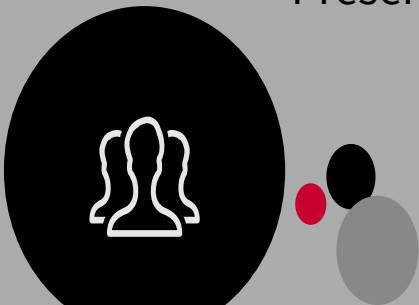
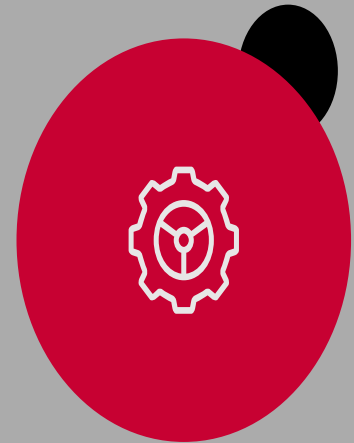




2019-2020 Annual Report

Coppell ISD

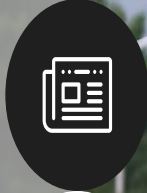
Presented to Coppell ISD School Board February 22, 2021



TAPR Report



PEIMS Financial Standard Report



District Accreditation Status



District and Campus Performance Objectives



Special Education Determination Status



Violent/Criminal Incidents



Student Performance in Postsecondary Institutions



2018-2019 Annual Report

7 Parts to the Annual Report:

1. 2019-20 Texas Academic Performance Report (TAPR)
For the District and each Campus in the District
2. PEIMS Financial Standard Report (2018-19 Financial Actual Report)
For the District and each Campus in the District
3. 2019-20 District Accreditation Status
4. District and Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
For each High School Campus in the District
7. 2019-20 TAPR Glossary



Part 1
**Texas Academic
Performance Report
(TAPR)**



Part 1: TAPR

Compiled by TEA for every district and campus using:

- PEIMS
- Student Assessment Data

TAPR Formats



Online (TAPR System HTML)

This format is a comprehensive, “dynamic” online data system with data added as it becomes available.

2018-19 Texas Academic Performance Report

District Name: **COPPELL ISD**

District Number: **057922**

2019 Accountability Rating: **A**

Distinction Designations:

Postsecondary Readiness

2019 Special Education Determination Status:

Meets Requirements

Paper (PDF TAPR)

This is a “scaled back” PDF version, which includes major, statutorily-required data points to be used in the Annual Report.

Part 1: TAPR Cover Page

- 2020 Accountability Letter Grade Rating
 - District
 - Campus
- 2020 Special Education Determination Status
 - District Only
- 2020 Distinction Designations (if earned)
 - District
 - Campus



Part 1: TAPR Cover Page

- 2020 Accountability Rating (Letter Grade - District/Campuses)
- 2020 Distinction Designations (District/Campuses)
- 2020 Special Education Determination Status (District Only)

2019-20 Texas Academic Performance Report

District Name: **COPPELL ISD**

District Number: **057922**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements



Part 1: TAPR

- 2019-2020 Accountability Rating:
 - **Not Rated: Declared State of Disaster.**
- 2019-2020
 - No Distinction Designations for any campuses or districts in the state.
- **2020 Special Education Determination Status:**
 - **Meets Requirements**

Part 1: TAPR

STAAR Performance - *Not updated contains 2018-2019*

STAAR Data

- All three performance levels
 - % at Approaches Grade Level or Above
 - % at Meets Grade Level or Above
 - % at Masters Grade Level or Above
- Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject
- Performance Data includes results from the Accountability Year



Summer 2018 EOCs	December 2018 EOCs	Spring 2019 EOCs and all Grades 3-8 Assessments (Including 1st and 2nd administrations of Grades 5 and 8 Reading and Math)
------------------------	-----------------------	---

- Only includes results for learners in the accountability subset
 - Learners taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October) and on testing date

Part 1: TAPR

STAAR Performance

STAAR Performance is reported for 16 student population groups.

- For the District TAPR: State | Region | District | 13 Student Groups
- For each Campus TAPR: State | District | Campus | 13 Student Groups
- 13 Student Groups (District and Campus)
 - 7 Race/Ethnicity Groups: African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races
 - Special Education (Current)
 - Special Education (Former)
 - Continuously Enrolled
 - Non-Continuously Enrolled
 - Economically Disadvantaged
 - English Learners (Current *or* Current and Monitored)



Part 1: TAPR

- District Progress
- District Prior Year and Student Success Initiative
- Bilingual Education/English as a Second Language Performance Measures
 - Shows performance (based on program instructional models) for learners identified as current ELs in the 2018-2019 school year
 - ELs receiving various models of Bilingual Education services
 - ELs receiving various models of ESL services
 - ELs receiving No Services
 - ELs receiving Services
 - Total Current ELs
- District STAAR Participation



NOTE: The TAPR only includes results for learners in the accountability subset. The subset includes students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October).

Part 1: TAPR

- Attendance, Graduation, and Dropout Rates*
 - Attendance Rate
 - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - 4-Year Longitudinal Graduation Rates (State and Federal)
 - 5-Year Extended Longitudinal Graduation Rates (State)
 - 6-Year Extended Longitudinal Graduation Rates (State)
 - Graduation Plan Rates (Longitudinal and Annual)
- District Graduation Profile (2018-2019)
- College, Career, and Military Readiness (CCMR)*
 - CCMR Graduates
 - College Ready Graduates
 - Career/Military Ready Graduates

* Performance measures for these sections are reported for the 2018-2019 and/or 2017-2018 school years, not 2019-2020. 2018-2019 and 2017-2018 are the most recent years for which data are available.



Part 1: TAPR

- CCMR-Related Indicators*
 - TSIA Results (Graduates \geq Criterion)
 - CTE Coherent Sequence
 - Completed and Received Credit for College Prep Courses
 - AP/IB Results
 - SAT/ACT Results
- Other Postsecondary Indicators*
 - Advanced Dual-Credit Course Completion (Grades 9-12)
 - Graduates Enrolled in Texas Institution of Higher Education (TX IHE) - Years 2016-2017/2017-2018
 - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course - Years 2016-2017/2017-2018

* Performance measures for these sections are reported for the 2018-2019 and/or 2017-2018 school years, not 2019-2020. 2018-2019 and 2017-2018 are the most recent years for which data are available.



Part 1: TAPR - Student Information

Student Enrollment by:

- Total Students
- Grade level
- Ethnic Distribution
- Certain Student Identification Indicators
- Students by Instructional Program
- Students with Disabilities by Type of Primary Disability
- Mobility
- Retention Rates by Grade
- Class Size Information



Part 1: TAPR - Staff Information

- Total Staff
- Professional Staff
- Librarians and Counselors (Headcount)
- Total Minority Staff
- Teachers by Ethnicity and Sex
- Teachers by Highest Degree Held
- Teachers by Years of Experience
- Experience of Campus Leadership
- Average Years Experience of Teachers
- Average Teacher Salary by Years of Experience (regular duties only)
- Average Actual Salary (regular duties only)
- Instructional Staff Percent
- Turnover Rate for Teachers
- Staff Exclusions
- Contracted Instructional Staff
- Teachers by Program (population served)



Part 1: 2019-2020 Annual TAPR Report

RESOURCE	LINK TO DISTRICT/CAMPUS TAPR REPORTS
District	2019-2020 TAPR Report
Austin Elementary	AUS 2019-2020 TAPR Report
Canyon Ranch Elementary	CRE 2019-2020 TAPR Report
Cottonwood Creek Elementary	CCE 2019-2020 TAPR Report
Denton Creek Elementary	DCE 2019-2020 TAPR Report
Lakeside Elementary	LKS 2019-2020 TAPR Report
Mockingbird Elementary	MKB 2019-2020 TAPR Report
Pinkerton Elementary	PINK 2019-2020 TAPR Report
Richard J. Lee Elementary	LEE 2019-2020 TAPR Report
Town Center Elementary	TCE 2019-2020 TAPR Report
Valley Ranch Elementary	VRE 2019-2020 TAPR Report
Wilson Elementary	WIL 2019-2020 TAPR Report
Coppell Middle School East	CMSE 2019-2020 TAPR Report
Coppell Middle School North	CMSN 2019-2020 TAPR Report
Coppell Middle School West	CMSW 2019-2020 TAPR Report
Coppell High School/CHS9	CHS/CHS9 2019-2020 TAPR Report
New Tech High @ Coppell	NTH 2019-2020 TAPR Report



Part 2
PEIMS Financial
Standard Reports
(2018-2019 Financial Actual Reports)



Part 2: PEIMS Financial Standard Report (2018-2019 Actual Financial Data - Excludes Recapture)

	GENERAL FUND	%	ALL FUNDS	%
Total Revenue	115,812,267	100	166,928,328	100
Total Fund Balance*	70,004,102	60.45	149,790,354	89.73
Total Expenditures (by Object)	107,170,731	100	227,306,836	100

*Fund balance percentages are calculated by dividing the fund balance by either the general revenue, or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Additionally, Total Fund Balance includes Committed and Unassigned Balances. The above revenue is net of recapture and expenditures reflected do not include recapture.

Part 2:

2018-2019 Actual Financial Data

All Expenditures - Includes Recapture

	GENERAL FUND	%	ALL FUNDS	%
Total Revenue	159,606,527	100	210,722,588	100
Total Fund Balance*	70,004,102	43.86	149,790,354	71.08
Total Expenditures (by Object)	150,964,991	100	271,101,096	100

*Fund balance percentages are calculated by dividing the fund balance by either the general revenue, or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Additionally, Total Fund Balance includes Committed and Unassigned Balances. The above revenue is not net of recapture and expenditures reflected include recapture.

Part 2: PEIMS Financial Standard Reports (2018-2019 Financial Actual Reports)

RESOURCE	LINK TO DISTRICT/CAMPUS REPORTS
District	2018-2019 Financial Report
Austin Elementary	AUS 2018-2019 Financial Report
Canyon Ranch Elementary	CRE 2018-2019 Financial Report
Cottonwood Creek Elementary	CCE 2018-2019 Financial Report
Denton Creek Elementary	DCE 2018-2019 Financial Report
Lakeside Elementary	LKS 2018-2019 Financial Report
Mockingbird Elementary	MKB 2018-2019 Financial Report
Pinkerton Elementary	PINK 2018-2019 Financial Report
Richard J. Lee Elementary	LEE 2018-2019 Financial Report
Town Center Elementary	TCE 2018-2019 Financial Report
Valley Ranch Elementary	VRE 2018-2019 Financial Report
Wilson Elementary	WIL 2018-2019 Financial Report
Coppell Middle School East	CMSE 2018-2019 Financial Report
Coppell Middle School North	CMSN 2018-2019 Financial Report
Coppell Middle School West	CMSW 2018-2019 Financial Report
Coppell High School/CHS9	CHS/CHS9 2018-2019 Financial Report
New Tech High @ Coppell	NTH 2018-2019 Financial Report
Victory Place @ Coppell	VP 2018-2019 Financial Report

Part 3
**2019-2020 District
Accreditation Status**

Part 3: District Accreditation Status

“The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas.”

http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2019_2020_accreditation_statuses.html

Each year, TEA assigns one of four accreditation statuses to each district in the state:

- Accredited
- Accredited - Warned
- Accredited - Probation
- Not Accredited - Revoked

***The District's 2019-2020 Accreditation Status is:
Accredited***



Part 4

2019-2020

District and Campus

Performance Objectives

Part 4: District/Campus Performance Objectives

District/Campus Improvement Plans (DIP/CIP)

- The district and each campus has developed and is implementing a DIP/CIP, as required by TEC §11.253.
- Each DIP/CIP includes performance objectives are based on data analysis and needs assessments.
- The district and campuses periodically measure progress toward their performance objectives.
- District and Campus Improvement Plans are approved by the School Board.
- Posting:
 - The DIP and all CIPs are posted on the district website.
 - Each CIP is posted on the website of the campus.
 - Both District and Campus Improvement Plans are available for review at the district's central office or on each campus.
 - The previous slide has a link to the 2019-2020 District and each 2019-2020 Campus Improvement Plan.

Part 5

Report on Violent or Criminal Incidents

Part 5: Report on Violent or Criminal Incidents

- TEC §39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district.
- The report must include:
 - the number, rate, and type of violent or criminal incident that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act,
 - descriptions of school violence prevention and violence intervention policies and procedures the district is using to protect students, and
 - findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act.

[Coppell ISD - Character Education Website](#)



Part 5: Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents
 Student Disciplinary Action Incident Counts by Reason Code
 2019-20 School Year

Reason Code	Description	AUS	CCE	CRE	DCE	LEE	LKS	MKB	PINK	TCE	YRE	VIL	CMSE	CMSN	CMSW	NTH	CHS
		057922 103	057 922 109	057 922 113	057 922 111	057 922 112	057 922 107	057 922 105	057 922 101	057 922 108	057 922 110	057 922 106	057 922 042	057 922 044	057 922 043	057 922 003	057 922 001
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Incidents		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Student Enrollment (Fall 2019 PEIMS Snapshot)		450	506	699	593	676	513	524	356	514	561	517	1,072	1,127	1,068	347	3,695
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

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

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



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

Part 6

**Student Performance
in Postsecondary
Institutions**

Part 6: Student Performance in Postsecondary Institutions

- TEC §39.306 and TEC §51.403(e) requires each district to publish, as part of its Annual Report, a report on student performance in postsecondary institutions in Texas during the first year enrolled after graduation from high school.
- These data are compiled by the Texas Higher Education Coordinating Board (THECB).
- Reporting Information:
 - Most current report: 2017-2018 High School Graduates
 - Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year institutions of higher education in FY 2019.
 - For each learner, the grade points and college-level semester credit hours earned by the learner in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA.

Part 6: Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2018 Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
COPPELL ISD								
	057922001 COPPELL H S							
	Four-Year Public University	358	40	34	47	76	159	2
	Two-Year Public Colleges	178	25	16	21	45	54	17
	Independent Colleges & Universities	43						
	Not Trackable	27						
	Not Found	212						
	Total High School Graduates	818						
	057922003 NEW TECH H S AT COPPELL							
	Four-Year Public University	22	3	3	3	5	8	0
	Two-Year Public Colleges	11	3	0	2	1	4	1
	Independent Colleges & Universities	6						
	Not Trackable	1						
	Not Found	23						
	Total High School Graduates	63						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Part 7

TAPR Glossary

Part 7: 2018-2019 TAPR Glossary

2019-2020 TAPR Glossary

Availability of Annual Report

- The District's TAPR will be posted on the district's website within one week after this meeting.

(www.coppellisd.com>About CISD>Accountability Reports>Annual Report and Public Hearing)

- Paper copies will also be available at the Vonita White Administration Building and on each campus in the district.



2018-2019 Annual Report Contact Information



RESOURCE	CONTACT NAME	CONTACT PHONE	CONTACT EMAIL
District	Debbie Youngs	214.496.7020	swilliams@coppellisd.com
Austin Elementary	Lorie Squalls	214.496.7300	kperryman@coppellisd.com
Canyon Ranch Elementary	Ashley Minton	214-496-7200	aminton@coppellisd.com
Cottonwood Creek Elementary	Andra Penny	214.496.8300	apenny@coppellisd.com
Denton Creek Elementary	Shannon Edwards	214.496.8100	sedwards@coppellisd.com
Lakeside Elementary	Gema Hall	214.496.7600	ghall@coppellisd.com
Mockingbird Elementary	Laura Flynn	214.496.8200	lflynn@coppellisd.com
Pinkerton Elementary	Kristi Mikkelsen	214.496.6800	kmikkelsen@coppellisd.com
Richard J. Lee Elementary	Chantel Kastrounis	214.496.7900	ckastrounis@coppellisd.com
Town Center Elementary	Jennifer Martin	214.496.7800	jmartin@coppellisd.com
Valley Ranch Elementary	Cynthia Arterbery	214.496.8500	carterbery@coppellisd.com
Wilson Elementary	Cooper Hilton	214.496.7500	chilton@coppellisd.com
Coppell Middle School East	Steve Glover	214.496.6600	sglover@coppellisd.com
Coppell Middle School North	Gregory Axelson	214.496.7100	lsqualls@coppellisd.com
Coppell Middle School West	Sarah Thornton	214.496.8600	sthornton@coppellisd.com
CHS9	Cody Koontz	214-496-3800	ckoontz@coppellisd.com
Coppell High School	Laura Springer	214.496.6100	lspringer@coppellisd.com
New Tech High @ Coppell	Steffany Batik	214.496.5900	sbatik@coppellisd.com
Victory Place @ Coppell	Jeff Minn	214-496-8032	jminn@coppellisd.com
Financial Information	Diana Sircar	214.496.6004	dsircar@coppellisd.com

Additional Resources

2020 Annual Public Hearing PPT

- [2020aph](#)

Part 1: 2019-2020 Texas Academic Performance (TAPR) Report

- [Annual Report Requirements](#)
- [Notice on District Website](#)

Part 2: PEIMS Financial Standard Report (2018-19 Financial Actual Report)

- [PEIMS Financial Standard Reports](#)
- [PEIMS District Financial Actual Reports](#)
- [PEIMS Individual Campus Financial Actual Reports](#)

Part 3: 2019-20 District Accreditation Status

- [Accreditation Status](#)

Part 4: District and Campus Performance Objectives

- [CISD Website for DIP and All Campus CIPs](#)

Part 5: Report on Violent or Criminal Incidents on Campuses

- [Information on School Violence Prevention](#)

Part 6: Student Performance in Postsecondary Institutions

- [Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018](#)
- [Texas Higher Education Coordinating Board \(THECB\) Website](#)

Part 7: 2019-20 TAPR Glossary

- [2019-2020 TAPR Glossary](#)

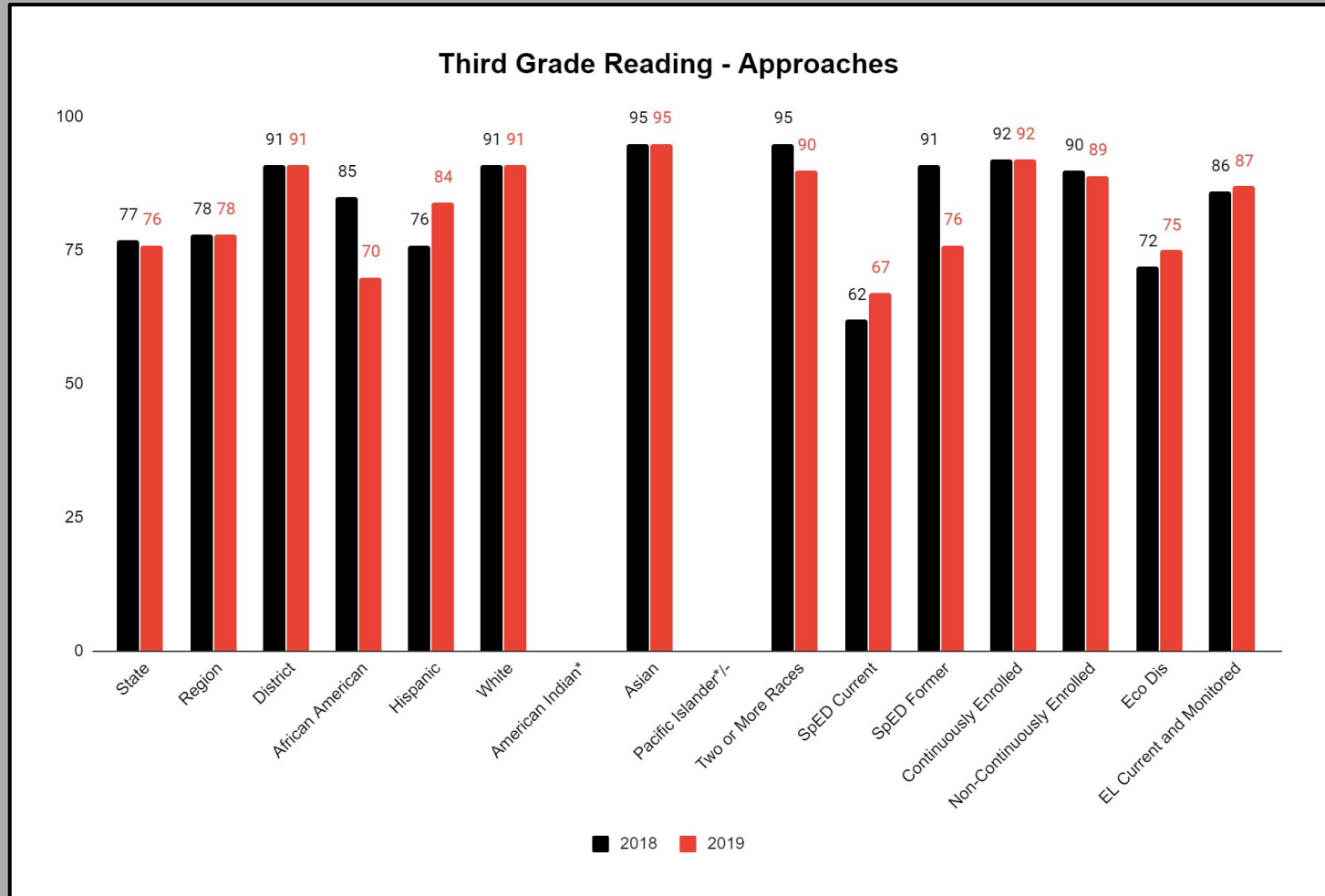


TAPR Report Graphics



Part 1: TAPR - STAAR Performance

Third Reading - Approaches



- Indicates there are no students in the group.

