title I, Part C (Migrant) N/A</i>
<i>Title II, Part A (TPTR) \$78,307</i>
<i>Title IV \$50,912</i>

<i>Carl Perkins</i>	<i>\$23,540</i>
State Programs/Funding Source	
<i>Career/Technology Education</i>	<i>\$1,464,439</i>
<i>State Compensatory Education</i>	<i>\$1,960,947</i>
<i>Special Education</i>	<i>\$966,353</i>
<i>Bilingual/ESL Program</i>	<i>\$95,916</i>

**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.

YHS Data 2021	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above ELA II	71%	63%	89%	57%	-	100%	67%	62%	40%	0%
Meets Standard or Above ELA II	53%	46%	73%	30%	-	100%	67%	43%	20%	0%

<b>Masters Standard ELA II</b>	<b>8%</b>	<b>7%</b>	<b>9%</b>	<b>9%</b>	-	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>
% Approaches Standards and Above ELA I	<b>63%</b>	<b>54%</b>	<b>85%</b>	<b>41%</b>	-	-	<b>100%</b>	<b>57%</b>	<b>33%</b>	<b>40%</b>
Meets Standard or Above ELA I	<b>47%</b>	<b>39%</b>	<b>74%</b>	<b>9%</b>	-	-	<b>100%</b>	<b>37%</b>	<b>25%</b>	<b>0%</b>
Masters Standard ELA I	<b>11%</b>	<b>10%</b>	<b>15%</b>	<b>0%</b>	-	-	<b>100%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>
% Approaches Standards and Above Algebra I	<b>72%</b>	<b>76%</b>	<b>73%</b>	<b>60%</b>	-	-	-	<b>70%</b>	<b>45%</b>	<b>0%</b>
Meets Standard or Above	<b>31%</b>	<b>41%</b>	<b>27%</b>	<b>15%</b>	-	-	-	<b>30%</b>	<b>27%</b>	<b>0%</b>
Masters Standard	<b>9%</b>	<b>13%</b>	<b>3%</b>	<b>10%</b>	-	-	-	<b>9%</b>	<b>9%</b>	<b>0%</b>
% Approaches Standards and Above Biology	<b>76%</b>	<b>77%</b>	<b>88%</b>	<b>55%</b>	-	-	<b>50%</b>	<b>72%</b>	<b>58%</b>	<b>0%</b>
Meets Standard or Above	<b>42%</b>	<b>36%</b>	<b>69%</b>	<b>10%</b>	-	-	<b>50%</b>	<b>34%</b>	<b>25%</b>	<b>0%</b>
Masters Standard	<b>11%</b>	<b>9%</b>	<b>22%</b>	<b>0%</b>	-	-	<b>0%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>
% Approaches Standards and Above U.S. History	<b>88%</b>	<b>92%</b>	<b>97%</b>	<b>59%</b>	-	-	<b>100%</b>	<b>87%</b>	-	<b>50%</b>

<b>Meets Standard or Above</b>	<b>62%</b>	<b>58%</b>	<b>73%</b>	<b>47%</b>	-	-	<b>75%</b>	<b>49%</b>	-	<b>21%</b>
<b>Masters Standard</b>	<b>26%</b>	<b>19%</b>	<b>33%</b>	<b>29%</b>	-	-	<b>50%</b>	<b>22%</b>	-	<b>7%</b>

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.	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.
Utilize PLC to analyze and discuss data	Teachers	Weekly		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  Train teachers and utilize SLO process	Teachers  Principals	Weekly		SLO training added to staff development calendar  SLO Forms and Student trackers completed	Improved six weeks' grades  Reduced failure rate  Improved performance on State assessments.

