

Cameron ISD Annal 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, DEIMAS Especial respects and incidents, the control of violent or criminal incidents, DEIMAS Especial respects and incidents, the control of violent or criminal incidents, DEIMAS Especial respects and of violent or criminal incidents.



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5.Report on Violent or Criminal Incidents

6.Student Performance in Postsecondary Institutions

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Annual Report : Section 1:

2021-2022 Texas Academic Performance Report (APAT)

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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											Two	Special	Special	Continu-	Non-		EB/EL (Current
	School Year	State	Region 06	District	African District American Hispanic White	dispanic	White	American Indian	Asian	Pacific Islander	More	Pacific More Ed Asian Islander Races (Current)		ously	ously	Econ Disady	ously Econ & Enrolled Disadv Monitored)
			STA	AR Perf	STAAR Performance Rates by Tested Grade, Subject, and Performance Level	ates by T	ested	Grade, Su	bject	and Perfo	rmance						
3 Reading																	
roaches Grade Level or	2022	76%	78%	78%	78%	81%	72%	1			*	40%	*	78%	79%	75%	87%
	2021	67%	73%	73%	68%	76%	71%					27%	*	73%	69%	69%	100%
ts Grade Level or Above	2022	51%	53%	40%	17%	31%	68%				*	13%	*	39%	42%	34%	33%
	2021	39%	44%	36%	21%	41%	39%				1	9%	*	36%	38%	33%	85%
ters Grade Level	2022	30%	32%	18%	11%	13%	28%				*	0%	*	15%	32%	16%	13%
	2021	19%	23%	19%	16%	14%	29%					0%	*	16%	38%	13%	31%
3 Mathematics																	
roaches Grade Level or	2022	71%	74%	70%	61%	69%	76%			-	*	40%	*	72%	63%	67%	87%
	2021	62%	71%	64%	42%	69%	68%					18%	*	63%	69%	64%	100%
ts Grade Level or Above	2022	43%	46%	26%	11%	21%	48%				*	13%	*	28%	16%	19%	13%
	2021	31%	39%	30%	16%	31%	39%				1	9%	*	30%	31%	28%	62%
ters Grade Level	2022	21%	24%	9%	6%	4%	20%			1	*	0%	*	8%	11%	7%	0%
	2021	14%	20%	14%	0%	14%	21%					9%	*	13%	15%	8%	31%
4 Reading																	
roaches Grade Level or	2022	77%	79%	68%	55%	72%	70%					20%	*	66%	75%	66%	92%
	2021	63%	67%	70%	37%	73%	83%			1	*	50%	*	70%	69%	60%	74%
ts Grade Level or Above	2022	54%	57%	46%	30%	50%	50%			1		20%	*	43%	55%	42%	75%
	2021	36%	41%	38%	11%	36%	53%				*	17%	*	41%	15%	26%	32%
ters Grade Level	2022	28%	30%	22%	10%	24%	27%					10%	*	21%	25%	17%	50%
	2021	17%	21%	13%	5%	9%	22%				*	0%	*	15%	0%	9%	16%
4 Mathematics																	
roaches Grade Level or	2022	70%	72%	69%	50%	67%	83%					10%	*	66%	80%	67%	83%
	2021	59%	69%	69%	58%	66%	75%				*	27%	*	72%	46%	61%	68%
ts Grade Level or Above	2022	43%	46%	38%	25%	39%	43%					10%	*	34%	50%	34%	50%
	2021	36%	46%	45%	11%	36%	72%				*	18%	*	48%	23%	30%	37%
	2022	23%	26%	21%	5%	410/	770/					0%	*	20%	25%	16%	42%
ters Grade Level	1707					1/%	3/%										

Texas Education Agency 2021-22 STAAR Performance (TAPR) cameron isb (166901) - MILAM COUNTY

	School	PRODUCTION OF THE PERSON NAMED IN	Region		African			American		Pacific	or	Special Ed				Econ	(Current &
	Year	State	06			Hisp	White	Indian	Asian	Islander Races	Races	(Current)		-		DISAGV	Disady Monitored)
roaches Grade Level or	2022	81%	80%	76%	67%	78%	79%			·	*	50%	*	76%	72%	70%	68%
	2021	73%	75%	81%	61%	88%	85%		*	Î		50%	*	81%	83%	78%	93%
ts Grade Level or Above		58%	57%	50%	24%	51%	64%				*	25%	*	51%	44%	44%	45%
		46%	49%	48%	30%	54%	48%		*	ī		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%
5 Mathematics																	
roaches Grade Level or	2022	77%	77%	82%	67%	80%	91%			·	*	63%	*	81%	83%	78%	86%
	2021	70%	77%	87%	70%	90%	94%	1		*		75%	*	89%	75%	81%	79%
ts Grade Level or Above	2022	48%	50%	53%	29%	47%	73%					25%	*	56%	39%	46%	45%
	2021	44%	51%	58%	26%	66%	67%			1	_	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%			*	Ì	0%	*	31%	33%	24%	36%
5 Science																	
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%
ts Grade Level or Above		38%	42%	28%	14%	27%	39%				*	25%	*	28%	28%	23%	23%
		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%
6 Reading																	
roaches Grade Level or	2022	70%	73%	67%	46%	75%	69%			*	*	44%	*	68%	59%	61%	75%
	2021	62%	67%	68%	41%	69%	76%	1		1	*	46%	*	70%	55%	63%	42%
ts Grade Level or Above		43%	47%	47%	27%	50%	59%	1	•	*	*	33%	*	50%	36%	42%	44%
	2021	32%	37%	38%	18%	31%	57%		1		*	31%	*	44%	10%	32%	16%
ters Grade Level	2022	23%	26%		8%	30%	21%			*	*	0%	*	25%	14%	18%	25%
	2021	15%	18%		6%	13%	30%				*	8%	*	20%	5%	12%	11%
6 Mathematics																	
roaches Grade Level or	2022	73%	79%	70%	60%	71%	83%		•		*	50%	*	72%	64%	63%	67%
	2021	68%	77%	73%	63%	769%	770%				*	2002	*	76%	63%	71%	74%

											Two				Non-		EB/EL (Current
	School	State	Region 06	District	African American	Hispanic	White	American Indian		Pacific More Asian Islander Races	More	Ed (Current)	Ed (Former)	ously	ously	Econ Disadv	Econ & Disadv Monitored)
ts Grade Level or Above			46%	18%	8%	20%	26%				*	25%				19%	17%
		36%	47%	39%	19%	42%	36%				*	23%	*	41%	26%	36%	32%
ters Grade Level	2022	16%	23%	9%	4%	10%	13%		1		*	13%	*	6%	18%	9%	8%
	2021	15%	23%	14%	6%	15%	12%		Ċ		*	15%	*	14%	11%	11%	16%
7 Reading																	
roaches Grade Level or	2022	80%	81%	79%	58%	81%	85%		1	1	*	55%		80%	71%	73%	74%
	2021	69%	73%	70%	53%	71%	76%			-	*	50%	*	71%	62%	66%	79%
ts Grade Level or Above	2022	56%	57%	50%	26%	49%	61%					36%		52%	35%	42%	43%
	2021	45%	49%	41%	21%	38%	54%				*	20%	*	42%	31%	34%	50%
ters 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%
7 Mathematics																	
roaches Grade Level or	2022	61%	62%	69%	37%	71%	82%		*		*	50%	*	71%	56%	63%	67%
	2021	55%	59%	68%	35%	66%	91%		-		*	50%	20%	70%	54%	64%	62%
ts Grade Level or Above	e 2022	31%	30%	37%	16%	39%	39%		*	1		25%	*	41%	6%	29%	41%
	2021	27%	29%	34%	20%	26%	52%		1			30%	20%	35%	23%	29%	38%
ters Grade Level	2022	13%	11%	15%	5%	17%	11%		*	1		17%	*	17%	0%	12%	15%
	2021	12%	10%	14%	10%	7%	27%		1		*	0%	0%	15%	8%	6%	8%
8 Reading																	
roaches Grade Level or	2022	83%	83%	78%	65%	78%	85%		,		*	50%	*	76%	88%	75%	85%
	2021	73%	76%	79%	57%	83%	88%				*	50%	*	77%	93%	74%	67%
ts Grade Level or Above	e 2022	58%	58%	52%	35%	49%	68%		1			25%	*	52%	53%	45%	59%
	2021	46%	50%	58%	38%	63%	64%		1		*	40%	*	58%	60%	54%	33%
ters Grade Level	2022	37%	38%	29%	15%	26%	41%		1			13%	*	32%	12%	24%	26%
*	2021	21%	24%	27%	14%	25%	36%					0%	*	29%	13%	18%	0%
8 Mathematics																	
roaches Grade Level or	2022	71%	75%	72%	67%	67%	83%		-	·	*	38%	*	70%	81%	67%	83%
	2021	62%	74%	76%	45%	80%	89%			1	*	40%	*	77%	75%	71%	57%
ts Grade Level or Above	e 2022	40%	48%	38%	29%	36%	45%		•	1	*	38%	*	40%	25%	34%	54%
	2021	36%	50%	56%	40%	55%	69%				*	40%	*	58%	44%	49%	57%

																	EB/EL
	-		2		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously			(Current &
-		State	-	DISTRICT	American Hispanic White	mispanic	AMULTE	Indian	ASIdn	Isidilder	Nace	s (current)	(Former)	Dallollen	-		MICHA
ters Grade Level	2022	11%	18%	20%	5%	20%	31%		1 1	1 1	*	10%	*	23%	%0%	% 14%	14%
8 Science																	
roaches Grade Level or	2022	74%	77%	73%	50%	72%	88%		1	,		50%	*	73%	% 72%	% 69%	81%
	2021	68%	76%	74%	57%	75%	79%		1	-		30%		73%	% 80%	% 68%	50%
ts Grade Level or Above	2022	45%	49%	40%	25%	34%	59%				1	, 38%	*	40%	% 39%	% 33%	48%
	2021	43%	51%	53%	33%	52%	67%		1		1	, 30%		55%	% 40%	% 43%	33%
ters Grade Level	2022	24%	26%	14%	5%	15%	15%		•		1	25%		15%	% 6%	% 9%	11%
	2021	24%	30%	31%	14%	28%	42%		1		1	, 20%	*	33%	% 13%	% 24%	0%
8 Social Studies																	
roaches Grade Level or	2022	61%	63%	60%	45%	56%	76%				, , , , , , , , , , , , , , , , , , ,	50%		61%	% 53%	% 56%	67%
	2021	57%	64%	71%	52%	77%	73%		1		_	* 40%	*	71%	% 73%	% 65%	50%
ts Grade Level or Above	2022	31%	34%	32%	30%	25%	47%		•		1	38%	*	32%	% 29%	% 28%	26%
	2021	28%	35%	48%	33%	52%	52%		-		1	40%	*	51%	% 27%	% 45%	33%
ters Grade Level	2022	18%	21%	13%	5%	10%	24%		1		ı	. 0%	*	13%	% 12%	% 8%	15%
	2021	14%	18%	26%	19%	28%	24%		•		1	20%	*	29%	% 7%	% 23%	6 17%
Course English I																	
roaches Grade Level or	2022	65%	67%	58%	38%	56%	80%		•			* 31%		62%	% 46%	% 51%	35%
	2021	67%	70%	66%	43%	58%	87%		•		1	* 40%	*	64%	% 74%	% 60%	33%
ts Grade Level or Above	2022	47%	50%	38%	24%	34%	56%				1	* 25%		40%	% 29%	% 32%	6 23%
	2021	50%	53%	45%	5%	40%	71%				ı	* 0%	*	43%	% 52%	% 35%	6 25%
ters Grade Level	2022	11%	12%	12%	6%	12%	17%		•		ı	* 19%		. 12%	% 11%	% 8%	6 4%
	2021	12%	15%	10%	0%	10%	13%		1		1	* 0%	*	11%	% 7%	% 7%	6 0%
Course English II																	
roaches Grade Level or	2022	72%	74%	59%	27%	60%	76%		'		1	* 7%		62%	% 48%	% 51%	6 31%
	2021	71%	74%	73%	59%	66%	91%			*	1	* 36%	*	* 72%	% 80%	% 64%	50%
ts Grade Level or Above	2022	55%	58%	47%	15%	46%	65%		1	-	ı	* 7%		. 48%	% 41%	% 36%	6 31%
	2021	57%	61%	54%	32%	47%	73%		i	*	1	* 36%	*	55%	% 40%	% 41%	6 33%

,	38%	*	77%			*	1	1		700/	700%	*	T 30/	760/	200%	2021	
3.	33%	*	40%			*	ı	1		47%	33%		46%	72%	64%	2022	ts Grade Level or Above
9.	75%	*	80%			*	ı			89%	70%	*	81%	96%	95%	2021	
9,	67%	*	85%			*			1	94%	67%	1	88%	95%	92%	2022	roaches Grade Level or
																	CT All Subjects
3.	29%	50%	23%	*	18%	*				32%	18%	38%	26%	51%	43%	2021	
3	42%	21%	49%		8%	*	1	*		62%	38%	29%	46%	49%	42%	2022	ters Grade Level
3.	66%	75%	62%	*	27%	*	1	ı		71%	60%	62%	64%	75%	69%	2021	
3.	65%	36%	75%		31%	*		*		83%	67%	52%	70%	74%	68%	2022	ts Grade Level or Above
	90%	100%	91%	*	64%	*			•	97%	93%	77%	92%	91%	88%	2021	
	87%	93%	88%	ı	54%	*		*	1	95%	90%	76%	89%	92%	89%	2022	roaches Grade Level or
																	Course U.S. History
	8%	12%	13%	*	13%	*		ı		24%	9%	4%	13%	28%	22%	2021	
,	11%	11%	16%		5%	*	1	1		23%	14%	7%	15%	24%	21%	2022	ters Grade Level
J.	33%	56%	40%	*	25%	*				69%	38%	11%	43%	63%	55%	2021	
	32%	43%	37%		5%	*				48%	39%	20%	38%	60%	55%	2022	ts Grade Level or Above
	73%	92%	75%	*	31%	*	1			88%	78%	57%	77%	86%	82%	2021	
Ū	66%	71%	71%		25%	*	ı			78%	77%	47%	71%	86%	83%	2022	roaches Grade Level or
																	Course Biology
_	21%	5%	36%		0%	*	1		ı	33%	32%	17%	31%	30%	23%	2021	
	19%	15%	27%		17%	*		ı		36%	21%	18%	24%	29%	27%	2022	ters Grade Level
	40%	35%	51%		0%	*			1	52%	53%	22%	49%	48%	41%	2021	
	34%	33%	42%		22%	*	1	ı		51%	40%	21%	40%	45%	43%	2022	ts Grade Level or Above
	76%	75%	81%	1	0%	*	1	1	1	81%	83%	67%	80%	78%	73%	2021	
-	62%	61%	71%		33%	*	,		1	78%	70%	54%	69%	77%	76%	2022	roaches Grade Level or
																	Course Algebra I
	6%	7%	8%	*	9%	*	1	*		9%	6%	9%	7%	13%	11%	2021	
	3%	7%	4%		7%	*	1	1		7%	5%	0%	4%	9%	9%	2022	ters Grade Level
EB/EL (Current &	Econ Disadv	Non- Continu- ously Econ & Enrolled Disadv Monitored	Continu- ously Enrolled	Special Ed (Former)	Special Ed (Current)	The second second	Two or Pacific More Islander Races	Asian Is	American Indian	White	Hispanic	African American H	District A	Region 06	State	School Year	

																	EB/EL
	School		Region		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	(Current &
		State	-	District .	American Hispanic White	Hispanic	White	Indian	Asiar	1 Islander	Races	Asian Islander Races (Current) (Former)		Enrolled	Enrolled	Disadv	Disadv Monitored)
ters Grade Level	2022	13%	15%	0%		0%	0%				*			0%	*	0%	
	2021	14%	16%	0%	*	0%	0%		Ì		*	1		0%	*	0%	
ides All Subjects																	
roaches Grade Level or	2022	74%	76%	70%	53%	71%	81%		- 100%	1	81%	38%	52%	71%	67%	65%	71%
	2021	67%	73%	73%	53%	74%	82%		- 100%		80%	41%	44%	73%	72%	68%	68%
ts Grade Level or Above	2022	48%	51%	42%	24%	40%	55%		- 100%	1	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%	1	. 38%	9%	11%	21%	14%	15%	17%
	2021	18%	23%	19%	10%	17%	26%		- 57%	-	. 31%	8%	13%	20%	13%	14%	15%
ides ELA/Reading																	
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%
ts Grade Level or Above	2022	53%	55%	46%	24%	44%	61%		1	*	. 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%
ides Mathematics																	
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%		1	*	. 92%	41%	53%	76%	66%	70%	72%
ts Grade Level or Above	2022	42%	46%	37%	20%	35%	48%		1	*	- 64%	22%	40%	38%	29%	32%	38%
	2021	37%	46%	45%	22%	44%	57%		1	*	- 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%		1	*	- 31%	7%	13%	23%	10%	14%	21%
ides Science																	
roaches Grade Level or	2022	76%	78%	68%	42%	70%	79%			1	- 89%	36%	40%	68%	67%	63%	69%
	2021	71%	77%	73%	51%	75%	83%		1	*	- 86%	35%	*	72%	81%	70%	64%
ts 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%		1		- 57%	24%	*	41%	46%	32%	24%
	1707	44%	21%	41%	14%	40%	00%				4	0, / C		2470	2470	2470 4170	2470 4170 4070

											Two	n n n			Non-		EB/EL (Current
	School	O T	Region		African		Alfilito.	American	1	Pacific	More	Pacific More Ed	Ed	ously	ously	Econ	Econ &
ters Grade Level	- 1	21%	٥, ا		4%	14%	19%	-			33%	8%	0%		6%	9%	11%
	2021	20%	25%	17%	6%	16%	26%		*	-		15%	*	18%	12%	13%	9%
ides Social Studies					And Companions												
roaches Grade Level or	2022	75%	77%	74%	61%	71%	87%		*		*	52%	*	75%	71%	70%	70%
	2021	73%	78%	81%	62%	84%	84%			1	86%	52%	*	80%	85%	76%	67%
ts Grade Level or Above	2022	50%	54%	51%	41%	43%	67%		*	1		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%		*	Î	*	5%	*	31%	16%	24%	13%
	2021	29%	34%	26%	26%	23%	28%				57%	19%	*	26%	26%	26%	8%
			STA	AR Per	STAAR Performance Rates by Enrolled Grade at Meets Grade Level	ates by E	nrolle	Grade at	Meets	Grade L		or Above					
aders																	
g 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%
g and Mathematics	2022	36%	38%	19%	6%	13%	44%				*	7%	*	20%	16%	15%	13%
	2021	24%	31%	22%	11%	20%	32%				1	9%	*	22%	23%	17%	54%
g 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%
ncluding 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%
aders																	
g 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%
g 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%
g Including EOC	2022	54%	57%	46%	30%	50%	50%	1				20%	*	43%	55%	42%	75%
	2021	36%	41%	38%	11%	36%	53%				*	17%	*	41%	15%	26%	32%
ncluding EOC	2022	43%	46%	38%	25%	39%	43%					10%	*	34%	50%	34%	50%
	2021	36%	46%	45%		36%	72%				*	18%	*	48%	23%	30%	37%
aders																	
g 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%

																	EB/EL
	School		Region		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu-	Non- Continu- ously	Econ	(Current &
		State		District	American Hispanic White	Hispanic \	White	Indian	Asian		Races		(Former) Enrolled			Disady I	Disadv Monitored)
g and Mathematics		41%	%	41%	14%	38%	61%	1		ı	*		*	44%	28%	35%	36%
	2021	34%	39%	42%	17%	48%	45%		*			25%	*	42%	42%	36%	57%
g Including EOC	2022	58%	57%	50%	24%	51%	64%				*	25%	*	51%	44%	44%	45%
	2021	46%	49%	48%	30%	54%	48%		*		-	25%	*	48%	50%	45%	64%
ncluding EOC	2022	48%	50%	53%	29%	47%	73%				*	25%	*	56%	39%	46%	45%
	2021	44%	52%	58%	26%	66%	67%		*		1	25%	*	60%	42%	53%	57%
aders																	
g 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%
g 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%
g Including EOC	2022	43%	47%	47%	27%	50%	59%		*		*	33%	*	50%	36%	42%	44%
	2021	32%	37%	38%	18%	31%	57%				*	31%	*	44%	10%	32%	16%
ncluding EOC	2022	40%	46%	28%	8%	32%	34%		*	1	*	22%	*	30%	18%	25%	31%
	2021	36%	47%	45%	24%	44%	51%				*	23%	*	47%	30%	39%	32%
aders																	
g and Mathematics	2022	32%	36%	29%	16%	29%	33%			ĺ	*	27%		33%	6%	20%	30%
	2021	26%	34%	30%	16%	25%	46%				*	20%	*	31%	23%	24%	36%
g and Mathematics	2022	33%	37%	29%	16%	29%	33%			i	*	27%		33%	6%	20%	30%
	2021	27%	35%	30%	16%	25%	46%				*	20%	*	31%	23%	24%	36%
g Including EOC	2022	56%	57%	50%	26%	49%	61%				*	36%		52%	35%	42%	43%
	2021	45%	49%	41%	21%	38%	54%				*	20%	*	42%	31%	34%	50%
ncluding EOC	2022	37%	41%	36%	21%	35%	45%	1		İ	*	27%	-	40%	12%	27%	35%
	2021	32%	42%	40%	16%	34%	62%				*	30%	*	42%	23%	33%	43%
aders																	
g and Mathematics	2022	27%	30%	23%	20%	24%	22%				*	25%	*	25%	13%	23%	38%
	2021	21%	25%	30%	25%	32%	32%			1	*	40%	*	30%	33%	29%	33%
g and Mathematics	2022	41%	44%	35%	20%	31%	50%			1	*	25%	*	38%	18%	29%	37%
	2021	33%	39%	47%	29%	47%	58%				*	40%	*	49%	33%	38%	33%
g Including EOC	2022	58%	58%	52%	35%	49%	68%				*	25%	*	52%	53%	45%	59%
	2021	47%	50%	58%	38%	63%	64%				*	40%	*	58%	60%	54%	33%

											Two	Special	Special	Continu-	Non- Continu-		EB / EL (Current
	School Year State	State	Region 06	District	African District American Hispanic White	Hispanic	White	American Indian	Asian	Pacific More Asian Islander Races	More Races	Ed (Current)	3 -	ously	ously	Econ Disadv	& Monitored)
ncluding 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%
th Graders																	
g and 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%
g and Mathematics	2022	36%	39%	30%	14%	28%	43%		*		- 45%	15%	20%	32%	22%	24%	32%
	2021	28%	35%	34%	16%	31%	46%		*		- 67%	21%	27%	35%	23%	26%	33%
g 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%
ncluding 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.