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

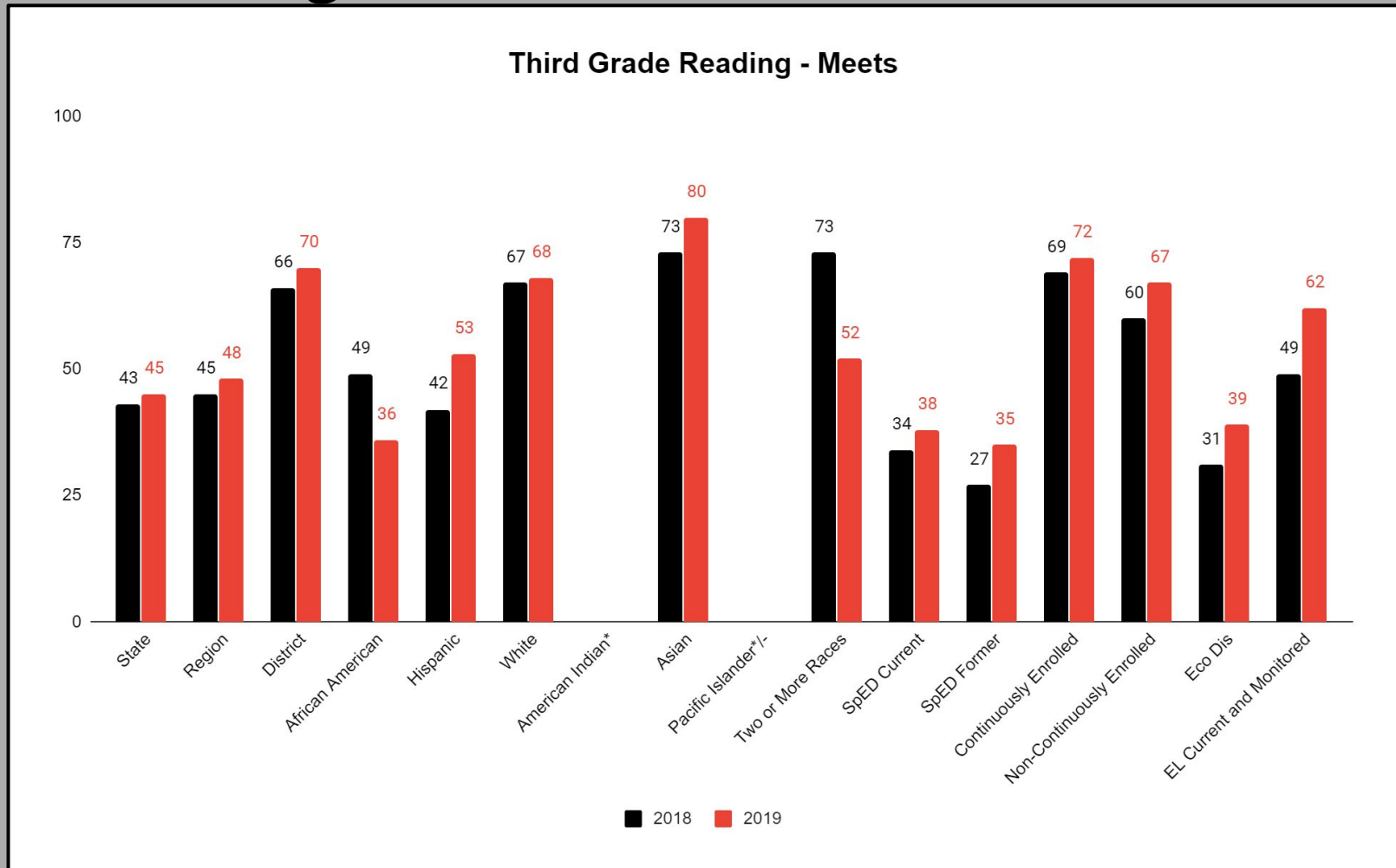
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Third Reading - Meets



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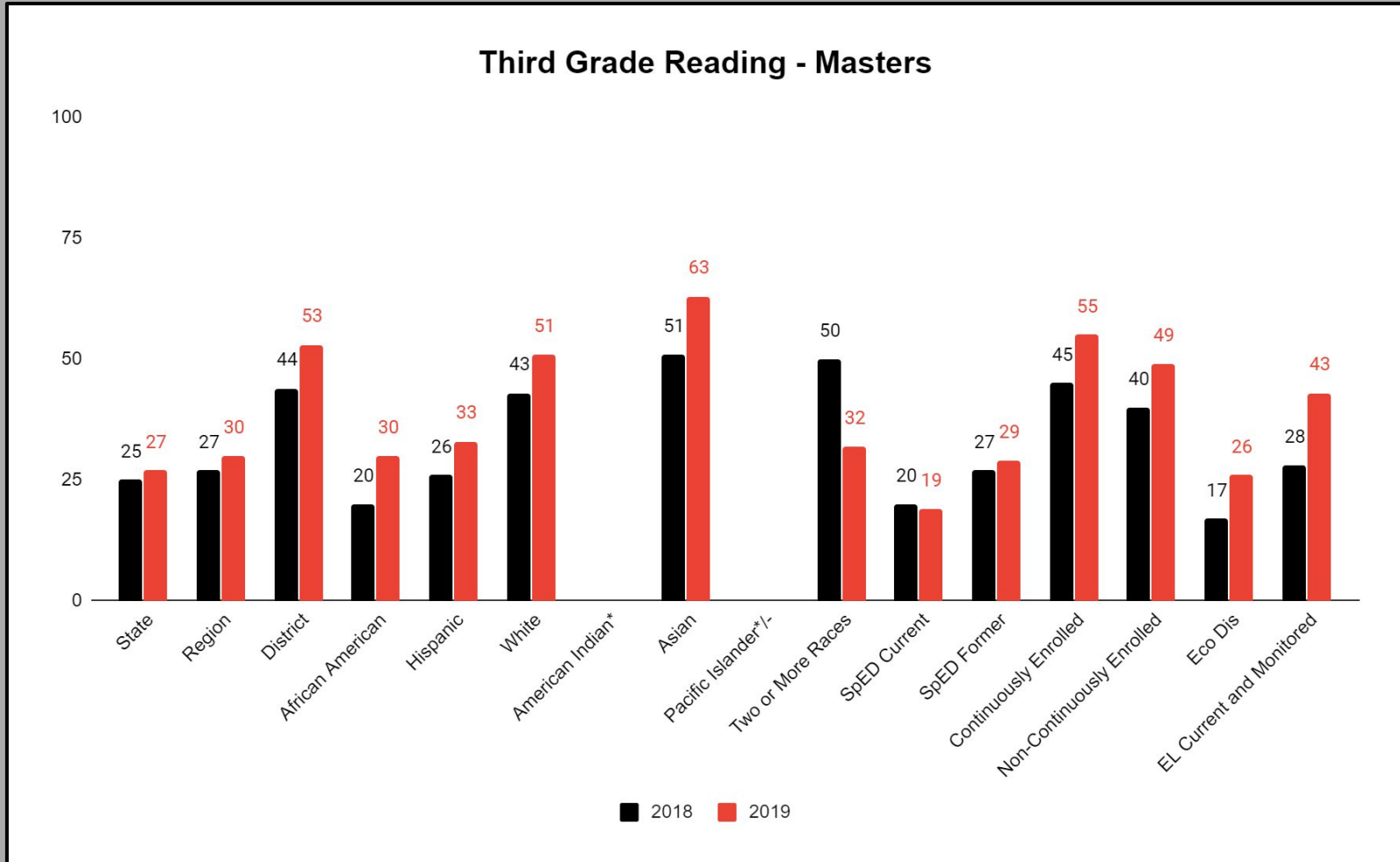
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American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Third Reading - Masters



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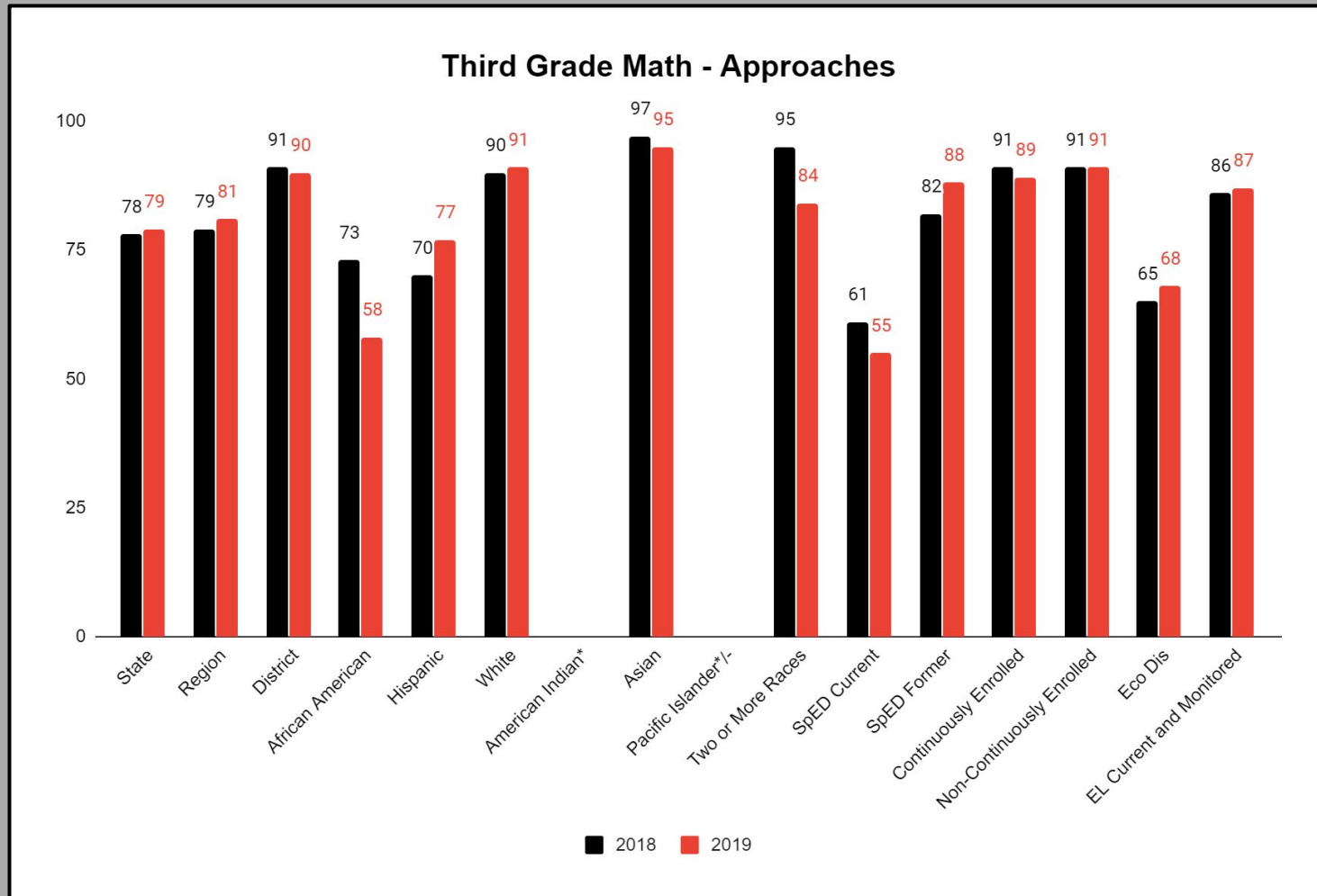
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Third Math - Approaches



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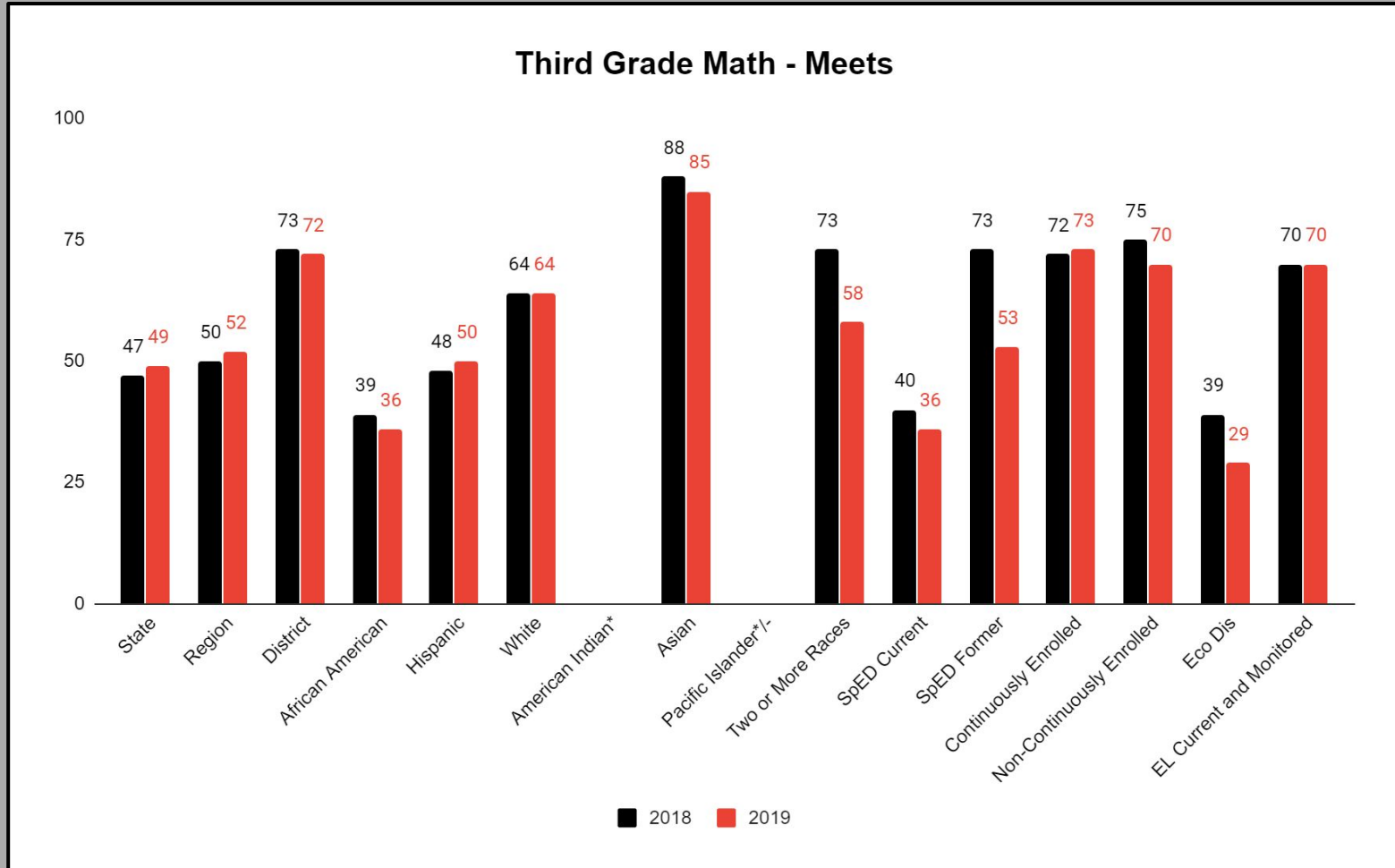
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Third Math - Meets



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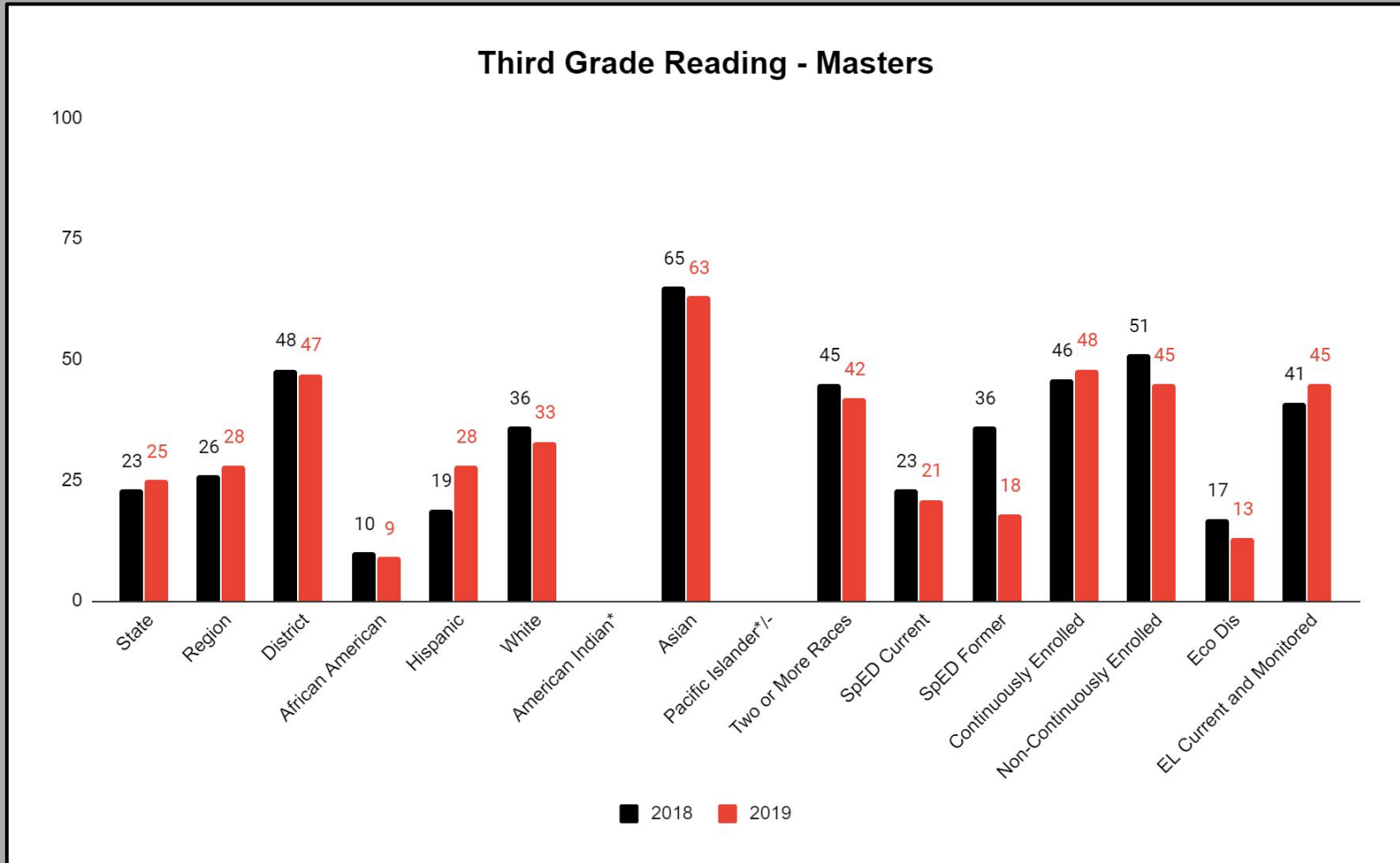
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Third Math - Masters



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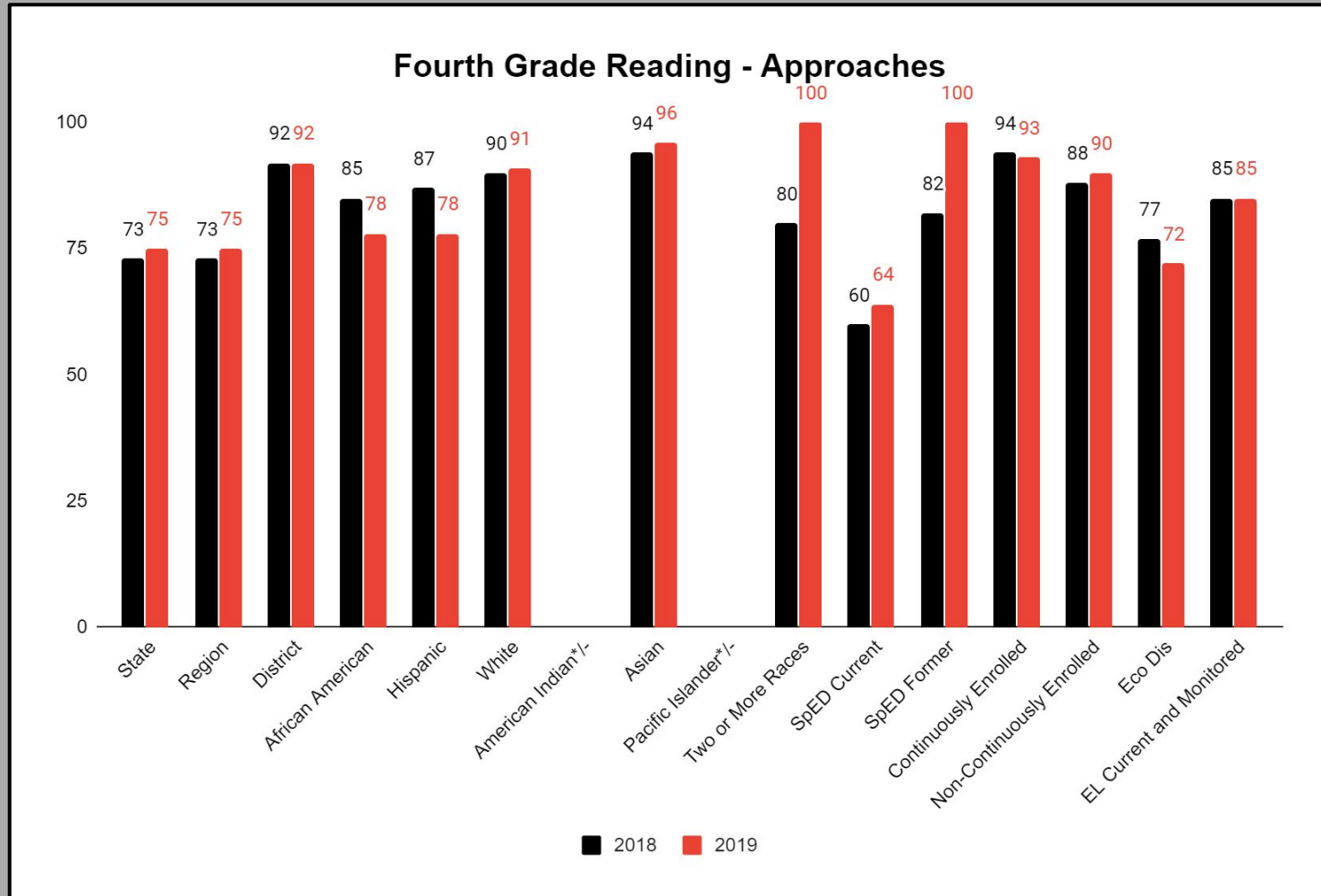
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Fourth Reading - Approaches



- Indicates there are no students in the group.