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 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 Superintendent, Asst. Supt.	By August 1 <sup>st</sup> 2022.	Federal, State and Local Funds. (Title II A- \$78,307)	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 Superintendent, Asst. Supt.  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 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.
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 Superintendent, Asst. Supt.  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	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 and other State assessment and other district metrics will improve.

ensure accommodation compliance. * 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: (T1A 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. * Establish PACE program for at-risk high school students. * At-Risk instructional aide for grades K-4. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * STAAR/EOC Prep program for grades 9-12.	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- \$682,216) (Title II Part A Funds- \$78,307)	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.
Utilize programs (such as Teach Big Writing, Imagine Learning, & 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.
After School Program- Recover learning loss due to the Covid-19 Pandemic and improve academic success of students with the most need.	Teachers  Principals  Curriculum Coordinators  Superintendent, Asst. Supt.  Counselors	Every Six Weeks	ESSER III Funding	After School Program is scheduled, staffed and students attending.	Student performance on State 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.**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide early school transition and campus to campus transition: <ul style="list-style-type: none"> <li>9th grade orientation.</li> <li>Intercampus meetings for transitioning students</li> <li>Open house for all incoming students.</li> <li>Parent/Teacher conferences at least once per year</li> </ul>	Teachers  Principals  Curriculum Coordinators  Counselors	Annually, before Nov. 1, 2021.	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. <ul style="list-style-type: none"> <li>Utilize enrichment period for STAAR/EOC Prep.</li> <li>Identify and purchase STAAR prep materials for targeted interventions</li> </ul>	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.	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
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**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<p>Strategies to recruit and retain highly qualified staff:</p> <ul style="list-style-type: none"> <li>Continue student to teacher ratios below the state average.</li> <li>Staff appreciation dinner &amp; awards</li> <li>Include staff in the development of campus professional development plans</li> <li>Conduct annual certification audit.</li> <li>Assess and revise teacher salary schedule as appropriate</li> <li>Free breakfast for all staff</li> <li>Provide retention stipends to all district staff</li> <li>Ensure funding loss caused by</li> </ul>	<p>Superintendent Assistant Supt. School Board</p>	<p>Annually by August 1, 2022</p>	<p>Local and State Funds</p> <p>ESSER III Funds ESSER II Funds</p>	<p>All strategies are budgeted and listed on district’s board agenda calendar.</p>	<p>District will see an increase in the retention of high quality staff members.</p>

loss of enrollment due to Covid-19 will not impact the student teacher ratio in the classroom to ensure learning loss recovery by retaining district staff			ESSER III Funds ESSER II Funds		
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, 2022	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, 2022	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, 2022	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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Offer dual credit opportunities to grades 9-12.	Principals  Counselors	Annually	Local Funds	Interlocal agreement with Temple College.	Students will receive college credit through dual credit courses.
Utilize staff that are qualified for dual credit to offer courses in person on campus (College Algebra and Accounting are currently offered)	Superintendent, Asst. Supt.  CTE Director				
Provide honors/AP opportunities for students.	Principals  Counselors	Annually	Local and State Funds	Honors/AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Utilize all available resources to ensure success. (Online college board assessments, purchasing additional resources, and training for teachers)	Superintendent, Asst. Supt.				
Encourage 9-11 grade students to take PSAT, ACT, SAT, and TSI	Principals  Counselors	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities
Use school time to offer PSAT, ACT, SAT to all students.	Teachers				

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/Results Driven Accountability (RDA).

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Strategies to improve ESL/Bilingual program: <ul style="list-style-type: none"> <li>Review and revise the district ESL/Bilingual plan as needed.</li> <li>Include parent representative in LPAC meetings.</li> <li>LPAC training for all committee members.</li> <li>Provide district correspondence in English &amp; Spanish as needed.</li> <li>Teacher training for TELPAS as necessary.</li> <li>Ensure properly endorsed ESL teachers on each campus.</li> </ul>	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 RDA performance.



<p>Strategies to improve the CTE program:</p> <ul style="list-style-type: none"> <li>Review/revise the "coherent sequence of courses" as needed.</li> <li>Conduct CTE surveys to plan for program improvements</li> <li>Increase the number of certification opportunities</li> <li>Increase the number of pathway offerings</li> <li>Increase the number of core class/CTE courses offered</li> </ul>	<p>CTE Teachers</p> <p>Principals</p> <p>Superintendent, Asst. Supt.</p> <p>Counselors</p> <p>CTE Director</p>	Throughout school year	State and Local Funds	<p>Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.</p>	<p>Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better RDA performance.</p>
<p>Strategies to improve special education:</p> <ul style="list-style-type: none"> <li>Inclusion model of instruction.</li> <li>Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.</li> <li>Assess RDA indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.</li> </ul>	<p>Special Education Teachers</p> <p>Principals</p> <p>Asst. Supt.</p> <p>Counselors</p>	Throughout school year	State and Local Funds	<p>Principals can produce schedules which reflect the inclusion model of special education instruction.</p>	<p>Improved special education performance on the State assessment, resulting in better performance on the RDA.</p>

