Westwood Independent School District



Westwood Junior High School

Accountability Rating: F

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:22 PM

Mission Statement

We prepare future ready students in a positive and engaging educational environment.

Vision

Where Panthers excel today and lead tomorrow.

Value Statement

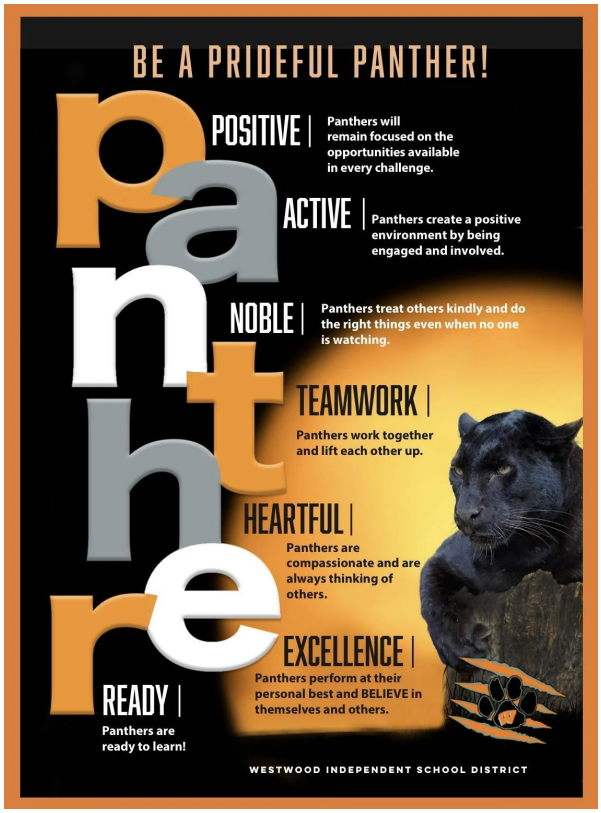


Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Achievement 8

School Culture and Climate 10

Staff Quality, Recruitment, and Retention 12

Curriculum, Instruction, and Assessment 14

Family and Community Engagement 16

School Organization 18

Technology 20

Priority Problem Statements 22

Data Documentation for CNA 25

Improvement Planning Data 26

Accountability Data 26

Student Data: Assessments 26

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 27

Employee Data 27

Parent/Community Data 28

Support Systems and Other Data 28

Goals 29

Goal 1 : Westwood Junior High will strive to maintain a healthy, inviting, safe, and s... 30

Goal 2 : Westwood Junior High will strengthen the capacity of campus instructiona... 34

Goal 3 : Westwood Junior High will develop strong Tier 1 instruction through Obser... 37

Goal 4 : Westwood Junior High will implement effective, data-driven PLCs that res... 40

Goal 5 : Westwood Junior High will increase parent and community engagement. 43

Goal Tables 45

Targeted Support Strategies 46

Title I Summary 47

Title I Personnel 48

Plan Notes 49

Policies, Procedures, and Requirements 51

Addendums 53

Comprehensive Needs Assessment

Demographics

Summary

Westwood Junior High will serve students in grades 6th-8th of Westwood Independent School District in Palestine, Texas.

Campus Population

- Total Students: 284
- 6th: 77
- 7th: 103
- 8th: 104

Race and Ethnicity (From 2024-2025 TAPR)

- African American 22.5%
- Hispanic 27%
- White 46%
- Two or More Races 3.5%
- Male 55%
- Female 45%

Other populations include:

- Economically Disadvantage 80%.
- EB 5.5%
- Section 504 13%
- Special Education 20%
- Gifted and Talented 7%
- At Risk 33.5%

Attendance averaged 95.36% throughout the 2025-2026 school year.

Strengths

Westwood Junior High strives to meet the academic, social, and individual needs of all students through differentiated instruction, targeted interventions, and specialized programming. Emergent bilingual (EB) students receive classroom instruction from trained teachers, supplemental practice through Summit K12, and additional targeted support through **WIN (What I Need) for Emergent Bilingual Students**. This designated class provides additional opportunities to address individual language-development and academic needs.

Students receiving Special Education services are provided instruction in the general education setting to the greatest extent appropriate, with inclusion support provided by trained paraprofessionals and/or certified Special Education teachers based on students' Individualized Education Programs (IEPs). Students with disabilities who qualify under Section 504 receive accommodations and supports designed to provide equitable access to instruction and address their individual needs.

Westwood Junior High also provides additional academic intervention for students who demonstrate needs in Reading and/or Mathematics. **Reading Lab and Math Lab** provide targeted, accelerated instruction based on identified student needs and academic performance data. Additional intervention and support are provided during designated intervention time and through after-school tutorials.

Gifted and Talented (G/T) students have access to advanced core coursework, enrichment opportunities, and **WIN (What I Need) for G/T Students**, which provides dedicated opportunities for enrichment, extension, critical thinking, and advanced learning experiences.

Through these differentiated supports, Westwood Junior High is committed to ensuring that all students—including emergent bilingual students, students receiving Special Education or Section 504 services, students requiring academic intervention, and students identified as gifted and talented—have access to high-quality instruction and learning opportunities aligned to their individual needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus has a significant population of students who are considered at-risk, causing these students to face difficulties in both academic performance and social interactions within the school environment.	Large quantity of at-risk populations compounded by limited intervention programs and staffing to support their academic and social needs
2 ★	Limited availability of ESL- and Special Education-certified staff, combined with inconsistent specialized training, limits the campus's capacity to consistently provide targeted instructional support for EB and Special Education students.	Limited access to appropriately certified personnel and sustained, job-embedded training needed to build staff capacity in effective instructional practices for EB and Special Education students.
3 ★	Students in special programs, such as SPED, 504, GT, and ESL, demonstrate varying levels of academic need that require differentiated and targeted support.	The range and intensity of student needs requires more differentiated systems of support than can be consistently provided through Tier 1 support.

★ = Priority

Student Achievement

Summary

Westwood Junior High monitors student achievement, growth, and progress in Reading Language Arts (RLA), Mathematics, Science, and Social Studies through multiple assessment measures. Assessment data are used to identify student needs, monitor progress, adjust instruction, and determine appropriate intervention and enrichment. Data sources include TELPAS, administered annually to measure the English language proficiency of emergent bilingual students; MAP Growth assessments in Reading, Mathematics, and Science, administered three times per year; STAAR assessments in RLA, Mathematics, Science, and Social Studies, administered annually in applicable grade levels; and curriculum-based module and unit assessments administered throughout each six-week grading period. Teachers and campus leadership regularly review these data sources to identify trends across grade levels, content areas, student groups, and individual students and to make instructional decisions based on identified areas of strength and need.

Strengths

Westwood Junior High has established structures to support continuous analysis of student achievement data and responsive instructional planning. Teachers are provided a dedicated planning day each six weeks to analyze student performance, identify areas of strength and need, and internalize upcoming units and lessons. Teachers use established internalization protocols to ensure instruction and assessment are aligned to the Texas Essential Knowledge and Skills (TEKS) and district scope and sequence. Teachers of STAAR-assessed content areas receive two designated periods for planning and collaboration, providing additional opportunities to analyze student work and assessment data, align instructional practices, and respond to identified student needs.

The campus also utilizes district-adopted high-quality instructional materials and supplemental resources to support differentiated instruction, intervention, acceleration, and enrichment. Resources include Bluebonnet Learning, HMH, McGraw Hill, MAP, Summit K12, Renaissance, Zearn, TEKS Resource System, and other supplemental instructional resources as appropriate. A continued strength of the campus is its commitment to using multiple sources of student data to inform instructional decisions rather than relying on a single assessment measure. These structures allow teachers and campus leadership to monitor student progress throughout the year and adjust instruction and supports based on demonstrated student needs.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Many teachers are new-to-profession and/or coming from an alternative certification background with limited instructional expertise and classroom management.	Teacher turnover continues to increase.
2 ★	Teachers in specific areas such as special education and core areas have limited background and experience, impacting the level of support and intervention that is needed by students.	Unable to hire and retain teachers with certifications in special education and core areas, such as Math and English.
3	Since the onset of the COVID-19 pandemic, there has been a noticeable trend of complacency among students, characterized by a lack of motivation to set and achieve high expectations for themselves academically and personally.	Students struggle to connect with the material due to lack of engagement and student interest.

★ = Priority

School Culture and Climate

Summary

Westwood Junior High is a small campus serving students in grades 6–8 with approximately 50 staff members, including teachers, coaches, paraprofessionals, office personnel, and administrators. The size of the campus provides opportunities to build strong relationships among students, staff, families, and the community and to provide individualized support for students. Westwood Junior High shares several staff members with Westwood High School. As a result, staff and students may travel between the junior high and high school campuses throughout the school day, requiring the junior high master schedule to closely align with the high school schedule. Within these scheduling constraints, collaborative planning opportunities for core content teachers are prioritized whenever possible to promote instructional alignment, collective responsibility for student success, and a collaborative staff culture.

Many Westwood Junior High students reside in rural communities surrounding the city in which the campus is located and are transported to and from school by district transportation. The campus also serves transfer students whose families choose Westwood ISD for the educational opportunities, programs, and support services provided by the district.