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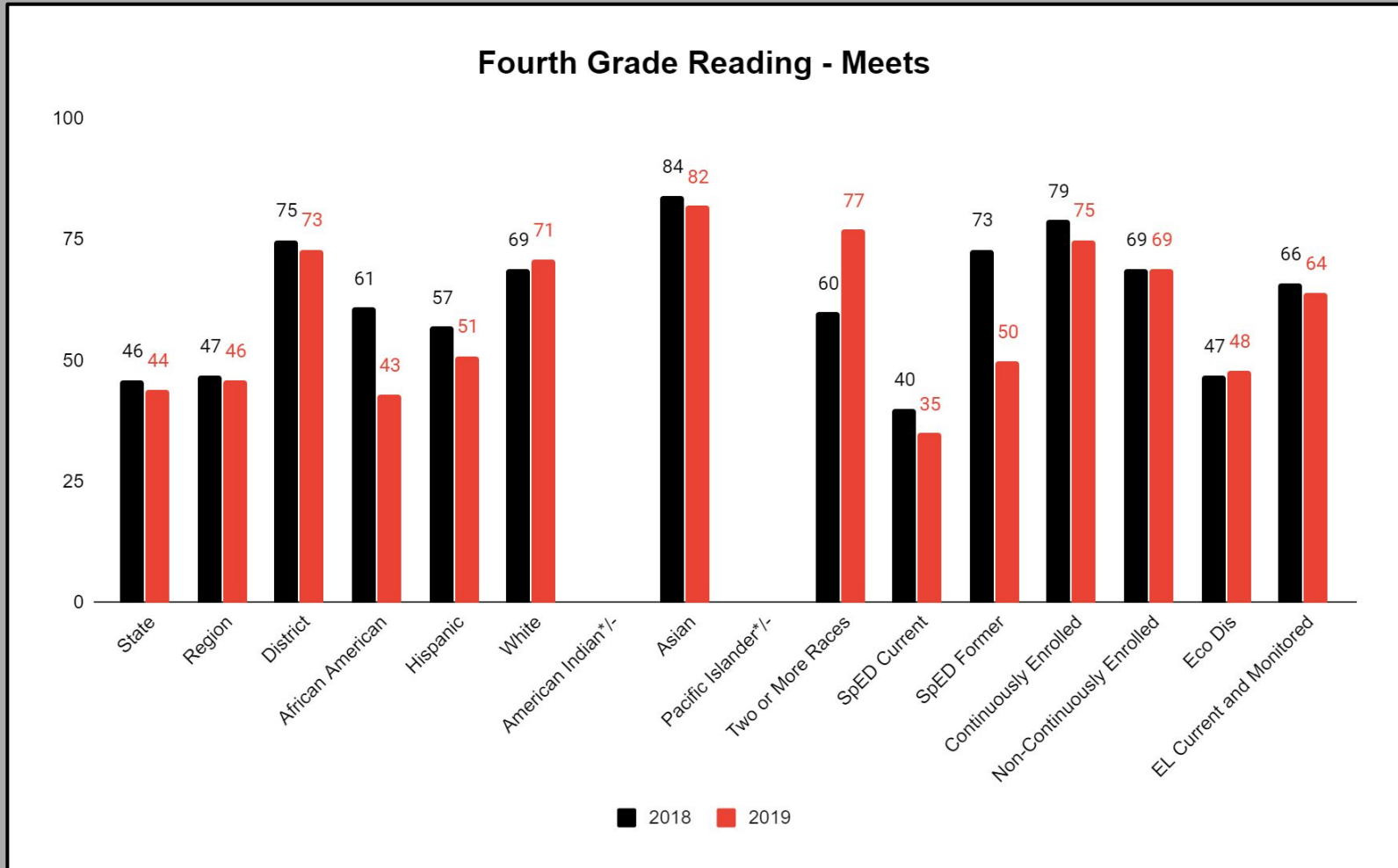
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fourth Reading - Meets



- Indicates there are no students in the group.

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

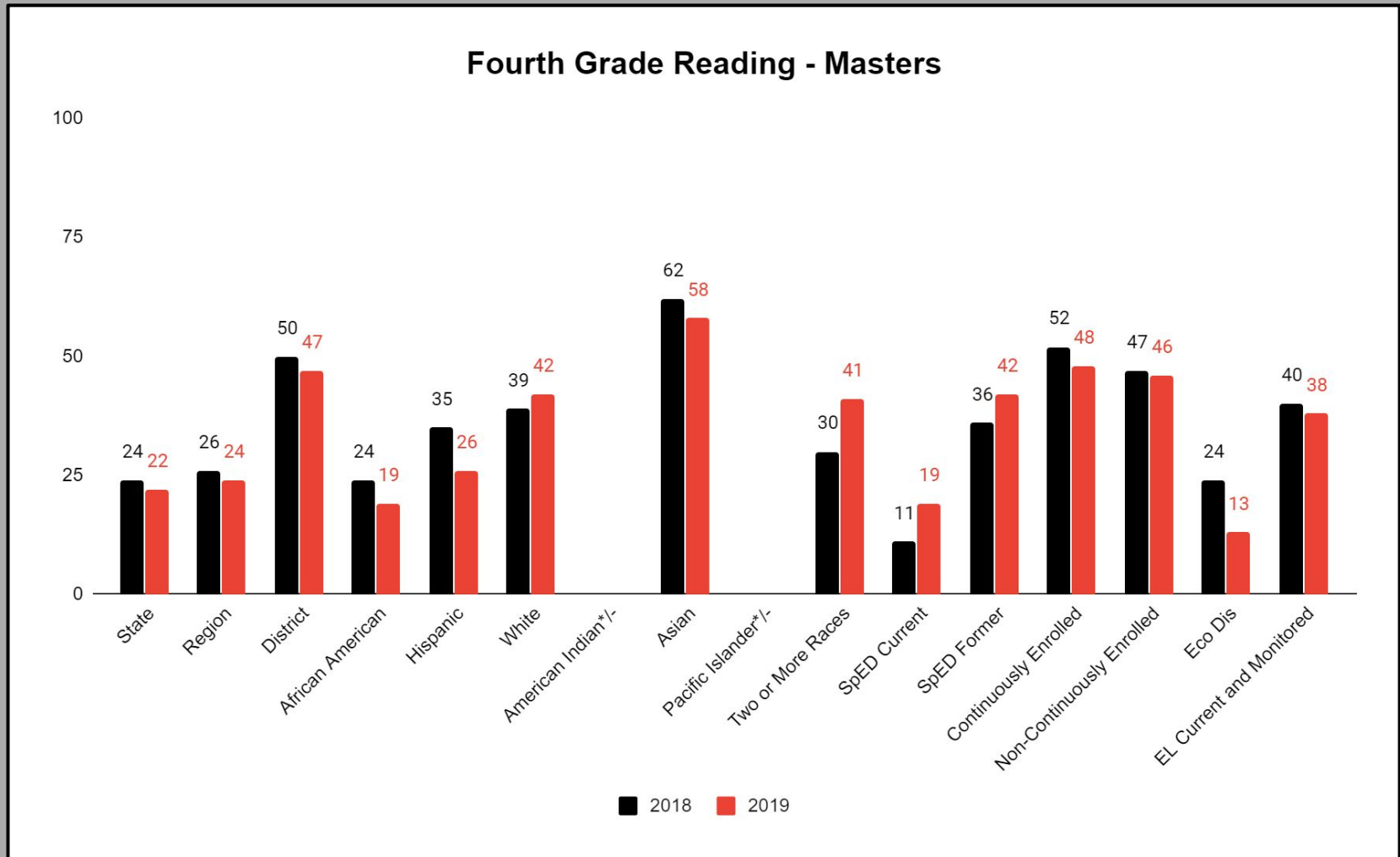
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fourth Reading - Masters



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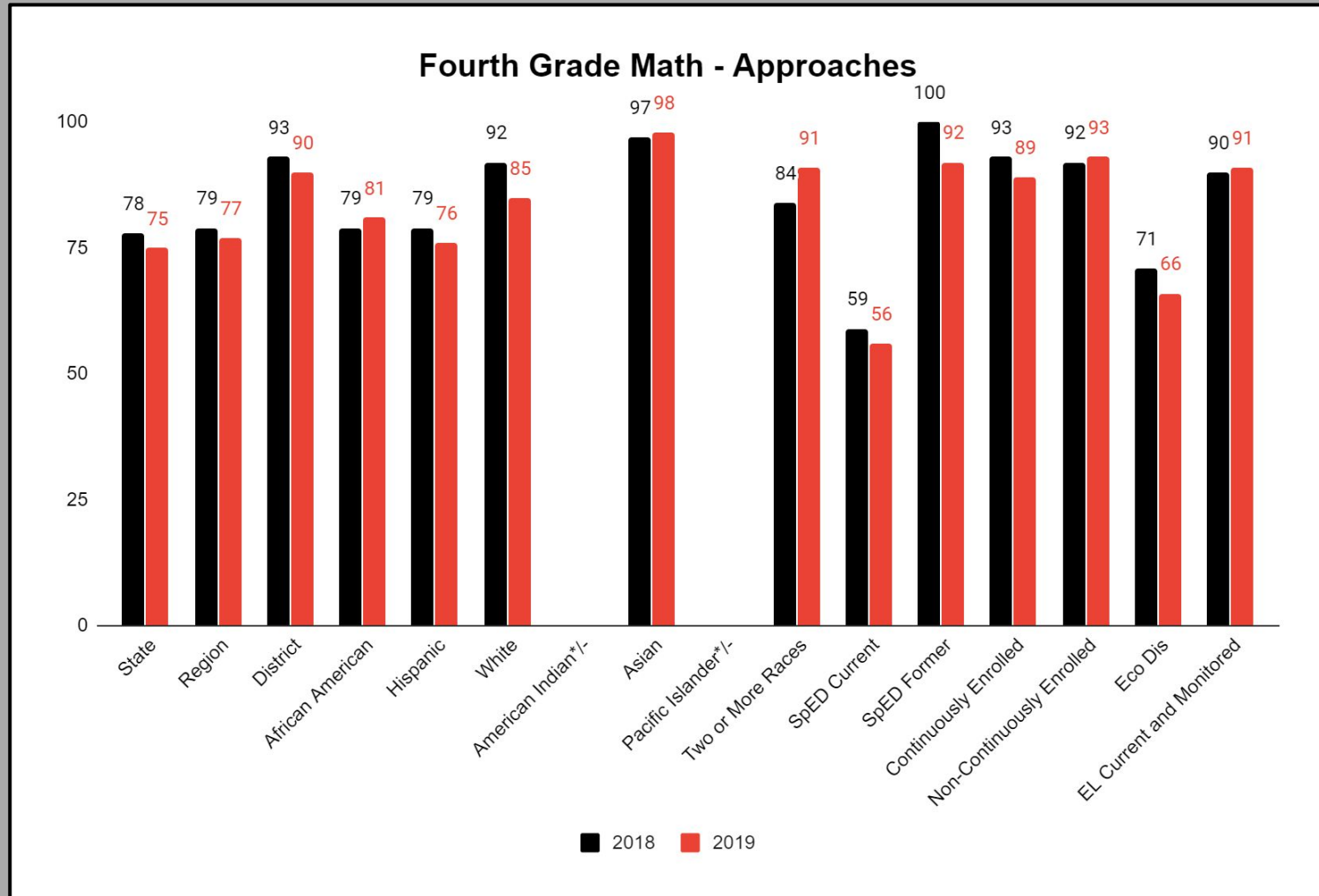
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Fourth Math - Approaches



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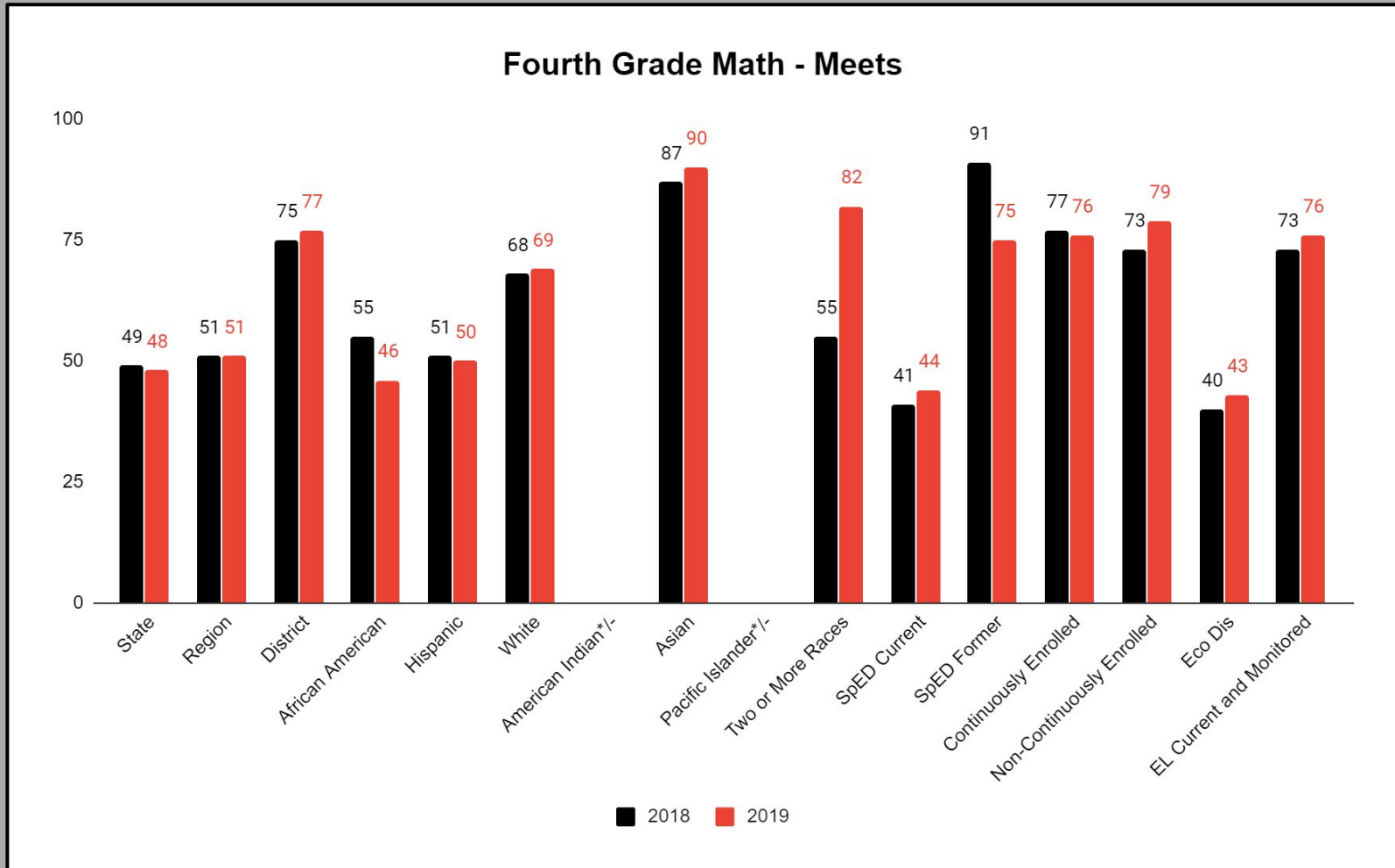
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fourth Math - Meets



- Indicates there are no students in the group.

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

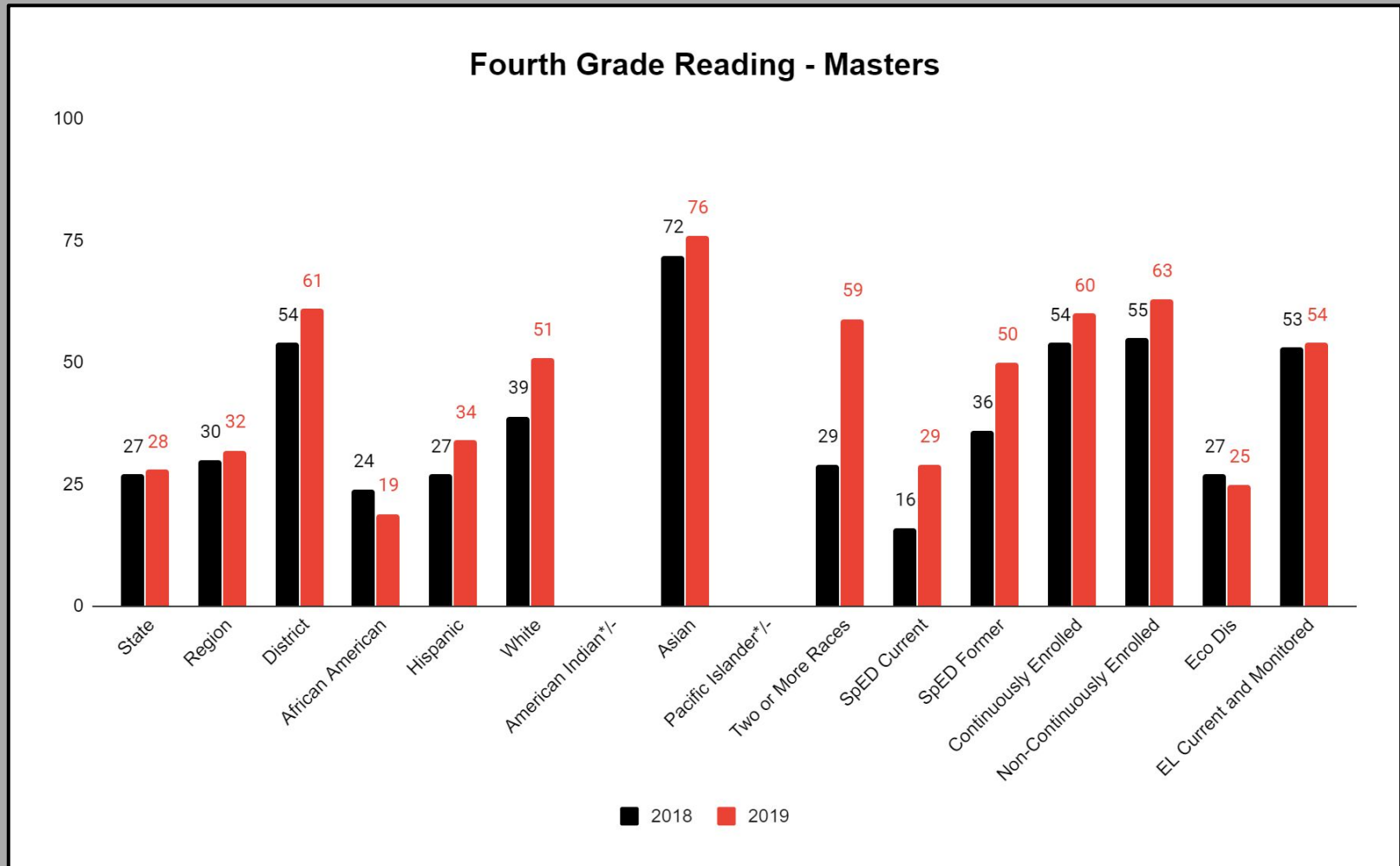
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fourth Math - Masters



- Indicates there are no students in the group.

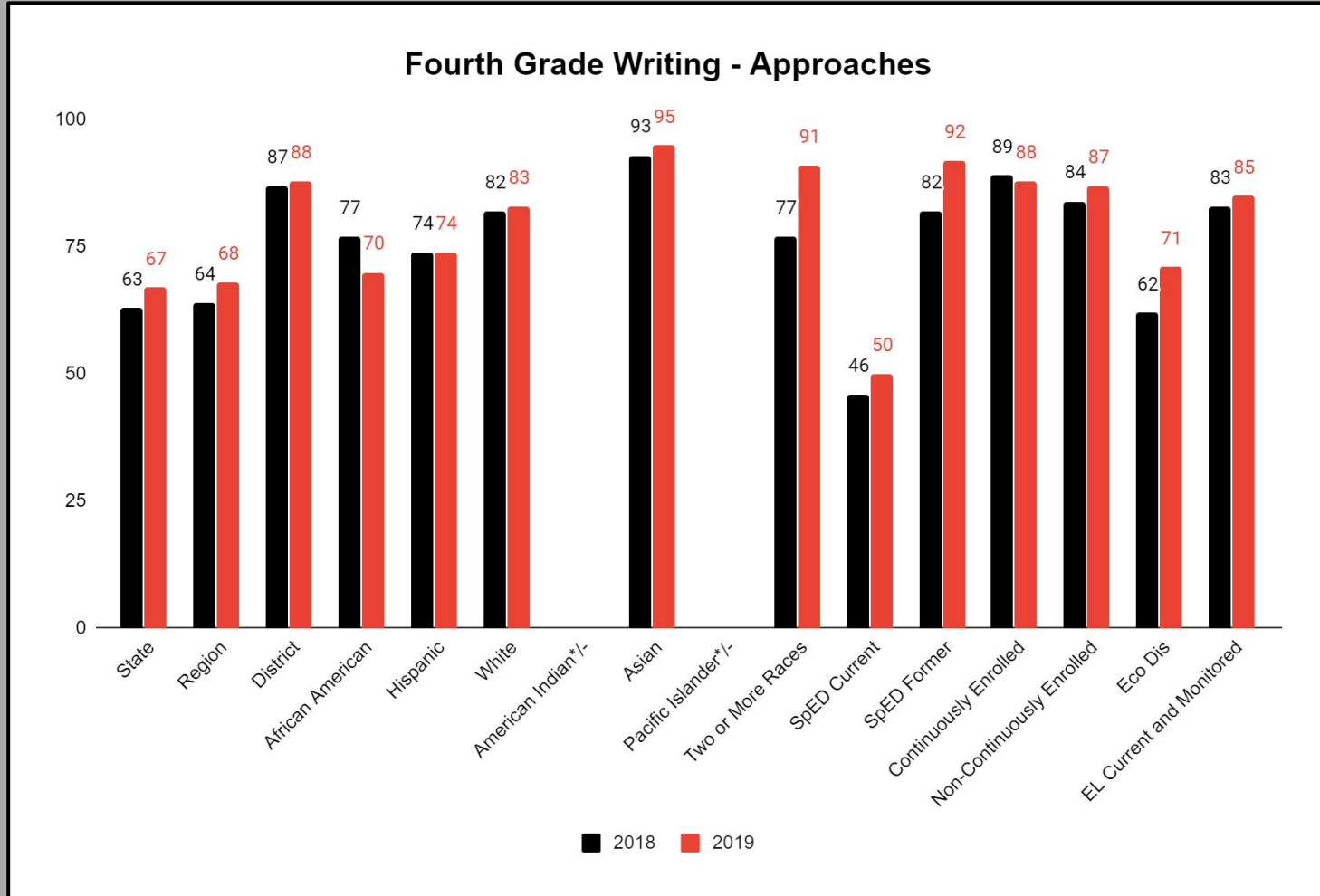
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Fourth Writing - Approaches



- Indicates there are no students in the group.