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**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 94.1% in 2021 to 97.0% in 2022

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Utilize Counseling services	Principals Counselors	Throughout school year	Federal, State and Local Funds (Carl Perkins - \$23,540)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Teachers Principals Counselors	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 Teachers	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.
Utilize an PACE 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 182 to 150.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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. Real Time.	Reduction in discipline referrals
Employ a Behavior Specialist at Ben Mliam Elementary to assist with behavior intervention.	Principal	Daily	State and Local Funds	Behavior Specialist is on staff and working with students.	Reduction in discipline referrals and time out of classroom setting.
Employ an LSSP and an LPC to assist with meeting social and emotional needs of students	Principals Asst. Supt.	Daily	State and Local Funds ESSER III Funding	LSSP and LPC are on staff and working with students.	Reduction in discipline referrals and documentation of scheduled counseling sessions with students.
Development of classroom behavior contracts	Teachers Students Principals	Daily		Teachers referring to violation of incidents and documenting actions in the referrals	Decrease in classroom discipline

**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 9 to 0.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide character education through the following: <ul style="list-style-type: none"> <li>• Tobacco/Vaping awareness information in Health/PE classes.</li> <li>• Red Ribbon Week</li> <li>• Outside speakers</li> <li>• School Health Advisory Committee (SHAC)</li> </ul>	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: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Extracurricular Code of Conduct</li> <li>• Drug dog services</li> </ul>	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.
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**Goal 3:** The district will provide a safe and orderly school climate, conducive to learning.

**Objective 3:** Incidents of violence will decrease from 4 to 0.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> (Local Funds, State, SCE, Title, etc.)	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Implement the district crisis management plan including: <ul style="list-style-type: none"> <li>• Suicide prevention</li> <li>• Violence prevention (including Teen Dating Violence Policy)</li> </ul>	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 Counselors Superintendent, Asst. Supt.	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.
Continue to support keyless entry with badge access cards for all campuses.	Superintendent, Asst. Supt. Director of Operations	Annually	State and Local Funds	Operations Director reports.	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:** Develop an Emergency Operations Plan, Ensure proper 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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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
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**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.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b> ( <i>Local Funds, State, SCE, Title, etc.</i> )	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
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Campuses will use social media, blackboard, school website, 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, 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	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.

* Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish					
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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
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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 district will continue with its 1:1 initiative (Chromebooks/iPad).	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.
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:**

**2021-2022  
Report on Violent or Criminal Incidents**

Report on Violent or Criminal Incidents						
Student Disciplinary Action Incident Counts by Reason Code						
2021-2022 School Year						
Reason Code	Description	412	311	378	468	
		Ben Milam Elementary	Cameron Elementary	Cameron Junior High	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 against 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	1	
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	1	
Student Enrollment (2021-2022 TAPR)		412	311	378	468	
Incident Rate		0%	0%	0%	<1%	

Disciplinary Action 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 violence 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:**

**2021-2022**

**Student Performance in  
Postsecondary Institutions**

**Texas High School Graduates from FY2020**  
**Enrolled in Texas Public or Independent Higher Education in FY 2021**

		GPA for 1st Year in Public Higher Education in Texas							
County	District	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
MILAM	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	11	5	1	0	2	3	0
		Two-Year Public Colleges	26	9	2	3	6	4	2
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	62						
		Total High School Graduates	104						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	5	1	1	1	1	1	0
		Two-Year Public Colleges	11	4	1	4	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
	Total High School Graduates	43							
ROCKDALE ISD									
166904001	ROCKDALE H S								
	Four-Year Public University	14	2	1	2	2	7	0	
	Two-Year Public Colleges	22	11	2	1	4	3	1	
	Independent Colleges & Universities	3							
	Not Trackable	4							
	Not Found	54							
	Total High School Graduates	97							

Source: Texas Higher Education Coordinating Board and Texas Education Agency  
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.  
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.  
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