Westwood Junior High is committed to maintaining a safe, supportive, structured, and student-centered learning environment. Through the campus-wide **"It Starts With Me"** initiative, students and staff are encouraged to take ownership of their choices, behavior, learning, and contributions to the school community. Consistent expectations, positive relationships, student accountability, and collaboration among staff and families are emphasized as essential components of a positive campus culture and climate.

Strengths

Westwood Junior High's small campus and staff size contribute to a close-knit school environment in which staff members are able to build strong relationships with one another and become familiar with the individual needs of students. These relationships help promote a sense of belonging, connection, and support for students across the campus. The close connection between Westwood Junior High and Westwood High School is also a strength. Because the campuses share staff, courses, and aligned schedules, junior high students have opportunities to become familiar with the high school campus, staff, expectations, bell schedule, and general flow of the school day. This familiarity supports a more seamless transition from junior high to high school.

Westwood Junior High and Westwood ISD also emphasize college, career, and future readiness. Students are provided opportunities for college exposure, including visits to college campuses, to increase awareness of postsecondary opportunities. Career and Technical Education (CTE) course offerings provide students with early exposure to career pathways and help students begin connecting their interests and strengths to future educational and career opportunities. Together, strong relationships, continuity between the junior high and high school campuses, and intentional college and career exposure contribute to a supportive school culture focused on student belonging, successful transitions, and preparation for future success.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	Student behavior, engagement, and ownership of learning and behavior are not consistently demonstrated across all settings and grade levels.	Inconsistent family engagement and reinforcement of campus expectations at home can limit the continuity of expectations for student behavior, accountability, engagement, and ownership between school and home.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Westwood Junior High is committed to recruiting, developing, supporting, and retaining high-quality staff members who are dedicated to meeting the academic and developmental needs of all students. The campus strives to hire certified, highly qualified teachers who demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS), research-based instructional practices, and effective classroom practices. New staff members participate in Westwood ISD's New Employee Academy to support a successful transition into the district. Additionally, teachers in their first or second year of the profession are assigned a trained mentor through the district's mentor program. Mentors have a minimum of three years of certified teaching experience and receive training in effective mentoring practices and observation and feedback using the **See It, Name It, Do It** framework. This structure provides new teachers with ongoing guidance, feedback, and support as they develop their instructional practice. Westwood Junior High teachers also receive ongoing instructional support through campus instructional coaches. Teachers participate in weekly collaborative planning with an instructional coach and their Professional Learning Community (PLC) to analyze student data, internalize instructional materials, strengthen instructional practices, and respond to student needs. District administrators and instructional coaches have received training in the **PLC at Work** model to strengthen both horizontal and vertical collaboration and promote collective responsibility for student achievement.

Through the **LIFT Grant**, Westwood ISD and Westwood Junior High partner with **Region 7 Education Service Center** to provide additional campus coaching, leadership development, and support for effective PLC implementation. This partnership provides campus leaders, instructional coaches, and teachers with job-embedded guidance designed to strengthen instructional systems, improve collaborative practices, and build campus capacity for continuous improvement.

The campus and district provide continued coaching and professional learning to support teachers in meeting certification requirements and strengthening classroom instruction. Additional professional development opportunities are provided through EduHero, Region 7 Education Service Center, district and campus professional learning, and other relevant conferences and training opportunities. Through mentoring, instructional coaching, collaborative planning, professional development, and strategic staffing supports, Westwood Junior High seeks to build staff capacity while creating conditions that support teacher effectiveness and long-term retention.

Strengths

Westwood Junior High and Westwood ISD prioritize the professional growth, development, and retention of staff by providing multiple layers of support throughout an educator's career. Teachers and paraprofessionals are encouraged to participate in relevant professional development, conferences, and training opportunities throughout the year at no personal cost when approved and aligned to campus and student needs. A strength of the district is its commitment to developing and retaining internal talent through a **grow-your-own approach**. Staff members are encouraged to pursue professional growth, additional certifications, and leadership opportunities, allowing the district to build capacity from within and develop employees for future instructional and leadership roles.

The district's **strategic staffing efforts through the LIFT Grant** provide additional structures to support teacher effectiveness and retention. Teachers in their first or second year of the profession are assigned a trained mentor with at least three years of certified teaching experience. Mentors are trained in effective mentoring practices and the **See It, Name It, Do It** observation and feedback model, providing new teachers with consistent, job-embedded support. In addition, Westwood Junior High's partnership with **Region 7 Education Service Center through the LIFT Grant** provides campus coaching and support to strengthen Professional Learning Communities (PLCs), instructional practices, and leadership capacity. Teachers also benefit from ongoing support from campus instructional coaches and weekly collaborative PLC structures focused on instructional planning, internalization, student data, and continuous improvement. These systems create multiple opportunities for teachers to receive feedback, collaborate with colleagues, strengthen instructional practices, and respond to student needs.

Westwood ISD has also implemented the **Teacher Incentive Allotment (TIA)**, providing eligible teachers with opportunities to earn additional compensation based on demonstrated effectiveness. Together, professional learning, mentoring, instructional coaching, strategic staffing, leadership development, grow-your-own practices, and financial incentives provide a comprehensive system for developing, supporting, recognizing, and retaining high-quality educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	New teachers struggle to set high academic and behavioral expectations for their students, which can hinder student performance and overall development.	Teacher inexperience, background, as well as targeted professional development and understanding of student potential.
2	The diversity of our student body is not reflected in the diversity of our teaching staff, specifically bilingual staff.	Lack of effective recruitment and retention strategies for diverse educators.
3 ★	A significant number of teachers enter the campus with limited experience or are new to the district, creating an ongoing need for intensive instructional support and development.	Teacher turnover and the continued onboarding of new-to-profession and new-to-district teachers require sustained mentoring, coaching, professional learning, and strategic staffing structures to build and retain instructional capacity.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Westwood Junior High is committed to providing a guaranteed and viable curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) and supported by high-quality instructional materials. District-adopted curriculum resources, including Bluebonnet Learning, HMH, McGraw Hill, and other approved instructional and supplemental resources, are utilized according to content area and student need. TEKS Resource System is available as a supplemental resource to support standards alignment and instructional planning. Teachers engage in regular collaborative planning and lesson internalization to develop a deep understanding of the standards, instructional materials, learning objectives, and anticipated student responses prior to instruction. Campus instructional expectations emphasize clear learning objectives, literacy across content areas, frequent checks for understanding, actionable feedback, and bell-to-bell instruction. Teachers are expected to use student data and evidence of learning to adjust instruction, provide appropriate levels of rigor and productive struggle, and respond to individual student needs.

Westwood Junior High uses multiple measures of student performance to monitor achievement and growth. These include STAAR, TELPAS, MAP Growth, curriculum-based module and unit assessments, classroom assessments, and student work. Teachers analyze assessment results through Professional Learning Communities (PLCs), collaborative planning, and designated data-analysis opportunities to identify trends, determine instructional needs, and plan reteach, intervention, acceleration, and enrichment.

Students requiring additional academic support may receive targeted instruction through intervention structures, including Math Lab, Reading Lab, designated intervention time, and after-school tutorials. Additional targeted and differentiated learning opportunities are provided through WIN (What I Need) classes for emergent bilingual and Gifted and Talented students. Because Westwood Junior High continues to onboard teachers with varying levels of experience and familiarity with district curriculum and instructional systems, ongoing professional learning and job-embedded support remain essential. Instructional coaches, campus leadership, PLCs, district support, and Region 7 coaching provide teachers with continued assistance in curriculum implementation, lesson internalization, assessment analysis, and effective instructional practices. These systems are designed to strengthen alignment among curriculum, instruction, and assessment while promoting consistent, high-quality learning experiences for all students.

Strengths

A key strength of Westwood Junior High is the protected time and support provided for collaborative instructional planning. Teachers have regular opportunities to work with their Professional Learning Communities (PLCs) and instructional coaches to strengthen instructional practices, analyze student learning, and respond to identified needs. The campus has also developed greater consistency in instructional expectations across content areas, providing teachers with a common understanding of effective Tier 1 instruction. Continued emphasis on lesson internalization, data-informed decision making, and alignment to the TEKS has strengthened the campus's instructional focus. Another strength is the campus's ability to provide increasingly targeted academic support based on student need. The addition of Math Lab, Reading Lab, and specialized WIN (What I Need) classes has expanded opportunities for intervention, acceleration, and enrichment beyond the general classroom. Finally, Westwood Junior High benefits from multiple layers of instructional support, including campus instructional coaches, district leadership, and Region 7 Education Service Center. These partnerships provide teachers and campus leaders with ongoing coaching, feedback, and professional learning focused on continuous instructional improvement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Inexperienced staff members struggle to develop a comprehensive understanding of the curriculum, including how to effectively align assessments with the content.	Teachers have varying levels of experience and proficiency with the campus instructional expectations.
2	Teachers lack essential resources, encounter incomplete curriculum materials, or experience frequent changes in resources, which hinders their ability to effectively deliver instruction and meet the diverse learning needs of students.	Insufficient vertical and horizontal alignment of curriculum implementation, as well as support and/or encouragement for extensive teacher professional development.