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

	All Grades Mathematics		All Grades E		All Grades E		End of Course Algebra I		End of Cour		Grade 8 Mathematics		Grade 8 ELA/Reading		Grade 7 Mathematics		Grade 7 ELA/Reading		Grade 6 Mathematics		Grade 6 ELA/Reading		Grade 5 Mathematics		Grade 5 ELA/Reading		Grade 4 Mathematics		Grade 4 ELA/Reading		
	/lathematics		All Grades ELA/Reading		All Grades Both Subjects		se Algebra I		End of Course English II		thematics		√Reading		thematics		∿Reading		thematics		∿Reading		thematics		√Reading		thematics		√Reading		
2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022		School Year
70	69	68	78	69	74	75	67	69	71	82	74	77	83	62	60	77	88	54	61	42	61	83	79	81	87	65	74	61	77		State
70	66	68	76	69	71	71	ස	69	68	82	71	78	80	59	52	77	86	61	64	45	62	79	73	78	84	68	72	62	76		Region06
71	62	69	71	70	67	60	52	72	69	85	72	75	78	61	49	77	83	52	47	52	50	78	<u>®</u>	80	82	84	75	57	61	Schoo	District
68	58	68	58	68	58	60	40	79	56	71	63	83	66	47	38	59	76	53	50	42	36	85	84	82	74	87	74	53	47	School Progress Domain - Academic Growth Score by Grade and Subject	African African African Hispanic White
72	61	68	74	70	68	57	54	66	76	90	77	71	82	66	49	84	85	57	49	53	52	73	77	80	83	82	67	59	64	Domain	Hispanic
71	66	69	73	70	69	60	56	74	66	æ	66	77	76	61	58	79	82	45	39	2	61	82	ස	79	84	85	89	50	64	- Acade	White
						١			r																					mic Grow	American Indian
*	*	*	*	*	*	*						*		٠	*			ı	ı	٠	*	٠		,	,					th Scor	Asian
ı					ı			ı																						e by Gra	Two or Pacific More Asian Islander Races
57	82	86	80	71	81	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*		de and	Two or More Races
53	47	69	59	61	53	45	20	60	50	73	57	100	50	0	55	33	80	ဌ	38	4	72	83	94	92	69	50	25	50	25	Subject	Special Ed (Current)
66	39	76	78	71	58	*		ı		*	*	*	*	86	*	100	ı	*	*	*	*	*	*	*	*	*	*	*	*		Special Ed (Former)
70	61	68	71	69	66	59	52	71	70	85	71	74	80	57	49	78	82	53	37	51	49	77	83	78	82	82	72	57	59		Continu- ously Enrolled
74	71	73	70	73	71	61	52	73	64	77	8	85	68	74	54	71	92	46	80	60	53	80	71	88	85	95	88	58	71		Non- Continu- ously Enrolled
69	61	66	67	68	62	57	50	72	64	82	72	74	77	58	48	73	79	51	45	45	41	77	77	79	82	84	76	57	54		Econ Disadv
73	67	64	71	68	69	44	47	*	59	94	91	67	84	59	57	으	80	45	54	50	41	78	73	82	79	85	71	43	63		Non- Continu- ously Econ & Enrolled Disadv Monitored)

^{*} 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.

						The second secon												
	School	_	Region		Total B	T/A	BE-Trans	BE-Dual	BE-Dual	ALP Bilingual	Total	ESL Content-	ESL	ALP	EB/EL with Parental	Never	Total EB/EL	& Former
	Year	State	06	District	Education	Exit	Late Exit	Two-Way	One-Way	Two-Way One-Way (Exception)) ESL	Based	Pull-Out (Waiver)	(Waiver)	Denial EB/EL	EB/EL	(Current)	EB/EL
					STAARF	erforma	nce Rate b	y Subject	and Perfo	STAAR Performance Rate by Subject and Performance Level	vel .							
des All Subjects																		
oaches 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%
:s Grade Level or Above	2022	48%	51%	42%							- 35%		34%			42%	34%	57%
	2021	41%	47%	44%	45%		79%			35%	% 32%	29%	32%			44%	37%	67%
ers 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%
des ELA/Reading																		
oaches Grade Level or Above	2022	75%	76%	69%		ı					- 64%	79%	61%			69%	63%	91%
	2021	68%	72%	72%	87%		100%			81%		83%	54%			73%	68%	82%
s Grade Level or Above	2022	53%	55%	46%	1						- 39%	42%	39%			46%	39%	63%
	2021	45%	48%	45%	61%		92%		İ	46%	% 30%	33%	30%			45%	42%	76%
ers 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%
des Mathematics																		
oaches Grade Level or Above	2022	72%	75%	72%							- 72%	89%	69%		1	71%	72%	90%
	2021	66%	73%	74%	82%		100%			73%	% 66%	67%	65%			75%	72%	89%
s 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%
ers Grade Level	2022	20%	23%	18%	1						- 16%	21%	15%			18%	16%	14%
	2021	18%	23%	21%	29%		33%			27%	% 16%	33%	13%			21%	21%	22%
des Science																		
oaches 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%
s Grade Level or Above	2022	47%	51%	36%	1						- 23%	23%	23%			37%	22%	65%
	2021	44%	51%	41%	17%					17%	% 26%		. 26%			42%	23%	54%
ers Grade Level	2022	21%	24%	14%	1				1		- 11%	23%	8%			14%	11%	12%
	2021	20%	25%	17%	17%					17%	% 0%		. 0%			18%	6%	8%
des Social Studies																		
oaches Grade Level or Above	2022	75%	77%	74%	1						- 68%		- 68%			74%	68%	84%
	2021	73%	78%	81%	1						- 67%		- 67%			82%	67%	
s Grade Level or Above	2022		54%	51%					•		- 26%		- 26%			53%	26%	53%
	2021		55%	55%	1						- 25%		- 25%				25%	•
ers Grade Level	2022	30%	35%	29%							- 11%		- 11%			30%	11%	37%
	2021	29%	34%	26%							- 8%		. 8%			27%	8%	
					2	Depart	7	A Cond	School Progress Domain - Academic Growth Score	LL Canan								

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.

	70%		*		66%	82%	69%							71%	70%	70%	2019	
79%	64%	61%			61%	79%	- 64%							62%	66%	69%	2022	des Mathematics
	61%		*			68%	62%	-						69%	68%	68%	2019	
83%	68%	71%				81%	- 69%							71%	76%	78%	2022	les ELA/Reading
	66%		80%			75%	65%							70%	69%	69%	2019	
81%	66%	66%		,	64%		- 67%			1				67%	71%	74%	2022	les Both Subjects
Monitored & Former EB/EL	Total EB/EL (Current)	Never EB/EL	EB/EL with Parental Denial	ALP ESL (Waiver)	ESL Pull-Out	ESL Content- Based	Total) ESL	ALP Bilingual (Exception)	BE-Dual One-Way		BE-Trans Late Exit	BE-Trans Early Exit	Total Bilingual Education	District	Region 06	State	School P	

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

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

⁻ Indicates there are no students in the group.

	State	Region 06	District	African District American Hispanic White 2022 STAAR	lispanic 2022 S	Ameri White India STAAR Partic (All Grades)	American panic White Indian Asi 2022 STAAR Participation (All Grades)	Asiar	Pacific Islander	Two or More Races	Two or Special Special Pacific More Ed Ed Asian Islander Races (Current) (Former)		Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ	Non- Continu- ously Econ & Enrolled Disady Monitored)
its						(All G	rades)									
ment Participant	99%	99%	100%	100%	100%	100%		* 100%		- 100%	100%	100%	100%	100%	100%	100%
d in Accountability	93%	93%	95%	98%	96%	95%		* 100%		- 100%	96%	77%	99%	82%	96%	98%
luded in Accountability: Mobile	5%	5%	4%	2%	3%	5%		* 0%		- 0%	4%	23%	1%	17%	3%	0%
luded in Accountability: Other ions	1%	1%	0%	0%	1%	0%	*	* 0%		- 0%	0%	0%	0%	1%	0%	2%
sted	1%	1%	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%
ment Participant	99%	99%	100%	100%	100% 100%	100%				- 100%	100%	100%	100%	100%	100%	100%
d in Accountability	92%	92%	95%	98%	95%	94%			~	- 100%		71%	99%	82%	96%	96%
luded in Accountability: Mobile	5%	5%	4%	2%	3%	6%			*	- 0%	4%	29%	1%	17%	4%	1%
luded in Accountability: Other ions	2%	2%	1%	0%	1%	0%			*	- 0%	1%	0%	1%	0%	1%	4%
sted	1%	1%	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%		Ī		- 0%	0%	0%	0%	0%	0%	0%
matics													NAME AND ADDRESS OF THE OWNER, WHEN	Name and Address of the Owner, where		
ment Participant	99%	99%	100%	100%	99%	99% 100%							100%	99%	100%	100%
hided in Accountability: Mobile	ло,	лох	40%	700	40%	60%			*				10%	160%	10%	0%
Juded in Accountability: Other ions	1%	1%	0%	0%	0%	0%				- 0%	0%	0%0	0%	1%	0%	1%
sted	1%	1%	0%	0%	1%	0%				- 0%		0%	0%	1%	0%	0%
	0%	1%	0%	0%	1%	0%			* *	0%	0%	0%	0%	1%	0%	0%
ë																
ment Participant	98%	99%	100%	100%	100%	100%				- 100%	6 100%	100%	100%	100%	100%	100%
d in Accountability	93%	93%	96%	97%	97%	96%		ľ	ľ	- 100%	97%	100%	100%	82%	97%	99%
luded in Accountability: Mobile	4%	5%	4%	3%	3%	4%		Ċ	•	- 0%	3%	0%	0%	17%	3%	0%
luded in Accountability: Other ions	1%	1%	0%	0%	1%	0%				- 0%	6 0%	0%	0%	1%	0%	1%
sted	2%	1%	0%	0%	0%	0%				- 0%	6 0%	0%	0%	0%	0%	0%

88%	94%	/9%	98%	100%	91%	87%		*		6	94%	96%	93%	94%	89%	84%	d in Accountability
99%	99%				99%	93%	1	*	1	6		99%	100%	99%	94%	88%	ment Participant
																	matics
0%	0%	1%	0%	0%	0%	5%		*		6	0%	0%	0%	0%	4%	10%	
1%	0%	2%	0%	0%	0%	0%		*		6	0%	0%	0%	0%	2%	2%	
1%	1%	2%	0%	0%	0%	5%	1	*	1	6	0%	0%	0%	0%	6%	11%	sted
7%	1%	2%	0%	0%	2%	0%		*		6	0%	2%	0%	1%	1%	3%	luded in Accountability: Other ions
7%	4%	17%	2%	0%	7%	5%		*		6	5%	2%	8%	4%	4%	3%	:luded in Accountability: Mobile
85%	94%	79%	98%	100%	91%	90%		*	1	6	94%	96%	92%	94%	88%	83%	ed in Accountability
99%	99%	98%	100%	100%	100%	95%		*		0	100% 100%	100%	100%	100%	94%	89%	ment Participant
																	ō
0%	0%	1%	0%	0%	2%	5%		0%		0	1%	0%	0%	0%	5%	10%	
1%	0%	1%	0%	0%	0%	2%		0%	1	6	0%	0%	0%	0%	2%	2%	
1%	1%	3%	0%	0%	2%	7%	1	0%		6	1%	1%	0%	1%	6%	12%	sted
5%	1%	2%	0%	0%	1%	0%		0%	_ !_	6	0%	1%	0%	1%	1%	1%	luded in Accountability: Other ions
9%	5%	18%	2%	0%	8%	5%		0%		0,	5%	3%	8%	4%	4%	3%	luded in Accountability: Mobile
85%	94%	77%	98%	100%	89%	88%		3%	- 100%	0	94%	95%	92%	94%	89%	83%	ed in Accountability
99%	99%	97%	100%	100%	98%	93%		3%	- 100%	•	99%	99%	100%	99%	94%	88%	ment Participant
																	its
									pation	2021 STAAR Participation (All Grades)	STAA (All	2021					
1	67%	80%	87%			*		1		. 0`	94%	67%		86%	89%	89%	CT Participant
																	rated Testers
0%	0%	0%	0%	*	0%	*		*		0,	0%	0%	0%	0%	0%	0%	6
0%	1%	2%	0%	*	0%	*		*	1	۵۰	0%	0%	2%	0%	1%	1%	
0%	1%	2%	0%	*	0%	*		*	•	3,	0%	0%	2%	0%	1%	2%	sted
0%	0%	0%	0%	*	0%	*		*	- 1	9,	0%	0%	0%	0%	1%	1%	luded in Accountability: Other ions
0%	3%	24%	0%	*	0%	*		*		٥٠	4%	2%	2%	4%	4%	4%	luded in Accountability: Mobile
100%	96%	74%	100%	*	100%	*		*	1	9,	96%	98%	95%	95%	94%	94%	ed in Accountability
100%	99%	98%	100%	*	100%	*		*		•	100% 100%	100%	98%	100%	99%	98%	ment Participant
																	Studies
0%	0%	0%	0%	0%	0%	0%				5	0%	0%	0%	0%	0%	0%	
0%	0%	0%	0%	0%	0%	0%				3,	0%	0%	0%	0%	1%	1%	
& Monitored)	Econ Disadv N	ă. F	Continu- ously Enrolled	Special Ed (Former)	or Special Pacific More Ed Asian Islander Races (Current)	More Races (ific der F	Pacific an Islander		American e Indian	White	Hispanic	African District American Hispanic White	istrict A	Region 06 E	Ro State	
(Current		Non-				Two											
													S CONTRACTOR OF THE PARTY OF	Constitution of the last			

CT Participant	rated Testers			sted	luded in	:luded in	d in Acc	ment Participant	Studies			sted	luded in Accountability: Other ions	:luded in Accountability: Mobile	d in Accountability	ment Participant	ë			sted	luded in Accountability: Other ions	luded in Accountability: Mobile	
ipant	sters				luded in Accountability: Other	luded in Accountability: Mobile	d in Accountability	rticipant					Accounta	Accounta	ountabilit	rticipant					Accounta	Accounta	
					ability: O	ability: M	<						ability: Of	ability: M	~						ability: Of	bility: M	
					ther	obile							ther	obile							her	obile	
85%		10%	3%	13%	0%	3%	84%	87%		10%	2%	13%	0%	3%	84%	87%		10%	2%	12%	0%	4%	State
83%		5%	2%	8%	0%	3%	89%	92%		5%	2%	7%	0%	4%	89%	93%		5%	1%	6%	0%	5%	Region 06
84%		0%	1%	1%	0%	6%	92%	99%		0%	0%	1%	0%	5%	94%	99%		1%	0%	1%	0%	4%	African District American Hispanic White
				•			88	100%		_	_			•	92	100%		0	0		0	7	African America
*		0%	0%	0%	0%	11%	89%			0%	0%	0%	0%	6%	94%			0%	0%	0%	0%	7%	n an Hisp
83%		1%	1%	2%	1%	4%	93%	98% 100%		0%	1%	1%	1%	4%	95%	99%		1%	0%	1%	1%	3%	anic W
82%		0%	0%	0%	0%	6%	94%	00%		1%	0%	1%	0%	6%	93%	99%		1%	0%	1%	0%	5%	
								-						1						-			American Indian
										*			*	*	*			*	_	*	*	*	Asian
i			•																				Two or Special Special Pacific More Ed Ed Asian Islander Races (Current) (Former)
		0	11	- 11	0	- 11%	- 78%	- 89%		- 13%	- 0%	- 13%	- 0%	- 0%	- 88%	- 88%		- 7%	- 0%	- 7%	- 0%	- 7%	Two or More
*		0%	%	1%	0%					%	%	%	- %					%	%	%	%	%	Special Ed
1		0%	0%	0%	0%	13%	88%	100%		2%	0%	2%	0%	15%	83%	98%		1%	0%	1%	%	8%	cial S ent) (F
		*	*	*	*	*	*	*		*	*	*	*	*	*	*		0%	0%	0%	0%	0%	Special Ed (Former)
87%		1%	1%	1%	0%	1%	98%	99%		0%	0%	0%	0%	2%	97%	100%		1%	0%	1%	0%	2%	Continu- ously Enrolled
		0%	2%	2%	2%		66%	98%		1%	1%	3%	3%		76%	97%		1%	1%	2%	2%	17%	Non- Continu- ously Enrolled
* 89%							% 92%	% 98%							% 93%	% 99%					% 0%		Econ Disad
%		1%	1%	2%	0%	6%	%	%		0%	0%	1%	0%	6%	%	%		0%	0%	1%	%	5%	Mor (C
		0%	6%	6%	6%	22%	67%	94%		0%	2%	2%	5%	16%	77%	98%		0%	1%	1%	3%	8%	EB/EL (Current Econ & Disadv Monitored)

^{*} 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

*	96.2%	100.0%	*				94.5% 100.0%	94.5%	100.0%	97.2%	94.9%	€ 92.7%	Graduates and TxCHSE 92.7%
*	3.8%		*				0.0%	5.5%	0.0%	2.8%	4.6%	6.2%	Dropped Out
*	0.0%	0.0%	*		1		0.0%	0.0%	0.0%	0.0%	0.6%	1.1%	Continued HS
*	0.0%	0.0%	*				2.8%	0.0%	0.0%	0.9%	0.8%	0.5%	Received TxCHSE
*	96.2%	100.0%	*				97.2%	94.5%	100.0%	96.2%	94.1%	92.2%	Graduated
													Class of 2020
										r 9-12)	Rate (G	itudinal	5-Year Extended Longitudinal Rate (Gr 9-12)
*	96.2%	* 100.0%		ı			94.6% 100.0%	94.6%	100.0%	97.2%	95.8%	94.6%	Graduates, TxCHSE, and Continuers
*	94.9%	100.0%	*		1		92.9% 100.0%	92.9%	100.0%	96.3%	93.2%	90.7%	Graduates and TxCHSE
*	3.8%	0.0%	*		-		0.0%	5.4%	0.0%	2.8%	4.2%	5.4%	Dropped Out
*	1.3%	0.0%	*	,		1	0.0%	1.8%	0.0%	0.9%	2.6%	3.9%	Continued HS
*	0.0%	0.0%	*				2.8%	0.0%	0.0%	0.9%	0.7%	0.4%	Received TxCHSE
*	94.9%	100.0%	*		1		97.2%	92.9%	100.0%	95.3%	92.5%	90.3%	Graduated
													Class of 2020
*	98.6%	90.9%	*			ı	97.5%	100.0%	95.0%	98.3%	96.0%	94.2%	Graduates, TxCHSE, and Continuers
*	94.6%	81.8%	*				95.0%	98.3%	90.0%	95.0%	93.3%	90.3%	Graduates and TxCHSE
*	1.4%	9.1%	*			1	2.5%	0.0%	5.0%	1.7%	4.0%	5.8%	Dropped Out
*	4.1%	9.1%	*		ı		2.5%	1.7%	5.0%	3.3%	2.7%	3.9%	Continued HS
*	0.0%	0.0%	*	1	ı	1	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%	Received TxCHSE
*	94.6%	81.8%	*			The state of the s	95.0%	98.3%	90.0%	95.0%	92.8%	90.0%	Graduated
													Class of 2021
											-12)	ate (Gr 9	4-Year Longitudinal Rate (Gr 9-12)
0.0%	0.3%	0.0%	0.0%		*		0.6%	0.4%	0.0%	0.4%	1.0%	1.6%	2019-20
0.0%	0.6%	2.3%	0.0%		*		0.5%	0.4%	1.3%	0.6%	1.3%	2.4%	2020-21
												Gr 9-12)	Annual Dropout Rate (Gr 9-12)
0.0%	0.5%	0.0%	*		1		0.0%	0.0%	2.4%	0.4%	0.2%	0.5%	2019-20
0.0%	0.0%	0.0%	0.0%	1	1		0.0%	0.0%	0.0%	0.0%	0.5%	0.9%	2020-21
												Gr 7-8)	Annual Dropout Rate (Gr 7-8)
2.5%	6.1%	7.3%	6.5%		*	*	5.0%	5.0%	6.2%	5.2%	5.4%	6.7%	2019-20
10.5%	17.5%	N.	24.3%	*	*		13.5%	13.8%	22.3%	15.3%	15.1%	15.0%	2020-21
													Chronic Absenteeism
99.2%	98.6% 99.2%	98.6%	98.8%	1	*	*	98.8%	98.9%	98.2%	98.8%	98.8%	98.3%	2019-20
95.7%	94.4%	93.9%	93.7%	*	*		95.9%	94.9%	93.8%	95.0%	94.9%	95.0%	Attendance Rate 2020-21
EB/EL	Econ Disadv EB/EL	Special Ed		Two or Pacific More Asian Islander Races	Asian	American Indian	White	Hispanic	African District American Hispanic White	District	Region 06	State	