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

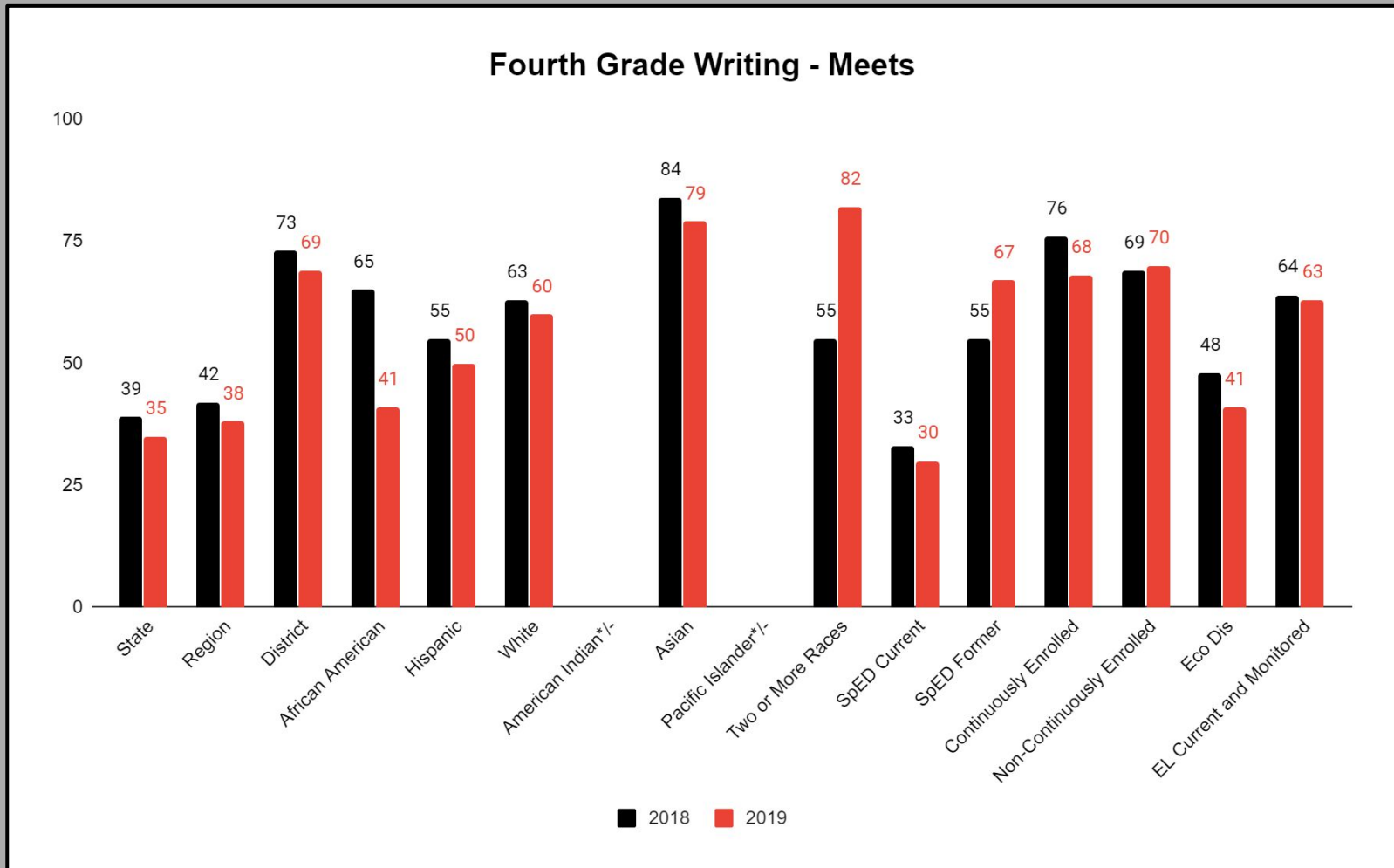
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fourth Writing - Meets



- Indicates there are no students in the group.

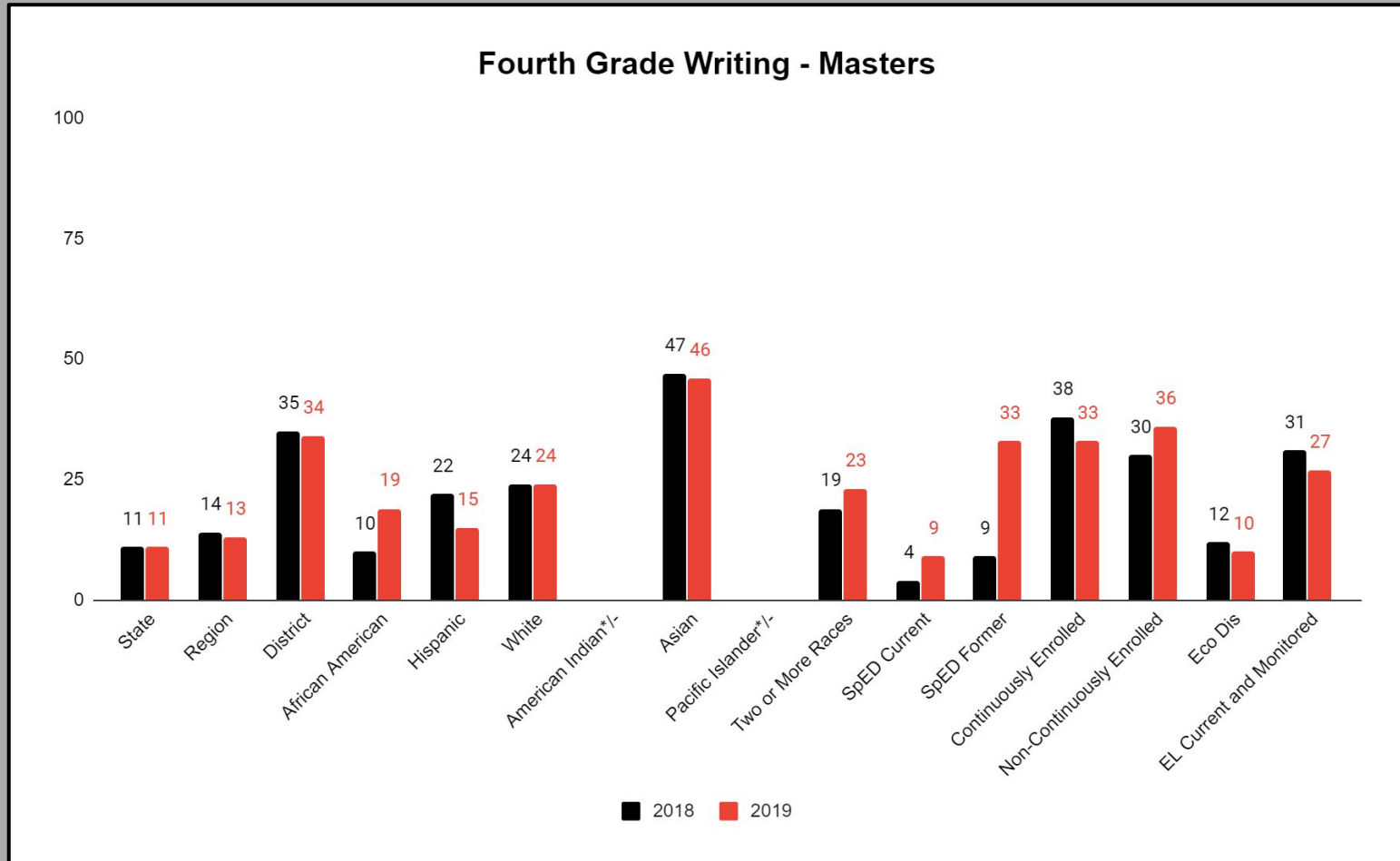
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Fourth Writing - Masters



- Indicates there are no students in the group.

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

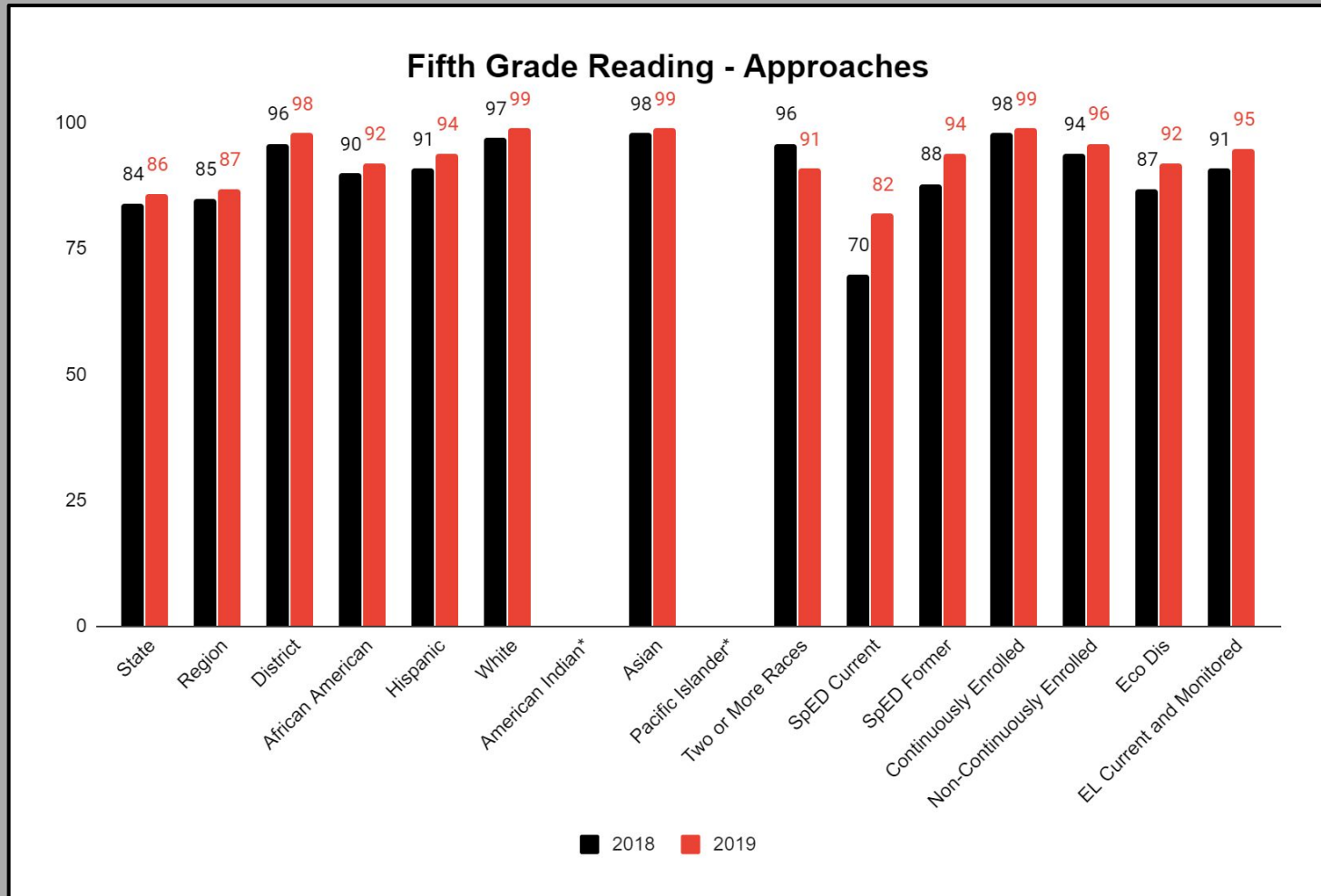
American Indian: 2018-/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Fifth Reading - Approaches

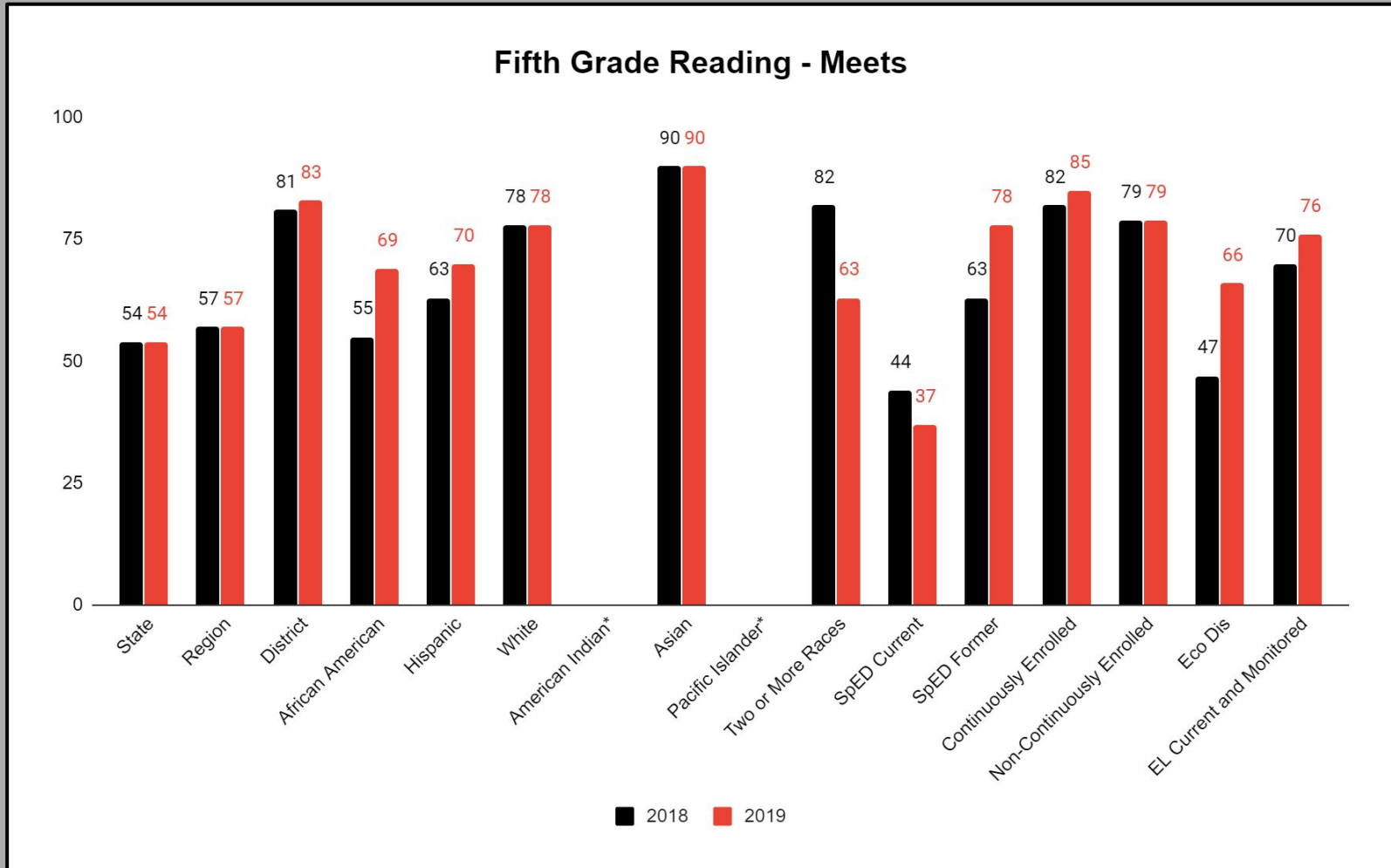


*Indicates results are due to small numbers to protect student confidentiality.