★ = Priority

Family and Community Engagement

Summary

Westwood Junior High provides multiple opportunities for families and community members to remain informed, connected, and involved in the school community. The campus utilizes a variety of communication methods to ensure families have regular access to timely information regarding academics, campus events, student activities, and other important updates. Campus information is communicated through the district website, social media platforms, and ParentSquare. ParentSquare serves as a primary communication tool between the school and families, allowing campus and district staff to distribute announcements, communicate directly with parents, share information regarding upcoming events, and collect family feedback through surveys. The platform also provides families with opportunities for two-way communication with school staff.

Families and community members are encouraged to participate in campus activities throughout the school year. Athletic events, fine arts performances, academic programs, student recognition events, parent meetings, and other campus activities provide opportunities for families and community members to engage with students and staff and participate in the school community. Westwood Junior High recognizes that effective family and community engagement extends beyond sharing information. The campus continues to seek opportunities to strengthen two-way communication, increase family participation, gather stakeholder feedback, and build partnerships that support student success and a positive school community.

Strengths

A key strength of Westwood Junior High is the accessibility and frequency of communication between the campus and families. Families have multiple opportunities to receive information, communicate directly with staff, provide feedback, and remain informed about student and campus activities.

Westwood Junior High also benefits from a supportive school community that is actively involved in student activities and events. Athletic events, fine arts performances, academic programs, student recognition activities, and other campus events provide opportunities for families and community members to connect with the school and celebrate student success. The campus values family and community input and continues to provide opportunities for two-way communication and stakeholder feedback. These established relationships and communication systems provide a strong foundation for expanding meaningful family and community engagement in support of student achievement and school improvement.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parents are hesitant/reluctant to engage in collaborative efforts to develop a shared vision for our campus, resulting in limited involvement and partnership in school planning and decision-making processes.	Lack of communication and/or language barriers, as well as disconnect or distrust between parents and staff based on parents' educational experience.

★ = Priority

School Organization

Summary

Westwood Junior High is organized to promote collaboration, shared leadership, and collective responsibility for student success. Campus structures provide opportunities for teachers, instructional coaches, and administrators to work collaboratively to strengthen instruction, analyze student needs, and support continuous campus improvement. Collaborative planning is intentionally built into the master schedule whenever possible. Core content teachers have designated opportunities to work with their Professional Learning Communities (PLCs) and instructional coaches to discuss instructional practices, analyze student performance, internalize upcoming instruction, and make decisions based on identified student needs. Campus and instructional leadership teams provide additional structures for monitoring campus priorities, reviewing progress, identifying areas of need, and coordinating support.

Westwood Junior High also values shared leadership and seeks to develop leadership capacity among both staff and students. Teachers and staff members are provided opportunities to contribute to campus decision-making, assume leadership responsibilities, and participate in initiatives aligned with campus goals. The campus student leadership team provides students with opportunities to develop leadership skills, represent the student body, contribute to campus initiatives, and take an active role in improving the school community. Through collaborative structures, distributed leadership, and clearly defined systems of support, Westwood Junior High works to ensure that campus resources, personnel, and decision-making processes remain focused on student achievement and continuous improvement.

Strengths

A key organizational strength of Westwood Junior High is the intentional use of collaborative structures to support campus improvement. The master schedule prioritizes opportunities for teachers, instructional coaches, and administrators to work together, allowing campus decisions and instructional supports to remain focused on identified student and staff needs.

Westwood Junior High also benefits from a shared leadership approach in which staff members are encouraged to contribute to campus initiatives, problem-solving, and decision-making. Campus leadership structures help distribute responsibilities, develop leadership capacity, and promote collective ownership of campus goals. Student leadership and voice are additional organizational strengths. Through student leadership opportunities, students are encouraged to take an active role in campus initiatives, contribute ideas, and help improve the school community. These structures reinforce the campus-wide **“It Starts With Me”** focus on ownership, responsibility, and shared commitment to the success of Westwood Junior High.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	Teachers sometimes feel overwhelmed and have a difficult time navigating all the aspects of their role.	Teachers naturally internalize and carry the hardships of their students and colleagues. SEL has historically targeted student needs rather than educator needs.
2 ★	Teachers struggle to apply data-driven instructional practices to address specific student needs.	Adequate data-driven instructional practices have not been a formal piece of the campus professional development plan.

★ = Priority

Technology

Summary

Westwood Junior High has access to technology infrastructure and resources that support instruction, communication, student learning, and campus safety. All classrooms are equipped with Smart TVs, and all students are provided a school-issued Chromebook for educational use. Staff and students also have access to Google Workspace and other district-approved digital instructional resources and platforms.

As technology has become increasingly accessible, Westwood Junior High is refining its focus from simply incorporating technology to using technology **intentionally and purposefully**. Technology is utilized when it enhances instruction, increases access to appropriate learning resources, supports meaningful student engagement, provides opportunities for assessment and feedback, or improves instructional efficiency. The campus recognizes that technology should serve as a tool to support high-quality instruction rather than replace effective teaching practices, student discourse, collaboration, writing, problem-solving, and other meaningful learning experiences. Teachers have access to professional learning opportunities to strengthen their effective use of instructional technology, and district technology staff provide ongoing technical support for campus technology needs.

Technology also supports campus communication and safety systems. The district utilizes Raptor to communicate emergency procedures, drills, and safety information, while campus and district personnel use radios to support timely communication when needed. Through reliable technology access, professional support, and an increased emphasis on purposeful implementation, Westwood Junior High seeks to ensure technology is used effectively, responsibly, and in ways that directly support student learning and campus operations.

Strengths

A key technology strength at Westwood Junior High is consistent access to digital resources for both students and staff. The campus's 1:1 Chromebook environment, classroom technology, and district-supported digital platforms provide equitable access to tools that can support instruction, assessment, communication, and student learning. The campus also benefits from dedicated district technology personnel who provide technical support and help maintain reliable technology systems. Established digital communication and safety systems further support efficient campus operations and emergency preparedness.

Westwood Junior High is increasingly focused on the intentional use of technology rather than technology use for its own sake. This emphasis allows teachers to select digital tools when they enhance learning while continuing to prioritize effective instruction, student collaboration, discourse, writing, critical thinking, and meaningful engagement with academic content.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	A discrepancy exists in the instructional use and unrelated usage by staff and students.	Misuse of provided technology by students creates a distraction from the technology focused instruction.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	A significant number of teachers enter the campus with limited experience or are new to the district, creating an ongoing need for intensive instructional support and development.	Teacher turnover and the continued onboarding of new-to-profession and new-to-district teachers require sustained mentoring, coaching, professional learning, and strategic staffing structures to build and retain instructional capacity.
2	Many teachers are new-to-profession and/or coming from an alternative certification background with limited instructional expertise and classroom management.	Teacher turnover continues to increase.
3	Students in special programs, such as SPED, 504, GT, and ESL, demonstrate varying levels of academic need that require differentiated and targeted support.	The range and intensity of student needs requires more differentiated systems of support than can be consistently provided through Tier 1 support.
4	Limited availability of ESL- and Special Education-certified staff, combined with inconsistent specialized training, limits the campus's capacity to consistently provide targeted instructional support for EB and Special Education students.	Limited access to appropriately certified personnel and sustained, job-embedded training needed to build staff capacity in effective instructional practices for EB and Special Education students.
5	Teachers in specific areas such as special education and core areas have limited background and experience, impacting the level of support and intervention that is needed by students.	Unable to hire and retain teachers with certifications in special education and core areas, such as Math and English.
6	Inexperienced staff members struggle to develop a comprehensive understanding of the curriculum, including how to effectively align assessments with the content.	Teachers have varying levels of experience and proficiency with the campus instructional expectations.

7 ★

Teachers struggle to apply data-driven instructional practices to address specific student needs.

Adequate data-driven instructional practices have not been a formal piece of the campus professional development plan.

8 ★

Our campus has a significant population of students who are considered at-risk, causing these students to face difficulties in both academic performance and social interactions within the school environment.

Large quantity of at-risk populations compounded by limited intervention programs and staffing to support their academic and social needs

9 ★

Student behavior, engagement, and ownership of learning and behavior are not consistently demonstrated across all settings and grade levels.

Inconsistent family engagement and reinforcement of campus expectations at home can limit the continuity of expectations for student behavior, accountability, engagement, and ownership between school and home.

10 ★

Teachers sometimes feel overwhelmed and have a difficult time navigating all the aspects of their role.

Teachers naturally internalize and carry the hardships of their students and colleagues. SEL has historically targeted student needs rather than educator needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Westwood Junior High will strive to maintain a healthy, inviting, safe, and secure facility for the students, staff, and visitors.

Performance Objective 1

By May 2027, Westwood Junior High will maintain compliance with district and state safety expectations and demonstrate consistent implementation of campus safety procedures, as measured by safety audits, drill documentation, weekly door checks, and campus safety monitoring data.

Evaluation Data Source: Safety Audit, Weekly door check log, Discipline Records, Safety Drill Logs, Meeting Minutes, Stakeholder Surveys

Strategy 1

Schedule drills prior to the school year and provide training for all staff members with drill procedures and assigning roles to administrative teams. Administrative teams will conduct a thorough review after each drill to ensure maximum effectiveness and identify areas for improvement.