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) CAMERON ISD (166901) - MILAM COUNTY

										ate)	udinal R	(Longit	FHSP-DLA Graduates (Longitudinal Rate)
*	2.7%		*	1			0.0%	5.8%	0.0%	2.9%	6.4%	4.3%	Class of 2020
*	0.0%	0.0%					0.0%	0.0%	0.0%	0.0%	2.8%	3.8%	Class of 2021
)	nal Rate	ngitudi	FHSP-E Graduates (Longitudinal Rate)
					1		,				*	83.0%	Class of 2020
			,								87.5% 100.0%	87.5%	Class of 2021
										ate)	udinal R	(Longit	RHSP/DAP Graduates (Longitudinal Rate)
*	91.5%	100.0%	*				97.2%	89.7%	92.9%	92.7%	92.5%	90.3%	Class of 2020
*		81.8%	*	ı			95.0%	95.1%	90.0%	93.4%	92.8%	90.0%	Class of 2021
								¥12)	sions (Gr S	ut Exclu	te Witho	tion Rat	4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)
	98.4%	* 100.0%	*		*	1	97.4% 100.0%	97.4%	100.0%	99.0%	95.3%	93.9%	Graduates, TxCHSE, and Continuers
	98.4%	100.0%	*		*		97.4% 100.0%	97.4%	100.0%	99.0%	94.9%	93.3%	Graduates and TxCHSE
	1.6%	0.0%	*		*	-	0.0%	2.6%	0.0%	1.0%	4.7%	6.1%	Dropped Out
	0.0%	0.0%	*	•	*		0.0%	0.0%	0.0%	0.0%	0.4%	0.6%	Continued HS
	0.0%	0.0%	*		*		0.0%	0.0%	0.0%	0.0%	1.2%	0.7%	Received TxCHSE
	98.4%	100.0%	*		*		97.4% 100.0%	97.4%	100.0%	99.0%	93.7%	92.6%	Graduated
													Class of 2018
	92.2%	93.3%	*			ı	95.7%	95.7%	89.3%	94.3%	95.0%	93.8%	Graduates, TxCHSE, and Continuers
,	92.2%	93.3%	*			1	95.7%	95.7%	89.3%	94.3%	94.6%	93.2%	Graduates and TxCHSE
1	7.8%	6.7%	*		ı		4.3%	4.3%	10.7%	5.7%	5.0%	6.2%	Dropped Out
1	0.0%	0.0%	*				0.0%	0.0%	0.0%	0.0%	0.4%	0.6%	Continued HS
	0.0%	0.0%	*				0.0%	0.0%	0.0%	0.0%	1.1%	0.6%	Received TxCHSE
ı	92.2%	93.3%	*		1		95.7%	95.7%	89.3%	94.3%	93.5%	92.6%	Graduated
													Class of 2019
										r 9-12)	Rate (G	tudinal	6-Year Extended Longitudinal Rate (Gr 9-12)
	92.2%	93.3%	*			ı	95.7%	95.7%	89.3%	94.3%	95.1%	93.9%	Graduates, TxCHSE, and Continuers
	92.2%	93.3%	*				95.7%	95.7%	89.3%	94.3%	94.3%	92.6%	Graduates and TxCHSE
	7.8%	6.7%	*			-	4.3%	4.3%	10.7%	5.7%	4.9%	6.1%	Dropped Out
	0.0%	0.0%	*				0.0%	0.0%	0.0%	0.0%	0.8%	1.3%	Continued HS
	0.0%	0.0%	*	1			0.0%	0.0%	0.0%	0.0%	1.1%	0.5%	Received TxCHSE
	92.2%	93.3%	*		ı		95.7%	95.7%	89.3%	94.3%	93.2%	92.0%	Graduated
													Class of 2019
*	96.2%	100.0%	*	1		ı	94.5% 100.0%	94.5%	100.0%	97.2%	95.4%	93.8%	Graduates, TxCHSE, and Continuers
EB/EL	Econ Disadv EB/EL	Special Ed	Two or More Races	Pacific Asian Islander	Asian	American Indian	White	Hispanic	African American I	District	Region 06	State	
						7							

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) CAMERON ISD (166901) - MILAM COUNTY

	96.0%	* 100.0% 96.0%	*				96.2% 91.9%	96.2%	100.0%	95.2%	85.8% 87.6% 95.2%	85.8%	2019-20
	36.4% 74.0%	36.4%					87.2%	76.3%	73.7%	79.5%	84.1% 85.8% 79.5%	84.1%	2020-21
									nual Rate)	ites (An	Gradua	ISP-DLA	RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)
	66.7% 93.3%		*				90.4% 97.1%	90.4%	100.0%	94.1%	81.8% 81.4% 94.1%	81.8%	2019-20
	36.4% 74.0%	36.4%					76.3% 87.2%	76.3%	73.7%	79.5%	80.4% 83.0% 79.5%	80.4%	2020-21
											Rate)	(Annual	FHSP-DLA Graduates (Annual Rate)
	2.7%	33.3%	*				0.0%	5.8%	0.0%	2.9%	6.4%	4.4%	2019-20
	0.0%	0.0%					0.0%	0.0%	0.0%	0.0%	3.8% 2.9%	3.8%	2020-21
											te)	nnual Ra	FHSP-E Graduates (Annual Rate)
				1			*			*	38.6% 3.8%	38.6%	2019-20
							ı				43.8% 51.2%	43.8%	2020-21
											Rate)	(Annual	RHSP/DAP Graduates (Annual Rate)
	97.3%	* 100.0% 97.3%	*				97.1%	98.1% 97.1%	100.0%	98.0%	87.8% 89.3%	87.8%	Class of 2020
_	44.4% 77.1%	44.4%			ı		89.5%	77.8% 77.6% 89.5%		81.6%	85.7% 86.9%	85.7%	Class of 2021
								Rate)	ngitudinal I	ites (Lo	Gradua	ISP-DLA	RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)
	66.7% 94.7%	66.7%	*				97.1%	92.3%	100.0%	95.1%	83.5% 82.9%	83.5%	Class of 2020
*	44.4% 77.1%	44.4%		1			89.5%	77.6%	77.8%	81.6%	84.1%	81.9%	Class of 2021
EB/EL	Econ Disadv EB/EL	Two or More Special Econ Races Ed Disade	Two or More Races	Two or Pacific More Asian Islander Races	Asian	American Indian	White	Hispanic	African District American Hispanic White	District	Region 06	State	

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

Price Percent Count Percent Pe					
Graduates (2020-21 Annual Graduates) 117 100.0% 358,842 11 hnicity: 19 16.2% 44,018 19 16.2% 44,018 19 16.2% 44,018 19 19 16.2% 44,018 19 19 50.4% 183,306 19 19 50.4% 183,306 19 19 50.4% 183,306 19 19 50.4% 103,898 19 19 50.0% 13,898 19 10 0.0% 13,898 19 10 0.0% 19,98 11 19,30 11 19,30 15 18,030 12 10.0% 19,98 15,884 Indian H.S. Program (No Endorsement) 0 0.0% 7,842 12 20.5% 56,281 13 1,882 13 1,982		Count	District Percent	State	State Percent
Innicity: 117 100.0% 358,842 11 In American 19 16.2% 44,018 10 In American 59 50.4% 183,306 10 Inic 59 50.4% 183,306 10 Inic 39 33.3% 103,898 103,898 10 Inic 30 0.0% 1,195 0 0.0% 1,195 0 Inic 30 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 7,842 1 1,195 0 0.0% 7,842 1 1,24 2,25 3 2,24 2,25 3 3 2,24 2,25 3 3 3,282 3 3 3,28 3 3,282 3 3,282 3 3,282 3,283 3 3,283 3 3,283 3,283	Graduates (2020-21 Annual Gradua	ates)			
hnicity: 44,018 n American 19 16.2% 44,018 nic 59 50.4% 183,306 can Indian 39 33.3% 103,898 can Indian 0 0.0% 1,195 c Islander 0 0.0% 18,030 c Islander 0 0.0% 553 r More Races 0 0.0% 553 raduation Type: 0 0.0% 553 um H.S. Program 0 0.0% 7,842 raduation H.S. Program (No Endorsement) 0 0.0% 729 lation H.S. Program (Endorsement) 0 0.0% 56,281 lation H.S. Program (Endorsement) 0 0.0% 13,582 lation H.S. Program (DLA) 93 79.5% 287,316 al Education Graduates 11 9.4% 31,028 somically Disadvantaged Graduates 73 62.4% 184,225 gent Bilingual (EB)/English Learner (EL) Graduates 2 1.7% 32,809 Gompleters 62 53.0% 99,076	Total Graduates	117	100.0%	358,842	100.0%
n American 19 16.2% 44,018 nic 59 50.4% 183,306 19 can Indian 59 50.4% 183,306 19 can Indian 0 0.0% 1,195 c Islander 0 0.0% 18,030 c Islander 0 0.0% 7,842 raduation Type: 0 0.0% 7,842 num H.S. Program (Distinguished Achievement Program 0 0.0% 729 lation H.S. Program (No Endorsement) 0 0.0% 13,582 lation H.S. Program (DLA) 93 79.5% 287,316 al Education Graduates 11 9.4% 31,028 omically Disadvantaged Graduates 11 9.4% 31,280 gent Bilingual (EB)/English Learner (EL) Graduates 2 1.7% 32,809 Sk Graduates 2 1.7% 32,809 Completers 3 34.2% 155,884 <td>By Ethnicity:</td> <td></td> <td></td> <td></td> <td></td>	By Ethnicity:				
nic 59 50.4% 183,306 183,306 183,306 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,898 103,803 103,803 103,803 100,00% 18,030 100,00% 18,030 100,00% 13,822 100,00% 100,00	African American	19	16.2%	44,018	12.3%
Can Indian 39 33.3% 103,898 103,898 103,898 103,898 103,898 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,195 0 0.0% 1,193 0 0.0% 1,530 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,29 0 0.0% 7,358 2 1,3,582 0 0.0% 13,582 0 0.0% 13,582 0 0.0% 3,736 0 0.0% 3,736 0 0.0% 7,342 0 0.0% 3,7	Hispanic	59	50.4%	183,306	51.1%
0 0.0% 1,195 0 0.0% 18,030 0 0.0% 553 0 0.0% 553 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 729 am (No Endorsement) 0 0.0% 13,582 am (DLA) 0 0.0% 13,582 duates 11 9.4% 31,028 mtaged Graduates 73 62.4% 184,225 3)/English Leamer (EL) Graduates 2 1.7% 32,809 62 53.0% 99,076	White	39	33.3%	103,898	29.0%
0 0.0% 18,030 0 0.0% 553 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 734 0 0.0% 729 am (No Endorsement) 0 0.0% 13,582 am (DLA) 93 79.5% 287,316 duates 11 9.4% 31,028 ntaged Graduates 73 62.4% 184,225 3)/English Learmer (EL) Graduates 2 1.7% 32,809 62 53.0% 99,076	American Indian	0	0.0%	1,195	0.3%
0 0.0% 553 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 7,842 0 0.0% 934 rogram/Distinguished Achievement Program 0 0.0% 13,582 am (No Endorsement) 93 79.5% 287,316 duates 11 9.4% 31,028 ntaged Graduates 73 62.4% 184,225 3)/English Learmer (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Asian	0	0.0%	18,030	5.0%
0 0.0% 7,842 0 0.0% 934 rogram/Distinguished Achievement Program 0 0.0% 729 am (No Endorsement) 24 20.5% 56,281 am (Endorsement) 93 79.5% 287,316 duates 11 9.4% 31,028 ntaged Graduates 73 62.4% 184,225 3)/English Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Pacific Islander	0	0.0%	553	0.2%
n 0 0.0% 934 rogram/Distinguished Achievement Program 0 0.0% 729 am (No Endorsement) 24 20.5% 56,281 am (Endorsement) 93 79.5% 287,316 am (DLA) 11 9.4% 31,028 duates 11 9.4% 31,028 ntaged Graduates 73 62.4% 184,225 B)/English Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Two or More Races	0	0.0%		2.2%
0 0.0% 934 I/Distinguished Achievement Program 0 0.0% 729 Distinguished Achievement Program 24 20.5% 56,281 Indorsement) 0 0.0% 13,582 0 0.0% 13,582 93 79.5% 287,316 11 9.4% 31,028 Graduates 73 62.4% 184,225 ISH Learner (EL) Graduates 2 1.7% 32,809 62 53.0% 99,076	By Graduation Type:				
//Distinguished Achievement Program 0 0.0% 729 b Endorsement) 24 20.5% 56,281 ndorsement) 0 0.0% 13,582 A) 93 79.5% 287,316 Language 11 9.4% 31,028 Graduates 73 62.4% 184,225 ish Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Minimum H.S. Program	0	0.0%	934	0.3%
b Endorsement) 24 20.5% 56,281 ndorsement) 0 0.0% 13,582 A) 93 79.5% 287,316 11 9.4% 31,028 Graduates 73 62.4% 184,225 ish Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Indorsement) 0 0.0% 13,582 Indoorsement) 93 79.5% 287,316 Indoorsement) 11 9.4% 31,028 Indoorsement) 11 9.4% 31,028 Indoorsement) 11 9.4% 184,225 Indoorsement) 2 1.7% 32,809 Indoorsement) 34.2% 155,884 Indoorsement) 40 34.2% 155,884 Indoorsement) 62 53.0% 99,076	Foundation H.S. Program (No Endorsement)	24		56,281	15.7%
A) 93 79.5% 287,316 I1 9.4% 31,028 Graduates 73 62.4% 184,225 ish Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
11 9.4% 31,028 Graduates 73 62.4% 184,225 ish Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Foundation H.S. Program (DLA)	93		287,316	80.1%
11 9.4% 31,028 Graduates 73 62.4% 184,225 ish Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076					
dvantaged Graduates 73 62.4% 184,225 I (EB)/English Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Special Education Graduates	11	9.4%	31,028	8.6%
l (EB)/English Learner (EL) Graduates 2 1.7% 32,809 40 34.2% 155,884 62 53.0% 99,076	Economically Disadvantaged Graduates	73		184,225	51.3%
40 34.2% 155,884 62 53.0% 99,076	Emergent Bilingual (EB)/English Learner (EL) Graduates	2		32,809	9.1%
62 53.0% 99,076	At-Risk Graduates	40		155,884	43.4%
	CTE Completers	62		99,076	27.6%

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) CAMERON ISD (166901) - MILAM COUNTY

*	57.5%	36.4%				1	76.9%	59.3%	52.6%	64.1%	18.8%	18.4%	2020-21
								raduates)	(Annual G	rtification	sased Cer	ndustry-B	Approved Industry-Based Certification (Annual Graduates
*	56.0%	_	*				62.2%	59.6%	53.8%	59.6%	18.9%	18.7%	2019-20
*		63.6%		1			79.5%	62.7%	52.6%	66.7%	23.7%	24.2%	2020-21
									uates)	ual Gradu	ady (Anr	Military Re	Career or Military Ready (Annual Graduates)
						Career / Military Ready Graduates	eer / Military Graduates	Car					
*	0.0%	0.0%	*				0.0%	0.0%	0.0%	0.0%	0.2%	4.0%	2019-20
*	0.0%	0.0%					0.0%	0.0%	0.0%	0.0%	1.1%	4.4%	2020-21
									uates)	nual Grad	edits (An	Course Credits (Annual Graduates)	Onramps C
*	9.3%	0.0%	*				29.7%	11.5%	7.7%	17.3%	21.0%	24.6%	2019-20
*	17.8%	0.0%					28.2%	22.0%	15.8%	23.1%	23.9%	25.9%	2020-21
								uates)	in Any Subject (Annual Graduates)	ubject (Ar	in Any S	e Credits	Dual Course Credits
*	0.0%	0.0%	*				0.0%	0.0%	0.0%	0.0%	0.5%	2.1%	2019-20
*	0.0%	0.0%					0.0%	0.0%	0.0%	0.0%	0.7%	2.6%	2020-21
										aduates)	nnual Gr	Degree (Annual Graduates)	Associate
*	1.3%	0.0%	*				2.7%	0.0%	0.0%	1.0%	20.0%	21.1%	2019-20
*	2.7%	0.0%					5.1%	1.7%	0.0%	2.6%	20.0%	21.3%	2020-21
								ates)	Criteria in Any Subject (Annual Graduates)	bject (Anı	n Any Su	Criteria i	AP / IB Met
*	10.7%	0.0%	*				21.6%	11.5%	0.0%	14.4%	41.9%	43.2%	2019-20
*		0.0%		1			30.8%	13.6%	15.8%	19.7%	40.3%	40.4%	2020-21
)	iraduates	(Annual Graduates)	Graduates in Both Subjects	es in Bot	Graduate	TSI Criteria
*	20.0%	0.0%	*				29.7%	15.4%	23.1%	22.1%	44.5%	47.9%	2019-20
*	16.4%	0.0%					30.8%	15.3%	15.8%	20.5%	45.1%	45.7%	2020-21
								aduates)	Graduates in Mathematics (Annual Graduates)	nematics	s in Mat		TSI Criteria
*	40.0%	16.7%	*				73.0%	38.5%	30.8%	50.0%	58.8%	59.7%	2019-20
*	31.5%	9.1%					59.0%	35.6%	21.1%	41.0%	54.2%	56.1%	2020-21
						5)	raduates	(Annual Graduates	Graduates in English Language Arts (lish Lang	s in Eng	Graduate	TSI Criteria
*	16.0%	0.0%	*				40.5%	17.3%	7.7%	25.0%	48.4%	53.4%	2019-20
*	26.0%	0.0%					35.9%	30.5%	21.1%	30.8%	48.7%	52.7%	2020-21
										ates)	ial Gradu	ady (Annu	College Ready (Annual Graduates)
						Ready	College Ready Graduates						
*	65.3%	100.0%	*				81.1%	69.2%	53.8%	72.1%	60.4%	63.0%	2019-20
*	68.5%	63.6%					82.1%	71.2%	63.2%	73.5%	63.5%	65.2%	2020-21
					nent)	Graduates (Student Achievement) ates)	s (Stude	Graduate ites)	ual Gradua	ady (Ann	lilitary Re	reer, or M	Grad College, Career, or Military Ready (Annual Graduates)
					Ready	College, Career, and Military Ready	areer, ar	ollege, C		- 1			
EB/EL	Econ Disadv	Special Ed	More Races	Pacific Islander	Asian	American Indian	White	Hispanic	African American F	District /	Region 06	State	Academic Year
										d territories established			

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) CAMERON ISD (166901) - MILAM COUNTY

*	5.3%	* 100.0%	*			1	5.4%	5.8%	7.7%	5.8%	3.2%	3.7%	2019-20
*	2.7%	36.4%					5.1%	1.7%	5.3%	3.4%	3.8%	4.4%	2020-21
	ates)	ial Gradua	ant (Annu	ition Stude	al Educa	Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)	as a Cu	Identified	a Plan and	ed Diplom	Advance	Under an	Graduates
*		0.0%	*			1	5.4%	0.0% 0.0% 5.4%		2.4% 3.2% 1.9%	3.2%	2.4%	2019-20
*	2.7%	18.2%		1			0.0%	3.4%	0.0%	1.7%	3.1%	2.4%	2020-21
						raduates)	nnual G	adiness (A	Graduate with Completed IEP and Workforce Readiness (Annual Graduates)	and Wo	pleted IEF	with Comp	Graduate v
*	0.0%	0.0%	*				0.0%	0.0% 0.0% 0.0%	0.0%	0.7% 0.0% 0.0%	0.0%	0.7%	2019-20
*	0.0%	0.0%					0.0%	0.0%	0.0%	0.0%	0.7% 0.1%	0.7%	2020-21
							iates)	nual Gradu	Graduates with Level I or Level II Certificate (Annual Graduates)	rel II Certi	el I or Lev	with Leve	Graduates
*	52.0%	50.0%	*	1		1	54.1%	57.7%	46.2% 57.7%	13.2% 13.9% 54.8%	13.9%	13.2%	2019-20
EB/EL	Econ Disadv	Special Ed	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	African District American Hispanic	District	Region 06	State	Academic Year

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) CAMERON ISD (166901) - MILAM COUNTY

					African					Dacific	Two	Special	TI	
	Year	State	90	District	District American Hispanic White	Hispanic	White	Indian	Asian Is	Islander Races		Ed	Disady EB/EL	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)	erion) (Annu	al Gradu	uates)											
Reading	2020-21	25.9%	23.9%	39.3%	15.8%	35.6%	35.6% 56.4%					9.1%	30.1%	*
	2019-20	30.1%	29.7%	41.3%	30.8%		32.7% 56.8%			1	*	16.7%	30.7%	*
Mathematics	2020-21	19.4%	18.1%	17.9%	5.3%	13.6%	13.6% 30.8%	1			1	0.0%	12.3%	*
	2019-20	21.2%	18.6%	9.6%	0.0%	5.8%	5.8% 16.2%		1		*	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%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)	for College I	rep Cou	urses (/	Annual G	iraduates)									
English Language Arts	2020-21	8.6%	9.6%	0.0%	0.0%	0.0%	0.0%		1		ı	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%				ı	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%				ı	0.0%	0.0%	*
	2019-20	4.2%	5.2%	0.0%	0.0%	0.0%	0.0%		1		*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)	ades 11-12)													
All Subjects	2021	21.1%	19.4%	23.2%	10.0%	20.0%	33.8%		ı	1	16.7%	0.0%	16.2%	16.2% 11.1%
	2020	22.0%	20.3%	13.5%	3.0%		11.8% 20.7%		1		*	0.0%	9.3%	0.0%
English Language Arts	2021	12.1%	8.3%	3.5%	6.7%	1.7%	5.2%		1		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%		ı		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%		1		16.7%	0.0%	8.1%	11.1%
	2020	9.4%	9.7%	8.7%	3.0%		7.3% 13.4%			1	*	0.0%	6.2%	0.0%
Social Studies	2021	11.6%	10.2%	6.1%	3.3%		3.5% 10.4%		1	1	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%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)	iterion) (Gra	des 11-1	12)											
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%	1
English Language Arts	2021	42.7%	53.3%	25.0%			*					1	40.0%	
	2020	50.1%	53.4%	*			*			ı			*	1
Mathematics	2021	49.4%	61.9%	0.0%	*	0.0%	0.0%			1	,	,	0.0%	ı
	2020	56.5%	59.6%	0.0%		0.0%	0.0%			1			0.0%	1
Science	2021	41.4%	50.9%	0.0%	*	0.0%	0.0%		i		*	,	0.0%	*
	2020	47.6%	55.0%	0.0%		0.0%	0.0%						0.0%	1

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) CAMERON ISD (166901) - MILAM COUNTY

										Two			7 ()
	Academic	2	Region		African				Pacific	More	Special	Econ	i
Social Studies	2021	42 7%	8	0.0%	n no. * * 0 no.	*	0.0%		*	*		0 0%	-
	2020	%s C3	60 4%	*		*	*					*	
CATIONT													
SAT/ACT Results (Annual Graduates)	es)												
Tested	2020-21	70.8%	61.5%	49.6%	47.4%		42.4% 61.5%		1		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%	*
Average SAT Score (Annual Graduates)	ates)												
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		1	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
Average ACT Score (Annual Graduates)	ates)												
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	1
Mathematics	2020-21	19.9	20.3	18.8	*	*	20.8	ı				*	,
	2019-20	20.1	21.1	19.3	14.0	19.5	20.3					18.1	1
Science	2020-21	20.3	20.8	20.1	*	*	22.5		i			*	
	2019-20	20.5	21.6	20.6	16.5	20.8	21.3					20.0	ı