Part 1: TAPR - STAAR Performance

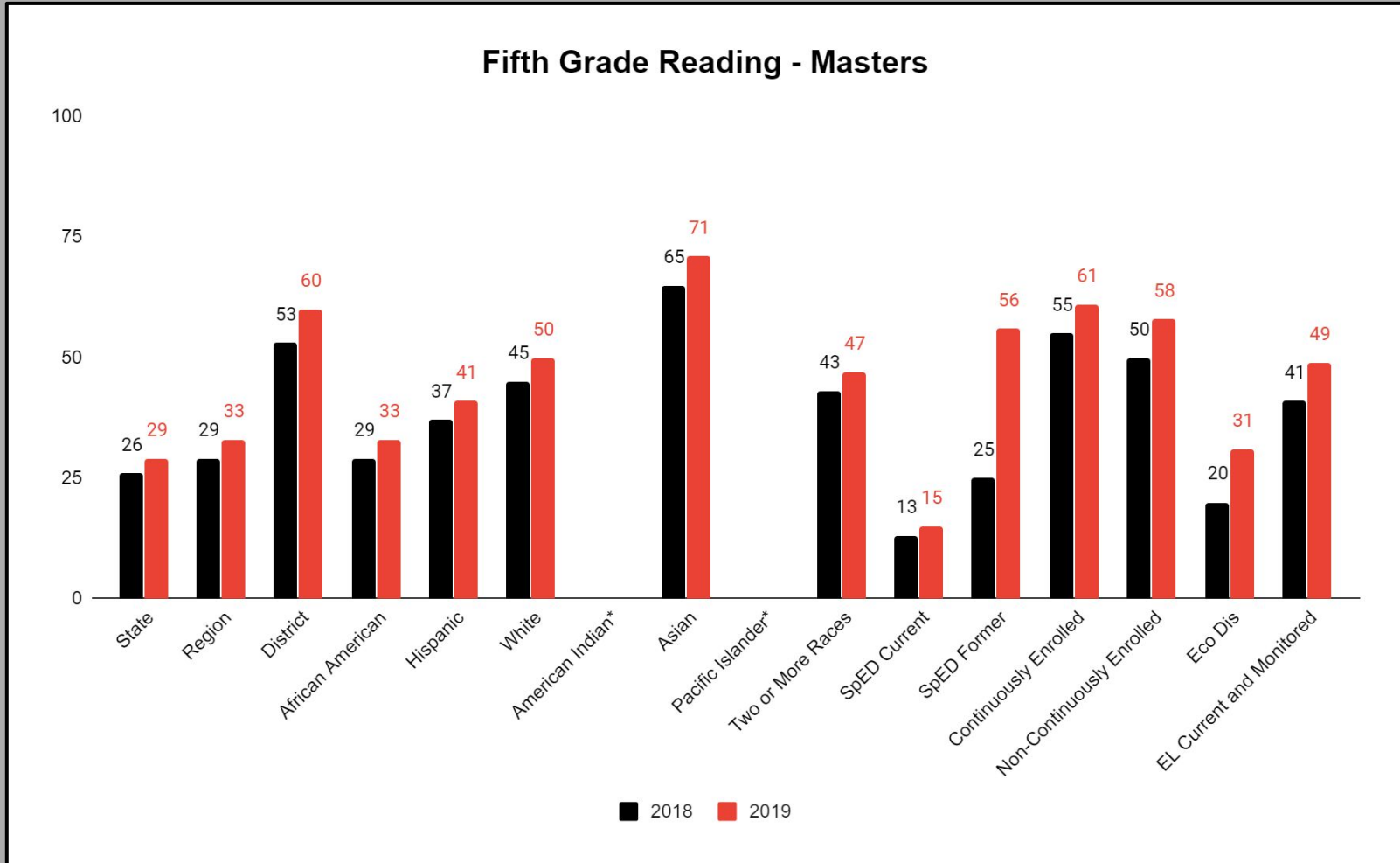
Fifth Reading - Meets



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

Part 1: TAPR - STAAR Performance

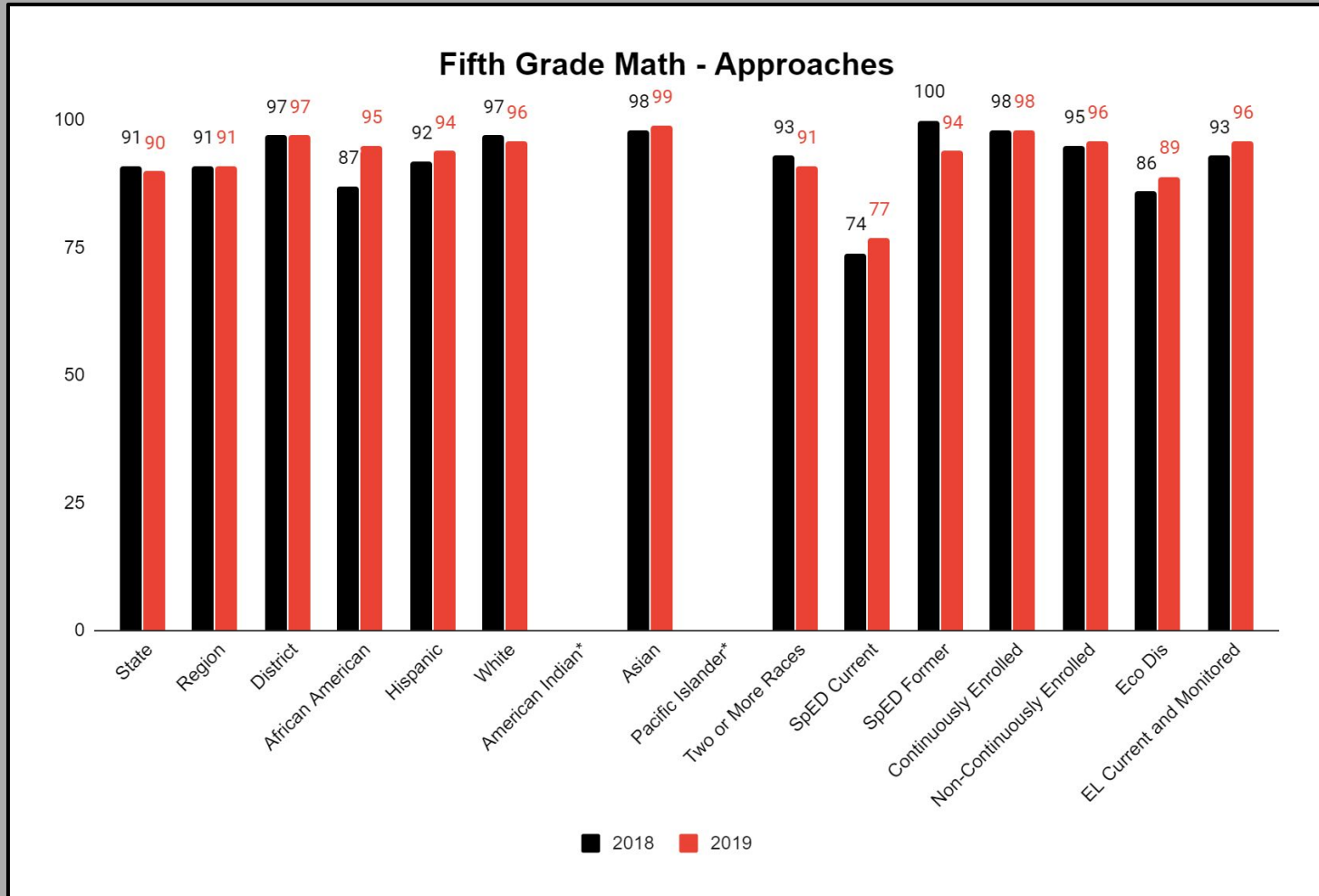
Fifth Reading - Masters



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

Part 1: TAPR - STAAR Performance

Fifth Math - Approaches

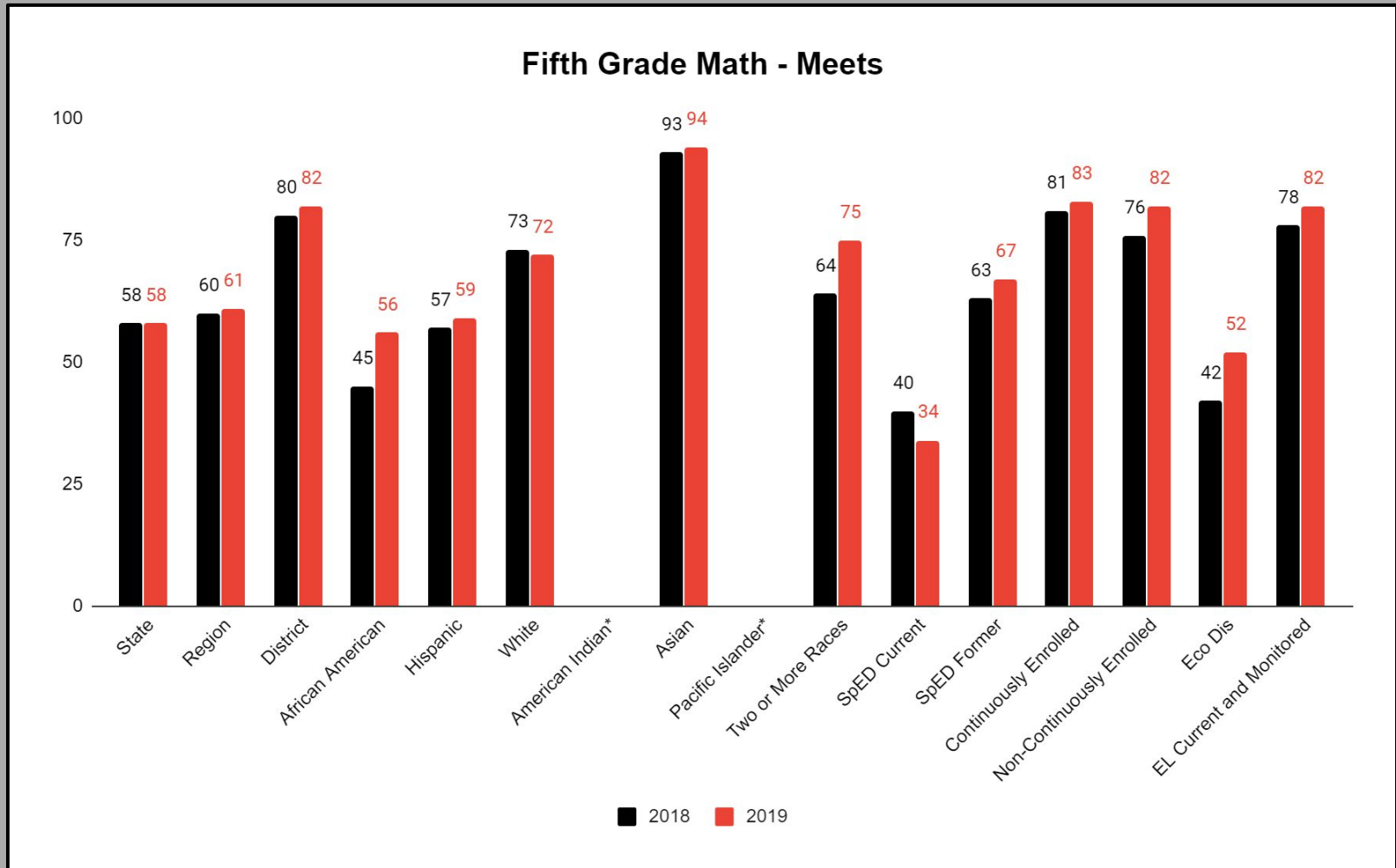


*Indicates results are due to small numbers to protect student confidentiality.



Part 1: TAPR - STAAR Performance

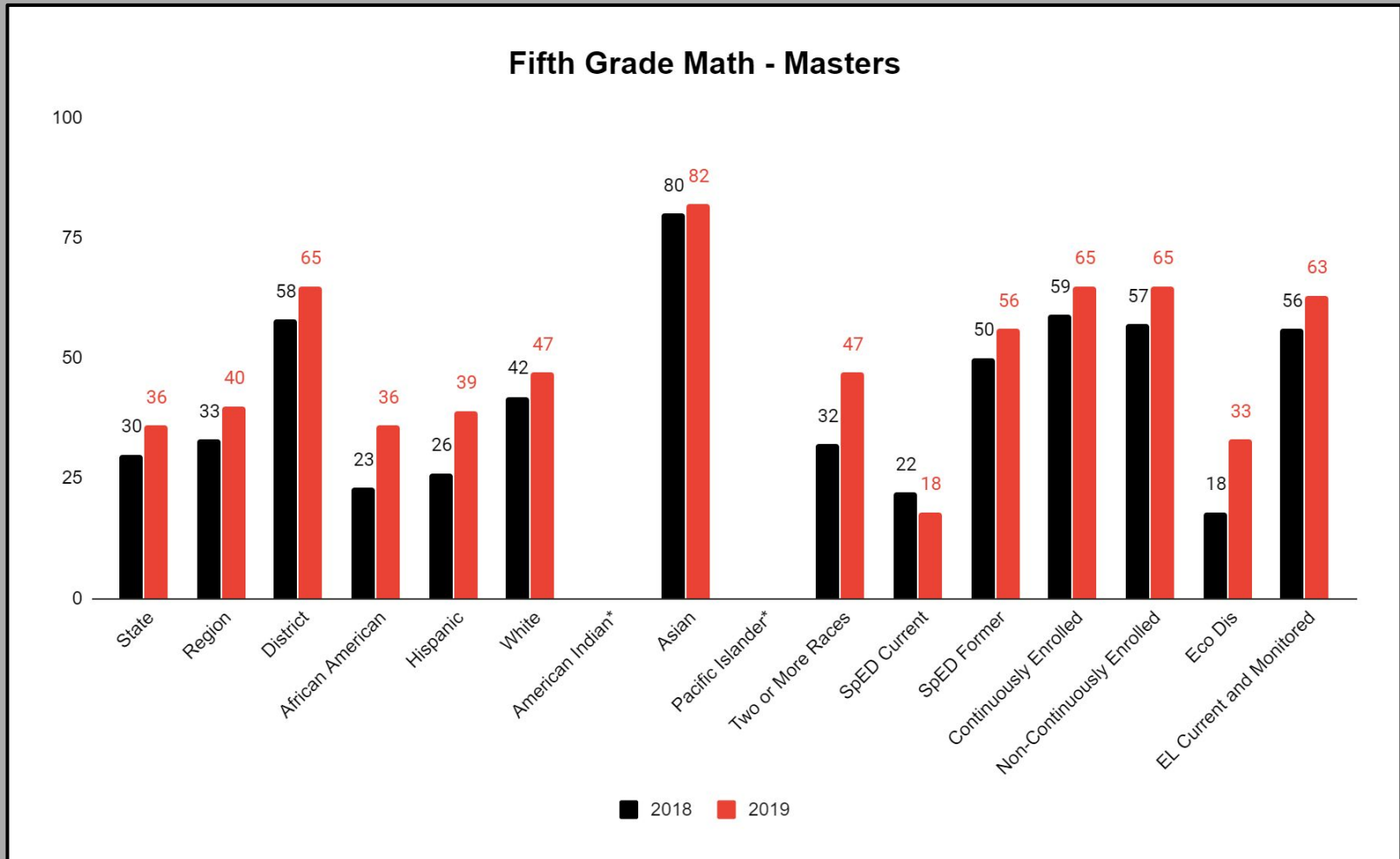
Fifth Math - Meets



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

Part 1: TAPR - STAAR Performance

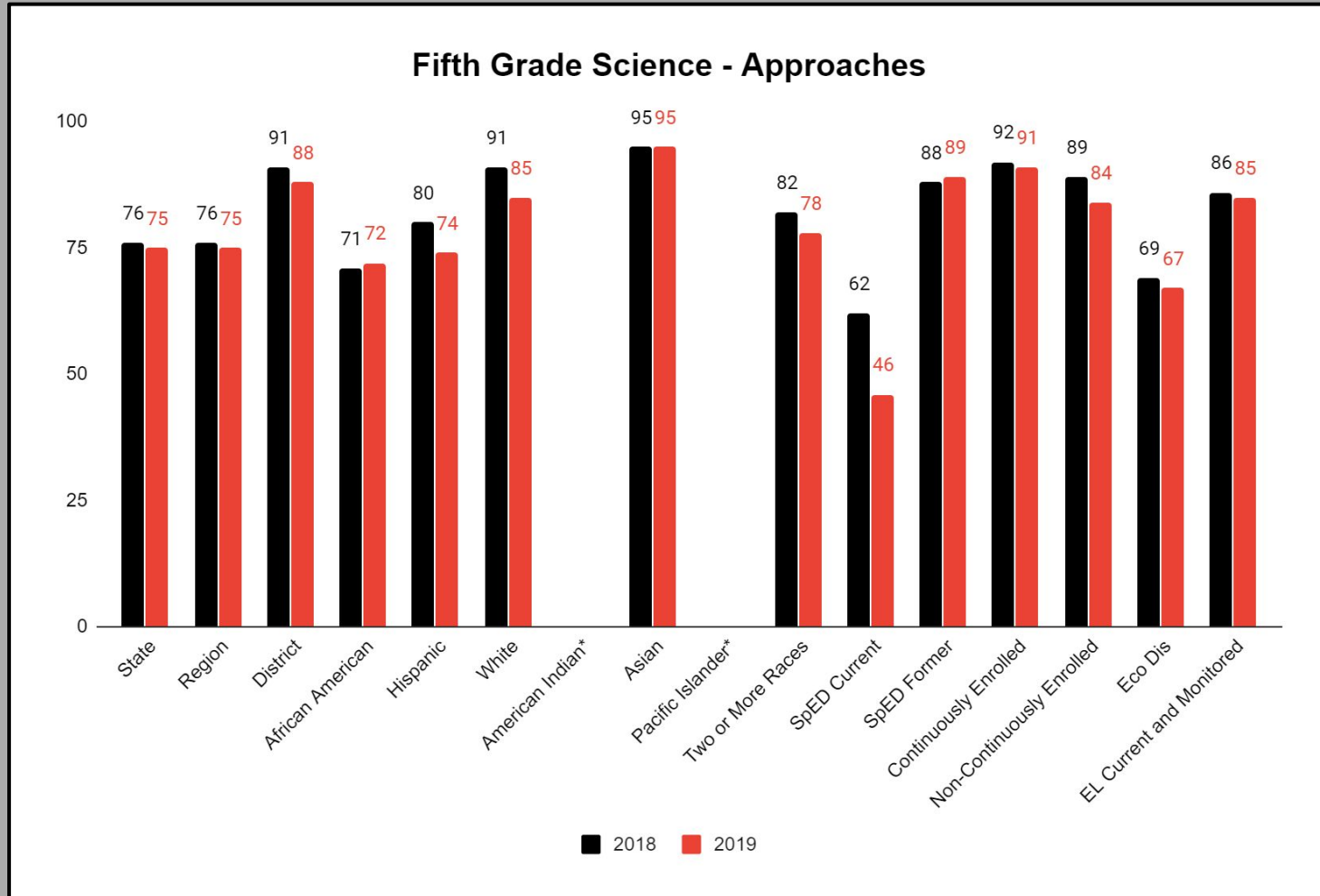
Fifth Math - Masters



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

Part 1: TAPR - STAAR Performance

Fifth Science - Approaches

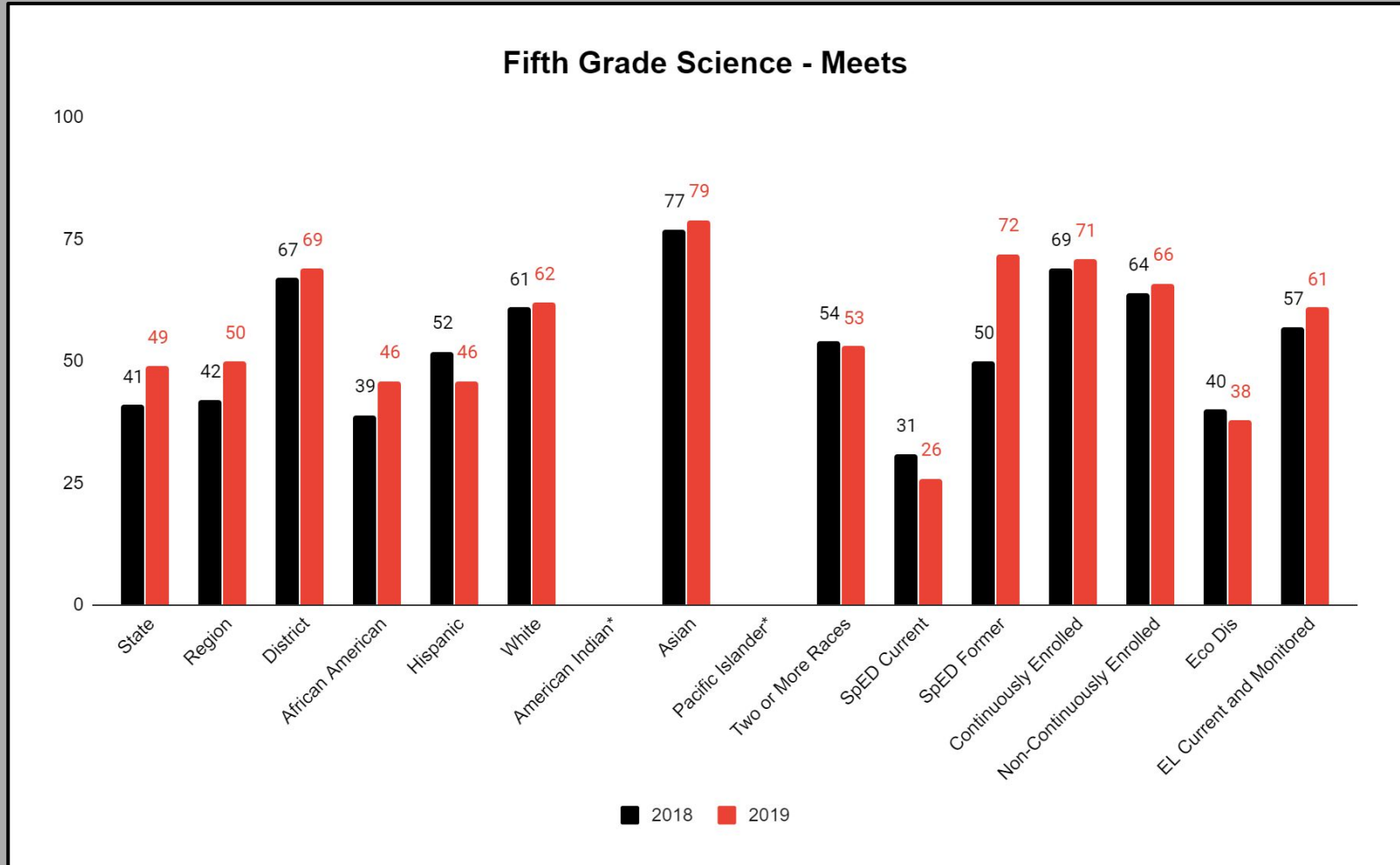


*Indicates results are due to small numbers to protect student confidentiality.



Part 1: TAPR - STAAR Performance

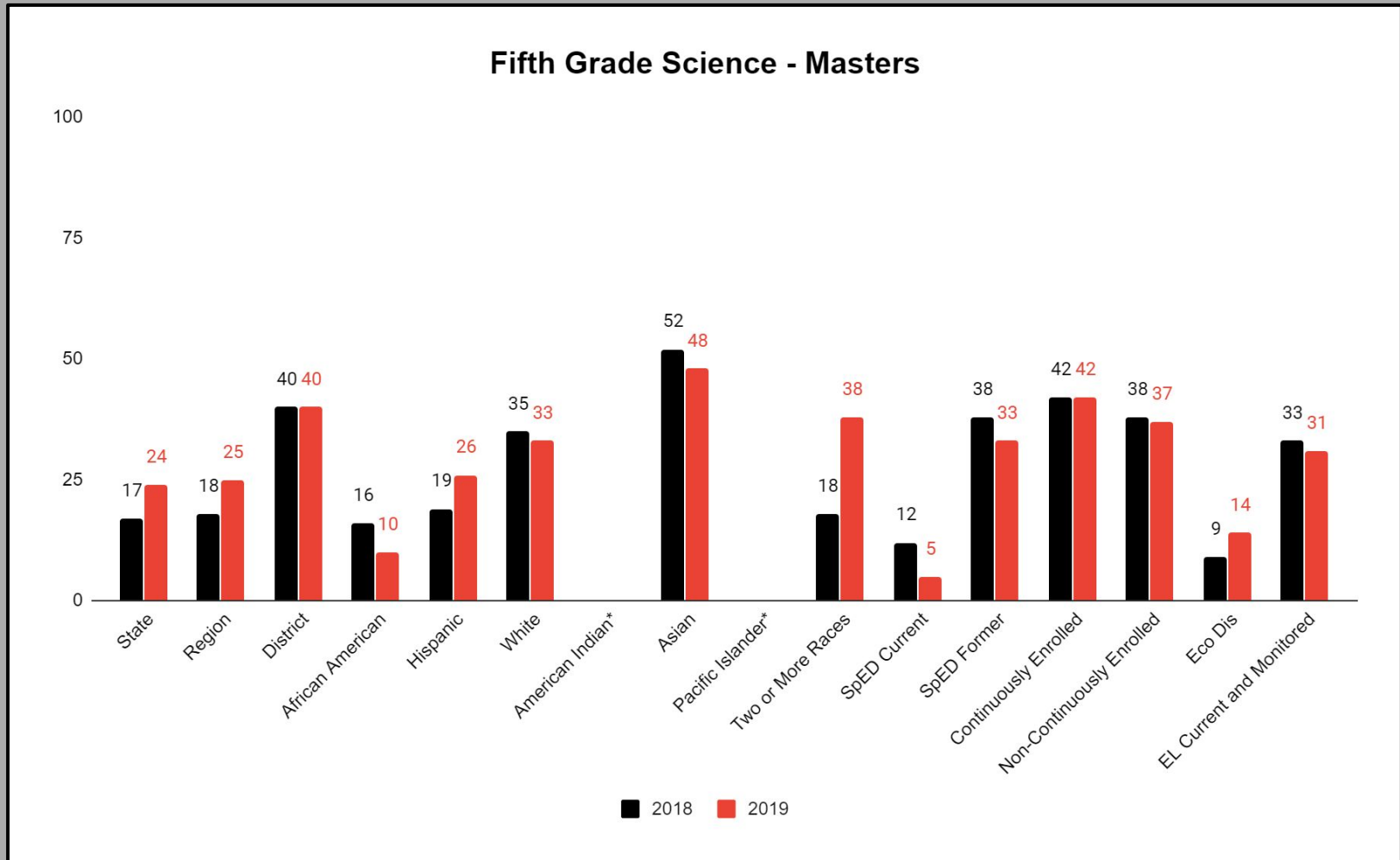
Fifth Science - Meets



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

Part 1: TAPR - STAAR Performance

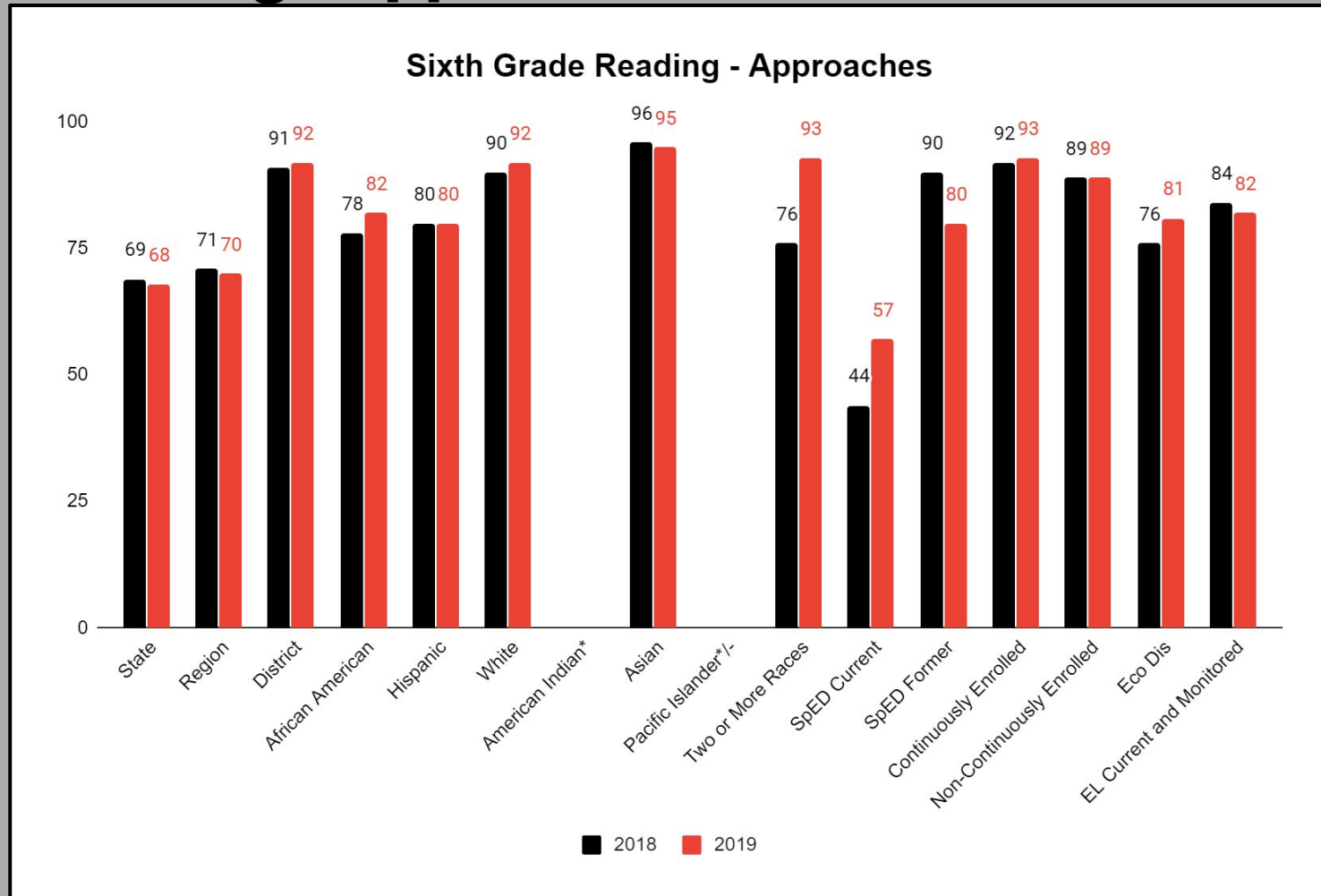
Fifth Science - Masters



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

Part 1: TAPR - STAAR Performance

Sixth Reading - Approaches



- Indicates there are no students in the group.