Strategy's Expected Result/Impact: Staff and students demonstrate increased preparedness and appropriate responses during emergency situations. Identified weaknesses in emergency procedures are corrected and subsequent drill performance improves.

Staff Responsible for Monitoring: Campus Law Enforcement; Campus Leadership Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Strategy 2

Threat Assessment Team will meet, monitor, and evaluate situations as needed to ensure the safety of students, faculty and staff.

Strategy's Expected Result/Impact: Potential safety concerns are identified, assessed, documented, and addressed promptly and appropriately.

Staff Responsible for Monitoring: Campus Threat Assessment Team; Campus Counselor; Campus Leadership Team; Campus Law Enforcement

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 3

Facilities will maintain high security for visitors entering campus with additional security barriers to front entrance and library entrance and additional security cameras, as well as the addition of a campus police officer. The principal will conduct weekly door sweeps and document findings and corrective actions.

Strategy's Expected Result/Impact: Interior and exterior doors remain secured and identified security concerns are corrected promptly. Consistent implementation of visitor-management and security procedures results in a safer and more secure campus environment.

Staff Responsible for Monitoring: Campus Receptionist; Campus Leadership Team; Campus Law Enforcement

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 100% of eligible students will be provided opportunities to participate in required physical activity and fitness assessments in accordance with district and state expectations.

Evaluation Data Source: FitnessGram documentation

Strategy 1

Required student fitness assessments will be conducted at the beginning of the year and the end of the year.

Strategy's Expected Result/Impact: Eligible students complete required fitness assessments and the campus maintains accurate student fitness data.

Staff Responsible for Monitoring: PE Teachers/Coaches; Campus Principal; Assistant Principals; District PEIMS

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority

By May 2027, Westwood Junior High will achieve at least 90% fidelity of implementation of established schoolwide routines across arrival, hallway transitions, cafeteria, dismissal, and other identified common areas.

Evaluation Data Source: SWR rubrics/trackers, BOY training documentation, refresher training documentation, ILT agendas, SWR minute-by-minute plans, discipline data.

Strategy 1

Train all staff on established schoolwide routines and adult responsibilities at the beginning of the year. Provide targeted refresher training, modeling, or professional development based on identified implementation gaps, as needed.

Strategy's Expected Result/Impact: Staff demonstrate a common understanding of expectations, assigned responsibilities, and procedures for each schoolwide routine. Fidelity of identified schoolwide routines increases following targeted staff support and reteaching.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Campus Leadership Team

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Collect and analyze SWR implementation data regularly to identify trends, strengths, and areas requiring improvement in order to establish campus-specific action steps..

Strategy's Expected Result/Impact: Schoolwide routine decisions and interventions are based on documented implementation trends rather than isolated incidents.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Campus Leadership Team/ ILT

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal 2 Westwood Junior High will strengthen the capacity of campus instructional leaders.

Performance Objective 1 ☑ High Priority

Campus ILT will consistently implement a performance management cycle in which multiple data sources are analyzed to identify priority areas, establish measurable action steps, and monitor progress toward campus and district goals, as evidenced by weekly ILT documentation and quarterly progress monitoring.

Evaluation Data Source: ILT agendas/minutes, campus performance management tracker, assessment data, walkthrough data, PLC observation data, discipline data, SWR data.

Strategy 1

Conduct weekly ILT performance management meetings to analyze student achievement, walkthrough, PLC, curriculum implementation, assessment, discipline, and schoolwide routine data.

Strategy's Expected Result/Impact: Campus instructional and operational decisions are consistently driven by current data and identified trends rather than isolated events or assumptions.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Use identified data trends to determine campus instructional priorities, PLC focuses, coaching needs, professional development, and leadership actions.

Strategy's Expected Result/Impact: Campus resources, coaching, PLCs, and professional learning are strategically aligned to the highest-leverage needs identified through campus data.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 3

Participate in district/DCSI performance management coaching and calibration cycles to strengthen principal and ILT capacity to analyze data, identify high-leverage priorities, and monitor implementation.

Strategy's Expected Result/Impact: Campus leaders demonstrate increased capacity to independently analyze data, identify root causes, establish high-leverage action steps, and monitor progress.

Staff Responsible for Monitoring: Campus Principal; DCSI/Performance Manager; District Instructional Leadership

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Strategy 4

Ensure all first- and second-year teachers are assigned a trained mentor with at least three years of certified teaching experience. Mentors will provide ongoing support to assigned teachers and utilize their training in mentoring practices and the See It, Name It, Do It observation and feedback model to strengthen teacher effectiveness and instructional practice, which will be monitored for effectiveness and campus leadership will provide additional supports when needs are identified.

Strategy's Expected Result/Impact: First- and second-year teachers will receive consistent, job-embedded support from trained, experienced mentors, resulting in increased teacher capacity, stronger instructional practices, successful implementation of campus and district expectations, and improved teacher retention.

Staff Responsible for Monitoring: Campus Principal; District Strategic Staffing/Mentor Program Coordinator; Assigned Mentors

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	May

Goal 3 Westwood Junior High will develop strong Tier 1 instruction through Observation and Feedback.

Performance Objective 1 ☑ High Priority

By May 2027, 90% of teachers will demonstrate consistent implementation of identified district and campus instructional expectations, as measured by district-aligned walkthrough data and observation-feedback monitoring trends.

Evaluation Data Source: District walkthrough tool, observation-feedback tracker, coaching artifacts, calibration data.

Strategy 1

Conduct regular walkthroughs using the district-aligned walkthrough tool, with intentional monitoring of RBIS and identified campus instructional priorities. Provide teachers timely, actionable feedback using the See It, Name It, Do It model.

Strategy's Expected Result/Impact: Increased consistency and fidelity of district and campus instructional expectations across classrooms, including evidence-based Tier 1 instructional practices.Teachers receive clear, bite-sized action steps that result in measurable improvement in instructional practice.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Analyze campus-wide walkthrough trends during ILT meetings to determine coaching, PLC, and professional development priorities.

Strategy's Expected Result/Impact: Walkthrough data results in targeted campus responses to identified instructional trends and teacher needs.

Staff Responsible for Monitoring: ILT

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 3 ☑ Targeted Support Strategy

Use disaggregated student achievement data in conjunction with walkthrough and observation data to identify classrooms, content areas, and instructional practices requiring targeted coaching to improve outcomes for identified student groups.

Strategy's Expected Result/Impact: Teachers serving identified under performing student groups receive targeted instructional coaching based on both student outcome and classroom implementation data, resulting in improved Tier 1 instruction and reduced achievement gaps.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

By May 2027, 90% of core content classrooms will demonstrate fidelity to district-adopted HQIM and applicable RBIS practices, as measured by walkthroughs, PLC observations, and teacher internalization artifacts.

Evaluation Data Source: Walkthrough tools, teacher internalization artifacts, PLC observation tools, HQIM implementation monitoring.

Strategy 1

Monitor fidelity of implementation of Bluebonnet Math, HMH Reading/Science, and McGraw Hill Social Studies, as well as RBIS practices.

Strategy's Expected Result/Impact: Increased consistency in implementation of district-adopted curriculum and alignment of classroom instruction to grade-level standards. Increased fidelity of RBIS practices and stronger evidence-based Tier 1 instruction in Math and RLA classrooms.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach; District Leaders

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Review teacher unit and lesson internalization artifacts to identify implementation strengths and gaps. Identify and target teachers requiring additional modeling, coaching, rehearsal, or support.

Strategy's Expected Result/Impact: Teachers demonstrate increased preparedness and understanding of lesson purpose, rigor, misconceptions, instructional moves, and expected student outcomes prior to instruction. Instructional support is differentiated based on teacher need, resulting in improved classroom implementation.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 4 Westwood Junior High will implement effective, data-driven PLCs that respond to student needs.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of core content PLCs will consistently demonstrate the identified components of an effective PLC cycle, including intentional planning, HQIM internalization, lesson rehearsal when appropriate, analysis of student work/data, and documented instructional action steps, as measured by PLC observation tools and PLC artifacts.

Evaluation Data Source: PLC observation tool, PLC calendars, agendas, internalization artifacts, rehearsal artifacts, student work analysis protocols.

Strategy 1 ☑ Targeted Support Strategy

Develop PLC calendars 4-6 weeks in advance based on identified teacher and student needs. Use student achievement data, student work, walkthrough trends, HQIM implementation data, and disaggregated student-group data to determine upcoming PLC focuses, with intentional attention to identified achievement gaps and student groups not meeting Closing the Gaps targets.

Strategy's Expected Result/Impact: PLC time is purposeful, proactive, and aligned to upcoming instruction and identified campus needs. PLC content responds directly to demonstrated student and teacher needs rather than following a predetermined sequence disconnected from current data.

Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Assistant Principal

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Utilize PLC structures appropriate to identified needs, including Unit Internalization, Lesson Internalization, Lesson Rehearsal, and Student Work/Data Analysis. Campus and district leaders will provide feedback to PLC facilitators and teachers.

Strategy's Expected Result/Impact: PLCs directly strengthen teacher planning, instructional delivery, and responsiveness to student learning needs. PLC quality and fidelity increase throughout the school year based on regular monitoring and feedback.