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) CAMERON ISD (166901) - MILAM COUNTY

	Academic Year	State	Region 06	District	African American Hispanic	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special	Econ	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)	t Course Co	mpletion (Grades 9-	12)				-						
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%	1	*	-	40.0%	10.5%	37.5%	38.9%
English Language Arts 2020-21	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%	1	*		11.1%	0.0%	18.3%	0.0%
	2019-20	20.7%	19.3%	21.8%	12.3%	21.8%	25.8%	1	*	1	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%		40.6%	22.7%
	2019-20	22.4%	21.5%	34.3%	28.8%	37.1%	33.8%	1	*	1	20.0%			35.3%
Social Studies	2020-21	22.8%	19.3%	11.7%	4.3%	7.4%	19.6%	1	*	1	20.0%			0.0%
	2019-20	24.6%	20.0%	7.1%	3.0%	5.4%	11.7%		*		0.0%	0.0%	4.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	Texas Instit	tution of H	ligher Edu	cation (T)	(HE)									
	2019-20	46.1%	43.4%	39.4%	7.7%	32.7%	59.5%		-		*	12.5%	26.3%	*
3	2018-19	52.6%	48.8%	51.3%	32.0%	44.4%	69.6%				*	26.7%	36.1%	
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be	Completing (One Year	Without E	rollment	in a Devel	opmental E	ducation	Course (D	ata will be	available in January 2023)	in January	2023)		
	2019-20	ב/מ	2/2	7	2/2	5/2	5	5	5		د/م	2/2	מ/מ	n/a

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

	-	Mem	Membership	Name and Address of the Party o	-	- Enro	Enrollment	
	Dist	- District	State	e	District	rict —	State	(e
Student Information	Count	Count Percent	Count	Percent Count Percent	Count	Percent	Count	Percent
Total Students	1,569	100.0%	100.0% 5,402,928 100.0%	100.0%	1,569	100.0%	100.0% 5,427,370 100.0%	100.0%
Students by Grade:								
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%
Ethnic Distribution:								
African American	266	17.0%	690,999	12.8%	266	17.0%	694,302	12.8%
Hispanic	799	50.9%	50.9% 2,850,147	52.8%	799	50.9%	50.9% 2,860,754	52.7%
White	466	29.7%	29.7% 1,420,166	26.3%	466	29.7%	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%		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%
Sex:								
Female	792	50.5%	50.5% 2,640,313	48.9%	792	50.5%	50.5% 2,650,563	48.8%
Male	777	49.5%	49.5% 2,762,615	51.1%	777	49.5%	49.5% 2,776,807	51.2%
Economically Disadvantaged	1.179	75.1%	75.1% 3.278.452	60.7%	1.179	75.1%	75.1% 3.289.420	60.6%
Non-Educationally Disadvantaged	390	24.9%	24.9% 2,124,476	39.3%		24.9%	24.9% 2,137,950	39.4%
Section 504 Students	187	11.9%	400,729	7.4%		11.9%	401,648	7.4%
EB Students/EL	201	12.8%	12.8% 1,171,661	21.7%	201	12.8%	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

		- Memi	Membership			- Enro	Enrollment	DODON SERVICE SERVICE
	District -	rict	State	B	- Dist	- District	State	
Student Information	Count Percent	ercent	Count	ercent	Count Percent	ercent	Count F	Percent
Students w/ Dyslexia	105	6.7%		5.0%	105	6.7%		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	ω	0.2%	108,510	2.0%	ω	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		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%	54.2% 2,892,191	53.5%	850	54.2%	54.2% 2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	200	12.7%	12.7% 1,182,035	21.9%	200	12.7%	12.7% 1,185,511	21.8%
Career and Technical Education	395	25.2%	25.2% 1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	394	84.2%	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%
Students with Disabilities by Type of Primary Disability:	••							
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%				
Mobility (2020-21):								
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	_	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%				
Student Attrition (2020-21):								
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-	pecial ation	-Special Education Rates-	cial ition
Student District State	District	State	District State	State
Retention Rates by Grade:	ates by G	irade:		
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%	3.8% 10.5%	50 0%	50.0% 14.1%

0.3%	0.0% 8.781	0.0%	0	Data Quality: Underreported Students
Percent	Count	unt Percent Count Perce	Count	
tate	SI	District	Dis	

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

Class Size Information	District State	State
Elementary:		
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
Secondary:		
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

	Dist	District —	State	to
Staff Information	Count	Percent	Count	Percent
Total Staff	239.7	100.0%	100.0% 749,473.4	100.0%
Professional Staff:	134.8	56.2%	56.2% 480,632.3	64.1%
Teachers	111.5	46.5%	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%	28.9% 185,868.6	24.8%
Librarians and Counselors (Headcount):				
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%	40.6% 390,611.0	52.1%
Teachers by Ethnicity:				
African American	6.0	5.4%	41,286.1	11.2%
Hispanic	19.0	17.0%	_	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%
Teachers by Sex:				
Males	27.4	24.6%	89,015.4	24.1%
Females	84.0		75.4% 280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	0.9%	5,187.9	1.4%
Bachelors	83.9		26	72.6%
Masters	25.6		93,139.5	25.2%
Doctorate	1.0	0.9%	2,808.1	0.8%
Teachers by Years of Experience:				
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%		20.6%
11-20 Years Experience	29.2	26.2%	_	28.6%

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

	Dist	rict	Sta	(e
Staff Information	Count	Count Percent	Count Percer	Percent
21-30 Years Experience	11.4		48,804.6 13.2%	13.2%
Over 30 Years Experience	7.9	7.1%	7.9 7.1% 10,902.0 2.9%	2.9%
Number of Students per Teacher	14.1	n/a	14.6	n/a

Staff Information District State Experience of Campus Leadership: 6.3 6.3 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 with District 2.5 4.8 Average Years Experience of Assistant Principals with District 7.2 7.2 Average Years Experience of Teachers: 11.1 11.1 Average Years Experience of Teachers: 11.1 11.1 Average Years Experience of Teachers with District 7.2 7.2 Average Years Experience of Teachers with District 7.2 7.2 Average Years Experience of Teachers with District 7.2 7.2 Average Years Experience \$50.057 \$51.054 1-5 Years Experience \$50.057 \$55.285 1-20 Years Experience \$55.285 \$61.377 2-130 Years Experience \$65.735 \$65.295 Over 30 Years Experience \$53.992 \$71.111 Average Actual Salaries (regular duties only): \$52.568 \$58.887 <th></th> <th></th> <th>The state of the s</th>			The state of the s
6.3 5.3 3.5 ith District 2.5 (regular duties only): \$45,935 \$46,107 \$50,057 \$565,285 \$65,735 \$563,932 \$5118,566 \$118,566 \$1 32.8% 0.0 0.0 0.0	Staff Information	District	State
6.3 5.3 5.3 5.3 5.3 7.2 (regular duties only): \$45,935 \$46,107 \$50,285 \$465,735 \$563,932 \$576,488 \$118,566 \$118,566 \$1 32.8% 0.0 0.0	Experience of Campus Leadership:		
5.3 3.5 3.5 3.5 3.5 11.1 11.1 7.2 (regular duties only): \$45,935 \$46,107 \$\$56,285 \$\$65,735 \$\$65,735 \$\$63,932 \$\$76,488 \$\$118,566 \$1 32.8% 32.8% 0.0 0.0	Average Years Experience of Principals	6.3	6.3
3.5 ith District 2.5 11.1 7.2 (regular duties only): \$45,935 \$ \$46,107 \$ \$56,285 \$ \$65,735 \$ \$65,735 \$ \$63,932 \$ \$118,566 \$ \$118,566 \$ \$32.8% 0.0 0.0	Average Years Experience of Principals with District	5.3	5.4
ince of Assistant Principals with District 2.5 ince of Teachers: 11.1 ince of Teachers with District: 7.2 ince of Teachers with District: 7.2 ince of Teachers with District: 7.2 ince \$45,935 \$ 6 \$55,057 \$ 6 \$55,285 \$ 6 \$65,735 \$ 6 \$65,735 \$ 6 \$52,568 \$ 6 \$53,932 \$ 6 \$53,994 \$ 6 \$576,488 \$ 6 \$118,566 \$ 6 \$1	Average Years Experience of Assistant Principals	3.5	5.5
nce of Teachers: 11.1 nce of Teachers with District: 7.2 ny by Years of Experience (regular duties only): \$45,935 \$ \$445,935 \$ \$445,935 \$ \$556,285 \$ e \$56,285 \$ e \$65,735 \$ fes (regular duties only): \$50,932 \$ les (regular duties only): \$52,568 \$ \$63,994 \$ \$1(School Leadership) \$76,488 \$ \$118,566 \$1 chers: 32.8% gement Staff: 0.0 0.0 0.0 1 Staff: 0.0	Average Years Experience of Assistant Principals with District	2.5	4.8
ince of Teachers with District: 7.2 Iry by Years of Experience (regular duties only): \$45,935 \$ \$46,107 \$ \$50,057 \$ \$56,285 \$ e \$56,285 \$ e \$65,735 \$ sics (regular duties only): \$52,568 \$ (School Leadership) \$52,568 \$ \$118,566 \$ \$1hers: 32.8% Shers: 32.8% Shers: 0.0 0.0 0.0	Average Years Experience of Teachers:	11.1	11.1
## Properience (regular duties only): \$45,935	Average Years Experience of Teachers with District:	7.2	7.2
\$45,935 \$ \$46,107 \$ \$46,107 \$ \$50,057 \$ \$ e \$56,285 \$ \$ e \$56,285 \$ \$ e \$65,735 \$ \$ ince \$63,932 \$ \$ fes (regular duties only): \$52,568 \$ \$ 1 (School Leadership) \$76,488 \$ \$118,566 \$ \$ thers: \$2.8% gement Staff: 0.0 0.0 0.0 0.0	Average Teacher Salary by Years of Experience (regular duti	es only):	
\$46,107 \$ \$50,057 \$ \$e \$55,285 \$ \$e \$56,285 \$ \$nce \$65,735 \$ \$ies (regular duties only): \$ \$52,568 \$ \$63,994 \$ \$63,994 \$ \$118,566 \$ \$hers: \$276,488 \$ \$ment: \$60.4% \$ \$12,8% \$ \$10,0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Beginning Teachers		\$51,054
\$50,057 \$ e \$56,285 \$ e \$56,285 \$ nce \$65,735 \$ ies (regular duties only): \$ \$52,568 \$ \$63,932 \$ \$52,568 \$ \$63,994 \$ \$63,994 \$ \$63,994 \$ \$118,566 \$ \$118,566 \$ \$1 chers: \$2,8% \$ \$10,0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	1-5 Years Experience	\$46,107	\$54,577
e \$56,285 \$ e \$65,735 \$ nce \$63,932 \$ les (regular duties only): \$52,568 \$ s (School Leadership) \$76,488 \$ ent: 60.4% ent: 60.4% gement Staff: 0.0 32.8% 1 Staff: 0.0	6-10 Years Experience	\$50,057	\$57,746
ce \$65,735 \$ ss (regular duties only): \$63,932 \$ ss (regular duties only): \$52,568 \$ \$52,568 \$ \$ \$63,994 \$ \$ \$118,566 \$1 nt: 60.4% \$1 ners: 32.8% \$1 ement Staff: 0.0 0.0 0.0 0.0 0.0 Staff: 0.0 0.0	11-20 Years Experience	\$56,285	\$61,377
\$63,932 \$ \$40ties only): \$52,568 \$ \$52,568 \$ \$63,994 \$ \$63,994 \$ \$6118,566 \$ \$118,566 \$ \$1 \$2.8% \$ 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	21-30 Years Experience	\$65,735	\$65,949
### \$52,568 \$ \$52,568 \$ \$63,994 \$ \$76,488 \$ \$118,566 \$ \$1 \$0.0 0.0 0.0 0.0	Over 30 Years Experience	\$63,932	\$71,111
\$52,568 \$ \$63,994 \$ \$63,994 \$ \$118,566 \$ \$12.8% 32.8% 0.0 0.0	Average Actual Salaries (regular duties only):		
\$63,994 \$ dership) \$76,488 \$ \$118,566 \$1 60.4% 32.8% 0.0 0.0 0.0	Teachers	\$52,568	\$58,887
dership) \$76,488 \$ \$118,566 \$1 60.4% 32.8% 0.0	Professional Support	\$63,994	\$69,505
\$118,566 \$1 60.4% 32.8% 0.0 0.0 0.0	Campus Administration (School Leadership)	\$76,488	\$84,990
32.8% 32.8% 0.0 0.0	Central Administration	\$118,566	\$112,797
32.8% 0.0 1 0.0 0.0 0.0	Instructional Staff Percent:	60.4%	64.9%
32.8% 0.0 0.0 0.0 0.0			
0.0 1 0.0 0.0 0.0 2	Turnover Rate for Teachers:	32.8%	17.7%
0.0 1 0.0 0.0 0.0	Staff Exclusions:		
0.0 0.0 0.0	Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
0.0	Educational Aides	0.0	191.7
0.0	Auxiliary Staff	0.0	381.6
0.0			
	Contracted Instructional Staff:	0.0	2,113.6

TEA | School Programs | Assessment and Reporting | Performance Reporting

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

District State Average Average Designation Headcount Payout Headcount Payout	District Avera Headcount Payor	ict —— Average Payout	StateAvu Headcount Pa
Teacher Inco	Teacher Incentive Allotment:	ent:	
Recognized	1		3,305 \$6,188
Exemplary			1,564 \$12,202
Master	1		681 \$21.922

	DIS	District	State	e
Program Information	Count	Count Percent		Count Percent
Teachers by Program (population served):	on serve	d):		
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%	81.0% 261,685.1	70.8%
Special Education	9.9	8.9%	8.9% 35,441.0	9.6%
Other	0.0	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.
- n/a Indicates data reporting is not applicable for this group. ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- ? 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:

PEIMS Financial Standard Report

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

			District	rict		
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues Operating Revenue						
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
Total Operating Revenue	le \$15,510,417	100.00%	\$9,886	\$16,549,180	100.00%	\$10,548
Other Revenue						
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
Total Other Revenue	ue \$0	0.00%	\$0	\$1,736,263	100.00%	\$1,107
Subtotal: Operating and Other Revenue	e \$15,510,417	100.00%	\$9,886	\$18,285,443	100.00%	\$11,654
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	.e \$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$15,510,417	100.00%	\$9,886	\$18,285,443	100.00%	\$11,654
Debt Service Financing and TRS Estimate Revenue						
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
Total Debt Service Financing and TRS Estimate Revenue	\$1,188,586	100.00%	\$758	\$1,188,586	100.00%	\$758
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	e \$16,699,003	100.00%	\$10,643	\$19,474,029	100.00%	\$12,412
Expenditures Operating Expenditures by Object (61xx-						
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

Supplies & Materials (Object 63xx)			AND THE PERSON NAMED IN COLUMN TO SERVICE AND ADDRESS OF THE PERSON NAMED IN COLUMN T	District	ict		
Stands S		General Fund	%	Per Student	All Funds	%	Per Student
Sect 64xx Sp06.636 Sp06.6364 Sp06.636 Sp06.636 Sp06.636 Sp06.636 Sp06.636 Sp06.6364 Sp06.	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
### By Object \$80,000 \$0.00% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,263 \$90,86% \$1,816,260 \$91,4% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$100,00% \$1,998,863 \$1,993,12,454 \$100,00% \$1,998,863 \$1,993,12,454 \$100,00% \$1,998,863 \$1,998,123 \$1	Total Operating Expenditures by Object	\$16,274,828	100.00%	\$10,373	\$17,313,591	100.00%	\$11,035
64xxx) \$0 0.00% \$0 .00% \$0 .00% \$0 .00% \$5 90.86% \$5 1,816,263 90.86% \$5 1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,816,263 90.86% \$5 \$1,998,863 90.86% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,998,863 100.00% \$5 \$1,000% \$5 \$1,000% \$5 \$1,000% \$5 \$1,000% \$5 \$1,000% \$5 \$1,000% \$5 \$1,000% \$1 \$1,000% \$1 \$1,000% \$1 \$1,000% \$1 \$1,000% \$1 \$1,000% \$1 <	Expenditures						
\$80,000 30,46% \$51 \$1,816,263 90,86% \$70 \$1,816,263 90,86% \$100,000% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116 \$182,600 91,4% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,428 \$100,00% \$116,257,429 \$10,257,42	Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Non-Operating Expenditures by Object \$262,600 100.00% \$116 \$182,600 9.14% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$19.312,454 100.00% \$10.30	Debt Services (Object 65xx)	\$80,000	30.46%	\$51	\$1,816,263	90.86%	\$1,158
Total Non-Operating Expenditures by Object \$262,600 100.00% \$167 \$1,998,863 100.00% \$1 by Function (61xx-64xx only) \$16,537,428 100.00% \$10,540 \$19,312,454 100.00% \$11 by Function (61xx-64xx only) \$9,169,809 \$5,34% \$5,844 \$9,169,809 \$2,26% \$1 edia Services (Function 12) \$9,169,809 \$5,34% \$9,169,809 \$2,26% \$1 evaluation 21) \$144,592 0.89% \$92 \$14,085,747 6.27% es (Function 13) \$1,085,747 6.67% \$692 \$1,085,747 6.27% es (Function 21) \$423,314 0.27% \$424,101 2.45% es (Function 31) \$433,314 0.27% \$428 \$43,314 0.25% p. 123 \$1,083,763 \$1,083,763 \$0.09% \$10,25% \$43,314 0.25% p. 123 \$1,083,763 \$1,083,763 \$1,083,763 \$1,083,763 \$2,25% p. 123 \$1,083,763 \$1,083,763 \$1,083,763 \$1,083,763	Capital Outlay (Object 66xx)	\$182,600	69.54%	\$116	\$182,600	9.14%	\$116
Inad Non-Operating Expenditures by Object \$16,537,428 100.00% \$10,540 \$19,312,454 100.00% \$11 y Function (61xx-64xx only) \$1,69,809 \$65,34% \$5,844 \$9,169,809 \$2,06% \$5 dia Services (Function 12) \$144,592 0.89% \$92 \$144,592 0.84% \$1 20 \$1,085,747 6.67% \$692 \$1,085,747 6.67% \$692 \$1,085,747 6.27% 23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% \$1 2.45% 23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% \$1 2.45% \$1 2.45% \$1 2.45% \$1 2.45% \$1 \$1 2.45% \$1 \$1 2.45% \$1 \$1 2.45% \$1 </td <td></td> <td>\$262,600</td> <td>100.00%</td> <td>\$167</td> <td>\$1,998,863</td> <td>100.00%</td> <td>\$1,274</td>		\$262,600	100.00%	\$167	\$1,998,863	100.00%	\$1,274
y Function (61xx-64xx only) \$9,169,809 \$5.34% \$5,844 \$9,169,809 \$2.96% \$1 dila Services (Function 12) \$144,592 0.89% \$52 \$144,592 0.84% \$1 stion 21) \$22,845 1.37% \$12 \$22,2845 1.29% \$1 23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% \$1 23) \$424,101 2.61% \$270 \$424,101 2.45% \$1 23) \$1,085,747 6.67% \$28 \$1,085,747 6.27% \$1 23) \$424,101 2.61% \$270 \$424,101 2.45% \$1 23) \$1,083,747 6.67% \$28 \$424,101 2.45% \$1 23) \$1,083,741 0.25% \$102 \$160,316 0.25% \$1 24 \$1,083,741 0.25% \$43,314 0.25% \$1 0.25% \$1 25 \$1,083,763 \$1,023% \$1,033 \$1,033,4 \$1	Grand Total: Operating and Non-Operating Expenditures by Object	\$16,537,428	100.00%	\$10,540	\$19,312,454	100.00%	\$12,309
dia Services (Function 12) \$9,169,809 56,34% \$5,844 \$9,169,809 \$2,96% \$1 ent (Function 13) \$122,845 1.37% \$142,592 0.84% \$142,592 0.84% \$1 \$1,29% \$1 \$1,29% \$1 \$1,29% \$1 \$1,29% \$1 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$222,845 \$1,29% \$1 \$223,447 \$224,410 \$245% \$240% \$240% \$240% \$240% \$240,010 \$245% \$240,011 \$245% \$240,011 \$240,024 \$240%	Operating Expenditures by Function (61xx-64xx only)						
dia Services (Function 12) \$144,592 0.89% \$92 \$144,592 0.84% ent (Function 13) \$222,845 1.37% \$142 \$222,845 1.29% zion 21) \$0 0.00% \$0 \$0 0.00% \$0 23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% 5222,845 1.29% 23) \$42,4,101 2.61% \$270 \$424,101 2.45% 2.45% 23) \$43,314 0.27% \$28 \$43,314 0.25% 3.314 0.25% 23) \$43,314 0.27% \$28 \$43,314 0.25% 3.45% 23) \$43,314 0.27% \$28 \$43,314 0.25% 3.45% 240,013 \$160,316 0.99% \$102 \$160,316 0.93% 3.45% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44% 3.44%	Instruction (Function 11,95)	\$9,169,809	56.34%	\$5,844	\$9,169,809	52.96%	\$5,844
ent (Function 13) \$222,845 1.37% \$142 \$222,845 1.29% zion 21) \$0.00% <td< td=""><td>Instructional Resources & Media Services (Function 12)</td><td>\$144,592</td><td>0.89%</td><td>\$92</td><td>\$144,592</td><td>0.84%</td><td>\$92</td></td<>	Instructional Resources & Media Services (Function 12)	\$144,592	0.89%	\$92	\$144,592	0.84%	\$92
tion 21) \$0 0.00% \$0 0.00% 23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% 23) \$424,101 2.61% \$20 \$1,085,747 6.27% 23) \$424,101 2.61% \$692 \$1,085,747 6.27% 2424,101 2.45% \$424,101 2.45% 2.45% 250 \$43,314 0.27% \$28 \$43,314 0.25% 250 \$160,316 0.99% \$102 \$160,316 0.93% 250 \$160,316 0.99% \$102 \$160,316 0.93% 250 \$1,01,142 0.28% \$102 \$160,316 0.93% 250 \$1,01,142 0.28% \$259 \$1,083,763 6.26% 250 \$1,01,142 0.28% \$516 \$1,01,42 6.41% 250 \$1,083,763 \$1,699,728 \$1,083,763 \$1,69% \$1,699,728 \$1,10,142 6.41% \$1,699,728 \$1,083,763 \$1,69% \$1,69%	Curriculum & Staff Development (Function 13)	\$222,845	1.37%	\$142	\$222,845	1.29%	\$142
23) \$1,085,747 6.67% \$692 \$1,085,747 6.27% ss (Function 31) \$424,101 2.61% \$270 \$424,101 2.45% sn 32) \$43,314 0.27% \$28 \$43,314 0.25% sn 32) \$160,316 0.99% \$102 \$160,316 0.93% sn 40,020 \$450,001 0.28% \$29 \$1,083,763 6.26% sn 41,92) \$1,110,142 6.82% \$10,837,63 \$1,699,728 \$1,110,142 6.41% snction 52) \$1,699,728 \$1,699,728 \$1,699,728 \$1,699,728 \$8 sn 61) \$1,699,728 \$10,00% \$259 \$406,834 2.35%	Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0
sis (Function 31) \$424,101 2.61% \$270 \$424,101 2.45% pn 32) \$43,314 0.27% \$43,314 0.25% \$43,314 0.25% pn 32) \$160,316 0.99% \$102 \$160,316 0.93% 0.93% pn 32) \$160,316 0.99% \$102 \$160,316 0.93% 0.93% pn 32) \$160,316 0.99% \$486 \$762,811 4.41% 4.41% pn 41,92) \$1,110,142 6.82% \$708 \$1,110,142 6.41% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,244 4.68% 516,24% 516,25%	School Leadership (Function 23)	\$1,085,747	6.67%	\$692	\$1,085,747	6.27%	\$692
303 (2) \$43,314 0.27% \$28 \$43,314 0.25% \$160,316 0.99% \$102 \$160,316 0.93% \$762,811 4.69% \$486 \$762,811 4.41% \$45,000 0.28% \$29 \$1,083,763 6.26% \$100 41,92) \$1,110,142 6.82% \$708 \$1,110,142 6.41% \$810,244 4.98% \$516 \$810,244 4.68% \$ (Function 51) \$1,699,728 10.44% \$1,083 \$1,699,728 9.82% \$ (Function 52) \$406,834 2.50% \$54 \$84,000 0.49% \$ (Function 53) \$406,834 2.50% \$54 \$840,000 0.49% \$ (Function 81) \$105,345 0.65% \$67 \$105,345 0.61% * (OOLS ONLY (Function 81) \$16,274,828 100.00% \$10,373 \$17,313,591 100.00% \$1	Guidance Counseling Services (Function 31)	\$424,101	2.61%	\$270	\$424,101	2.45%	\$270
\$160,316 0.99% \$102 \$160,316 0.93% \$762,811 4.69% \$486 \$762,811 4.41% \$45,000 0.28% \$29 \$1,083,763 6.26% \$1,110,142 6.82% \$708 \$1,110,142 6.41% \$1,10,142 6.82% \$708 \$1,110,142 6.41% \$100,449 \$1,699,728 \$1,699,728 \$1,699,728 \$1,699,728 \$1,699,728 9.82% \$1 \$ (Function 52) \$1,699,728 \$10,44% \$1,083 \$1,699,728 9.82% \$1 \$ (Function 52) \$406,834 2.50% \$54 \$84,000 0.49% \$ (Function 53) \$406,834 2.50% \$259 \$406,834 2.35% * (OOLS ONLY (Function 81) \$105,345 0.65% \$67 \$105,345 0.61% * (OOLS ONLY (Function 81) \$16,274,828 100.00% \$10,373 \$17,313,591 100.00% \$1	Social Work Services (Function 32)	\$43,314	0.27%	\$28	\$43,314	0.25%	\$28
\$762,811 4.69% \$486 \$762,811 4.41% \$45,000 0.28% \$29 \$1,083,763 6.26% \$1,110,142 6.82% \$708 \$1,110,142 6.41% \$810,244 4.98% \$516 \$810,244 4.68% \$1,699,728 10.44% \$1,083 \$1,699,728 9.82% \$ \$0 \$84,000 0.52% \$54 \$84,000 0.49% \$ \$406,834 2.50% \$259 \$406,834 2.35% \$ \$ (Function 81) \$105,345 0.65% \$67 \$105,345 0.00% \$1 \$10,00% \$16,274,828 100.00% \$10,373 \$17,313,591 100.00% \$1	Health Services (Function 33)	\$160,316	0.99%	\$102	\$160,316	0.93%	\$102
\$45,000 0.28% \$29 \$1,083,763 6.26% \$1,110,142 6.82% \$708 \$1,110,142 6.41% \$810,244 4.98% \$516 \$810,244 4.68% \$n 51) \$1,699,728 10.44% \$1,083 \$1,699,728 9.82% \$ \$n 51) \$84,000 0.52% \$54 \$84,000 0.49% \$ \$16,6834 2.50% \$259 \$406,834 2.35% \$ (Function 81) \$105,345 0.65% \$67 \$105,345 0.00% \$1 (Function 81) \$16,274,828 100.00% \$10,373 \$17,313,591 100.00% \$1	Transportation (Function 34)	\$762,811	4.69%	\$486	\$762,811	4.41%	\$486
\$1,110,142 6.82% \$708 \$1,110,142 6.41% \$810,244 4.98% \$516 \$810,244 4.68% \$1,699,728 10.44% \$1,083 \$1,699,728 9.82% \$1,0534 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,699,728 9.82% \$1,083 \$1,08	Food Services (Function 35)	\$45,000	0.28%	\$29	\$1,083,763	6.26%	\$691
\$810,244 4.98% \$516 \$810,244 4.68% \$1,699,728 10.44% \$1,083 \$1,699,728 9.82% \$ \$406,834 0.52% \$54 \$84,000 0.49% \$158 \$105,345 0.49% \$105,345 0.61% \$105,345 0.61% \$105,345 0.00%<	Extracurricular (Function 36)	\$1,110,142	6.82%	\$708	\$1,110,142	6.41%	\$708
\$\text{n} \text{51}\) \$\text{1},699,728 \$\text{1},699,728 \$\text{1},044\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	General Administration (Function 41,92)	\$810,244	4.98%	\$516	\$810,244	4.68%	\$516
\$84,000 0.52% \$54 \$84,000 0.49% \$406,834 2.50% \$259 \$406,834 2.35% \$105,345 0.65% \$67 \$105,345 0.61% \$105,345 0.00% \$0.00% \$10,373 \$17,313,591 100.00% \$1	Facilities Maintenance & Operations (Function 51)	\$1,699,728	10.44%	\$1,083	\$1,699,728	9.82%	\$1,083
\$406,834 2.50% \$259 \$406,834 2.35%	Security & Monitoring Services (Function 52)	\$84,000	0.52%	\$54	\$84,000	0.49%	\$54
\$105,345 0.65% \$67 \$105,345 0.61% \$ VLY (Function 81) \$0.00% \$0.00% \$0.00% \$0.00% \$0.00% \$10,373 \$17,313,591 100.00% \$11,0	Data Processing Services (Function 53)	\$406,834	2.50%	\$259	\$406,834	2.35%	\$259
\$0 0.00% \$0 0.00% itures by Function \$16,274,828 100.00% \$10,373 \$17,313,591 100.00% \$11,0	Community Services (Function 61)	\$105,345	0.65%	\$67	\$105,345	0.61%	\$67
\$16,274,828 100.00% \$10,373 \$17,313,591 100.00%	Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
	Total Operating Expenditures by Function	\$16,274,828	100.00%	\$10,373	\$17,313,591	100.00%	\$11,035