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

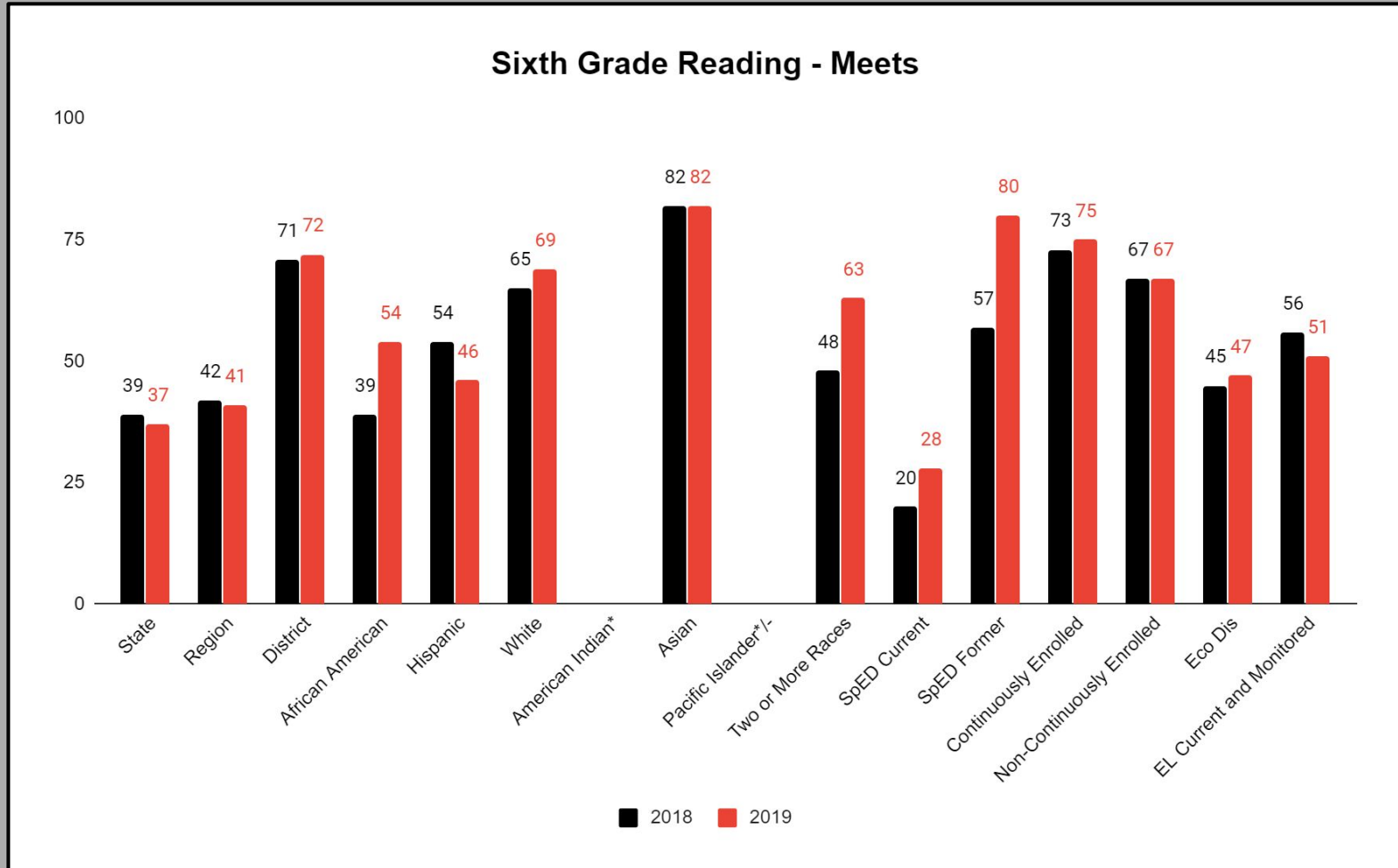
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Sixth Reading - Meets



- Indicates there are no students in the group.

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

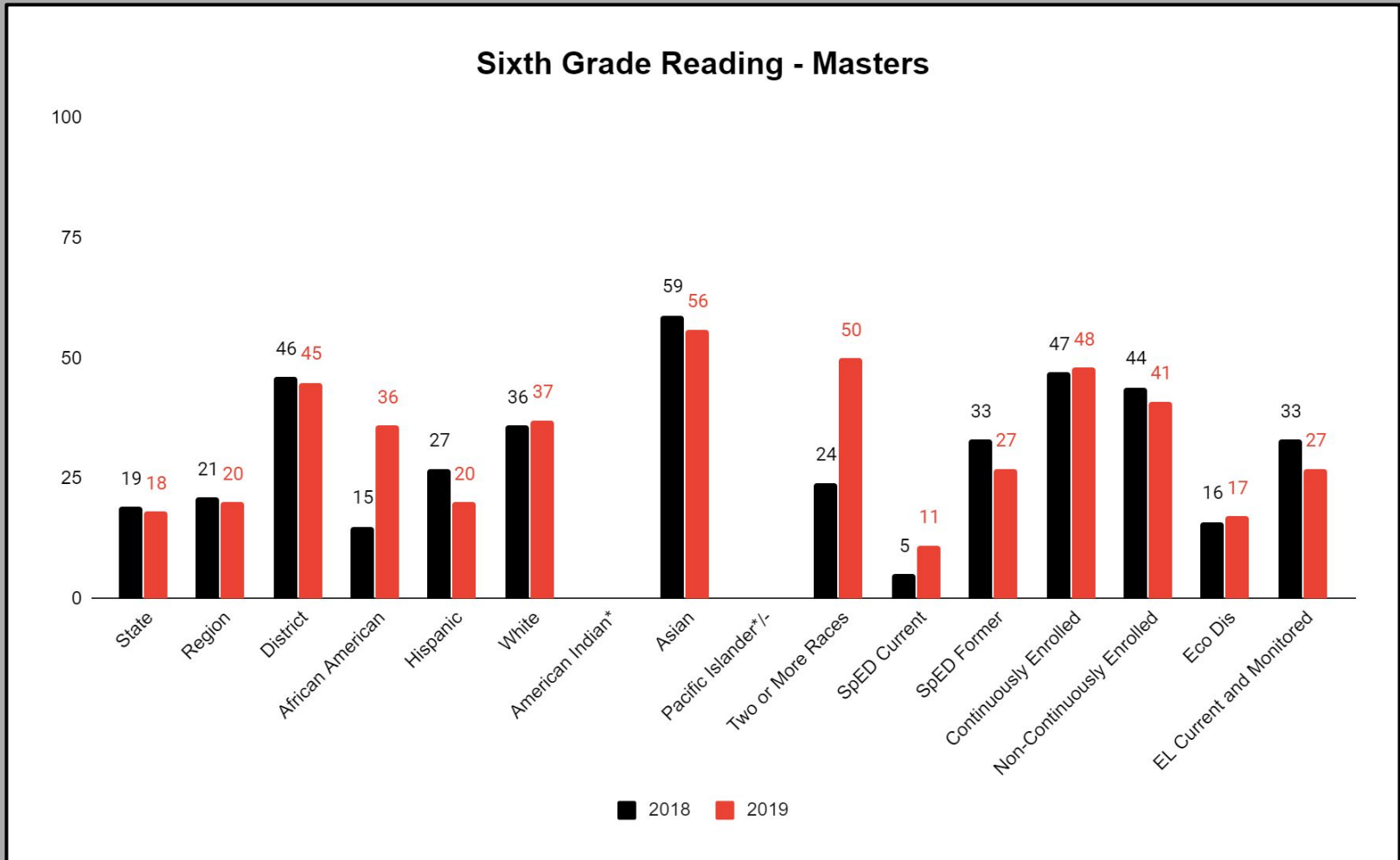
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Sixth Reading - Masters



- Indicates there are no students in the group.

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

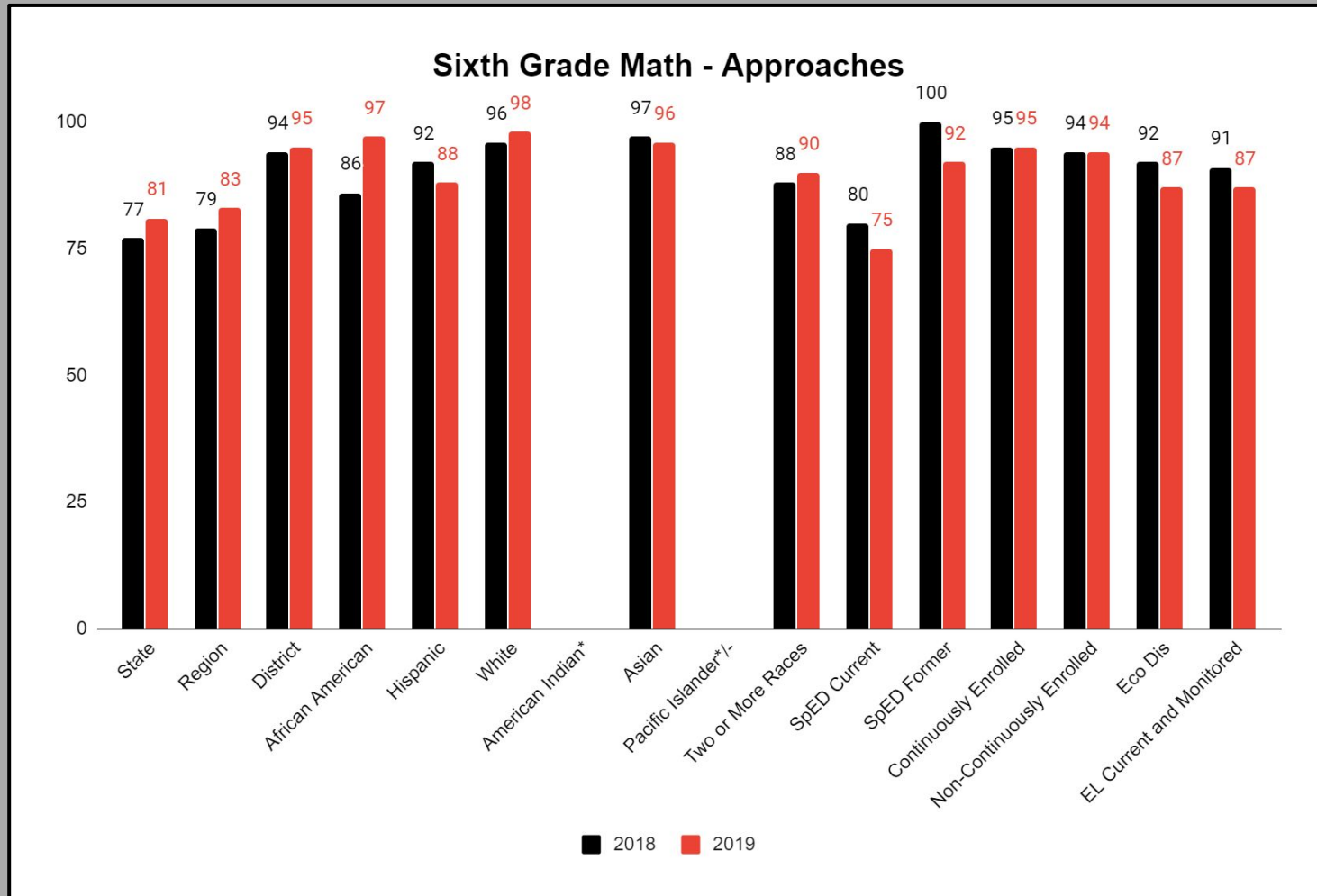
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Sixth Math - Approaches



- Indicates there are no students in the group.

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

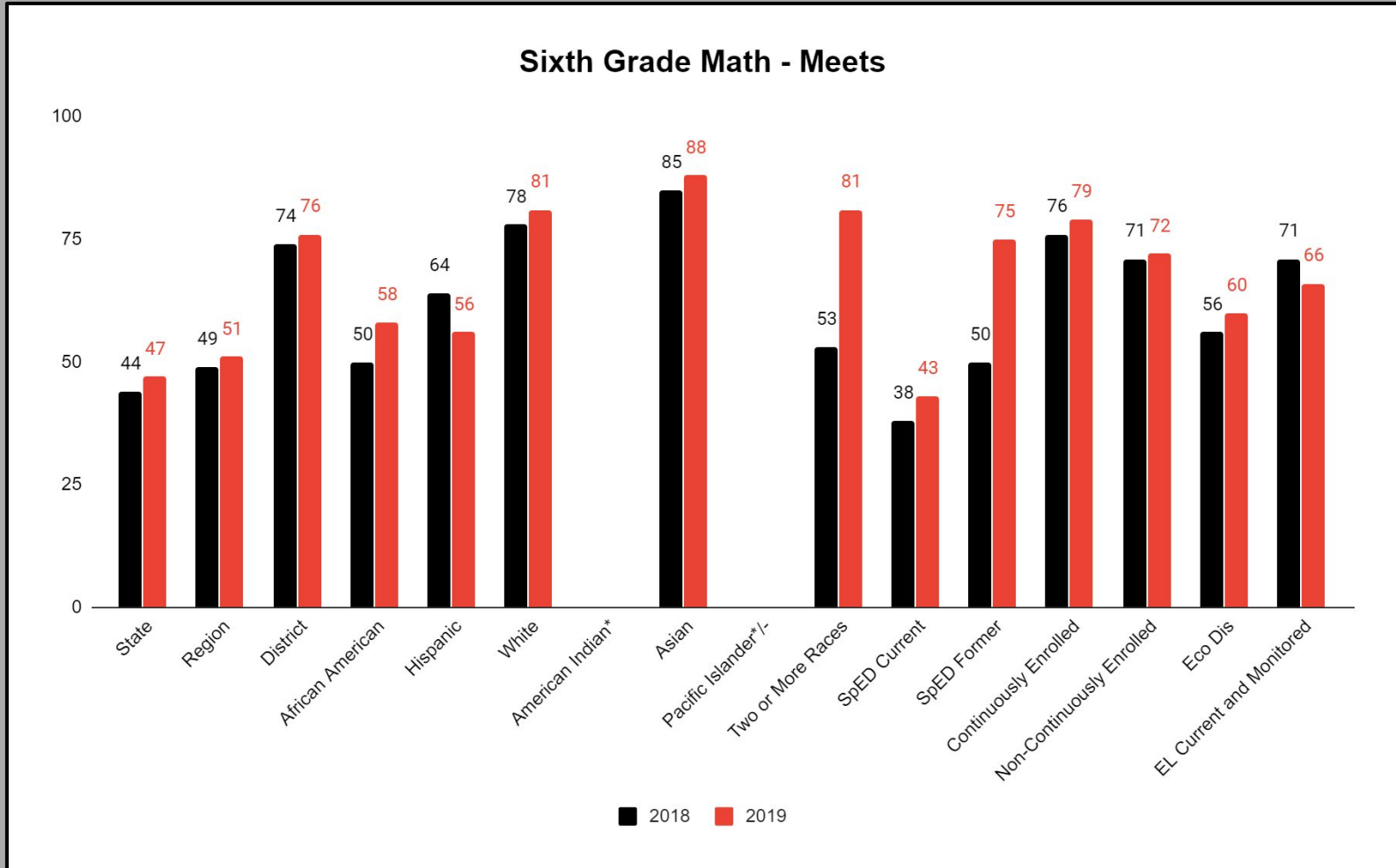
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Sixth Math - Meets



- Indicates there are no students in the group.

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

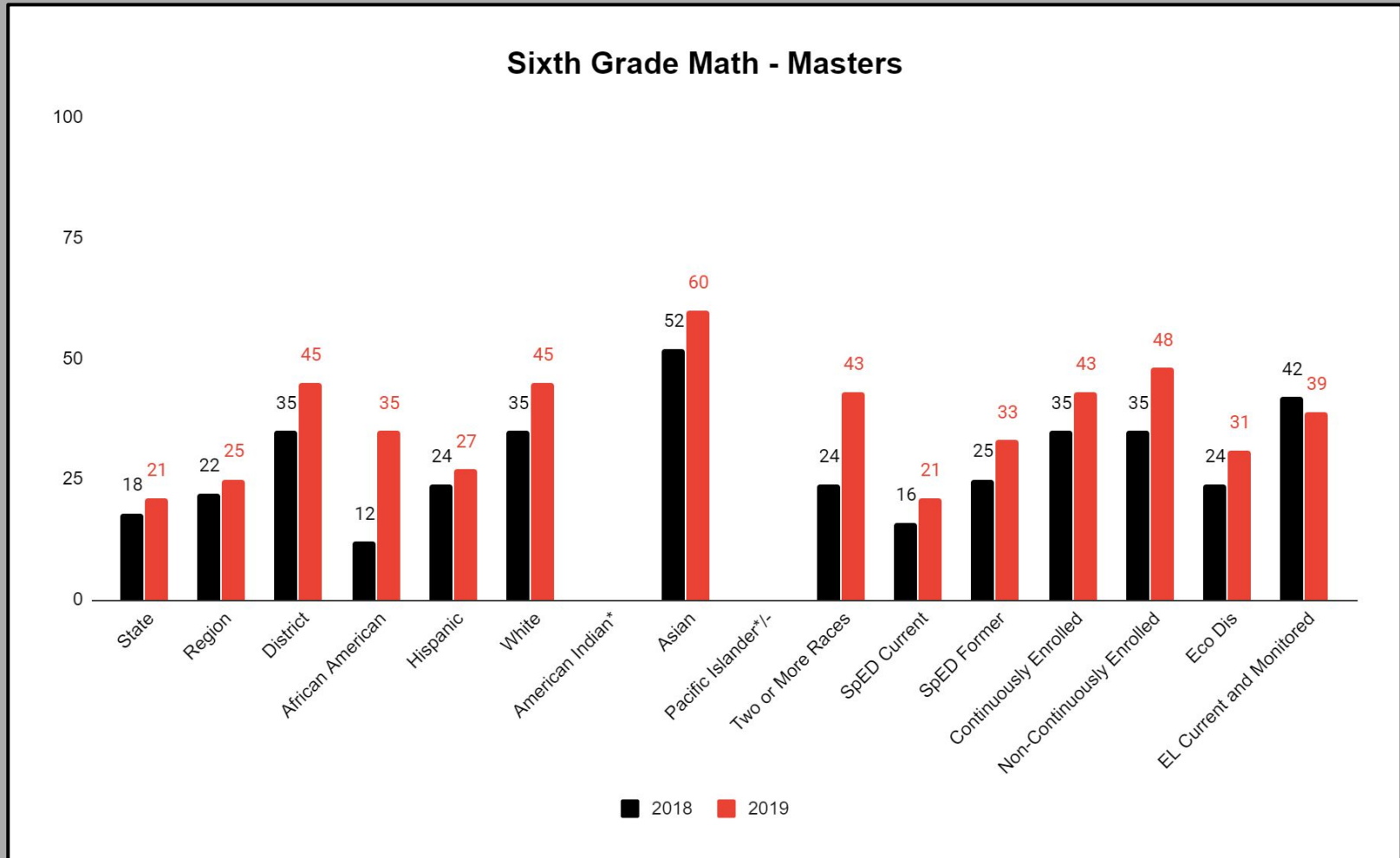
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Sixth Math - Masters



- Indicates there are no students in the group.