Staff Responsible for Monitoring: Instructional Coach; Campus Principal; Assistant Principal; District Instructional Leaders

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

By May 2027, 100% of core content teams will analyze district assessment and student work data within established district timelines and document instructional responses to identified student misconceptions and learning gaps.

Evaluation Data Source: Assessment data, data analysis protocols, PLC artifacts, student work samples, reteach plans, walkthrough data.

Strategy 1 ☑ Targeted Support Strategy

Utilize a consistent student work and data-analysis protocol following district assessments to analyze overall performance and disaggregated student-group performance, with specific attention to student groups identified through Closing the Gaps and Targeted Support data. Teams will identify achievement gaps, determine root causes, develop targeted instructional responses, and monitor subsequent student performance to determine effectiveness.

Strategy's Expected Result/Impact: Achievement gaps between identified student groups and established performance targets decrease as instructional responses are intentionally differentiated based on disaggregated student performance.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coach; Core Content Teachers; Special Program Staff as applicable

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 5 Westwood Junior High will increase parent and community engagement.

Performance Objective 1

By May 2027, Westwood Junior High will increase parent and community engagement, as measured by participation in campus events, stakeholder committees, ParentSquare engagement, surveys, and other campus engagement data.

Evaluation Data Source: Campus calendar, sign-in sheets, ParentSquare analytics, social media analytics, stakeholder surveys, committee participation.

Strategy 1

Conduct the annual Title I parent meeting and communicate parents' rights and opportunities for involvement.

Strategy's Expected Result/Impact: Families demonstrate increased awareness of Title I requirements, available resources, and opportunities to participate in their child's education.

Staff Responsible for Monitoring: Campus Principal; District Federal & Special Programs Staff; Campus Leadership Team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Utilize ParentSquare, the campus website, and social media to promote campus events, celebrations, programs, and opportunities for involvement. Use these platforms to collect stakeholder feedback to identify opportunities to strengthen family-school partnerships.

Strategy's Expected Result/Impact: Increased family awareness, communication engagement, and participation in campus activities. Campus engagement efforts are adjusted based on stakeholder needs, perceptions, and feedback.

Staff Responsible for Monitoring: Campus Principal; Campus Leadership Team; Designated Campus Communication Staff

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 100% of students will participate in structured college, career, and high school readiness experiences designed to increase awareness of postsecondary pathways and connect current academic achievement to future educational and career opportunities.

Evaluation Data Source: College/career activity documentation, student participation records, counselor records, CTE documentation, campus event records, student surveys/reflections.

Strategy 1

Provide grade-appropriate college, career, and high school readiness experiences through guest speakers, career days, college/career research, campus visits, virtual experiences, partnerships with local businesses, colleges, and community organizations, and intentional 8th-grade transition activities that expose students to high school graduation requirements, CTE programs of study, endorsements, advanced coursework, and extracurricular opportunities.

Strategy's Expected Result/Impact: Students increase awareness of postsecondary opportunities and can identify connections between academic success, personal interests, and future education/career pathways.

Staff Responsible for Monitoring: Counselor, Principal, CTE Teachers, CTE Director, District Federal Programs

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	3	Use disaggregated student achievement data in conjunction with walkthrough and observation data to identify classrooms, content areas, and instructional practices requiring targeted coaching to improve outcomes for identified student groups.
4	1	1	Develop PLC calendars 4-6 weeks in advance based on identified teacher and student needs. Use student achievement data, student work, walkthrough trends, HQIM implementation data, and disaggregated student-group data to determine upcoming PLC focuses, with intentional attention to identified achievement gaps and student groups not meeting Closing the Gaps targets.
4	2	1	Utilize a consistent student work and data-analysis protocol following district assessments to analyze overall performance and disaggregated student-group performance, with specific attention to student groups identified through Closing the Gaps and Targeted Support data. Teams will identify achievement gaps, determine root causes, develop targeted instructional responses, and monitor subsequent student performance to determine effectiveness.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Jeanette Gatica	Instructional Coach	Curriculum and Instruction	1
Kedranea Addison	Paraprofessional	Instruction	1

Plan Notes

Plan Notes

The implementation of the Westwood Junior High Campus Improvement Plan will be monitored through an ongoing performance management process led by the **campus principal, assistant principals, instructional coach, and Instructional Leadership Team (ILT)**, with support from district instructional leaders and other designated staff as applicable. The ILT will review multiple sources of implementation and outcome data, including student achievement data, walkthrough and observation data, PLC implementation, HQIM and RBIS fidelity, schoolwide routine data, discipline data, and other evidence aligned to the performance objectives and strategies.

Progress will be monitored continuously throughout the school year, with data reviewed during weekly ILT performance management meetings and formal formative reviews conducted in **November, February, and May**. The ILT will use identified trends to determine whether strategies are producing the intended results and to establish or adjust measurable action steps, professional development, coaching, PLC priorities, and other campus supports as needed.

Progress will be documented through **ILT agendas and minutes, the campus performance management tracker, assessment and student-work analysis, walkthrough and observation-feedback trackers, PLC calendars and artifacts, schoolwide routine monitoring tools, and other strategy-specific evidence**.Campus leadership will use these structures to communicate progress and identified next steps to staff and other stakeholders through **staff and leadership meetings, PLCs, campus committees, ParentSquare, the campus website, social media, and stakeholder feedback opportunities** .

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Child Abuse and Neglect	Campus Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Coordinated Health Program	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Decision-Making and Planning Policy Evaluation	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Disciplinary Alternative Education Program (DAEP)	High School Assistant Principal	10/30/2026	Tiffany Carwell	11/3/2026
Dyslexia Treatment Program	Director of Special Education	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part C Migrant	Director of Special Programs	--	Tiffany Carwell	4/14/2025
Pregnancy Related Services	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Post-Secondary Preparedness	CTE Director & High School Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Recruiting Teachers and Paraprofessionals	District and Campus Administration	4/23/2025	Tiffany Carwell	4/14/2025
Student Welfare: Discipline/Conflict/ Violence Management	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Technology Integration	Technology Director	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Director of Special Programs	4/23/2025	Tiffany Carwell	4/14/2025