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

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

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

			District	ों ट्रों		
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements Total Disbursements						
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
Total Disbursements	\$16,788,277	100.00%	\$10,700	\$19,563,303	100.00%	\$12,469



Annual Report : Section 3:

2021-2022 District Accreditation Status

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

Accreditation Status

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

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

The district accreditation statuses are listed at the links below:

- Accreditation Status Matrix
- 2022-2023 Accreditation Statuses
- 2021-2022 Accreditation Statuses (will not be issued see related correspondence below)
 10020 2021 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

Weiview

addressed.

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

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 will be determined and assigned to school districts. The rules also establish accreditation standards and sanctions, including



Annual Report Section 4:

2021-2022 Campus Performance Objectives



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 districtlevel committee. (Section 11.251 of the Texas Education Code)
- student performance for all student populations, including students in special education programs under committee, shall develop, review, and revise the campus improvement plan for the purpose of improving 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section Each school year, the principal of each school campus, with the assistance of the campus-level 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

State Board of Education Mission, Goals, and Objectives

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

- The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. Si
- The students in the public education system will demonstrate exemplary performance in the understanding

<u>ო</u>

The students in the public education system will demonstrate exemplary performance in the understanding of social studies. 4.

The objectives of public education are:

- Parents will be full partners with educators in the education of their children.
- Students will be encouraged and challenged to meet their full educational potential.
- Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. **α** α
- A well-balanced and appropriate curriculum will be provided to all students.
- Qualified and highly effective personnel will be recruited, developed, and retained.
- Texas students will demonstrate exemplary performance in comparison to national and international standards. 4. 7. 6.
- School campuses will maintain a safe and disciplined environment conducive to student learning. ~ ∞
- 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.
- Technology will be implemented and used to increase the effectiveness of student learning, instructional Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic nanagement, staff development, and administration. 10. တ်

alues of our state and national heritage and who can understand and productively function in a free

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. enterprise society. 7.

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)

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

Counselor, Blanca Howells; Teacher Reps., Glenda Johnson, Ysenia Sanchez, Amy Tobias, Jada Parker, Pam Green; Parent Rep, Ben Milam Elementary Campus Advisory Committee- Principal, Christiana Graham; Assistant Principal, Robbie Newton; 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:

- Is in prekindergarten grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- curriculum during a semester in the preceding or current school year OR is not maintaining a 70 Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation average in two or more foundation subjects in the current semester
- 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). ო
- 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. 4.
- Is pregnant or is a parent.
- Has been placed in an AEP during the preceding or current school year. Has been placed in an AEP during the preceding or current schoolHas been expelled during the preceding or current school year.
- 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.
- placement facility in the district, including a detention facility, substance abuse treatment facility, 13. Resided in the preceding school year or resides in the current school year in a residential emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

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

<u>Summative Evaluation</u>: BME EOY Assessments will show that all students and each accountability group exceeded 80% passing rate for all Progress Monitoring tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
District/campus staff will	Core subject	Every six	State and Local	Record of PLC	Improved six weeks' grades
disaggregate & analyze	teachers	weeks and	Funds	meetings and data	:
STAAR data, unit		at the end of		from discussions and	Reduced failure rate
assessments &	curriculum	each unit.		data analysis.	
benchmark data for each	coordinators				Improved performance on
testing area & focus on					BME EOYassessments.

objective weaknesses below 80% mastery for all students including, at- risk, EL, migrant, CTE,	principals Assistant Supt.				
dyslexia, GT, & SPED.					
Continue vertical/horizontal	Teachers	Every six weeks and	State and Local Funds	Record of PLC meetings and data	Principal's review of lesson plans to confirm alignment.
curriculum teams for each	Principals	at the end of		from discussions and	Control of the contro
implement the district's	Curriculum	פמכוז חוווי		uata ariarysis	alignment
vertical alignment plan	Coordinators				
	Superintendent, Asst. Supt.				
Campuses will use	Teachers	Every six	State and Local	DMAC &Lead4Ward	Improved performance on
UNIAC & Lead4ward to identify objective	Principals	weeks and at the end of	Spund	data will be discussed at PLC's.	identified deficient objectives.
deficiencies for each	_	each unit.			
individual student and	Curriculum			Principal and C&I	
develop accelerated programs to target those	Coordinators			Confirm DMAC &	
deficiencies. A variety of	Superintendent,			Lead4Ward usage.	
resources will be used to	Asst. Supt.				
assessments.					
					100
Ensure prof. development	leachers	By August	Federal, State	Each principal will	leachers will improve their
relevant to the classroom:	Principals	- 2022.	Funds	individualized	instructional effectiveness.
Teachers with identified			(Title II A-	professional	
pedagogical deficiencies	Curriculum		\$78,307)	development plans for	
will work collaboratively	Coordinators			each instructor.	
will the campus principal in developing an	Superintendent				
individual professional	Asst. Supt.				
development plan.					
Each CAC will include					
proressional development					
plans.					
Each campus principal					
will submit a "needs					
driven proi. developinent					

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. * 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.

ng performance of the State assessment and other district metrics will improve. t are all improve. s.	At Risk students will improve their performance on the State assessments and district assessments. or The drop-out rate at Cameron ISD will be reduced. re ory s	Increased performance on the STAAR test for all students. the ds
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.	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.	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.
State and Local Funds	Federal, State (Compensatory Education Funds) and Local Funds Funds-\$682,216) (Title II Part A Funds-\$78,307)	State and Local Funds
Every six weeks and at the end of each unit. Annually	Daily	Each six weeks
Teachers Principals 504 Coordinators Superintendent, Asst. Supt.	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian	Teachers Principals Curriculum Coordinators
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.	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.	Utilize programs (such as Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Imagine Learning, iStation & IXL, to increase passing percentages for reading

and math for all students, African-American, Hispanic, and white.	Superintendent, Asst. Supt.				
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. * Wtilize Yoe Time for * Utilize Yoe Time for Enrichment opportunities.	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.	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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: • Pre-K & Kindergarten Roundup. • Intercampus meetings for transitioning students • Open house for all incoming students. • Parent/Teacher conferences at least once per year	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 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.

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)	Timeline	Resources	Evidence of	Evidence of Impact
3	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
Strategies to recruit and retain highly qualified staff:	Superintendent Assistant Supt.	Annually by August 1,	Local and State Funds	All strategies are budgeted and listed	District will see an increase in the retention of
Continue student	School Board	2022		on district's board	high quality staff members.
to teacher ratios				agenda calendar.	
below the state					
average.					
Staff appreciation					
dinner & awards					
 Include staff in the 					
development of					
campus					
professional					
development plans					
Conduct annual					
certification audit.					
 Assess and revise 					
teacher salary					
schedule as					
appropriate					
 Free breakfast for 					
all staff			E C C C C		
 Provide retention 			EVOEK III		
stipends to all			2000		
district staff			ESSER E		
Ensure funding			Spund		
loss caused by					
loss of enrollment			ESSER III		
due to Covid-19			Funds		

	T		т —				_							
	All district paraprofessionals will be	appropriately and effectively trained.	Improved effectiveness	and efficiency of federal	programs and men expenditures.	Improved effectiveness	and efficiency of federal	expenditures.	Improved effectiveness	and efficiency of federal programs and their	expenditures.			
	District paraprofessionals will	have evidence of their training.	The review is	scheduled on the	calendar.	The public hearing is	scheduled on the	calendar.	DAC & CAC minutes	will reflect the federal				
ESSER II Funds	Local and State Funds		Local Funds			Local Funds			Local Funds					
	Annually before hired		Annually	before May	30, 2022	Annually	before May	30, 2022	Annually	before May 30, 2022				
	Principals	Curriculum Coordinators	Superintendent, Asst.	Supt.	School Board	Superintendent	Assistant Supt.	Scribor Dodin	Superintendent,	Asst. Supt.	Principals	District Advisory	Council	Campus Advisory Council
will not impact the student teacher ratio in the classroom to ensure learning loss recovery by retaining district staff	Ensure paraprofessionals are appropriately trained.		Board review of federal	programs annually.		Hold public hearing on	federal program budget	annamy.	Review federal program	budget and services with CACs and DAC.				

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.

Evidence of Evidence of Impact	Implementation	ESL/Bilingual plan is in Improved performance for place and all campuses EL students on the State	have properly endorsed assessment and on six	improved RDA performance.												Counselors can Students will follow a well-	
Resources	(Local Funds, State, SCE, Title, etc.)	State and Local ES Funds pla	hav	2												State and Local	
Timeline		Throughout S															
Person(s)	Responsible	Gen.Ed. Teachers	ESL Teachers	Bilingual Teachers	Principals	Superintendent, Asst. Supt.	Counselors									CTE Teachers	CTE Teachers
Activity/Strategy		Strategies to improve ESL/Bilingual program:	Review and revise	ESL/Bilingual plan as needed.	 Include parent representative in 	LPAC meetings.LPAC training for all committee	members. • Provide district	correspondence in	English & Spanish	English & Spanish as needed.	English & Spanish as needed. Teacher training for TELPAS as	English & Spanish as needed. Teacher training for TELPAS as necessary.	English & Spanish as needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL	English & Spanish as needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL teachers on each	English & Spanish as needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL teachers on each campus.	English & Spanish as needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL teachers on each campus.	English & Spanish as needed. TELPAS as necessary. English ESL teachers on each campus. Strategies to improve the CTE program:

of cours needed	of courses" as needed.	Superintendent, Asst. Supt.			sequence of CTE courses.	program, resulting in better RDA performance.
Conduct CTE	of CTE					
survey	surveys to plan tor					
program	E	Counselors				
improv	mprovements	i L H				
Increase the	se the	CIE Director				
number of	r of					
certification	ation					
opportunities	nities					
Increase the	se the					
numpe	number of pathway					
offerings	ds.					
 Increase the 	se the					
nampe	number of core					
class/C	class/CTE courses					
offered						
Strategies to improve	nprove	Special Education	Throughout	State and Local	Principals can produce	Improved special education
special education:	on:	Teachers	school year	Funds	schedules which reflect	performance on the State
Inclusic	Inclusion model of				the inclusion model of	assessment, resulting in
instruction.	tion.	Principals			special education	better performance on the
Continu	Continue the SIT				instruction.	RDA.
(studer	(student intervention	Asst. Supt.				
team) t	team) process to					
ensure	ensure appropriate	Counselors				
and tim	and timely reterrals					
and ble	and placement.					
Assess RDA	; RDA					
indictors and	rs and					
develo	develop appropriate					
strategies for	ies for					
indicate	indicators exceeding					
a 2 inte	a 2 intervention					
level.						

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

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

Objective 1: The 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.

Evidence of Impact		Students will be placed in appropriate grade levels based upon all circumstances.	Student attendance will improve.	Student attendance will improve.	Student attendance will improve.	Student attendance will improve.	Student attendance will improve.	Student attendance will improve.
Evidence of	Implementation	Record of attendance committee meetings	Agendas of award ceremonies reflect recognition.	Phone logs	Written documentation of letters.	Documentation of contact and court appearances	Documentation from courts	Documentation of TPM
Resources	(Local Funds, State, SCE, Title, etc.)	Local Funds	Local Funds	Local Funds	Local Funds	Local Funds	Local Funds	Local Funds
	Timeline	Annually	Annually, Every six weeks	Throughout school year	Throughout school year	Throughout school year	Throughout school year	Throughout school year
Person(s)	Responsible	Principals, Counselors, Teachers	Principals, Counselors, Teachers	Principals, Counselors, Teachers	Principals, Counselors	Truancy officer Campus principals	Principals	Principal, Counselors, Teachers
Activity/Strategy		Utilize campus attendance committees	Student incentive parties and recognition at awards ceremonies	Phone contact for each absence	Written notification after 3rd absence	Truancy officer assistance with high absence cases on all four campuses.	Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Institute truancy prevention measures (TPM)

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

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

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

Activity/Strategy	Person(s)		Resources	Evidence of	Evidence of Impact
	Responsible	Timeline	(Local Funds,	Implementation	•
			State, SCE,		
			Title, etc.)		
Utilize Counseling services	Principals	Throughout	Federal, State	Counselor logs and	Dropout rate will
		school year	and Local Funds	event schedule.	decrease.
	Counselors		(Carl Perkins -		
			\$23,540)		
	Teachers				
Utilize truancy officer as a	Truancy officer	Throughout the	State and Local	Ongoing with	Dropout rate will
means of communication and		year	Funds	documentation from	decrease.
assistance with excessive				campus attendance	
absence cases, and as a				clerks and court	
liaison with the local court				documents	
system					

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Establish and confinue character education with CISD campuses, to include PBIS systems in place	rrincipals Counselors Behavior Specialists	Annualiy, Daily.	State and Local	Frogram is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Utilize Conflict resolution	Principals Teachers Counselors Family Liaisons	Daily	Local Funds	Documentation of resolution meetings.	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals Director of Operations Superintendent, Asst. Supt.	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals
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	Principals	Daily	State and Local	LSSP and LPC are on	Reduction in discipline
to assist with meeting social	Asst. Supt.		Funds	staff and working with	referrals and
and emotional needs of				students.	documentation of
students			ESSER III		scheduled counseling
			Funding		sessions with students.

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

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.

Activity/Strategy	Person(s)	Timeline	Resources	Evidence of	Evidence of Impact
	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
Implement the district crisis	Principals	Daily	State and Local	Completed crisis plan is	Incidents of violence will
Suicide prevention	Counselors		Spin	available to callipuses.	De decreased to 0.
Violence prevention					
(including Teen Dating Violence Policy)	Superintendent, Asst. Supt.				
		:		1	
Provide ID badges for all CISD employees	Superintendent, Asst Supt	Annually and	State and Local	Documentation of ID hadnes provided to all	Incidents of violence will
				employees	
	Director of				
	Operations				
Develop campus specific crisis	Teachers	Annually,	State and Local	Monthly logs of safety	Incidents of violence will
plans and conduct monthly safety drills.	Principals	Montnly	runds	driis.	be decreased to U.
	Counselors				
	Superintendent, Asst. Supt.				
Continue to support keyless entry with hadre access cards	Superintendent,	Annually	State and Local	Operations Director	Create a more secure
for all campuses.					all four CISD campuses
	Director of				-

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.