***Texas High School Graduates From FY 2021  
Enrolled in Texas Public Higher Education Fall 2021***

448

**County=MILAM COUNTY**

<b>District</b>	<b>High School</b>	<b>HS Code</b>	<b>Institution</b>	<b>Students</b>
CAMERON ISD	CAMERON YOE H S	166901002	TEMPLE COLLEGE (003627)	11
			TEXAS STATE T. C. in WACO (003634)	6
			SAM HOUSTON STATE UNIVERSITY (003606)	5
			Other Public 4-yr Institution (11)	19
			Other Public 2-yr Institution (5)	5
			Not trackable	4
			Not found	67
			<i>Total high school graduates</i>	<i>117</i>
MILANO ISD	MILANO H S	166903001	BLINN COLLEGE DISTRICT (003549)	6
			Other Public 4-yr Institution (4)	4
			Other Public 2-yr Institution (3)	3
			Not trackable	1
			Not found	17
			<i>Total high school graduates</i>	<i>31</i>
ROCKDALE ISD	ROCKDALE H S	166904001	SAM HOUSTON STATE UNIVERSITY (003606)	5
			Other Public 4-yr Institution (9)	16
			Other Public 2-yr Institution (5)	11
			Not trackable	3
			Not found	81
			<i>Total high school graduates</i>	<i>116</i>
THORNDALE ISD	THORNDALE H S	166905001	TARLETON STATE UNIVERSITY (003631)	6
			Other Public 4-yr Institution (8)	11
			Other Public 2-yr Institution (4)	8
			Not trackable	2
			Not found	24
			<i>Total high school graduates</i>	<i>51</i>

*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.*



# **Annual Report Section 7:**

**2021-2022  
TAPR Glossary**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2022 Accountability Rating:** The overall rating earned by the district or campus for 2022.

**2022 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:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 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>

**2022 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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## 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/2022/masking.html>.

## STAAR Performance (2021–22)

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 and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

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## *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.

***STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.*** The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

***STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.*** The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

***STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.*** The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

***STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.*** The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

## Progress (Academic Growth and STAAR Progress Measure)

***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.

***STAAR Progress Measure Percent at Expected or Accelerated Growth.*** The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

***STAAR Progress Measure Percent at Accelerated Growth.*** The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.



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*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

### Bilingual Education/ESL

**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.
- *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 in order 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 in order 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 emergent bilingual (EB) students/English learners (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),



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## (TAPR) Glossary

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 emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (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 Learner (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), 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 emergent bilingual (EB) students/English learners (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/non-EL students).
- *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 (2021–22)

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 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.

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- *Included in Accountability:* scored answer documents
  - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *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 an Emergent Bilingual/English learner (EB/EL) who has 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

- *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)

## Attendance, Graduation, and Dropout Rates (2021–22)

**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2020–21 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)
- 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:

**number of dropouts in grades 7 and 8 during the 2020–21 school year**

---

**number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year**

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

**number of dropouts in grades 9–12 during the 2020–21 school year**

---

**number of students in grades 9–12 in attendance at any time during the 2020–21 school year**

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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, 2020–21](http://tea.texas.gov/acctres/dropcomp_index.html) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2022 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 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

### *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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

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## **4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2021**

---

**number of students in the 2021 cohort\***

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2021 cohort\***

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2021 cohort\***

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school  
year**

---

**number of students in the 2021 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

**number of students from the 2021 cohort who received a high school diploma by August 31,  
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

**number of students in the 2021 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

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**number of students from the cohort who received a high school diploma by August 31, 2021  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2021  
plus  
number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

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**number of students in the 2021 cohort\***

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2020 cohort\***

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2020 cohort\***

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school year**

---

**number of students in the 2020 cohort\***

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## (TAPR) Glossary

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

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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:

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2020 cohort\***

### ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***



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- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

- \* 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:



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## (TAPR) Glossary

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2021 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after 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, 2021**

---

**number of students in the 2020 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP**

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**number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2021 with reported graduation plans**

**RHSP/DAP Graduates (Annual Rate) (2020-21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**FHSP-E Graduates (Annual Rate) (2020–21)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in SY 2020–21 who earn an FHSP-E**

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**number of graduates in SY 2020–21 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Annual Rate) (2020–21)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in SY 2020–21 who earn an FHSP-DLA**

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**number of graduates in SY 2020–21 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21)** 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.