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

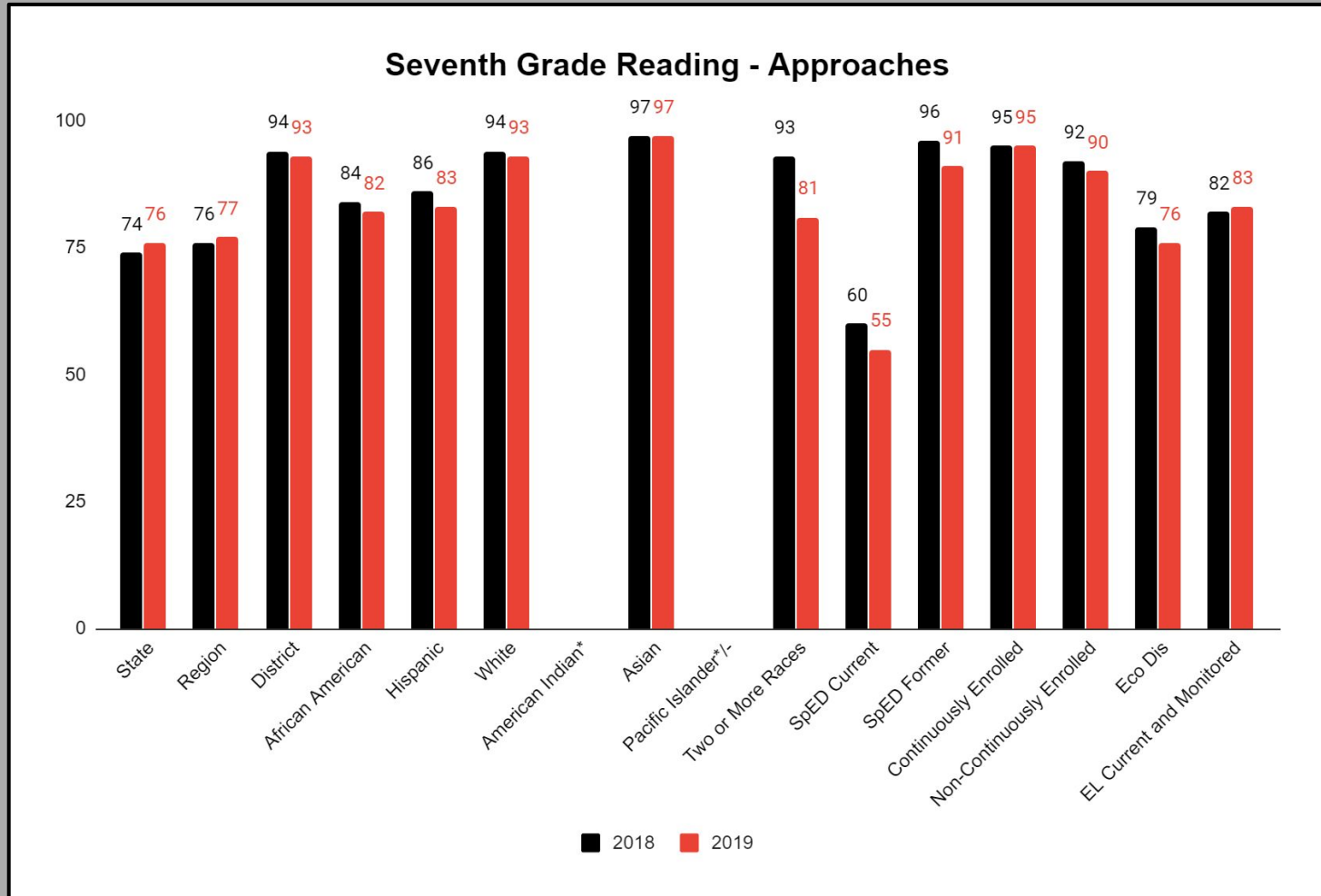
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Seventh Reading - Approaches



- Indicates there are no students in the group.

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

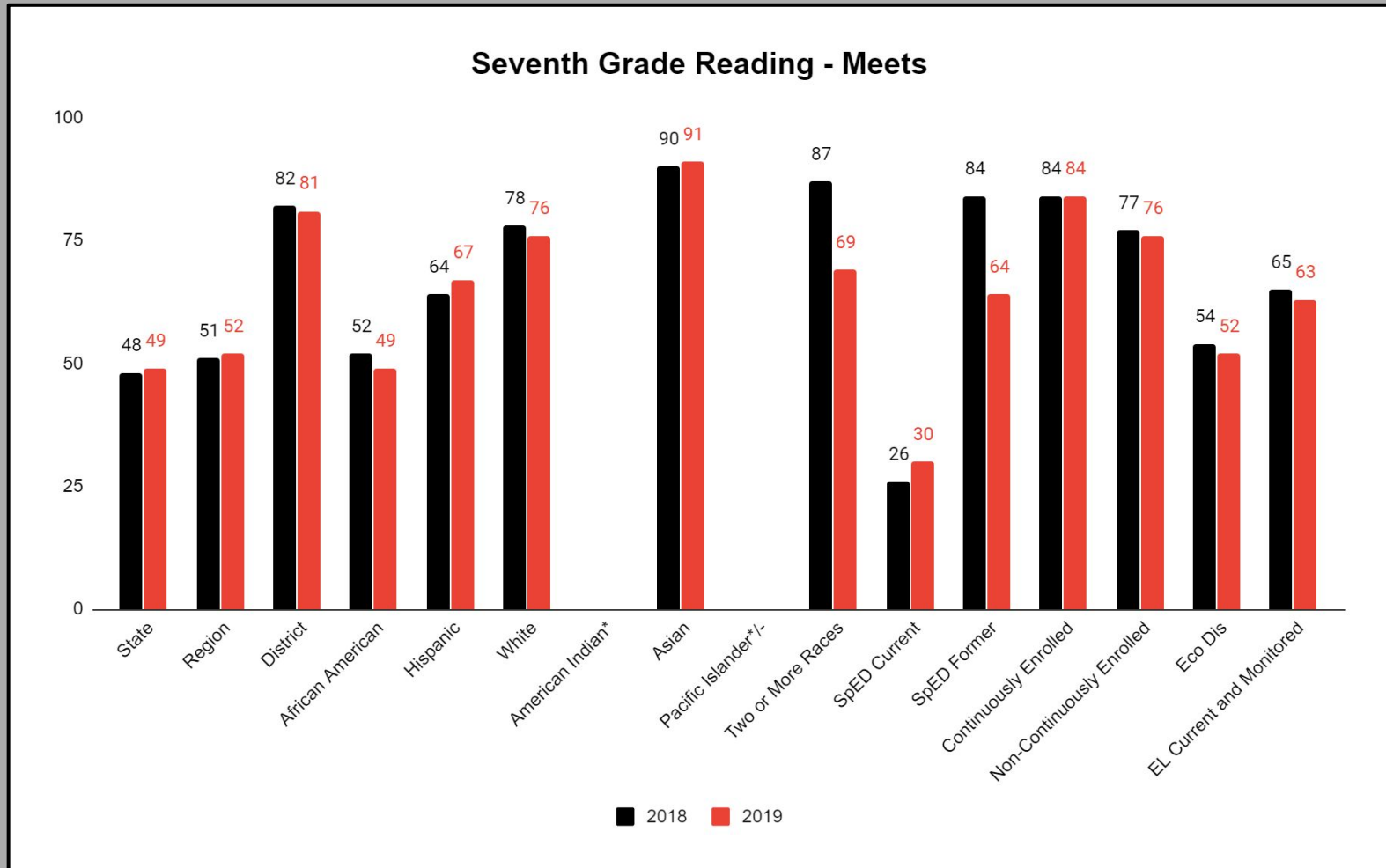
American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Reading - Meets



- Indicates there are no students in the group.

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

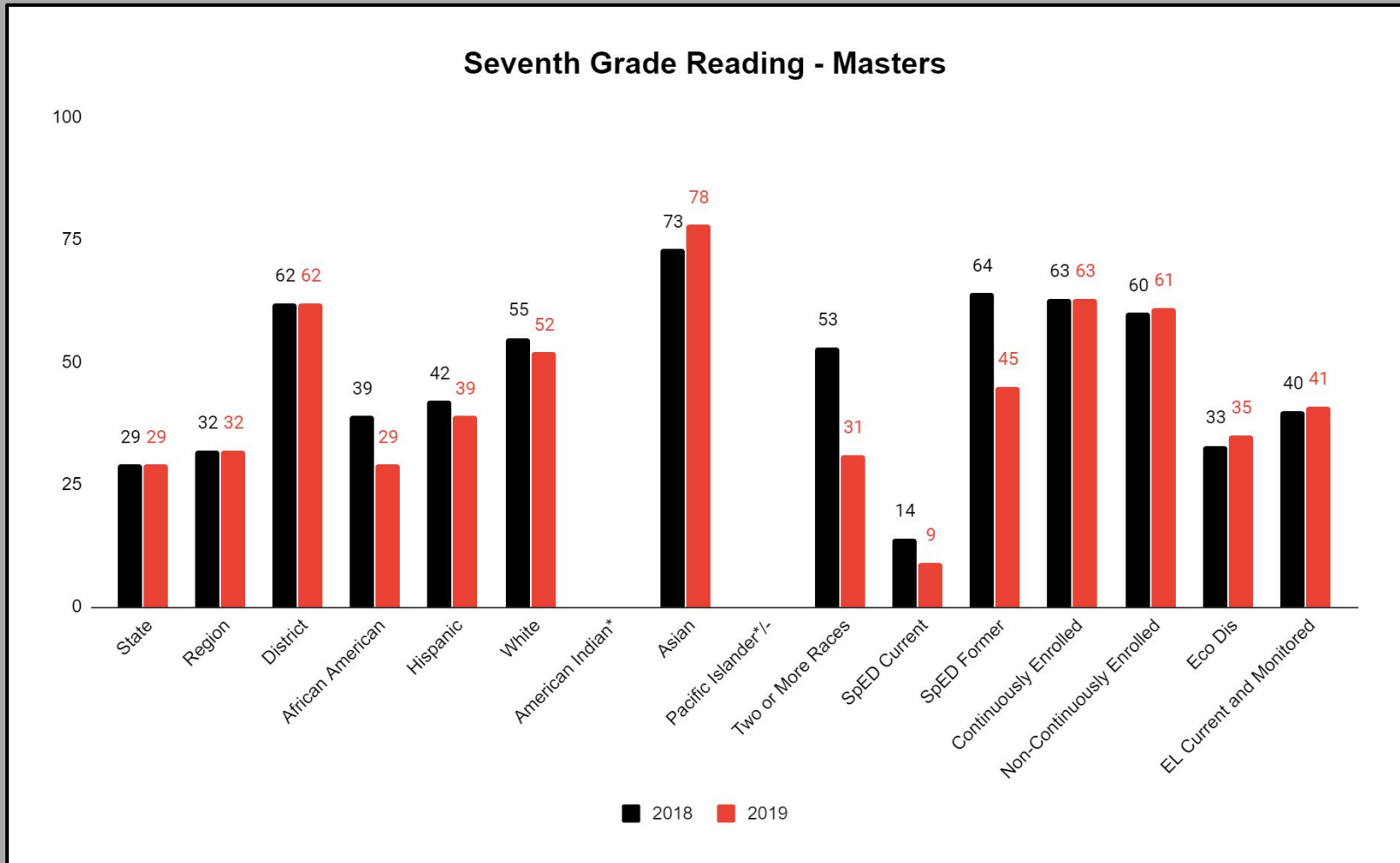
American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Reading - Masters



- Indicates there are no students in the group.

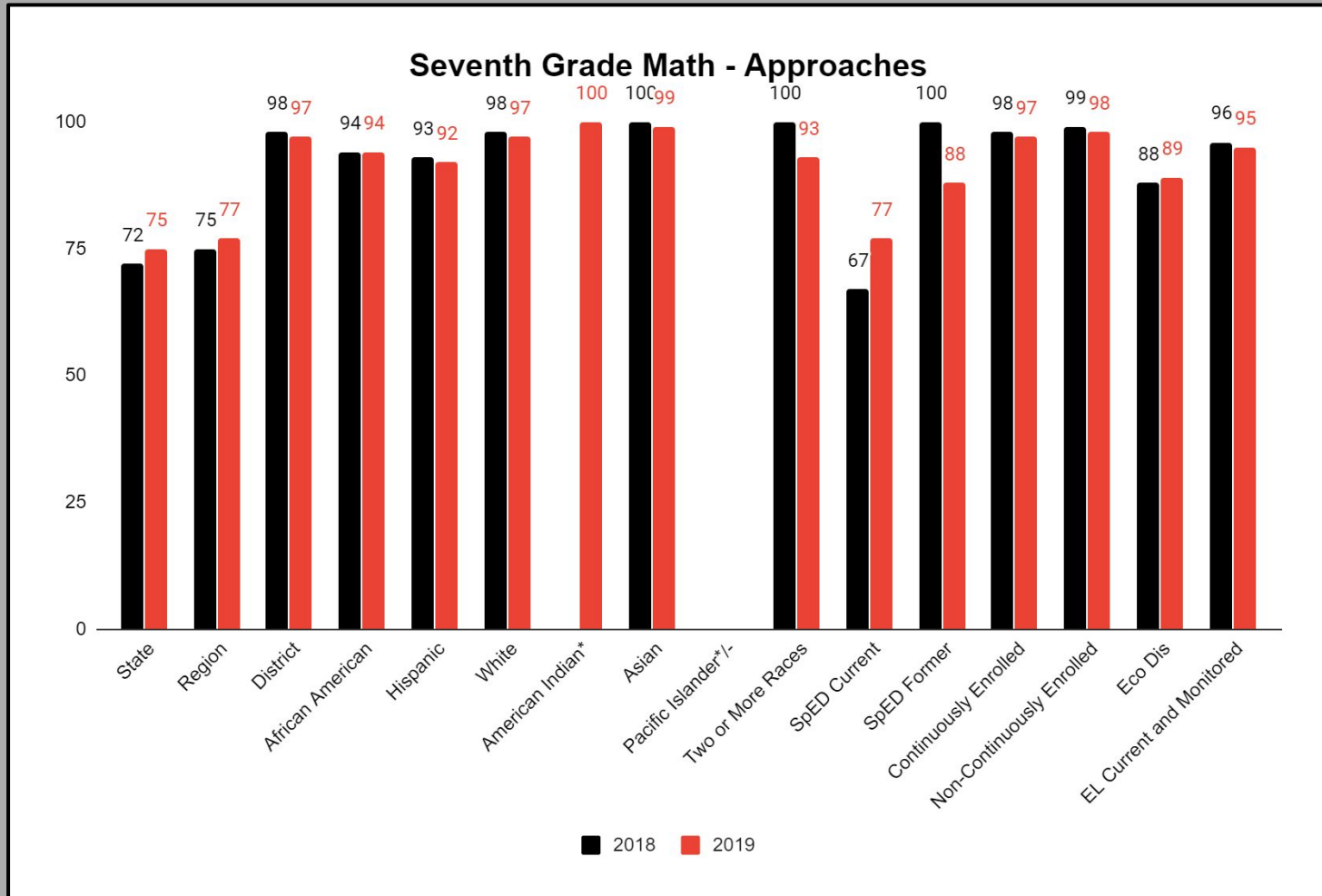
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Seventh Math - Approaches



- Indicates there are no students in the group.

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

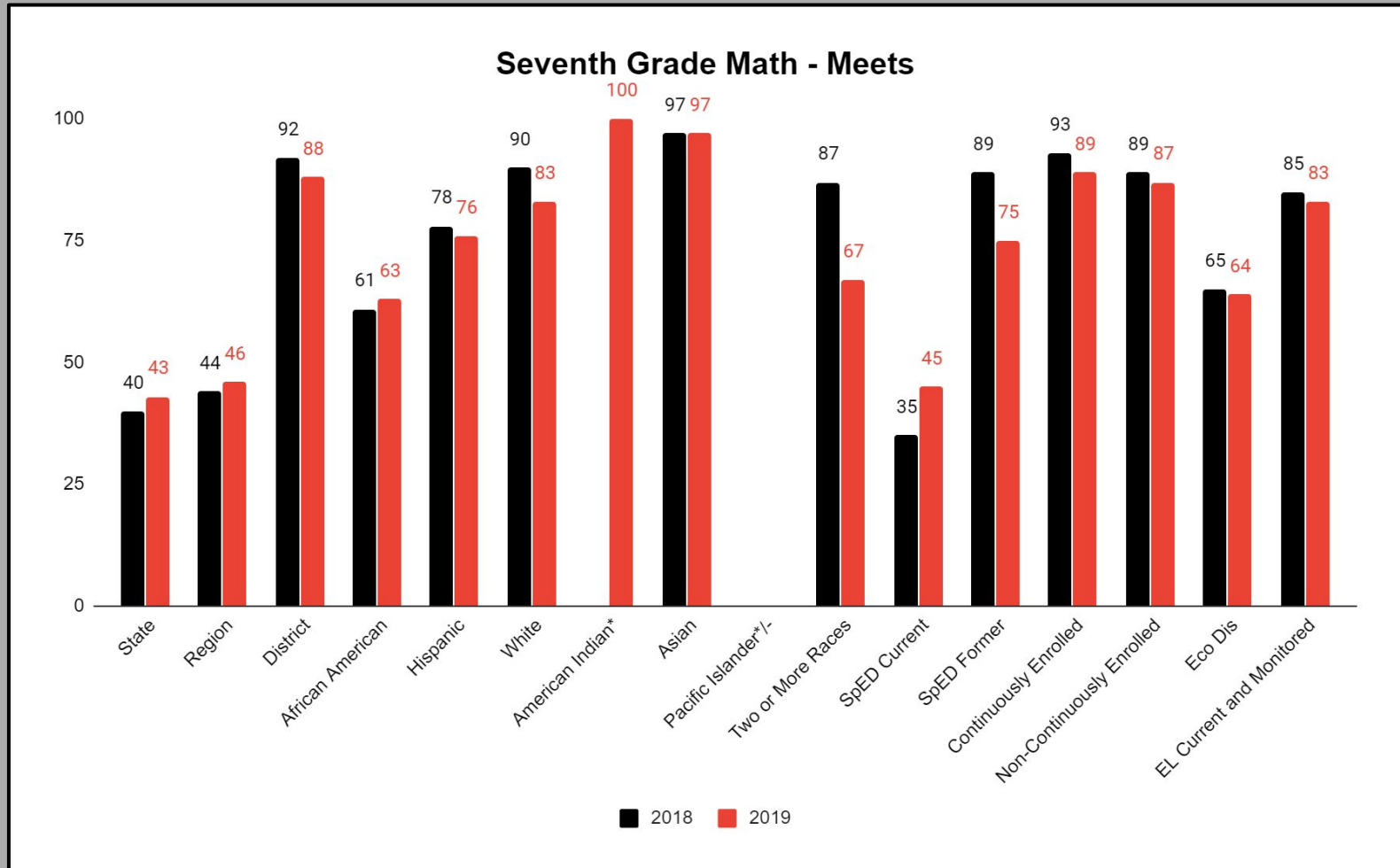
American Indian: 2018*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Math - Meets



- Indicates there are no students in the group.

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

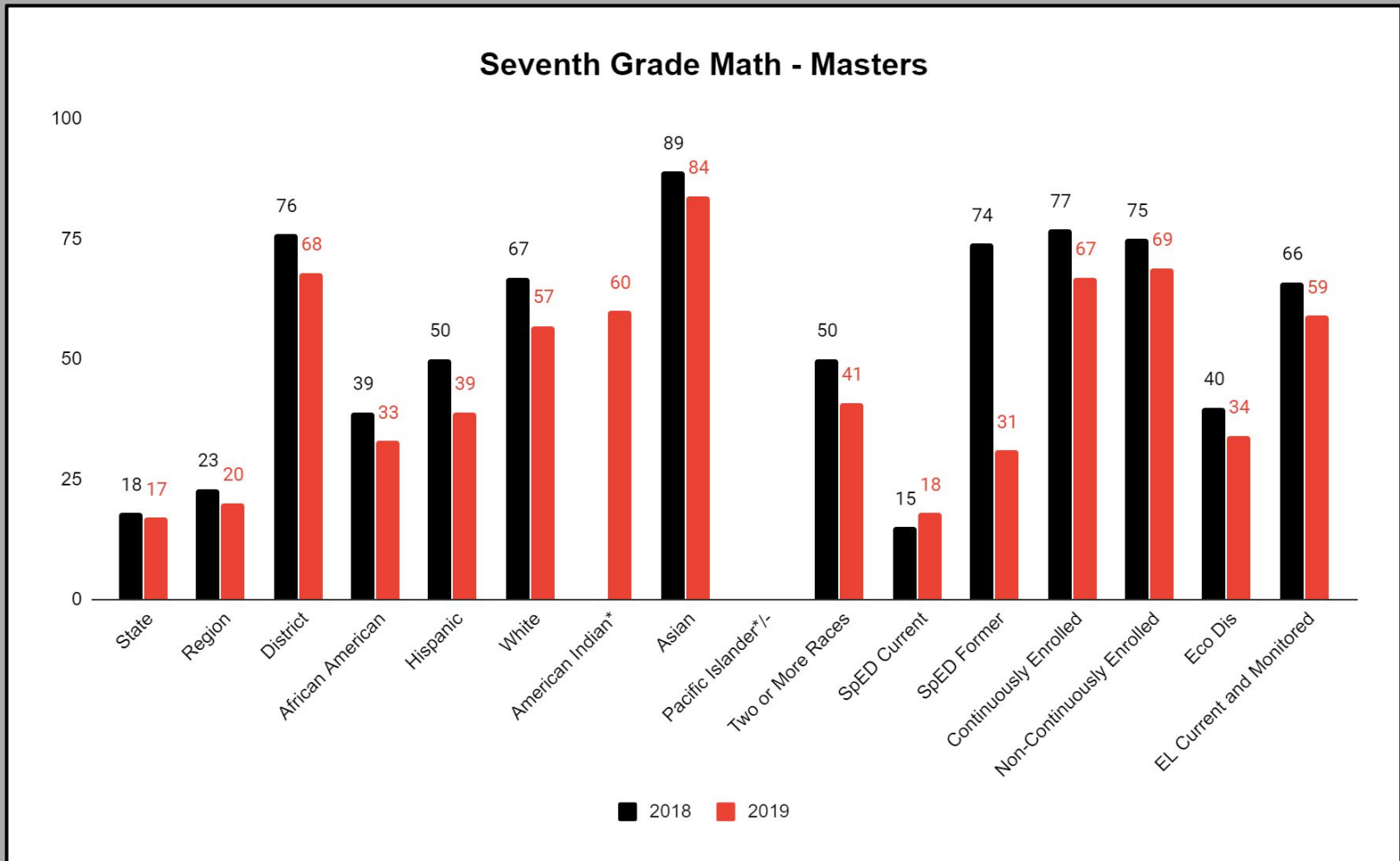
American Indian: 2018*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Math - Masters



- Indicates there are no students in the group.