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

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

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

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

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

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

Peports Superintendent Annually State and Local Annually Funds. State and Local Bress Teachers Funds. Fund	Public meetings for district	Principals	Annually	State and Local	Documentation of public	The participation of	_
superintendent Annually State and Local Documentation of public Funds. all Title Annually State and Local Documentation of public meeting. arent Principals Every six State and Local Documentation of public meeting. Funds. State and Local Documentation of public meeting. Funds. State and Local Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication. Funds. Funds. Communication.	and campus TAPR reports			Funds.	meeting.	parents and community	_
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all Title Function of Function	Public meeting to review	Superintendent	Annually	State and Local	Documentation of public	The participation of	
arent Principals Every six State and Local Documentation of parent/teacher communication. Portal. Counselors regular I regular I to Teachers appropriate. Teachers appropriate. Imation Asst. Supt.	proposed budget for all Title			Funds.	meeting.	parents and community	
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yress reachers weeks Funds. Fu						partners will improve.	
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Portal. Counselors I counselors I counselors I regular	contacts, parent					partners will improve.	
I regular not to Teachers appropriate. Teachers appropriate. Teachers appropriate. Teachers appropriate. If the took are took and the took are took	conferences, Parent Portal.	Counselors					
I regular nt to Teachers appropriate. rmation Asst. Supt.	Communicate all special	Principals	Annually and	State and Local	Copies of communication.	The participation of	_
mation Asst. Supt.	program policies and regular		when	Funds.		parents and community	_
rmation Asst. Supt.	education assessment to	Teachers	appropriate.			members as district	_
mation Asst. if now lage heacts in	parents:					partners will improve.	
in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in Endish and Spanish	* Provide written information						
* Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in	in Spanish						
needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in	* Provide translator, if						
* Parents Right to Know Notice in home language	needed, at meetings						
Notice in home language * School-Parent Compacts in	* Parents Right to Know						
* School-Parent Compacts in	Notice in home language						
Finalish and Spanish	* School-Parent Compacts in						_
	English and Spanish						_

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.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
The district will follow a	Director of	Annually	State and Local	Documentation of	Students and teachers
replacement schedule for district technology devices, to	Operations		Funds	replacement schedule.	have access to appropriate technology.
include laptops, desktops, Chromebooks, projectors,	Principals				
document cameras, etc.	Superintendent, Asst. Supt.				
Maintain a student to workstation ratio of 1:1 at	Director of Operations	Annually	Federal, State and Local	Documentation that 2:1 is achieved.	Students and teachers have access to
	Principals		\$50,912)		appropriate technology.
	Superintendent, Asst. Supt.				
District staff will receive	Director of	Annually and	State and Local	Scheduled trainings.	Students and teachers
training.		appropriate.			appropriate technology.
	Principals				
	Superintendent, Asst. Supt.				



Cameron Elementary 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 <u>revised</u> annually, in accordance with district policy, by the superintendent with the assistance of the districtlevel committee. (Section 11.251 of the Texas Education Code)
- 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 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section Each school year, the principal of each school campus, with the assistance of the campus-level 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

education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public The mission of the public education system of this state is to ensure that all Texas children have access to a quality economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a education that enables them to achieve their potential and fully participate now and in the future in the social, 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.
- The students in the public education system will demonstrate exemplary performance in the understanding of 2
- The students in the public education system will demonstrate exemplary performance in the understanding of რ
- The students in the public education system will demonstrate exemplary performance in the understanding of social studies. 4.

The objectives of public education are:

- Parents will be full partners with educators in the education of their children.
- Students will be encouraged and challenged to meet their full educational potential.
- Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school
- A well-balanced and appropriate curriculum will be provided to all students.
- Qualified and highly effective personnel will be recruited, developed, and retained.
- Texas students will demonstrate exemplary performance in comparison to national and international standards. 4.6.6.8
 - School campuses will maintain a safe and disciplined environment conducive to student learning
- 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.
- Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. တ်
- 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
- 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 data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including TAPR data such as STAAR performance, attendance rates, dropout rates, CTE certification completion, TSI data, and SAT/ACT 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 and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) 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.
 - curriculum during a semester in the preceding or current school year OR is not maintaining a 70 2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation average in two or more foundation subjects in the current semester
- 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). ന
- 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. 4.
- 5. Is pregnant or is a parent.
- 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.
- placement facility in the district, including a detention facility, substance abuse treatment facility, 13. Resided in the preceding school year or resides in the current school year in a residential emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

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

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

Spec. Ed.	34%	24%	%8
긥	%22	42%	20%
Е	72%	37%	15%
Two Or More Races	100%	%92	24%
Asian			
American Indian			
African American	62%	72%	%6
White	85%	54%	79%
Hispanic	74%	%68	18%
All Students	76%	45%	50%
Data 2018-2019	% Approaches Standards and Above All Subjects	Meets Standard or Above	Masters Standard

Activity/Strategy	Person(s)	Timeline	Resources	Evidence of	Evidence of Impact
	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
District staff will	Core subject	Every six	State and Local	Record of PLC	Improved six weeks' grades
disaggregate & analyze	teachers	weeks and	Funds	meetings and data	
STAAR data, unit		at the end of		from discussions and	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
& 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 1st 2020.	Federal, State and Local Funds.	Each principal will require appropriate individualized professional development plans for each instructor. The calendar will be developed to include the two "Comp Days."	Teachers will improve their content knowledge and or instructional effectiveness.

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 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.

504 Identified students' performance of the State assessment and other district metrics will improve.	At Risk students, will improve their performance on the State assessments and district assessments. The drop our rate at Cameron ISD will be reduced.
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.	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.
State and Local Funds	Federal, State (Compensatory Education Funds) and Local Funds
Every six weeks and at the end of each unit. Annually	Daily
Teachers Principals 504 Coordinators Superintendents	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian
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.	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 6-12. * At-Risk instructional aide for grades R-4. * Extended Reading for grade 6 and 7. * Counseling services for grade 6 and 7. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class

size reduction. * Accelerated Reader for grades K-2. * STAAR/EOC Prep program for grades 9-12. * YOE-Time for struggling learners grades K-5.					
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	Every Six Weeks	ESSER III Funding	After School Program is scheduled, staffed and students attending.	Student performance on State and local assessments.

Asst. Supt.			
Counselors			

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: Pre-K & Kindergarten Roundup. Gth grade orientation. Hiptrampus meetings for transitioning students. Open house for all incoming students. Parent/Teacher conferences at least once per year	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2020.	State and Local Funds	All events are scheduled on school calendar and advertised on website/social media outlets.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
Continue STAAR prep program for tested classes for all campuses.	Teachers Principals Curriculum Coordinators Assistant 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.

 $\overline{\text{Goal }1:}$ 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.

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

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

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.

<u>Summative Evaluation</u>: 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)	Timeline	Resources	Evidence of	Evidence of Impact
	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
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 8th grade students to take PSAT, ACT, SAT, and TSI	Principals Counselors Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities

<u>Goal 1:</u> 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.

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

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

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.

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

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

Hesponsi Utilize Counseling services Counselors Teachers Services Counselors Teachers Services Counselors Teachers	s s	Timeline Throughout school year	(Local Funds, State, SCE,	Implementation	Impact
ounseling services	φ	Throughout school year	Title, etc.)		
regnancy-related	Ø	school year	Federal,	Counselor logs	Dropout rate will
regnancy-related	_ω		State and	and event	decrease.
regnancy-related			Local Funds	schedule.	
regnancy-related			(Carl		
regnancy-related			Perkins- \$39.978)		
		Throughout	State and	Counselor logs	Pregnancy related
Counseld		school year	Local Funds	and Pregnancy-	dropout rate will
Teacher	selors			related services	decrease.
Teacher				logs.	
	lers				
er as a	Truancy officer	Throughout the vear	State and Local Funds	Ongoing with documentation	Dropout rate will decrease.
and assistance with				from campus	
excessive absence cases, and as a liaison with the				attendance clerks	
local court system				and court documents	
Continue Summer school Principals for credit recovery		End of school year	State and Local Funds	Budget reflects funding for	Dropout rate will decrease.
Counselors		,		program and is	
Teachers	lers			scheduled on the campus calendar.	

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

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

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

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

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

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

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

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

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

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

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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.

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

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

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

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

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

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

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

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.

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

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



Cameron Junior High School Campus Improvement Plan

2021-2022

10/12/2021

Date of School Board Approval

Legal References

- committee. (Section 11.251 of the Texas Education Code) Each school **district** shall have a district improvement plan that is developed, evaluated, and <u>revisea</u> <u>annually</u>, in accordance with district policy, by the superintendent with the assistance of the district-level
- of the Texas Education Code) 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section student performance for all student populations, including students in special education programs under committee, shall develop, review, and revise the campus improvement plan for the purpose of improving Each school year, the principal of each school campus, with the assistance of the campus-level

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

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

District Mission Statement

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

State Board of Education Mission, Goals, and Objectives

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

- writing of the English language. The students in the public education system will demonstrate exemplary performance in the reading and
- Ņ of mathematics. The students in the public education system will demonstrate exemplary performance in the understanding
- ယ The students in the public education system will demonstrate exemplary performance in the understanding
- of social studies The students in the public education system will demonstrate exemplary performance in the understanding

The objectives of public education are

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

Equal Educational Opportunity

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

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

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

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

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

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:

- Is in prekindergarten grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- 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.
- 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).
- 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.
- Has been placed in an AEP during the preceding or current school year
- 7. Has been expelled during the preceding or current school year.
- Is currently on parole, probation, deferred prosecution, or other conditional release
- 9. Was previously reported through PEIMS to have dropped out of school
- 0. Is a student of limited English proficiency.
- Is in the custody or care of DPRS or has, during the current school year, been referred to
- 2. Is homeless.
- emergency shelter, psychiatric hospital, halfway house, or foster group home. placement facility in the district, including a detention facility, substance abuse treatment facility, 13. Resided in the preceding school year or resides in the current school year in a residential

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;

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

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
District staff will	Core subject	Every six	State and Local	Record of PLC	Improved six weeks' grades
STAAR data, unit	leachers	at the end of	runds	from discussions and	Reduced failure rate
assessments &	curriculum	each unit.		data analysis.	
benchmark data for each	coordinators				Improved performance on
testing area & focus on ohiective weaknesses	principals				State assessments.
below 80% mastery for all	7				
students including, at-risk,	Assistant Supt.				
EL, migrant, CTE, dyslexia, GT, & SPED.					
Continue vertical and horizontal curriculum	Teachers	Every six	State and Local Funds	Record of PLC	Principal's review of lesson
teams for each core	Principals	at the end of		from discussions and	
implement the district's	Curriculum	0001		data allalysis	alignment
vertical alignment plan	Coordinators				G
	Superintendents				
Campuses will use DMAC	Teachers	Every six	State and Local	DMAC &Lead4Ward	Improved performance on
objective deficiencies for	Principals	at the end of	Funds	at PLC's.	identified deficient objectives.
each individual student		each unit.			
and develop accelerated	Curriculum			Principal and C&I	
deficiencies. A variety of	Coordinators			confirm DMAC &	
resources will be used to	Superintendents			Lead4Ward usage.	
develop objective specific assessments.					
Ensure prof. development	Teachers	By August	Federal, State	Each principal will	Teachers will improve their
relevant to the classroom:	Principale		מווע בטכמו - מוועם.		instructional affectiveness
Teachers with identified	paid			professional	וויפני מכמטוומו פוופטנואפוופפט.
pedagogical deficiencies	Curriculum			development plans for	
will work collaboratively	Coordinators			each instructor.	

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	Establish a walkthrough process for T-TESS, utilizing DMAC.	Maintain district teacher / F student ratio below state average and satisfy 22:1 requirement for elementary grades.	with the campus principal in developing an individual sprofessional development plan. Each CAC will include professional development needs in the campus plans. Each campus principal will submit a "needs driven" prof. development plan to the superintendent for budgetary considerations.
Teachers Principals Curriculum Coordinators Superintendents Dyslexia Specialists	Teachers Principals Curriculum Coordinators Superintendents	Principals Superintendents School Board	Superintendents
Every six weeks and at the end of each unit. Annually	Daily, Weekly	Weekly	
State and Local Funds	State and Local Funds	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.	Principals and Directors of C&I are using Eduphoria to conduct walkthroughs.	Principal will monitor to ensure 22:1.	The calendar will be developed to include the two "Comp Days."
Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs.	Improved student performance due to smaller class size.	

he he ng	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.
Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian	Teachers Principals 504 Coordinators Superintendents
Daily	Every six weeks and at the end of each unit. Annually
Federal, State (Compensatory Education Funds) and Local Funds	State 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.	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.
At Risk students, will improve their performance on the State assessments and district assessments. The drop our rate at Cameron ISD will be reduced.	504 Identified students' performance of the State assessment and other district metrics will improve.

* Review and revise G1 plan as needed.	objectives not mastered.	GT program and focus on	data for all students in the	" Disaggregate STAAR	training.	completed required GT		* Ensure all teachers with Counselors		differentiated with pull out Superintendents	education TEKS and	lar Coordinators	curriculum framework Curriculum	and sequence and GT eac	GT scope Principals		improve the Teachers	Hispanic, and white.	African-American, Superintendents	and math for all students,	percentages for reading Coordinators	STAR, to increase passing Curriculum		Math, Lone Star Learning,		ch as Teachers	learners grades K-5.	* YOE-Time for struggling	program for grades 9-12.	* STAAR/EOC Prep	grades K-2.	* Accelerated Reader for	size reduction.	* Use SCE funds for class	services.	* Pregnancy-related	Education Program.
												Annually		each unit.	at the end of	weeks and Funds	Every six State and Local									Each six State and Local											
						staff members.	the GT certifications of	Principals can verify		expectations.	is relevant to our	State regulations and	Plan is compliant with	ensure that the GT	and counselors will	working with principals	ocal The GT Coordinator		targeted area of need.	those who fall into a	of all students and	successes and needs	to determine the	be used during PLCs		ocal Data pulled for RTI and											
							local assessments.	on the State assessment and	exceed proficient performance	GT students will meet or		required training.	that they have completed	GT teachers can demonstrate		GT pull out program.	GT students will excel in the								STAAR test for all students.	Increased performance on the											

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

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

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	Teachers	Annually, hefore Nov 1	State and Local	All events are scheduled on school calendar and	Students, due to a smooth
campus transition:	Principals	2020.		advertised on website/social	will begin the year in a
Pre-K & Kindergarten	-			media outlets.	positive manner, giving them
Roundup.	Curriculum				an opportunity to grow.
 6th grade orientation. 	Coordinators				
 9th grade orientation. 					
 Intercampus 	Counselors				
meetings for					
transitioning students					
 Open house for all 					
incoming students.					
 Parent/Teacher 					
conferences at least					
once per year					
Continue STAAR prep	Teachers	Weekly	Local and State	STAAR Prep times will be	Improved student
program for tested classes	Principals		Funds	listed in master schedules	performance on the State
for all campuses.	Curriculum				Assessment.
	Coordinators				
	Assistant Supt				
Provide students opportunity	Teachers	Every six	Local and State	Principal will document these	Improved student
to monitor personal	Principals	weeks	Funds	opportunities.	performance on the State
assessment performance and growth.	Curriculum				Assessment and local assessments.
	> 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				
	י ימסומימו זר סמטרי				

	Star Learning in grades 1-8	Mentoring Minds, and Lone	
 Curriculum Coordinators	Principals	Teachers	
		Daily, Weekly	
	Funds	Local and State	
demonstrate the program's schedule.	documentation to	Principal will have	
Assessment and local assessments.	performance on the State	Improved student	

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

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

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

Teachers Annually by Nov. 15, Principals Curriculum Coordinators Superintendents District Adv. Council Superintendent Assistant Supt. O School Board Annually by August 1, 2020	Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE,	Evidence of Implementation	Evidence of Impact
Curriculum Coordinators Superintendents Continue student to teacher ratios below the state average. Staff appreciation dinner & awards Curriculum Coordinators Cordinators Superintendents District Adv. Council Annually by teacher 1 Superintendent August 1, 2020 Annually by Local and State budgeted and listed on district's board agenda calendar. All strategies are budgeted and listed on district's board agenda calendar. Staff appreciation	Develop a district Equity	Teachers	Annually by	Local and State	Equity Plan is	Student Performance in
Curriculum Coordinators Superintendents District Adv. Council Annually by Local and State Superintendent August 1, aff: Assistant Supt. School Board School Board Annually by Funds on district's board agenda calendar.	Plan	Principals	Nov. 15, 2020	Funds	itted	our highest poverty and minority campuses will
Superintendents District Adv. Council Superintendent Annually by Local and State budgeted and listed on district's board agenda calendar.		Curriculum Coordinators				improve.
Superintendent Annually by Local and State All strategies are aff: Assistant Supt. August 1, School Board 2020 Local and State budgeted and listed on district's board agenda calendar.		Superintendents				
Superintendent Annually by Assistant Supt. Assistant Supt. Assistant Supt. School Board August 1, Funds Superintendent August 1, Funds August 1, Funds On district's board agenda calendar.		District Adv. Council				
Include staff in the development of campus	Strategies to recruit and retain highly qualified staff: Continue student to teacher ratios below the state average. Staff appreciation dinner & awards Include staff in the development of	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.

Hold pub federal p annually.	Board	Ensure are app	
Hold public hearing on federal program budget annually.	Board review of federal programs annually.	Ensure paraprofessionals are appropriately trained.	development plans Conduct annual certification audit. Assess and revise teacher salary schedule as appropriate Free breakfast for all staff Provide retention stipends to all district staff. 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 Pursue adding free lunch for staff
Superintendent Assistant Supt. School Board	Superintendents School Board	Principals Curriculum Coordinators	
Annually before May 30, 2020	Annually before May 30, 2020	Annually before hired	
Local Funds	Local Funds	Local and State Funds	ESSER III Funds ESSER III Funds ESSER III Funds Funds
The public hearing is scheduled on the board agenda calendar.	The review is scheduled on the board agenda calendar.	District paraprofessionals will have evidence of their training.	
Improved effectiveness and efficiency of federal programs and their expenditures.	Improved effectiveness and efficiency of federal programs and their expenditures.	All district paraprofessionals will be appropriately and effectively trained.	

				Campus Advisory Council	
expenditures.	-			District Advisory Council	
programs and their	program review.		30, 2020	Principals	CACs and DAC.
efficiency of federal	will reflect the federal		before May		budget and services with
Improved effectiveness and	DAC & CAC minutes	Local Funds	Annually	Superintendents	Review federal program

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

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

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

			/I ocal Funds		
	vesbousine		State, SCE, Title, etc.)		
Provide Honors/ AP	Principals	Annually	Local and State	Honors/AP courses are	Students will receive college
opportunities for students.			Funds	scheduled in high school	credit for completion of
	Counselors			master schedule.	course and adequate test
					score.
	Superintendents				
Encourage 8th grade students	Principals	Weekly,	Local Funds	Counselor documentation of	Students will be better
TSI	Counselors	Annually		participation in testing	education opportunities
	Teachers				

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

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

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

					English & Spanish as
					correspondence in
					 Provide district
				Counselors	committee members.
					 LPAC training for all
				Superintendents	LPAC meetings.
					to participate in
				Principals	 Encourage parents
					needed.
improved RDA performance				Bilingual Teachers	ESL/Bilingual plan as
weeks grades, resulting in	ESL/Bilingual teachers.				the district
assessment and on six	have properly endorsed			ESL Teachers	 Review and revise
EL students on the State	place and all campuses	Funds	school year		ESL/Bilingual program:
Improved performance for	ESL/Bilingual plan is in	State and Local	Throughout	Gen.Ed. Teachers	Strategies to improve
		Title, etc.)			
		State, SCE,		•	
	Implementation	(Local Funds,		Responsible	
Evidence of impact	Evidence of	Kesources	Ilmeline	rerson(s)	Activity/orraregy

Strategies to improve special education: Inclusion model of instruction. Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. Assess RDA indictors and develop appropriate strategies for indicators exceeding a 2 intervention level.	Strategies to improve the CTE program: Review / revise the "coherent sequence of courses" as needed. Conduct CTE surveys to plan for program improvements Increase the number of certification opportunities Increase the number of pathway offerings Increase the number of core class/CTE courses offered	needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL teachers on each campus.
Special Education Teachers Principals Assistant Supt. Counselors	CTE Teachers Principals Superintendents Counselors CTE Director	
Throughout school year	Throughout school year	
State and Local Funds	State and Local Funds	
Principals can produce schedules which reflect the inclusion model of special education instruction.	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	
Improved special education performance on the State assessment, resulting in better performance on the RDA.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better RDA performance.	

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.

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

Activity/Strategy	Person(s)		Resources	Evidence of	Evidence of
	Responsible	Timeline	(Local Funds,	Implementatio	Impact
	•		State, SCE,	3	
			Title, etc.)		
Utilize campus attendance	Principals,	Annually	Local Funds	Record of	Students will be
committees	Counselors,			attendance	placed in
	Teachers			committee	appropriate grade
				meetings	levels based upon
					all circumstances.

Student attendance will improve.	Documentation of TPM	Local Funds	Throughout school year	Principal, Counselors, Teachers	Institute truancy prevention measures (TPM)
-					courts to enforce compulsory attendance laws
attendance will improve.	from courts		school year		policies and utilize county
Student	Documentation	Local Funds	Throughout	Principals	Campus principals will
	appearances				
improve.	court		ı	principals	on all four campuses.
attendance will	of contact and		school year	Campus	with high absence cases
Student	Documentation	Local Funds	Throughout	Truancy officer	Truancy officer assistance
improve.	of letters.				
attendance will	documentation		school year	Counselors	3rd absence
Student	Written	Local Funds	Throughout	Principals,	Written notification after
improve.				Teachers	
attendance will			school year	Counselors,	absence
Student	Phone logs	Local Funds	Throughout	Principals,	Phone contact for each
	recognition.				
	reflect				
improve.	ceremonies		weeks	Teachers	ceremonies
attendance will	award		Every six	Counselors,	and recognition at awards
Student	Agendas of	Local Funds	Annually,	Principals,	Student incentive parties
will improve.	exemptions		semester	Counselors, Teachers	attendance
Student attendance	List of student	Local Funds	End of each	Principals,	Semester test exemption

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%.

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

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

				leacners	
	program and attendance logs.			Counselors	SCHOOL.
Dropout rates will decrease.	Budget reflects funding for	State and Local Funds	Throughout school year	Principals	Utilize PACE program for juniors and seniors in high
	attendance.				
	student				
	demonstrates			Teachers	
	program and		,	Counselors	
Dropout rate will decrease.	Budget reflects funding for	State and Local Funds	Throughout school year	Principals	Continue Edgenuity program for credit recovery
	campus calendar.			Teachers	
	program and is scheduled on the			Counselors	
decrease.	funding for	Local Funds	school year		for credit recovery
Dropout rate will	Budget reflects	State and	End of	Principals	Continue Summer school
	documents				local coult system
	and court				and as a liaison with the
	attendance clerks				excessive absence cases,
decrease.	from campus	Local Fullus	me year		and assistance with
Dropout rate will	Ongoing with	State and	Throughout	Truancy officer	Utilize truancy officer as a
	C.			Teachers	
uecrease.	services logs.			Courselors	
dropout rate will	and	Local Funds	school year		services
Pregnancy related	Counselor logs	State and	Throughout	Principals	Utilize Pregnancy-related
		Perkins- \$39,978)		Teachers	
		(Carl			
	schedule.	Local Funds		Counselors	
decrease.	and event	State and	school year	-	(
Dropout rate will	Counselor logs	Federal.	Throughout	Principals	Utilize Counseling services

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.