2024-25 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

Campus Name: WESTWOOD J H

Campus Number: 001908041

2025 Campus Accountability Score: F

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	58%	**58%**	33%	64%	67%	-	-	-	*	6%	*	57%	60%	55%	*
	2024	74%	55%	**55%**	37%	54%	62%	-	-	-	75%	11%	*	53%	59%	53%	20%
At Meets Grade Level or Above	2025	54%	31%	**31%**	11%	45%	33%	-	-	-	*	6%	*	33%	24%	29%	*
	2024	54%	29%	**29%**	26%	25%	35%	-	-	-	25%	6%	*	31%	26%	26%	0%
At Masters Grade Level	2025	27%	8%	**8%**	0%	9%	12%	-	-	-	*	0%	*	12%	0%	6%	*
	2024	29%	10%	**10%**	11%	7%	12%	-	-	-	13%	0%	*	10%	11%	12%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	27%	**27%**	7%	41%	32%	-	-	-	*	13%	*	26%	30%	27%	*
	2024	56%	32%	**32%**	13%	42%	36%	-	-	-	17%	11%	*	31%	33%	27%	20%
At Meets Grade Level or Above	2025	33%	8%	**8%**	0%	18%	7%	-	-	-	*	6%	*	12%	0%	8%	*
	2024	34%	8%	**8%**	0%	8%	14%	-	-	-	0%	5%	*	12%	0%	6%	20%
At Masters Grade Level	2025	11%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
	2024	11%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	68%	**68%**	33%	73%	80%	-	-	-	86%	35%	*	68%	68%	62%	83%
	2024	81%	65%	**65%**	55%	57%	75%	-	-	-	*	21%	*	65%	66%	63%	50%
At Meets Grade Level or Above	2025	58%	36%	**36%**	17%	33%	46%	-	-	-	57%	5%	*	37%	35%	34%	0%
	2024	56%	31%	**31%**	23%	13%	43%	-	-	-	*	0%	*	32%	29%	28%	20%
At Masters Grade Level	2025	32%	8%	**8%**	4%	3%	12%	-	-	-	14%	0%	*	9%	5%	7%	0%
	2024	29%	7%	**7%**	0%	0%	13%	-	-	-	*	0%	*	6%	9%	6%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	47%	**47%**	21%	56%	52%	-	-	-	60%	19%	*	55%	31%	43%	20%
	2024	72%	57%	**57%**	54%	63%	52%	-	-	-	80%	36%	*	63%	45%	55%	63%
At Meets Grade Level or Above	2025	47%	10%	**10%**	0%	13%	15%	-	-	-	0%	5%	*	14%	3%	8%	0%
	2024	43%	24%	**24%**	21%	17%	27%	-	-	-	40%	0%	*	25%	21%	24%	0%
At Masters Grade Level	2025	18%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
	2024	16%	9%	**9%**	8%	8%	9%	-	-	-	20%	0%	*	11%	6%	9%	0%
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	74%	40%	**40%**	25%	27%	55%	-	-	-	71%	15%	*	40%	41%	36%	0%
	2024	70%	47%	**47%**	36%	30%	57%	-	-	-	*	14%	*	48%	46%	44%	10%
At Meets Grade Level or Above	2025	48%	13%	**13%**	8%	9%	18%	-	-	-	14%	5%	*	18%	3%	10%	0%
	2024	44%	21%	**21%**	18%	13%	27%	-	-	-	*	0%	*	23%	17%	20%	10%
At Masters Grade Level	2025	19%	1%	**1%**	0%	0%	3%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	17%	2%	**2%**	0%	0%	4%	-	-	-	*	0%	*	1%	3%	1%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	15%	**15%**	13%	12%	19%	-	-	-	14%	5%	*	16%	14%	15%	0%
	2024	60%	30%	**30%**	29%	22%	34%	-	-	-	*	7%	*	33%	24%	27%	30%
At Meets Grade Level or Above	2025	32%	6%	**6%**	4%	6%	7%	-	-	-	0%	5%	*	6%	6%	5%	0%
	2024	33%	7%	**7%**	0%	4%	11%	-	-	-	*	0%	*	7%	6%	6%	10%
At Masters Grade Level	2025	17%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
	2024	17%	1%	**1%**	0%	0%	2%	-	-	-	*	0%	*	1%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	62%	**70%**	*	67%	63%	-	-	-	*	-	-	73%	60%	69%	*
	2024	81%	73%	**91%**	*	*	100%	-	-	-	-	-	*	87%	100%	93%	*
At Meets Grade Level or Above	2025	45%	14%	**35%**	*	50%	25%	-	-	-	*	-	-	40%	20%	31%	*
	2024	43%	24%	**48%**	*	*	50%	-	-	-	-	-	*	53%	38%	60%	*
At Masters Grade Level	2025	27%	3%	**5%**	*	0%	13%	-	-	-	*	-	-	7%	0%	6%	*
	2024	24%	8%	**17%**	*	*	17%	-	-	-	-	-	*	27%	0%	20%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**44%**	24%	45%	52%	-	-	-	53%	16%	33%	46%	41%	41%	25%
	2024	75%	61%	**50%**	39%	45%	57%	-	-	-	54%	16%	58%	51%	48%	47%	36%
At Meets Grade Level or Above	2025	50%	28%	**18%**	8%	20%	22%	-	-	-	18%	5%	11%	21%	12%	16%	0%
	2024	48%	33%	**21%**	15%	15%	28%	-	-	-	14%	2%	8%	23%	18%	20%	14%
At Masters Grade Level	2025	21%	7%	**3%**	1%	2%	5%	-	-	-	3%	1%	0%	4%	1%	3%	0%
	2024	20%	9%	**5%**	3%	3%	7%	-	-	-	7%	0%	0%	6%	5%	5%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**63%**	33%	69%	73%	-	-	-	70%	22%	*	63%	65%	59%	50%
	2024	76%	65%	**61%**	46%	55%	70%	-	-	-	64%	16%	*	60%	63%	58%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	34%	**34%**	14%	38%	40%	-	-	-	40%	6%	*	35%	31%	32%	0%
	2024	54%	39%	**30%**	24%	20%	40%	-	-	-	18%	3%	*	31%	27%	27%	13%
At Masters Grade Level	2025	23%	7%	**8%**	2%	5%	12%	-	-	-	10%	0%	*	10%	3%	7%	0%
	2024	22%	9%	**8%**	5%	4%	12%	-	-	-	9%	0%	*	8%	10%	9%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**43%**	21%	53%	46%	-	-	-	50%	16%	*	47%	33%	40%	30%
	2024	72%	60%	**51%**	39%	53%	57%	-	-	-	45%	21%	*	53%	48%	48%	53%
At Meets Grade Level or Above	2025	45%	22%	**12%**	2%	18%	13%	-	-	-	10%	5%	*	16%	3%	11%	0%
	2024	43%	28%	**21%**	12%	16%	28%	-	-	-	18%	3%	*	23%	16%	20%	20%
At Masters Grade Level	2025	20%	7%	**1%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	17%	9%	**7%**	5%	6%	8%	-	-	-	9%	0%	*	8%	3%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**40%**	25%	27%	55%	-	-	-	71%	15%	*	40%	41%	36%	0%
	2024	75%	58%	**47%**	36%	30%	57%	-	-	-	*	14%	*	48%	46%	44%	10%
At Meets Grade Level or Above	2025	47%	26%	**13%**	8%	9%	18%	-	-	-	14%	5%	*	18%	3%	10%	0%
	2024	43%	32%	**21%**	18%	13%	27%	-	-	-	*	0%	*	23%	17%	20%	10%
At Masters Grade Level	2025	17%	5%	**1%**	0%	0%	3%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	16%	10%	**2%**	0%	0%	4%	-	-	-	*	0%	*	1%	3%	1%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	53%	**15%**	13%	12%	19%	-	-	-	14%	5%	*	16%	14%	15%	0%
	2024	78%	57%	**30%**	29%	22%	34%	-	-	-	*	7%	*	33%	24%	27%	30%
At Meets Grade Level or Above	2025	50%	23%	**6%**	4%	6%	7%	-	-	-	0%	5%	*	6%	6%	5%	0%
	2024	51%	27%	**7%**	0%	4%	11%	-	-	-	*	0%	*	7%	6%	6%	10%
At Masters Grade Level	2025	27%	5%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
	2024	27%	6%	**1%**	0%	0%	2%	-	-	-	*	0%	*	1%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	13%	**13%**	0%	32%	10%	-	-	-	*	6%	*	19%	0%	13%	*
	2024	35%	18%	**18%**	16%	11%	27%	-	-	-	13%	6%	*	20%	15%	17%	0%
Reading and Mathematics Including EOC	2025	38%	13%	**13%**	0%	32%	10%	-	-	-	*	6%	*	19%	0%	13%	*
	2024	36%	18%	**18%**	16%	11%	27%	-	-	-	13%	6%	*	20%	15%	17%	0%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2025	54%	31%	**31%**	11%	45%	33%	-	-	-	*	6%	*	33%	24%	29%	*
	2024	54%	29%	**29%**	26%	25%	35%	-	-	-	25%	6%	*	31%	26%	26%	0%
Math Including EOC	2025	43%	16%	**16%**	0%	32%	15%	-	-	-	*	6%	*	22%	0%	14%	*
	2024	40%	24%	**24%**	16%	21%	29%	-	-	-	25%	5%	*	26%	19%	22%	20%
8th Graders																	
Reading and Mathematics	2025	30%	3%	**3%**	0%	0%	9%	-	-	-	0%	5%	*	4%	3%	3%	0%
	2024	28%	9%	**9%**	10%	0%	13%	-	-	-	*	0%	*	11%	4%	8%	0%
Reading and Mathematics Including EOC	2025	44%	9%	**9%**	0%	9%	12%	-	-	-	14%	5%	*	10%	5%	8%	0%
	2024	41%	15%	**15%**	9%	4%	23%	-	-	-	*	0%	*	17%	11%	15%	10%
Reading Including EOC	2025	59%	36%	**36%**	17%	33%	46%	-	-	-	57%	5%	*	37%	35%	34%	0%
	2024	57%	31%	**31%**	23%	13%	43%	-	-	-	*	0%	*	32%	29%	28%	20%
Math Including EOC	2025	51%	8%	**8%**	0%	9%	12%	-	-	-	14%	5%	*	10%	5%	8%	0%
	2024	49%	18%	**18%**	9%	9%	27%	-	-	-	*	0%	*	20%	14%	19%	20%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	17%	**8%**	0%	14%	10%	-	-	-	0%	6%	*	12%	2%	7%	0%
	2024	36%	22%	**14%**	13%	6%	20%	-	-	-	9%	3%	*	16%	9%	13%	0%
Reading and Mathematics Including EOC	2025	40%	18%	**11%**	0%	18%	11%	-	-	-	10%	6%	*	14%	3%	10%	0%
	2024	38%	23%	**17%**	12%	8%	25%	-	-	-	9%	3%	*	18%	13%	16%	7%
Reading Including EOC	2025	55%	34%	**34%**	14%	38%	40%	-	-	-	40%	6%	*	35%	31%	32%	0%
	2024	54%	37%	**30%**	24%	20%	40%	-	-	-	18%	3%	*	31%	27%	27%	13%
Math Including EOC	2025	46%	23%	**12%**	0%	18%	13%	-	-	-	10%	5%	*	16%	3%	11%	0%
	2024	45%	29%	**21%**	12%	16%	28%	-	-	-	18%	3%	*	23%	16%	20%	20%