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**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2020–21 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 2021. 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](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

## Graduation Profile (2021–22)

**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 2020–21 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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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)*

**number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual”, “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(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 2020–21 school year considered as at risk**

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**total number of students**

## College, Career, or Military\* Readiness (CCMR) (2021–22)

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 TSIA1 and/or TSIA2 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. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(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 by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- 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)*
- 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 Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree 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. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

### 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*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 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)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), 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						
<u>TSIA1 and/or TSIA2</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

## 2021–22 Texas Academic Performance Report (TAPR) Glossary

Subject	Assessment Version	Score Requirements for CCMR					
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading					
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay		
		OR					
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay	
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay		
		OR					
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay	
	Mathematics	TSIA1	Score ≥ 350 on Mathematics				
TSIA2		Score ≥ 950 on the Mathematics CRC					
		OR					
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic			

The percentages are calculated as follows:

### *English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2020-21 annual graduates

### *Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2020-21 annual graduates

### *Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2020-21 annual graduates



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Any Subject.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2020-21 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*)

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2020-21 annual graduates

**Associate Degree:** The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. (*Data source: PEIMS 40100*)

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2020-21 annual graduates

**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*)

number of 2020-21 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

---

number of 2020-21 annual graduates

**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*)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

number of 2020-21 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*)

number of 2020-21 annual graduates who earned a level I or level II certificate

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2020-21 annual graduates

## CCMR-related Indicators (2021–22)

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

*English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report

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**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.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2020-21 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*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

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number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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total students enrolled in grades 11 & 12

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

**AP/IB Results (Examinees  $\geq$  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*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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number of 11th and 12th graders with at least one AP or IB examination

## *English Language Arts*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
ELA

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number of 11th and 12th graders with at least one AP or IB examination in ELA

## *Mathematics*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
mathematics

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number of 11th and 12th graders with at least one AP or IB examination in mathematics

## *Science*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
science

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number of 11th and 12th graders with at least one AP or IB examination in science

## *Social Studies*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
social studies

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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)

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. 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)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## *All Subjects*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

**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:

number of 2020-21 graduates who took either the SAT or the ACT

---

number of 2020-21 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates 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:

number of 2020-21 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

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number of 2020-21 graduates reported

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT

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number of 2020-21 graduates who took the SAT

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

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

**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*

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

*English Language Arts*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 who received credit for at least  
one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

## Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least  
one mathematics advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

## Science

number of students in grades 9–12 in 2020-21 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 2020-21

## Social Studies

number of students in grades 9–12 in 2020-21 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 2020-21

*(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 2020-21 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 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

**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 2019-20 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 2019-20 school year

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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)

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 the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

## Student Information (2021–22)

Please note, the Enrollment section of this report was added beginning with 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 29, 2021).

**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.

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number of students eligible for free or reduced-price lunch or other public assistance

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total number of students

(Data source: PEIMS 40100 and TEA Student Assessment Division)



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## (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/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/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](#) (Discipline; Law and Order). 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:

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

For 2021–22, 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;



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(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)];

(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 No Child Left Behind Act of 2001 (NCLB), 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 Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(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 \(d-1\)](#).

**number of students in the 2021–22 school year considered as at risk**

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**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

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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).

$$\frac{\text{number of mobile students in 2020–21}}{\text{number of students who were in membership at any time during the 2020–21 school year}}$$

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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 students/English learner 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*)

**Attrition Rates:** The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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, 2020–21](#), 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 7<sup>th</sup>–12<sup>th</sup> 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 2020–21 the end of the school-start window was September 25, 2021)

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number of underreported students

number of students in grades 7–12 who were served in the district in the 2020–21 school year

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

**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 (2021–22)

**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)

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**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)*

**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)*

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**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.

*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



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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.

*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 2020–21 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 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. 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)

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**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)*

**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 LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
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
03580395	ROBOTICS PROGRAMMING & DESIGN

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12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS 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
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN 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 SPORTS EXERCISES & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISES & HEALTH 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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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 LEVEL
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
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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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
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

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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
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



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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
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

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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)

### 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.