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

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Activity/Off ategy	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	Impact
Establish and continue	Principals	Annually,	State and	Program is	Reduction in
character education with		Daily.	Local Funds	budgeted and	discipline referrals.
CISD campuses, to include PBIS systems in	Counselors			training scheduled on calendar.	
place	Behavior				
	Specialists				
Implement Conflict	Principals	Daily	Local Funds	Documentation of	Reduction in
resolution				resolution meetings.	discipline referrals
	Teachers				
	Counselors				
	Family Liaisons				
Utilize district-controlled	Principals	Daily	State and	Software is	Reduction in
filtering software to limit			Local Funds	budgeted. Software	discipline referrals
student exposure to	Director of			can be tested in	
inappropriate material on the Internet.	Operations			Real Time.	
	Superintendents				
Employ an LSSP and an	Principals	Daily	State and	LSSP and LPC are	Reduction in
LPC to assist with	Asst. Supt.		Local Funds	on staff and working	discipline referrals
meeting social and			ESSER III	with students.	and documentation
emotional needs of			Funding		of scheduled
students.					

with students.	counseling session
	_

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

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved. Objective 2: Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease from 0 to 0.

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

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

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

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

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

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.

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

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

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.

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

unicate all special m policies and reducation ment to parents: de written ation in Spanish de translator, if d, at meetings at meetings in home language ol-Parent acts in English and in home language ol-Parent	Effective teacher / parent P communication: Progress Reports, Email / phone Contacts, parent conferences, Parent Portal.	Public meeting to review S proposed budget for all Title programs	Public meetings for Pdistrict and campus TAPR Sreports	Effectively utilize campus P and district advisory S committees S
Principals Teachers Asst. Supt.	Principals Teachers Counselors	Superintendent	Principals Superintendent	Principals Superintendents
Annually and when appropriate.	Every six weeks	Annually	Annually	Each semester
State and Local Funds.	State and Local Funds.	State and Local Funds.	State and Local Funds.	State and Local Funds.
Copies of communication.	Documentation of parent/teacher communication.	Documentation of public meeting.	Documentation of public meeting.	CAC and DAC
The participation of parents and community members as district partners will improve.	The participation of parents and community members as district partners will improve.	The participation of parents and community members as district partners will improve.	The participation of parents and community members as district partners will improve.	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.

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

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



YHS Campus Improvement Plan Cameron ISD

2021-2022

10/11/2021

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 districtlevel committee. (Section 11.251 of the Texas Education Code)
- of the Texas Education Code) student performance for all student populations, including students in special education programs under committee, shall develop, review, and revise the campus improvement plan for the purpose of improving Each school year, the principal of each school campus, with the assistance of the campus-level 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

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.

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

District Mission Statement

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

State Board of Education Mission, Goals, and Objectives

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

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

- writing of the English language. The students in the public education system will demonstrate exemplary performance in the reading and
- N of mathematics. The students in the public education system will demonstrate exemplary performance in the understanding
- ω of science. The students in the public education system will demonstrate exemplary performance in the understanding
- of social studies The students in the public education system will demonstrate exemplary performance in the understanding

The objectives of public education are

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

Equal Educational Opportunity

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

Campus Advisory Committee 2021-2022 Principal, Brian Stork

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

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

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

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

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 align resources used across the district in connection to state TEKS. Continue to work on increasing the rigor of lesson planning for Tier I instruction.
- 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:

Is in prekindergarten - grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.

- Ņ Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation average in two or more foundation subjects in the current semester. curriculum during a semester in the preceding or current school year OR is not maintaining a 70
- 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).
- Did not perform satisfactorily on a state assessment instrument, and has not in the previous or equal to at least 110 percent of the level of satisfactory performance on that instrument. current school year performed on that instrument or another appropriate instrument at a level
- Is pregnant or is a parent.
- Has been placed in an AEP during the preceding or current school year
- 7. Has been expelled during the preceding or current school year.
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school.
- 0. 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.
- emergency shelter, psychiatric hospital, halfway house, or foster group home. placement facility in the district, including a detention facility, substance abuse treatment facility, 13. Resided in the preceding school year or resides in the current school year in a residential

Federal, State and Local Funding Sources

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

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

Meets Standard or Above ELA II	Approache s Standards and Above	YHS Data 2021
53%	;	All Students Hispanic
46%		Hispanic 63%
73%		White 89%
30%	!	African America n
•		American Indian
100%		Asian
67%	!	More Races
43%	:	62%
20%		40%
0%		Spec.

Ap Sta	Ma Sta	Meets Stands Above	% Ap Sta and Bio	Ma Sta	Meets Standa Above	App Sta and	Master Standa ELA I	Meets Standa Above	% Approa Standa and Ab ELA I	Ma Sta
% Approaches Standards and Above U.S. History	Masters Standard	Meets Standard or Above	% Approaches Standards and Above Biology	Masters Standard	Meets Standard or Above	% Approaches Standards and Above Algebra I	Masters Standard ELA I	Meets Standard or Above ELA I	% Approaches Standards and Above ELA I	Masters Standard ELA II
88%	11%	42%	76%	9%	31%	72%	11%	47%	63%	8%
92%	9%	36%	77%	13%	41%	76%	10%	39%	54%	7%
97%	22%	69%	88%	3%	27%	73%	15%	74%	85%	9%
59%	0%	10%	55%	10%	15%	60%	0%	9%	41%	9%
	•									•
									1	0%
100%	0%	50%	50%				100%	100%	100%	0%
87%	8%	34%	72%	9%	30%	70%	7%	37%	57%	6%
1	0%	25%	58%	9%	27%	45%	0%	25%	33%	0%
50%	0%	0%	0%	0%	0%	0%	0%	0%	40%	0%

Masters Standard	Meets Standard or Above
26%	62%
19%	58%
33%	73%
29%	47%
	•
50%	75%
22%	49%
ı	
7%	21%

					Train teachers and utilize SLO process
Improved performance on State assessments.	SLO Forms and Student trackers completed				to target during enrichment period
Reduced failure rate	calendar			Principals	groups for remediation and intervention groups
Improved six weeks' grades	SLO training added to		Weekly	Teachers	Use data to inform
Improved performance on State assessments.	assignments				
Reduced failure rate	enrichment				מות מוצכעצי ממומ
Improved six weeks' grades	Record data for		Weekly	Teachers	Utilize PLC to analyze
					dyslexia, GT, & SPED.
				Assistant Supt.	students including, at-
				principals	objective weaknesses
Improved performance on State assessments.				coordinators	benchmark data for each testing area & focus on
	data analysis.		each unit.	curriculum	assessments &
Reduced failure rate	meetings and data from discussions and	Funds	weeks and	teachers	disaggregate & analyze
Improved six weeks' grades	Record of PLC	State and Local	Every six	Core subject	District staff will
	Implementation	(Local Funds, State, SCE, Title, etc.)		Responsible	
Evidence of Impact	Evidence of	Resources	Timeline	Person(s)	Activity/Strategy

					superintendent for budgetary considerations.
					plan to the
					driven" prof. development
					will submit a "needs
					plans.
					needs in the campus
					professional development
					Each CAC will include
				, 00 cc	develonment plan
				Asst Supt	individual professional
					with the campus principal
	each instructor.			Coordinators	will work collaboratively
	development plans for	\$78,307)		Curriculum	pedagogical deficiencies
	professional	(Title II A-			Teachers with identified
instructional effectiveness.	individualized	Funds.		Principals	relevant to the classroom:
content knowledge and or	require appropriate	and local	1st 2022		plans are meaningful &
Teachers will improve their	Each principal will	Federal, State	By August	Teachers	Ensure prof. development
					assessments.
					develop objective specific
				Asst. Supt.	resources will be used to
	Lead4Ward usage.			Superintendent,	deficiencies. A variety of
	confirm DMAC &				programs to target those
	Coordinators will			Coordinators	develop accelerated
	Principal and C&I			Curriculum	individual student and
	,		each unit		deficiencies for each
identilled delicient objectives.	at at DI C's	Funds	weeks and	Dri.	DMAC & Lead4vVard to
Improved performance on	DMAC &Lead4Ward	State and Local	Every six	Teachers	Campuses will use
				Asst. Supt.	
					אכיניכמי מואיווייכווי לימוי
allgnment				Coordinators	implement the district's
Walkthroughs showing	data analysis		each unit.		core content area and
	from discussions and	-	at the end of	Principals	curriculum teams for each
Principal's review of lesson	meetings and data	State and Local	weeks and	leachers	Continue vertical/horizontal
Dringingl's review of lesson	ם איייין אל ם ו	D124 2541		T	

s to improve the ram: / revise district as needed. 504 for each coordinator. t a folder review 504 student to	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.	Establish a walkthrough process for T-TESS, utilizing DMAC. Ct	Maintain district teacher / Pr student ratio below state average and satisfy 22:1 St requirement for elementary grades. Sc
Teachers Principals 504 Coordinators Superintendent, Asst. Supt.	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt. Dyslexia Specialists	Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Principals Superintendent, Asst. Supt. School Board
Every six weeks and at the end of each unit. Annually	Every six weeks and at the end of each unit. Annually	Daily, Weekly	Weekly
State and Local Funds	State and Local Funds	State and Local Funds	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.	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is individualized and research based.	Principals and Directors of C&I are using DMAC to conduct walkthroughs.	Principal will monitor to ensure 22:1.
504 Identified students' performance of the State assessment and other district metrics will improve.	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs.	Improved student performance due to smaller class size.

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.	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: (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 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.
Teachers Principals Curriculum Coordinators Superintendent, Asst. Supt.	Core subject teachers, Principal, Directors of Curriculum and Instruction. Counselors Superintendent Librarian
Each six weeks	Daily
State and Local Funds	Federal, State (Compensatory Education Funds) and Local Funds (Title I Part A Funds-\$682,216) (Title II Part A Funds-\$78,307)
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.	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.
Increased performance on the STAAR test for all 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.

Coun	need. Superinten Asst. Supt.	ents with the most	academic success of Curriculum	Pandemic and improve	due to the Covid-19 Principals	Recover learning loss	After School Program- Teachers	plan as needed.	* Review and revise GT	objectives not mastered.	GT program and focus on	data for all students in the	* Disaggregate STAAR		completed required GT	GT assignments have Counselors	* Ensure all teachers with	program. Asst. Supt.	differentiated with pull out Super	education TEKS and	aligned with the regular Coord	curriculum framework Curriculum	and sequence and GT	* District-wide GT scope Principals	GT program:	Strategies to improve the Teachers
Counselors	Superintendent, Asst. Supt.	Coordinators	ilum		pals									GT Coordinators		selors		Supt.	Superintendent,		Coordinators / /	ulum	0		<	
						Weeks	Every Six														Annually		each unit.	at the end of	weeks and	Every six S
						Funding	ESSER III																		Funds	State and Local
				attending.	and students	is scheduled, staffed	After School Program								staff members.	the GT certifications of	Principals can verify		expectations.	is relevant to our	State regulations and	Plan is compliant with	ensure that the GT	and counselors will	working with principals	The GT Coordinator
						State and local assessments.	Student performance on								assessments.	assessment and local	performance on the State	exceed proficient	GT students will meet or		required training.	that they have completed	GT teachers can demonstrate		GT pull out program.	GT students will excel in the

<u>Goal 1:</u> 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)	Timeline	Resources	Evidence of	Evidence of Impact
	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
Provide early school	Teachers	Annually,	State and Local	All events are scheduled on	Students, due to a smooth
transition and campus to		before Nov. 1,	Funds	school calendar and	campus to campus transition
campus transition:	Principals	2021.		advertised on website/social	will begin the year in a
 9th grade 				media outlets.	positive manner, giving them
orientation.	Curriculum				an opportunity to grow.
 Intercampus 	Coordinators				
meetings for					
transitioning	Counselors				
students					
 Open house for all 					
incoming students.					
 Parent/Teacher 					
conferences at least					
once per year					
Continue STAAR prep	Teachers	Weekly	Local and State	STAAR Prep times will be	Improved student
program for tested classes	Principals		Funds	listed in master schedules	performance on the State
for all campuses.	Curriculum				Assessment.
 Utilize enrichment 	Coordinators			Targeted STAAR	
period for	Assistant Supt.			intervention during	
STAAR/EUC Prep.				enrichment period	
 Identify and 					
purchase STAAR					
prep materials for					
targeted					
interventions					

Meet with students to discuss assessment results including previous STAAR tests.	Provide students opportunity to monitor personal assessment performance and growth.
Assistant Supt.	Teachers Principals Curriculum Coordinators
	Every six weeks
	Local and State Funds
	Principal will document these opportunities.
	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

retain highly qualified staff: Continue student to teacher ratios below the state average. Staff appreciation dinner & awards Include staff in the development of campus professional development plans. Conduct annual certification audit. Assess and revise teacher salary schedule as appropriate Free breakfast for all staff Provide retention stipends to all district staff Ensure funding loss caused by	Strategies to recruit and	Activity/Strategy
Assistant Supt. School Board	Superintendent	Person(s) Responsible
August 1, 2022	Annually by	Timeline
Funds ESSER III Funds Funds	Local and State	Resources (Local Funds, State, SCE, Title, etc.)
budgeted and listed on district's board agenda calendar.	All strategies are	Evidence of Implementation
high quality staff members.	District will see an	Evidence of Impact

		CACs and DAC.		aillidaily.	rogram budget	Hold public hearing on	(0)		programs annually.	Board review of federal S	0	0		Ensure paraprofessionals F	staff	retaining district	loss recovery by	ensure learning	classroom to	ratio in the	student teacher	will not impact the	due to Covid-19	loss of enrollment
Campus Advisory Council	Principals District Advisory Council	Asst. Supt.	Superintendent,	OCTION DOGIN	Assistant Supt.	Superintendent	School Board		Supt.	Superintendent, Asst.	Coordinators	Curriculum		Principals										
		before May 30, 2022	Annually	30, 2022	before May	Annually		30, 2022	before May	Annually			before hired	Annually										
			Local Funds			Local Funds				Local Funds			Funds	Local and State							Funds	ESSER II	Funds	ESSER III
		will reflect the federal program review.	DAC & CAC minutes	calendar.	scheduled on the	The public hearing is	calendar.	board agenda	scheduled on the	The review is	their training.	have evidence of	paraprofessionals will	District										
	expenditures.	and efficiency of federal programs and their	Improved effectiveness	expenditures.	and efficiency of federal	Improved effectiveness	expenditures.	programs and their	and efficiency of federal	Improved effectiveness	effectively trained.	appropriately and	paraprofessionals will be	All district										

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.

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

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

 Disseminate information	Principals	Weekly	Local Funds	Counselor documentation of Students will receive	Students will receive
regarding registration				timelines met.	scholarship and financial aid
timelines, scholarship	Counselors				for college.
deadline, fees waivers,					
tutorial resources.	Teachers				
TSI will continue to be	Principals	Continuously	Local Funds	Documentation from TSI	Increased preparation for
offered in the district by		throughout		(Accuplacer)	college bound students
CISD personnel (via College	Counselors	the school			
Board/Accuplacer)		year			

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).

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

campus.	teachers on each	endorsed ESL	 Ensure properly 	necessary.	TELPAS as	 Teacher training for 	as needed.	English & Spanish	correspondence in	 Provide district 	members.	committee	 LPAC training for al 	LPAC meetings.	representative in	 Include parent 	as needed.	ESL/Bilingual plan	the district	 Review and revise 	ESL/Bilingual program:	Strategies to improve	,	Activity/Strategy
	<u>خ</u>) for		sh	<u> </u>	Counselors		Asst. Supt.	_		n Principals		Teachers	an Bilingual		se ESL Teachers		Gen.Ed. Teachers	77	V Person(s)
																					school year	Throughout		Timeline
																					Funds	State and Local	(Local Funds, State, SCE, Title, etc.)	Resources
																			ESL/Bilingual teachers.	have properly endorsed	place and all campuses	ESL/Bilingual plan is in	Implementation	Evidence of
																		improved RDA performance.	weeks grades, resulting in	assessment and on six	EL students on the State	Improved performance for	-	Evidence of Impact

Strategies to improve special education: Inclusion model of instruction. Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. Assess RDA indictors and develop appropriate strategies for indicators exceeding a 2 intervention level.	Strategies to improve the CTE program: Review/revise the "coherent sequence of courses" as needed. Conduct CTE surveys to plan for program improvements Increase the number of certification opportunities Increase the number of pathway offerings Increase the number of core class/CTE courses offered	
Special Education Teachers Principals Asst. Supt. Counselors	CTE Teachers Principals Superintendent, Asst. Supt. Counselors CTE Director	
Throughout school year	Throughout school year	
State and Local Funds	State and Local Funds	
Principals can produce schedules which reflect the inclusion model of special education instruction.	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	
Improved special education performance on the State assessment, resulting in better performance on the RDA.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better RDA performance.	

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.

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

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

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.

			,	1	
Acuvity/Strategy	Responsible	Timeline	(Local Funds, State, SCE, Title, etc.)	Implementation	Tylogica of III pace
Utilize Counseling services	Principals	Throughout	Federal, State	Counselor logs and	Dropout rate will
		school year	and Local Funds	event schedule.	decrease.
	Counselors		(Carl Perkins - \$23,540)		
	Teachers				
Utilize Pregnancy-related	Principals	Throughout	State and Local	Counselor logs and	Pregnancy related
services		school year	Funds	Pregnancy-related	dropout rate will
	Counselors			services logs.	decrease.
	Teachers				
Utilize truancy officer as a	Truancy officer	Throughout the	State and Local	Ongoing with	Dropout rate will
means of communication and assistance with excessive		year	Funds	documentation from campus attendance	decrease.
absence cases, and as a				clerks and court	
system				!	

juniors and seniors in high School. Teachers	Utilize an PACE program for Principals	Teachers	Counselors		Continue Edgenuity program Principals	Teachers	Counselors	credit recovery	
school year	Throughout			school year	Throughout			year	
runds	State and Local			Funds	State and Local			Funds	
attendance logs.	Budget reflects funding	attendance.	documentation demonstrates student	for program and	Budget reflects funding		campus calendar.	for program and is	(
gecrease.				decrease.	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: 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.

Activity/Strategy Pers	1,000	Establish and continue Principals	character education with CISD	campuses, to include PBIS Counselors systems in place	Behavior	Specialists	Utilize Conflict resolution Principals	Teachers	Counselors	Family Liaisons
Person(s)	O I O I O I O	S		ors	•	ts	S	()	ors	iaisons
Timeline		Annually,	Daily.				Daily			
Resources (Local Funds	State, SCE, Title, etc.)	State and Local	Funds				Local Funds			
Evidence of	G	Program is budgeted and	training scheduled on	calendar.			Documentation of	C		
Evidence of Impact		Reduction in discipline	referrals.				Reduction in discipline			

	Violation of Incidents and			OUGETIC	בפומיוסו כטוונומכנט
Decrease in classroom	l eachers referring to		Daily	Students	behavior contracts
	Tanaham mafamina ta	•	Doile.	Toochors	Development of classroom
sessions with students.		Funding			
scheduled counseling		ESSER III			students
documentation of	students.				and emotional needs of
referrals and	staff and working with	Funds		Asst. Supt.	to assist with meeting social
Reduction in discipline	LVVF and LFC are on	State and Local	Daily	A sat Dissat	to posit with mosting posit
		24-4	7	D	Employ on I ccD and on I DC
					THE VEHICLE.
olassi oom semily.					into postion
classroom setting	students				assist with behavior
referrals and time out of	staff and working with	Funds			at Ben Milam Elementary to
Reduction in discipline	Behavior Specialist is on	State and Local	Daily	Principal	Employ a Behavior Specialist
				Asst. Supt.	
				Superintendent,	
					Internet.
				Operations	inappropriate material on the
	Real Time.			Director of	student exposure to
referrals	Software can be tested in	Funds			filtering software to limit
Reduction in discipline	Software is budgeted.	State and Local	Daily	Principals	Otilize district-controlled
			- 1		1 10 10 10 10 10 10 10 10 10 10 10 10 10

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)	Timeline	Resources	Evidence of	Evidence of Impact
	Responsible		(Local Funds, State, SCE, Title, etc.)	Implementation	
Provide character education	Principals	Throughout	State and Local	Scheduled on school	Tobacco, alcohol and
through the following:		the school	Funds	calendar.	drug offenses will be
 Tobacco/Vaping 	Counselor	year, by the			decreased.
awareness		end of the		SHAC minutes.	
information in	Teachers	school year.			
Health/PE classes.					
 Red Ribbon Week 	Superintendent,				
 Outside speakers 	Asst. Supt.				
 School Health 					
Advisory Committee	Curriculum				
(SHAC)	Coordinators				

 Drug dog services 	of Conduct	 Extracurricular Code 	Conduct	 Student Code of 	through the following:	weapons on district campus	Deter presence of drugs and
							Principals
							Daily, Monthly
						Funds	State and Local
		drug testing.	Scheduled drug dogs and		trustees.	approved by board of	Daily, Monthly State and Local Code of Conduct
					decreased.	drug offenses will be	Tobacco, alcohol and

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.

Provide ID badges for all CISD employees.	Implement the district crisis management plan including:	Activity/Strategy
Superintendent, Asst. Supt. Director of Operations	Principals Counselors Superintendent, Asst. Supt.	Person(s) Responsible
Annually and as needed.	Daily	Timeline
State and Local Funds	State and Local Funds	Resources (Local Funds, State, SCE, Title, etc.)
Documentation of ID badges provided to all employees.	Completed crisis plan is available to campuses.	Evidence of Implementation
Incidents of violence will be decreased to 0.	Incidents of violence will be decreased to 0.	Evidence of Impact

Develop campus specific crisis plans and conduct monthly safety drills.	Teachers Principals Counselors Counselors Superintendent, Asst. Supt.	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.
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.

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.

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

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

		Asst. Supt.	
		Superintendent,	(TEA)
Local Funds			abuse training- EduHero
State and	Annually	Principals	Child Abuse and sexual

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.