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
WESTWOOD J H (001908041) - WESTWOOD ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 7 ELA/Reading	2025	64%	42%	**42%**	36%	43%	46%	-	-	-	*	13%	*	43%	38%	43%	*	86%
	2024	66%	44%	**44%**	47%	34%	52%	-	-	-	38%	24%	*	42%	48%	40%	10%	---
Grade 7 Mathematics	2025	50%	24%	**24%**	20%	38%	20%	-	-	-	*	19%	*	21%	30%	27%	*	-
	2024	49%	21%	**21%**	17%	23%	20%	-	-	-	25%	18%	*	24%	13%	22%	20%	---
Grade 8 ELA/Reading	2025	72%	62%	**62%**	33%	61%	78%	-	-	-	71%	47%	*	67%	52%	59%	80%	67%
	2024	69%	40%	**40%**	43%	37%	41%	-	-	-	*	7%	*	38%	42%	42%	45%	---
Grade 8 Mathematics	2025	68%	34%	**34%**	26%	32%	36%	-	-	-	70%	33%	*	38%	26%	34%	*	7%
	2024	66%	74%	**74%**	78%	75%	69%	-	-	-	100%	71%	*	78%	66%	72%	75%	---
End of Course Algebra I	2025	74%	44%	**11%**	*	17%	14%	-	-	-	*	-	-	15%	0%	13%	*	17%
	2024	72%	45%	**30%**	*	*	28%	-	-	-	-	-	*	33%	25%	37%	*	---
All Grades Both Subjects	2025	65%	51%	**41%**	28%	43%	45%	-	-	-	43%	29%	36%	43%	35%	41%	39%	44%
	2024	64%	53%	**45%**	48%	43%	45%	-	-	-	45%	29%	44%	46%	44%	45%	47%	---
All Grades ELA/Reading	2025	67%	55%	**53%**	34%	54%	62%	-	-	-	50%	31%	*	56%	46%	52%	44%	77%
	2024	67%	55%	**42%**	45%	35%	45%	-	-	-	32%	16%	*	40%	45%	41%	33%	---
All Grades Mathematics	2025	64%	46%	**28%**	22%	32%	28%	-	-	-	35%	27%	*	30%	25%	29%	33%	12%
	2024	60%	51%	**49%**	51%	50%	45%	-	-	-	59%	41%	*	52%	42%	50%	60%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 7 ELA/Reading	2025	25%	10%	**10%**	17%	0%	8%	-	-	-	-	0%	*	6%	17%	11%	*	-
	2024	23%	15%	**15%**	10%	0%	38%	-	-	-	*	7%	*	11%	25%	14%	*	---
Grade 7 Mathematics	2025	16%	14%	**14%**	11%	14%	18%	-	-	-	*	8%	*	7%	23%	12%	*	-
	2024	14%	5%	**5%**	0%	0%	20%	-	-	-	*	0%	-	0%	14%	5%	*	---
Grade 8 ELA/Reading	2025	40%	39%	**39%**	24%	43%	54%	-	-	-	*	33%	-	44%	25%	32%	*	-
	2024	34%	22%	**22%**	29%	14%	25%	-	-	-	*	0%	*	15%	43%	22%	*	---
Grade 8 Mathematics	2025	42%	22%	**22%**	11%	27%	24%	-	-	-	*	16%	*	30%	6%	22%	*	-
	2024	44%	39%	**39%**	40%	47%	29%	-	-	-	*	38%	*	44%	29%	37%	57%	---
All Grades Both Subjects	2025	33%	29%	**23%**	16%	26%	26%	-	-	-	43%	16%	*	27%	16%	21%	29%	-
	2024	32%	24%	**26%**	23%	25%	28%	-	-	-	29%	13%	*	24%	28%	24%	29%	---
All Grades ELA/Reading	2025	31%	27%	**28%**	21%	30%	32%	-	-	-	*	19%	*	31%	21%	23%	43%	-
	2024	30%	20%	**19%**	18%	7%	30%	-	-	-	*	4%	*	13%	33%	18%	0%	---
All Grades Mathematics	2025	35%	31%	**20%**	11%	23%	22%	-	-	-	40%	13%	*	24%	13%	18%	14%	-
	2024	35%	28%	**30%**	26%	36%	27%	-	-	-	40%	22%	*	33%	25%	28%	50%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	59%	**44%**	-	-	-	-	-	-	25%	25%	-	25%	-	45%	25%	-
	2024	75%	61%	**50%**	-	-	-	-	-	-	35%	-	20%	35%	*	51%	36%	-
At Meets Grade Level or Above	2025	50%	28%	**18%**	-	-	-	-	-	-	0%	0%	-	0%	-	19%	0%	-
	2024	48%	33%	**21%**	-	-	-	-	-	-	15%	-	10%	15%	*	22%	14%	-
At Masters Grade Level	2025	21%	7%	**3%**	-	-	-	-	-	-	0%	0%	-	0%	-	3%	0%	-
	2024	20%	9%	**5%**	-	-	-	-	-	-	2%	-	0%	2%	*	6%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**63%**	-	-	-	-	-	-	50%	*	-	83%	-	64%	50%	-
	2024	76%	65%	**61%**	-	-	-	-	-	-	36%	-	20%	36%	*	62%	40%	-
At Meets Grade Level or Above	2025	54%	34%	**34%**	-	-	-	-	-	-	0%	*	-	0%	-	36%	0%	-
	2024	54%	39%	**30%**	-	-	-	-	-	-	14%	-	0%	14%	*	31%	13%	-
At Masters Grade Level	2025	23%	7%	**8%**	-	-	-	-	-	-	0%	*	-	0%	-	8%	0%	-
	2024	22%	9%	**8%**	-	-	-	-	-	-	0%	-	0%	0%	*	9%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**43%**	-	-	-	-	-	-	30%	*	-	17%	-	43%	30%	-
	2024	72%	60%	**51%**	-	-	-	-	-	-	50%	-	20%	50%	*	51%	53%	-
At Meets Grade Level or Above	2025	45%	22%	**12%**	-	-	-	-	-	-	0%	*	-	0%	-	13%	0%	-
	2024	43%	28%	**21%**	-	-	-	-	-	-	21%	-	20%	21%	*	21%	20%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	7%	**1%**	-	-	-	-	-	-	0%	*	-	0%	-	1%	0%	-
	2024	17%	9%	**7%**	-	-	-	-	-	-	7%	-	0%	7%	*	7%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**40%**	-	-	-	-	-	-	0%	-	-	0%	-	43%	0%	-
	2024	75%	58%	**47%**	-	-	-	-	-	-	11%	-	-	11%	*	51%	10%	-
At Meets Grade Level or Above	2025	47%	26%	**13%**	-	-	-	-	-	-	0%	-	-	0%	-	13%	0%	-
	2024	43%	32%	**21%**	-	-	-	-	-	-	11%	-	-	11%	*	22%	10%	-
At Masters Grade Level	2025	17%	5%	**1%**	-	-	-	-	-	-	0%	-	-	0%	-	1%	0%	-
	2024	16%	10%	**2%**	-	-	-	-	-	-	0%	-	-	0%	*	2%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	53%	**15%**	-	-	-	-	-	-	0%	-	-	0%	-	16%	0%	-
	2024	78%	57%	**30%**	-	-	-	-	-	-	33%	-	-	33%	*	30%	30%	-
At Meets Grade Level or Above	2025	50%	23%	**6%**	-	-	-	-	-	-	0%	-	-	0%	-	6%	0%	-
	2024	51%	27%	**7%**	-	-	-	-	-	-	11%	-	-	11%	*	6%	10%	-
At Masters Grade Level	2025	27%	5%	**1%**	-	-	-	-	-	-	0%	-	-	0%	-	1%	0%	-
	2024	27%	6%	**1%**	-	-	-	-	-	-	0%	-	-	0%	*	1%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**41%**	-	-	-	-	-	-	39%	13%	-	60%	-	41%	39%	-
	2024	64%	53%	**45%**	-	-	-	-	-	-	46%	-	15%	46%	*	45%	47%	-
All Grades ELA/Reading	2025	67%	55%	**53%**	-	-	-	-	-	-	44%	*	-	80%	-	53%	44%	-
	2024	67%	55%	**42%**	-	-	-	-	-	-	36%	-	10%	36%	*	42%	33%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	46%	**28%**	-	-	-	-	-	-	33%	*	-	40%	-	28%	33%	-
	2024	60%	51%	**49%**	-	-	-	-	-	-	57%	-	20%	57%	*	48%	60%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**23%**	-	-	-	-	-	-	29%	0%	-	50%	-	23%	29%	-
	2024	32%	24%	**26%**	-	-	-	-	-	-	23%	-	*	23%	*	25%	29%	-
All Grades ELA/Reading	2025	31%	27%	**28%**	-	-	-	-	-	-	43%	*	-	*	-	26%	43%	-
	2024	30%	20%	**19%**	-	-	-	-	-	-	0%	-	*	0%	-	21%	0%	-
All Grades Mathematics	2025	35%	31%	**20%**	-	-	-	-	-	-	14%	*	-	*	-	20%	14%	-
	2024	35%	28%	**30%**	-	-	-	-	-	-	43%	-	*	43%	*	28%	50%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	100%	99%	-	-	-	100%	98%	94%	99%	98%	99%	100%
Included in Accountability	93%	94%	**94%**	92%	99%	93%	-	-	-	94%	93%	56%	97%	90%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	0%	6%	-	-	-	6%	5%	38%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	6%
Not Tested	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	2%	6%	1%	2%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	2%	6%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	100%	99%	-	-	-	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	91%	94%	**95%**	91%	98%	94%	-	-	-	91%	92%	67%	97%	90%	97%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	0%	5%	-	-	-	9%	5%	33%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	1%	0%	9%
Not Tested	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	3%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	3%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	100%	98%	-	-	-	100%	100%	83%	99%	97%	99%	100%
Included in Accountability	94%	94%	**94%**	91%	98%	93%	-	-	-	91%	95%	50%	97%	88%	97%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	0%	5%	-	-	-	9%	5%	33%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	1%	0%	9%
Not Tested	1%	1%	**1%**	2%	0%	2%	-	-	-	0%	0%	17%	1%	3%	1%	0%
Absent	1%	1%	**1%**	2%	0%	2%	-	-	-	0%	0%	17%	1%	3%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	100%	98%	-	-	-	100%	95%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	**95%**	96%	100%	89%	-	-	-	100%	91%	*	96%	93%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	4%	0%	9%	-	-	-	0%	5%	*	3%	8%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**99%**	96%	100%	100%	-	-	-	100%	95%	*	100%	98%	99%	100%
Included in Accountability	94%	96%	**95%**	92%	100%	91%	-	-	-	100%	91%	*	97%	90%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**5%**	4%	0%	9%	-	-	-	0%	5%	*	3%	8%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	4%	0%	0%	-	-	-	0%	5%	*	0%	3%	1%	0%
Absent	1%	0%	**1%**	4%	0%	0%	-	-	-	0%	5%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	99%	100%	-	-	-	100%	100%	100%	100%	99%	100%	98%