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

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

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

* Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish

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.

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

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

ap	!		 j 량 구	5	₃ 오	inc	dis	гер	5
District staff will receive appropriate technology training.		(Chromebooks/iPad).	The district will continue with its 1:1 initiative	מסכמווופות כמווופומט, פוכ.	Chromebooks, projectors,	include laptops, desktops,	district technology devices, to	replacement schedule for	The district will follow a
Director of Operations Principals Superintendent, Asst. Supt.	Superintendent, Asst. Supt.	Principals	Director of Operations	Asst. Supt.		Principals		Operations	Director of
Annually and when appropriate.			Annually						Annually
State and Local Funds			State and Local Funds					Funds	State and Local
Scheduled trainings.		device.	All high school and junior high students have a					replacement schedule.	Documentation of
Students and teachers have access to appropriate technology.		appropriate technology.	Students and teachers have access to				appropriate technology.	have access to	Students and teachers



Annual Report Section 5:

2021-2022 Report on Violent or Criminal Incidents

	Report on Violent or Criminal Incidents	ents			
	Student Disciplinary Action Incident Counts by Reason Code	ny Reason Cod	9		
	2021-2022 School Year				
9		412	311	378	468
Code	Description	Ben Milam Elementary	Cameron Elementary	Cameron Junior High	Yoe High School
=	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
11	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	0	0	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault agains non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	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 Acion Reason Codes 11,12,13,14, 16,17,18,19,29,30,31,32,36,37,46,47, and 48 were the codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

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



Annual Report Section 6:

2021-2022

Student Performance in Postsecondary Institutions

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

					SPA for	1st Year ducation	GPA for 1st Year in Public Higher Education in Texas	c Higher S	
County	District		Total Graduates	<2.0	2.0-2.49	2.5-	3.0-	>3.5	Unk
MILAM									
	CAMERON ISD								
	166901002 CAMERON	ERON YOE H S							
		Four-Year Public University	11	2	П	0	7	m	0
		Two-Year Public Colleges	56	6	7	က	9	4	7
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	62						
		Total High School Graduates	104						
	MILANO ISD	1							
	166903001 MILA	MILANO H S							
		Four-Year Public University	5	+	1	H	1	-	0
		Two-Year Public Colleges	11	4	-	4	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	43						
	ROCKDALE ISD								
	166904001 ROCKDALE	KDALE H S							
		Four-Year Public University	14	2	1	7	2	7	0
		Two-Year Public Colleges	22	11	7	T	4	m	-
		Independent Colleges & Universities	က						
		Not Trackable	4						
		Not Found	54						
		Total High School Graduates	26						

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 enrolliment 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

County=MILAM COUNTY

District	High School	HS Code	Institution	Students
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
			Total high school graduates	117
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
			Total high school graduates	31
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
			Total high school graduates	116
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
			Total high school graduates	51



Annual Report Section 7:

2021-2022 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.

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

End-of-Course (EOC):

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 <u>2022 Accountability Manual</u> for more information.

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),

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.

- Included in Accountability: scored answer documents
 - Accelerated Testers: SAT/ACT results for students who completed STAAR end-ofcourse (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:

total number of days that students in grades 1–12 were present during the 2020–21 school year

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:

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

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 <u>TEC §39.027(a-1)</u>
- 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

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 <u>Secondary School Completion and Dropouts in Texas Public Schools, 2020–21</u> reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp index.html.

For detailed information on data sources, see Appendix H in the <u>2022 Accountability Manual</u> (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 homeschooled. 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:

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:

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 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*

(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*

(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:

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

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:

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 2019 cohort*

(6) Graduates, TxCHSE & Continuers. The percentage of graduates, TxCHSE recipients, and continuers in the 2019 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 from the cohort who were enrolled in the fall of the 2021-22 school year

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:

(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 <u>Secondary School Completion and Dropouts in</u> <u>Texas Public Schools, 2020–21</u> (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 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

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)

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.

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

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.

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

number of graduates in SY 2020-21with 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.

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

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 <u>Texas Education Data Standards</u> for more information. (*Data source: PEIMS 40203*)

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

Graduation Profile (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)

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

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

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.)
- 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)

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.

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					
TSIA1 and/or TSIA2		<u>SAT</u>		<u>ACT</u>		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

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

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

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 <u>and</u> mathematics

number of 2020-21 annual graduates

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 <u>2022 Accountability</u> *Manual.* (Data source: PEIMS 48011)

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

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

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

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

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

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

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 FLA

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

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

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

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 (11th & 12th Graders >= 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)

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

total students enrolled in 11th and 12th 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

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

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)

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.
	sum of ACT composite scores of all 2020-21 graduates who took the ACT
	number of 2020-21 graduates who took the ACT
	English Language Arts: The average score for the ACT English and reading combined. The maximum score is 36.
	sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT
	number of 2020-21 graduates who took the ACT
(3)	Mathematics: The average score for the mathematics ACT. The maximum score is 36.
	sum of ACT mathematics scores of all 2020-21 graduates who took the ACT
	number of 2020-21 graduates who took the ACT
(4)	Science: The average score for the science ACT. The maximum score is 36.
	sum of ACT science scores of all 2020-21 graduates who took the ACT
	number of 2020-21 graduates who took the ACT
and rece	ed/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed eived credit for at least one advanced or dual-credit course. Decisions about awarding high redit for college courses are described in Texas Administrative Code §74.25 .
	ix A lists all courses identified as advanced courses. Courses for which a student can earn dual re not listed because they vary from campus to campus.
year. Fo	completion information is reported by districts through the PEIMS after the close of the school rexample, the values, expressed as percentages for grades 9–12, are calculated as follows: purce: PEIMS 43415)
Any Sub	ject
	number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course

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

English Language Arts

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

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

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

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

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

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

number of graduates during the 2019-20 school year

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

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.

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

total number of students

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

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:

number of students with one or more disciplinary placements

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;

(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 <u>TEC §29.081(d) and (d-1)</u>.

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

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

percentages do not total to 100 because students may participate in more than one of these programs. (Data source: PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (PEIMS disability code 10)

• 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

• 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2020–21

number of students who were in membership at any time during the

2020–21 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual 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:

number of students enrolled in fall 2020 - number of students who returned in fall 2021

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).

the number of students enrolled in the same grade from one school year to the next

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 <u>Grade-Level Retention in Texas Public Schools</u>, <u>2020–21</u>, available from TEA. (*Data source: PEIMS 40110*)

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

Percent of Underreported Students. Underreported students are 7th—12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

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 selfcontained 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*)

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*)

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

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:

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

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)

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)

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

13220500	IB LNG A: LANG & LIT STD LEVEL
13220600	IB LNG A: LANG & LIT HIGH LEVL
13220700	IB LNG A: LITERATURE STD LEVEL
13220800	IB LNG A: LITERATURE HIGH LEVL
13220900	IB LITERATURE & PERF STD LEVEL
13366020	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	
13580310	IB COMP SCI A - HIGHR LVL MATH	
13580320	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	

12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
13100400	IB FURTHER MTHEMATICS HIGH LVL
13100500	IB MATH ANALYS & APRCH STD LVL
13100600	IB MATH ANALYS & APRCH HGH LVL
13100700	IB MATH APS & INTERPT STD LVL
13100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I	
03580300	COMPUTER SCIENCE II (TACS2)	
A3580300	AP COMPUTER SCIENCE PRINCIPLES	
13580200	IB COMPUTER SCIENCE STD LEVEL	
13580400	IB INFO TECH-GLOBL SOC STD LVL	
13580500	IB INFO TECH-GLOBL SOC HIGH LVL	

Fine Arts

MUSIC IV, BAND IV
MUSIC IV, ORCHESTRA IV
MUSIC IV, CHOIR IV
MUSIC IV, JAZZ ENSEMBLE IV
MUSIC IV, INSTRUMENTL ENSEM IV
MUSIC IV, VOCAL ENSEMBLE IV
THEATRE IV, THEATRE ARTS IV
THEATRE IV, THEATRE PROD IV
TECHNICAL THEATRE IV (TH4TECH)
ART IV, DRAWING III
ART IV, PAINTING III
ART IV, PRINTMAKING III
ART IV, FIBERS III

03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
13250200	MUSIC STUDIES, IB MUSIC SL
13250300	MUSIC STUDIES, IB MUSIC HL
13600100	ART, IB VISUAL ARTS HL
13600200	ART, IB VISUAL ARTS SL
13750200	THEATRE, IB THEATRE SL
13750300	THEATRE, IB THEATRE HL
13830100	DANCE, LEVEL III, IB DANCE I
13830200	DANCE, LEVEL IV, IB DANCE II
13830300	IB FILM STANDARD LEVEL
13830400	IB FILM HIGHER LEVEL

Science

JUICITUC	
13060001	IB SPRTS EXERS&HLTH SCI ST LVL
13060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
13010201	IB BIOLOGY STANDARD LEVEL
13010202	IB BIOLOGY HIGHER LEVEL
13020000	IB ENVIRN SYS & SOC STND LEVL
13030001	IB DESIGN TECHNOLOGY STD LEVEL
13030002	IB DESIGN TECHNOLOGY HIGHR LVL
13040002	IB CHEMISTRY STANDARD LEVEL
13040003	IB CHEMISTRY HIGHER LEVEL
13050002	IB PHYSICS STANDARD LEVEL
13050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Jocial Studi	es/ i listory
A3220300	AP INTERNATIONAL ENGL LANGUAGE
13302300	IB SOC & CULTRL ANTHRO STD LVL
13302400	IB SOC & CULTRL ANTHRO HGH LVL
13302500	IB GLOBAL POLITICS STAND LEVEL
13302600	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
13301100	IB HISTORY STANDARD LEVEL
13301200	IB HIST AFRICA&MIDEAST HGHR LV
13301300	IB HIST OF AMERICAS HIGHER LVL
13301400	IB HIST ASIA&OCEANIA HIGHR LVL
13301500	IB HIST OF EUROPE HIGHER LEVEL
13302100	IB GEOGRAPHY STANDARD LEVEL
13302200	IB GEOGRAPHY HIGHER LEVEL
13303100	IB ECONOMICS STANDARD LEVEL
13303200	IB ECONOMICS HIGHER LEVEL
13304100	IB PSYCHOLOGY STANDARD LEVEL

13304200	IB PSYCHOLOGY HIGHER LEVEL	
13366010	IB PHILOSOPHY STANDARD LEVEL	

Foreign Language

Foreign Lar	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		

03440440 SPANISH FOR SPAN SPEAKERS LVL4 03440500 LANG O/T ENGLISH V I - SPANISH 03440700 LANG O/T ENGLISH VII - SPANISH 03440700 LANG O/T ENGLISH VII - SPANISH 03440700 SEM LOT, ADV 1ST TIME, SPANISH 03440910 SEM LOT, ADV 3RD TIME, SPANISH 03440920 SEM LOT, ADV 3RD TIME, SPANISH 03450400 LANG O/T ENGLISH VI - RUSSIAN 03450500 LANG O/T ENGLISH VI - RUSSIAN 03450600 LANG O/T ENGLISH VI - RUSSIAN 03450910 SEM LOT, ADV 1ST TIME, RUSSIAN 03450920 SEM LOT, ADV 1ST TIME, RUSSIAN 03450930 SEM LOT, ADV 3RD TIME, RUSSIAN 03450930 SEM LOT, ADV 3RD TIME, RUSSIAN 03470400 LANG O/T ENGLISH VI PORTUGUESE 03470500 LANG O/T ENGLISH VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGE 03470910 SEM LOT, ADV 1ST TIME, PORTUGE 03470920 SEM LOT, ADV 3RD TIME, PORTUGE 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH VI - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE <t< th=""><th></th><th></th></t<>			
03440600 LANG O/T ENGLISH VII - 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 VI - RUSSIAN 03450600 LANG O/T ENGLISH VI - 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 VPORTUGUESE 03470500 LANG O/T ENGLISH VPORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUESE 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 VI - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE 03490900 LANG O/T ENGLISH VI - CHINESE	03440440	SPANISH FOR SPAN SPEAKERS LVL4	
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 VI - RUSSIAN 03450700 LANG O/T ENGLISH VI - RUSSIAN 03450910 SEM LOT, ADV 1ST TIME, RUSSIAN 03450920 SEM LOT, ADV 1ST TIME, RUSSIAN 03450930 SEM LOT, ADV 2ND TIME, RUSSIAN 03470400 LANG O/T ENGLISH IV PORTUGUESE 03470500 LANG O/T ENGLISH VI PORTUGUESE 03470600 LANG O/T ENGLISH VI-PORTUGUESE 03470700 LANG O/T ENGLISH VI-PORTUGUES 03470910 SEM LOT, ADV 1ST TIME, PORTUGE 03470920 SEM LOT, ADV 2ND TIME, PORTUGE 03470930 SEM LOT, ADV 2ND TIME, PORTUGE 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH VI - CHINESE 03490400 LANG O/T ENGLISH VI - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE 03490910 SEM LOT, ADV 3RD TIME, CHINESE <	03440500	LANG O/T ENGLISH V - 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 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 VI 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 2ND TIME, PORTUGE 03470930 SEM LOT, ADV 2ND TIME, PORTUGE 03490400 LANG O/T ENGLISH IV - CHINESE 03490500 LANG O/T ENGLISH IV - CHINESE 03490600 LANG O/T ENGLISH VI - CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE <	03440600	LANG O/T ENGLISH VI - 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 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 VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUESE 03470910 SEM LOT, ADV 1ST TIME, PORTUGE 03470920 SEM LOT, ADV 2ND TIME, PORTUGE 03470930 SEM LOT, ADV 2ND TIME, PORTUGE 03470901 SEM LOT, ADV 2ND TIME, PORTUGE 03470920 SEM LOT, ADV 3RD TIME, PORTUGE 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH IV - CHINESE 03490600 LANG O/T ENGLISH VI - CHINESE 03490700 LANG O/T ENGLISH VI - CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490910 SEM LOT, ADV 2ND TIME, CHINESE <t< td=""><td>03440700</td><td colspan="2"></td></t<>	03440700		
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 VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUES 03470910 SEM LOT, ADV 1ST TIME, PORTUGE 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 VI - CHINESE 03490600 LANG O/T ENGLISH VI - CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490920 SEM LOT, ADV 1ST TIME, CHINESE 03490930 SEM LOT, ADV 2ND TIME, CHINESE 03490930 SEM LOT, ADV 2ND TIME, CHINESE	03440910		
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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 VI PORTUGUESE 03470600 LANG O/T ENGLISH VII-PORTUGUES 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 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH VI - CHINESE 03490500 LANG O/T ENGLISH VI - 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 3RD TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03510400 LNG OTH THN ENG LVL IV VIETNAM	03440930	SEM LOT, ADV 3RD TIME, SPANISH	
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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 VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUES 03470910 SEM LOT, ADV 1ST TIME, PORTUGE 03470920 SEM LOT, ADV 2ND TIME, PORTUGE 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH IV - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE 03490500 LANG O/T ENGLISH VII-CHINESE 03490700 LANG O/T ENGLISH VII-CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490920 SEM LOT, ADV 1ST TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03490930 SEM LOT, ADV 1ST TIME, VIETNAM <tr< td=""><td>03450500</td><td>LANG O/T ENGLISH V - RUSSIAN</td></tr<>	03450500	LANG O/T ENGLISH V - 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 VI PORTUGUESE 03470700 LANG O/T ENGLISH VII-PORTUGUES 03470701 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 03470930 SEM LOT, ADV 3RD TIME, PORTUGE 03490400 LANG O/T ENGLISH IV - CHINESE 03490500 LANG O/T ENGLISH VI - CHINESE 03490700 LANG O/T ENGLISH VII-CHINESE 03490700 LANG O/T ENGLISH VII-CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490920 SEM LOT, ADV 1ST TIME, CHINESE 03490930 SEM LOT, ADV 2ND TIME, CHINESE 03510400 LNG OTH THN ENG LVL V VIETNAM 03510500 LNG OTH THN ENG LVL VI VIETNAM 03510700 LNG OTH THN ENG LVL VI VIETNAM 03510910 SEM LOT, ADV 3RD TIME, VIETNAM <	03450600	LANG O/T ENGLISH VI - 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 VI PORTUGUESE 03470600 LANG O/T ENGLISH VI PORTUGUES 03470700 LANG O/T ENGLISH VII-PORTUGES 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 VI - CHINESE 03490500 LANG O/T ENGLISH VII- CHINESE 03490910 SEM LOT, ADV 1ST TIME, CHINESE 03490910 SEM LOT, ADV 2ND TIME, CHINESE 03490920 SEM LOT, ADV 3RD TIME, CHINESE 03490930 SEM LOT, ADV 3RD TIME, CHINESE 03510400 LNG OTH THN ENG LVL VI VIETNAM 03510500 LNG OTH THN ENG LVL VI VIETNAM 03510600 LNG OTH THN ENG LVL VI VIETNAM <t< td=""><td>03450700</td><td>LANG O/T ENGLISH VII-RUSSIAN</td></t<>	03450700	LANG O/T ENGLISH VII-RUSSIAN	
03450930 SEM LOT, ADV 3RD TIME, RUSSIAN 03470400 LANG O/T ENGLISH IV PORTUGUESE 03470500 LANG O/T ENGLISH VI PORTUGUESE 03470600 LANG O/T ENGLISH VII 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 VI - CHINESE 03490500 LANG O/T ENGLISH VII-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 03510910 SEM LOT, ADV 1ST TIME, VIETNAM 03510920 SEM LOT, ADV 3RD TIME, VIETNAM 03510930 SEM LOT, ADV 3RD TIME, VIETNAM 03520900 LANG OTHR THN ENG LVL VI HINDI	03450910	SEM LOT, ADV 1ST TIME, RUSSIAN	
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03520920 SEM LOT, ADV 2ND TIME, HINDI 03520930 SEM LOT, ADV 3RD TIME, HINDI 03530910 SEM LOT, ADV 1ST TIME, URDU	03520700	LANG OTH THN ENG LVL VII HINDI	
03520930 SEM LOT, ADV 3RD TIME, HINDI 03530910 SEM LOT, ADV 1ST TIME, URDU	03520910	SEM LOT, ADV 1ST TIME, HINDI	
03530910 SEM LOT, ADV 1ST TIME, URDU	03520920	SEM LOT, ADV 2ND TIME, HINDI	
	03520930	SEM LOT, ADV 3RD TIME, HINDI	
03530920 SEM LOT, ADV 2ND TIME, URDU	03530910	SEM LOT, ADV 1ST TIME, URDU	
	03530920	SEM LOT, ADV 2ND TIME, URDU	

02520020	CENTION ADVISED TIME LIPPLY		
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		
13110400	IB LNG B MODRN LANG SL- ARABIC		
13110500	IB LNG B MODRN LANG HL- ARABIC		
13120400	IB LNG B MODRN LNG SL-JAPANESE		
13120500	IB LNG B MODRN LNG HL-JAPANESE		
13410400	IB LNG B MODERN LANG SL-FRENCH		
13410500	IB LNG B MODERN LANG HL-FRENCH		
13420400	IB LNG B MODERN LANG SL-GERMAN		
13420500	IB LNG B MODERN LANG HL-GERMAN		
13430400	IB LNG B CLASSIC LANG SL-LATIN		
13430500	IB LNG B CLASSIC LANG HL-LATIN		
13440400	IB LNG B MODRN LANG SL-SPANISH		
13440500	IB LNG B MODRN LANG HL-SPANISH		
13450400	IB LNG B MODRN LANG SL-RUSSIAN		
13450500	IB LNG B MODRN LANG HL-RUSSIAN		
13480400	IB LNG B MODERN LANG SL-HEBREW		
13480500	IB LNG B MODERN LANG SL-HEBREW		
13490400	IB LNG B MODRN LANG SL-CHINESE		
13490500	IB LNG B MODRN LANG HL-CHINESE		
13520400	IB LANG B MODERN LANG SL-HINDI		
13520500	IB LANG B MODERN LANG HL-HINDI		
13996000	IB LANG B, MODRN LANG SL OTHER		
13996100	IB LANG B, MODRN LANG HL OTHER		
03430910	CLS LNG SEM, ADV 1ST TME LATIN		
03430920	CLS LNG SEM, ADV 2ND TME LATIN		
03430920	CLS LING SEIVI, ADV ZIND TIVIE LATIIN		

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	
13305100	IB WORLD RELIGIONS STANDARD LVL	
N1290317	GIFD & TAL IND STUD MENTOR III	
N1290318 GIFD & TAL IND STUD MENTOR IV		

Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTR	
004	Assistant/Associate/Deputy Superintenden
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
	Component/Department Director
063	Coordinator/Manager/Supervisor
CAMPUS ADMINISTRA	
003	Assistant Principal
020	Principal
EITHER CENTRAL OR	CAMPUS ADMINISTRATORS*
012	Instructional Officer
028	Teacher Supervisor
	Athletic Director
	Business Manager
	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
	Executive Director
PROFESSIONAL SUPPO	
	Art Therapist
	Psychological Associate
	Audiologist
	Corrective Therapist
	Counselor
	Educational Diagnostician
	Librarian
	Music Therapist
	Occupational Therapist
	Physical Therapist
	Physician
	Recreational Therapist
	School Nurse
	LSSP/Psychologist
	Social Worker
	Speech Therapist/Speech-Lang Pathologist
	Visiting Teacher/Truant Officer
	Work-Based Learning Site Coordinator
	Teacher Facilitator
	Teacher Appraiser
	Department Head
	Athletic Trainer
	Other Campus Professional Personnel
064	Specialist/Consultant

	065	Field Service Agent
	079	Other ESC Professional Personnel
	080	Other Non-Campus Professional Personnel
	100	Instructional Materials Coordinator
	101	Legal Services
	102	=
	103	Research/Evaluation Professional
	104	
	105	Security
	106	District/Campus Information Technology Professional
	107	
	108	Transportation
	109	- · · · · ·
	110	Custodial
	111	Maintenance
	112	Business Services Professional
	113	Other District Exempt Professional Auxiliary
	114	
	115	
	116	·
	117	
	118	Licensed Marriage & Family Therapist
TEACHERS		6 ,,
	087	.Teacher
	047	.Substitute Teacher
EDUCATIO	NAL AIDES	
	033	.Educational Aide
	036	.Certified Interpreter
AUXILIARY		· F ·

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.