Included in Accountability	92%	94%	**94%**	93%	88%	98%	-	-	-	88%	90%	100%	98%	87%	98%	79%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	9%	1%	-	-	-	13%	10%	0%	2%	10%	2%	13%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	6%
Not Tested	1%	0%	**0%**	1%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Absent	1%	0%	**0%**	1%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	98%	100%	-	-	-	100%	100%	*	100%	99%	100%	95%
Included in Accountability	91%	93%	**94%**	93%	88%	98%	-	-	-	92%	91%	*	98%	86%	98%	75%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	9%	2%	-	-	-	8%	9%	*	2%	11%	2%	15%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Not Tested	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Absent	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	-	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	93%	94%	**93%**	93%	86%	97%	-	-	-	92%	92%	*	96%	86%	97%	79%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	12%	2%	-	-	-	8%	8%	*	3%	13%	2%	16%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	96%	92%	100%	-	-	-	*	88%	*	99%	92%	99%	83%
Not Included in Accountability: Mobile	4%	4%	**3%**	4%	4%	0%	-	-	-	*	13%	*	1%	5%	1%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	4%	0%	-	-	-	*	0%	*	0%	3%	0%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**99%**	96%	100%	100%	-	-	-	*	100%	*	100%	97%	99%	100%
Included in Accountability	94%	94%	**94%**	91%	88%	100%	-	-	-	*	88%	*	99%	87%	98%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	8%	0%	-	-	-	*	13%	*	1%	8%	1%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	4%	0%	-	-	-	*	0%	*	0%	3%	0%	8%
Not Tested	1%	0%	**1%**	4%	0%	0%	-	-	-	*	0%	*	0%	3%	1%	0%
Absent	1%	0%	**1%**	4%	0%	0%	-	-	-	*	0%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	94.2%	**93.9%**	94.3%	95.1%	93.2%	*	-	-	92.0%	93.4%	93.6%	95.6%
2023-24	93.6%	94.5%	**94.8%**	94.7%	95.9%	94.6%	*	-	-	90.7%	94.5%	94.8%	95.8%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**16.7%**	12.0%	9.1%	22.2%	*	-	-	33.3%	16.7%	17.8%	0.0%
2023-24	19.0%	16.5%	**17.0%**	12.8%	16.4%	15.5%	*	-	-	54.5%	21.1%	14.7%	20.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	**0.4%**	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	0.6%	5.0%
2022-23	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	99.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	95	382,023
By Ethnicity:				
African American	-	-	19	48,064
Hispanic	-	-	40	200,942
White	-	-	28	101,714
American Indian	-	-	0	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	7	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	15	46,183
Foundation H.S. Program (Endorsement)	-	-	1	42,042
Foundation H.S. Program (DLA)	-	-	79	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	18	35,935
Economically Disadvantaged Graduates	-	-	69	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	63	173,035
CTE Completers	-	-	60	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**200**	**100.0%**	**1,387**	**5,530,499**	**200**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 7	92	46.0%	6.6%	7.4%	92	46.0%	6.6%	7.4%
Grade 8	108	54.0%	7.8%	7.4%	108	54.0%	7.8%	7.4%
Ethnic Distribution								
African American	45	22.5%	21.2%	12.8%	45	22.5%	21.2%	12.8%
Hispanic	54	27.0%	24.9%	53.5%	54	27.0%	24.9%	53.5%
White	92	46.0%	47.3%	24.4%	92	46.0%	47.3%	24.4%
American Indian	2	1.0%	0.7%	0.3%	2	1.0%	0.7%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	3.5%	5.5%	3.3%	7	3.5%	5.5%	3.3%
Sex								
Female	90	45.0%	48.4%	48.9%	90	45.0%	48.4%	48.8%
Male	110	55.0%	51.6%	51.1%	110	55.0%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	160	80.0%	80.2%	60.5%	160	80.0%	80.2%	60.4%
Non-Educationally Disadvantaged	40	20.0%	19.8%	39.5%	40	20.0%	19.8%	39.6%
Section 504 Students	26	13.0%	6.8%	6.8%	26	13.0%	6.8%	6.8%
EB Students/EL	11	5.5%	6.3%	24.3%	11	5.5%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	14	6.2%	2.5%	2.1%				
Students w/ Dyslexia	18	9.0%	6.1%	6.4%	18	9.0%	6.1%	6.4%
Foster Care	0	0.0%	0.6%	0.2%	0	0.0%	0.6%	0.2%
Homeless	1	0.5%	1.4%	1.4%	1	0.5%	1.4%	1.4%
Immigrant	2	1.0%	1.0%	3.5%	2	1.0%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	200	100.0%	71.4%	66.6%	200	100.0%	71.4%	66.5%
Military Connected	0	0.0%	0.1%	4.1%	0	0.0%	0.1%	4.1%
At-Risk	67	33.5%	44.8%	53.5%	67	33.5%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	11	5.5%	6.1%	24.3%	11	5.5%	6.1%	24.3%
Career and Technical Education	175	87.5%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	14	7.0%	5.8%	8.7%	14	7.0%	5.8%	8.7%
Special Education	40	20.0%	19.3%	15.3%	40	20.0%	19.3%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**40**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	30	75.0%	57.3%	48.3%				
Students with Physical Disabilities	*	*	12.7%	17.0%				
Students with Autism	*	*	**	16.8%				
Students with Behavioral Disabilities	6	15.0%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**35**	**15.6%**	**14.2%**	**16.4%**				
African American	8	3.6%	2.9%	3.3%				
Hispanic	9	4.0%	3.5%	8.9%				
White	13	5.8%	6.4%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	2.2%	1.5%	0.6%				
Special Ed Students who are Mobile	5	13.2%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	5	25.0%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	20	11.2%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**7**	**7.4%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	12.4	14.7	16.4
Mathematics	15.0	15.9	17.8
Science	16.0	16.2	18.9
Social Studies	15.0	17.2	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**30.9**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	24.5	79.3%	57.2%	63.8%
Teachers	19.4	62.8%	45.1%	48.3%
Professional Support	2.0	6.5%	7.0%	10.8%
Campus Administration (School Leadership)	3.1	10.0%	4.4%	3.4%
Educational Aides	6.4	20.7%	18.0%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**8.5**	**27.6%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	5.0	26.0%	18.3%	12.8%
Hispanic	2.0	10.3%	6.4%	31.0%
White	12.1	62.6%	73.4%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	1.1%	0.9%	1.3%
Teachers by Sex				
Males	7.9	40.6%	27.5%	24.6%
Females	11.5	59.4%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	1.4	7.3%	5.5%	2.4%
Bachelors	14.2	73.3%	72.7%	71.4%
Masters	3.8	19.5%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.2	21.7%	11.9%	7.3%
1-5 Years Experience	7.6	39.1%	36.6%	28.3%
6-10 Years Experience	1.2	6.2%	11.8%	19.7%
11-20 Years Experience	5.2	26.9%	24.4%	27.6%
21-30 Years Experience	0.5	2.6%	9.2%	14.1%
Over 30 Years Experience	0.7	3.6%	6.1%	3.0%
Number of Students per Teacher	10.3	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	3.3	6.0
Average Years Experience of Principals with District	2.0	2.8	5.1
Average Years Experience of Assistant Principals	3.0	2.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.3	4.3
Average Years Experience of Teachers	8.7	10.2	11.2
Average Years Experience of Teachers with District	3.7	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$44,215	$42,073	$55,689
1-5 Years Experience	$44,931	$45,400	$59,266
6-10 Years Experience	$56,871	$53,694	$62,607
11-20 Years Experience	$63,642	$65,459	$66,353
21-30 Years Experience	$63,753	$65,432	$70,976
Over 30 Years Experience	$77,000	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$52,180	$53,705	$63,751
Professional Support	$57,198	$69,981	$75,909
Campus Administration (School Leadership)	$22,400	$66,705	$88,786
Instructional Staff Percent	n/a	59.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	2.6	13.6%	12.7%	5.5%
Compensatory Education	0.0	0.0%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	13.2	68.1%	69.1%	69.0%
Special Education	1.7	8.7%	7.4%	11.4%
Other	1.9	9.5%	5.2%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)