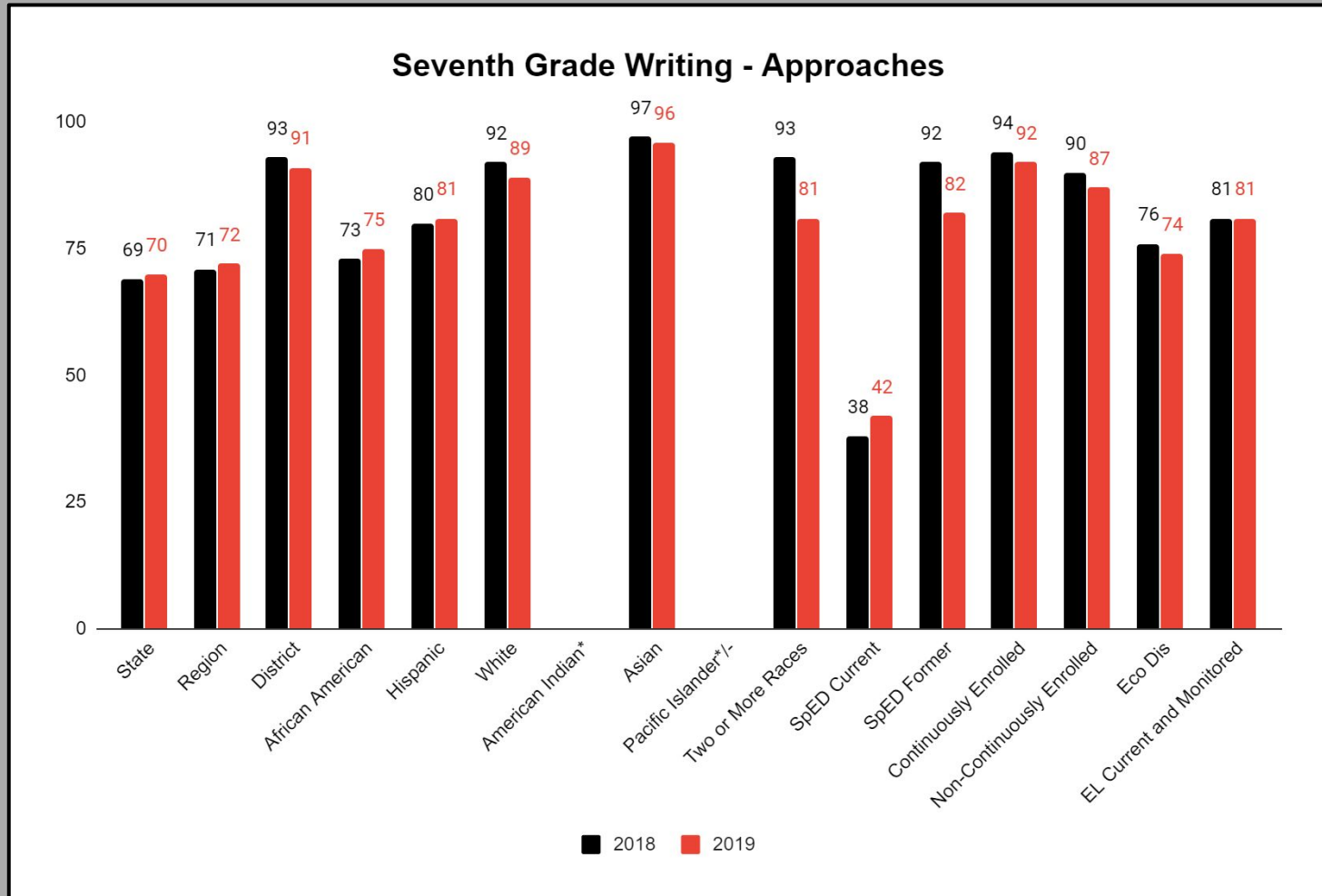
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Seventh Writing - Approaches



- Indicates there are no students in the group.

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

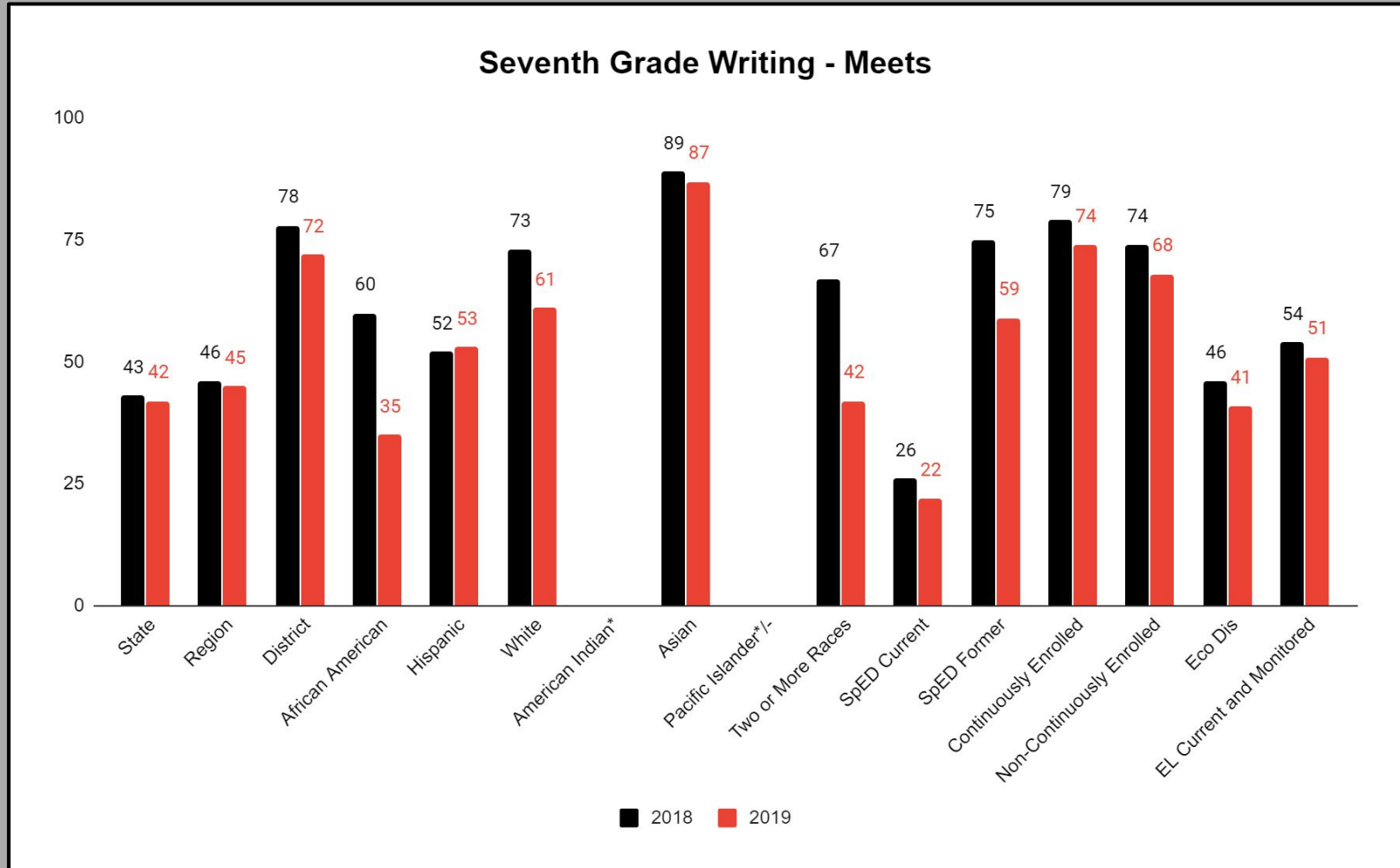
American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Writing - Meets



- Indicates there are no students in the group.

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

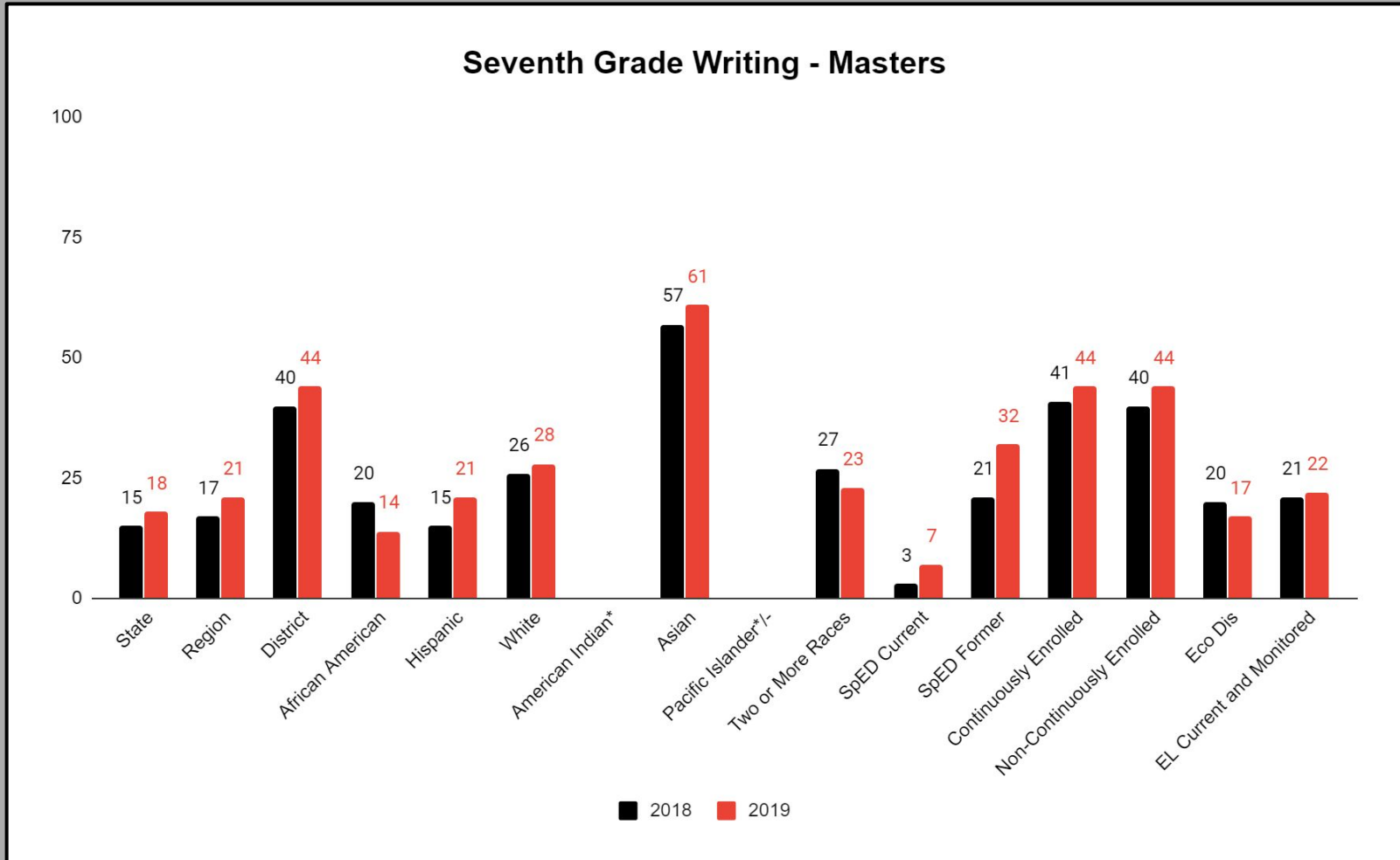
American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

Seventh Writing - Masters



- Indicates there are no students in the group.

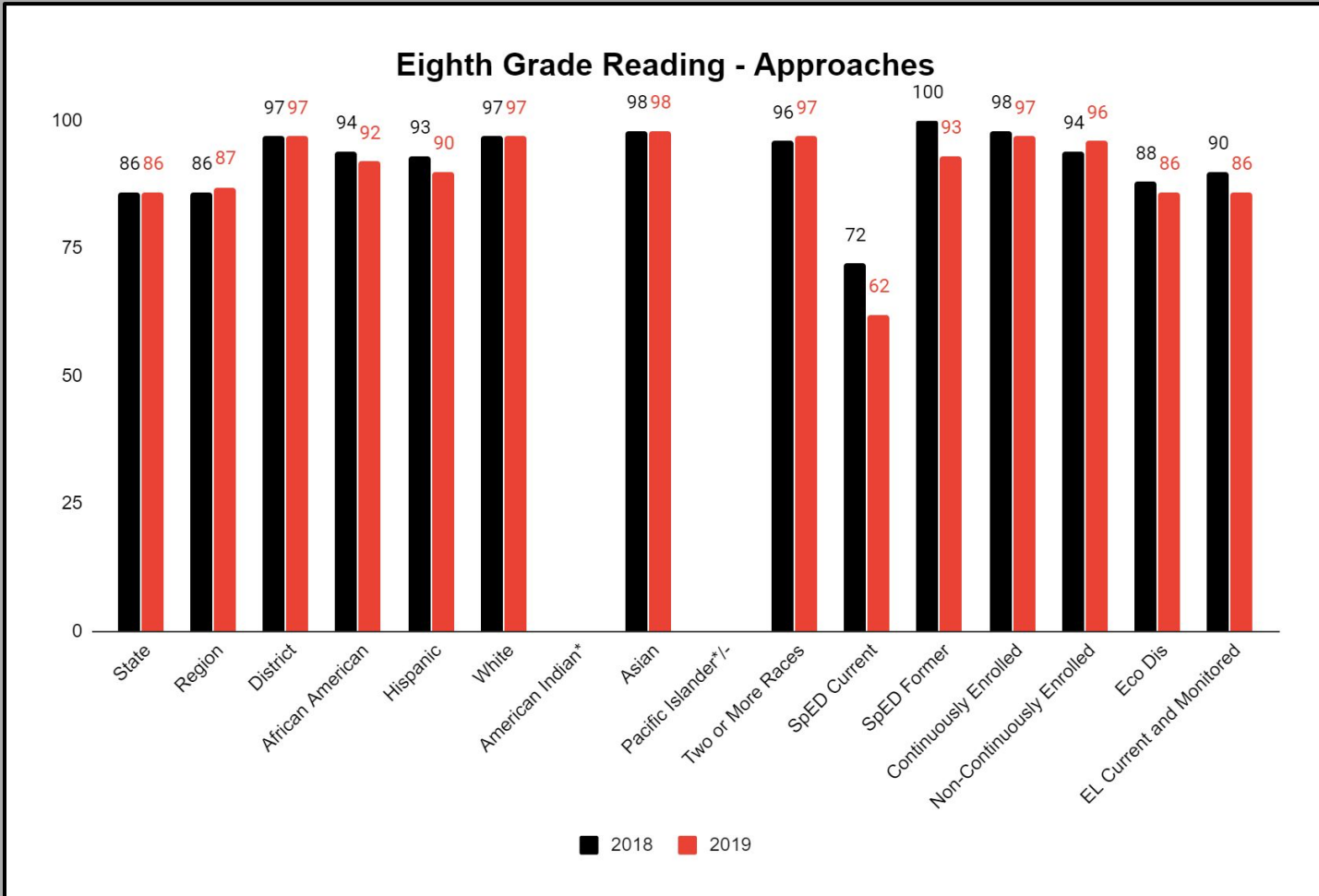
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018*/2019-

Part 1: TAPR - STAAR Performance

Eighth Reading - Approaches



- Indicates there are no students in the group.

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

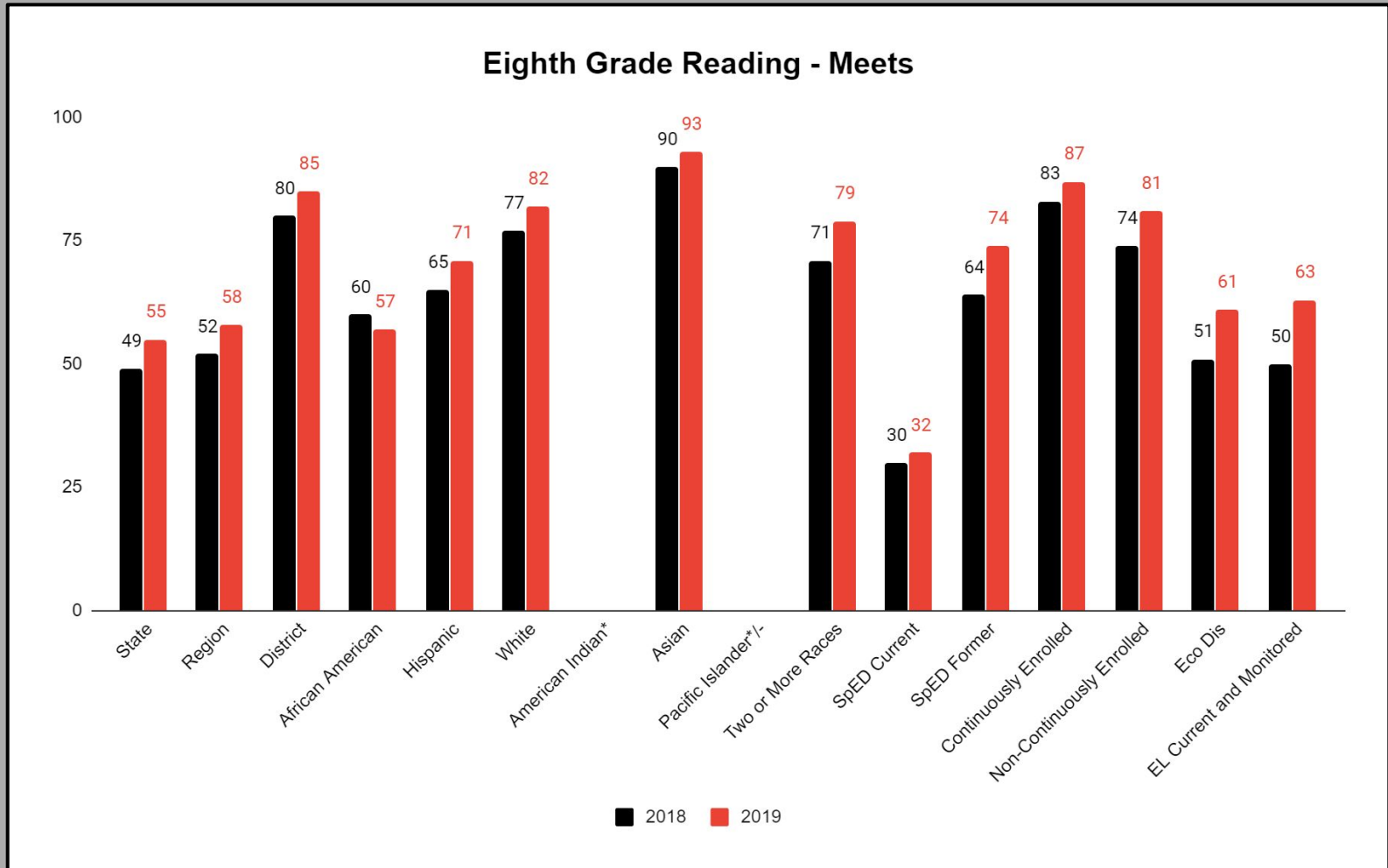
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Reading - Meets



- Indicates there are no students in the group.

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

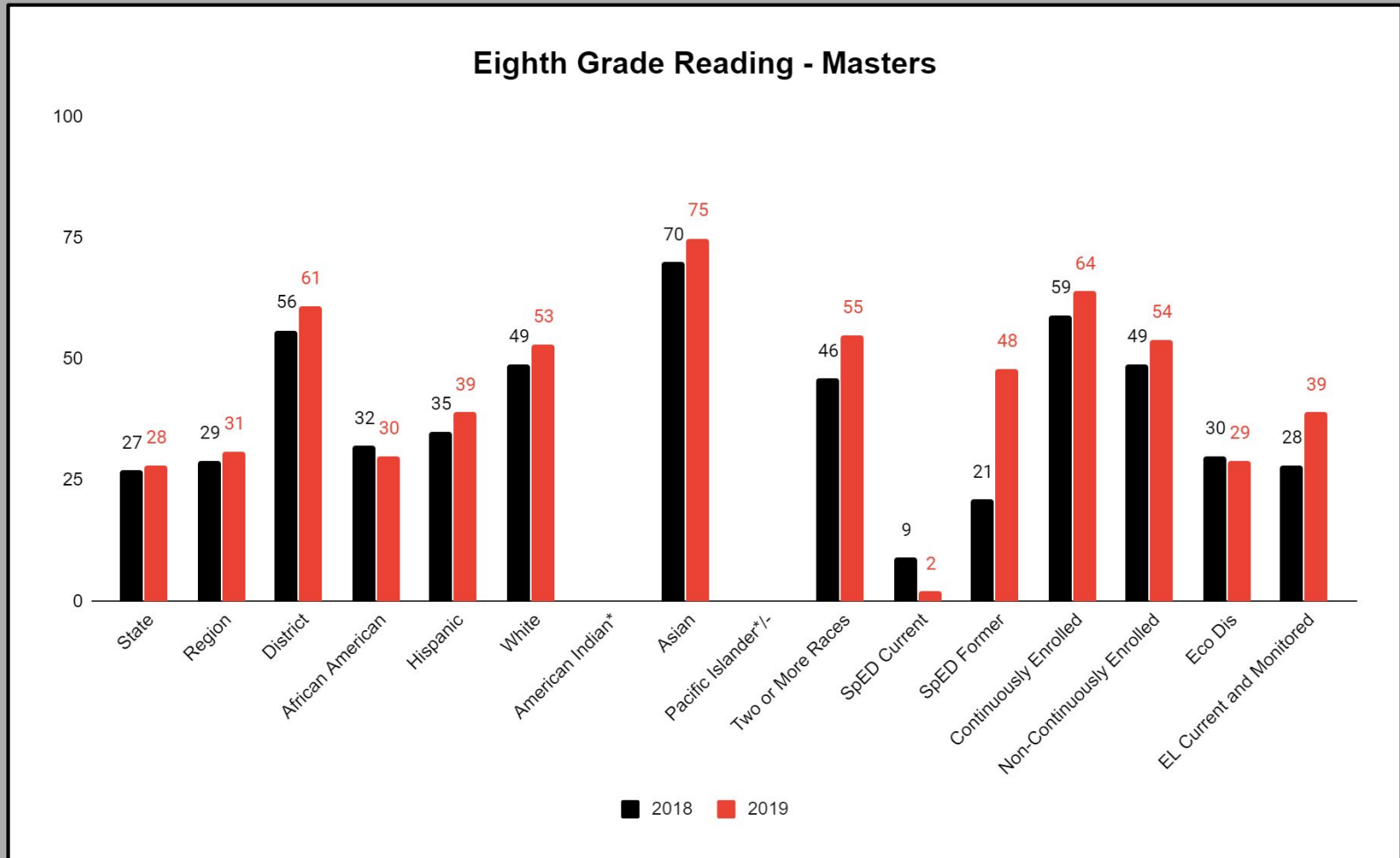
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Reading - Masters



- Indicates there are no students in the group.

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

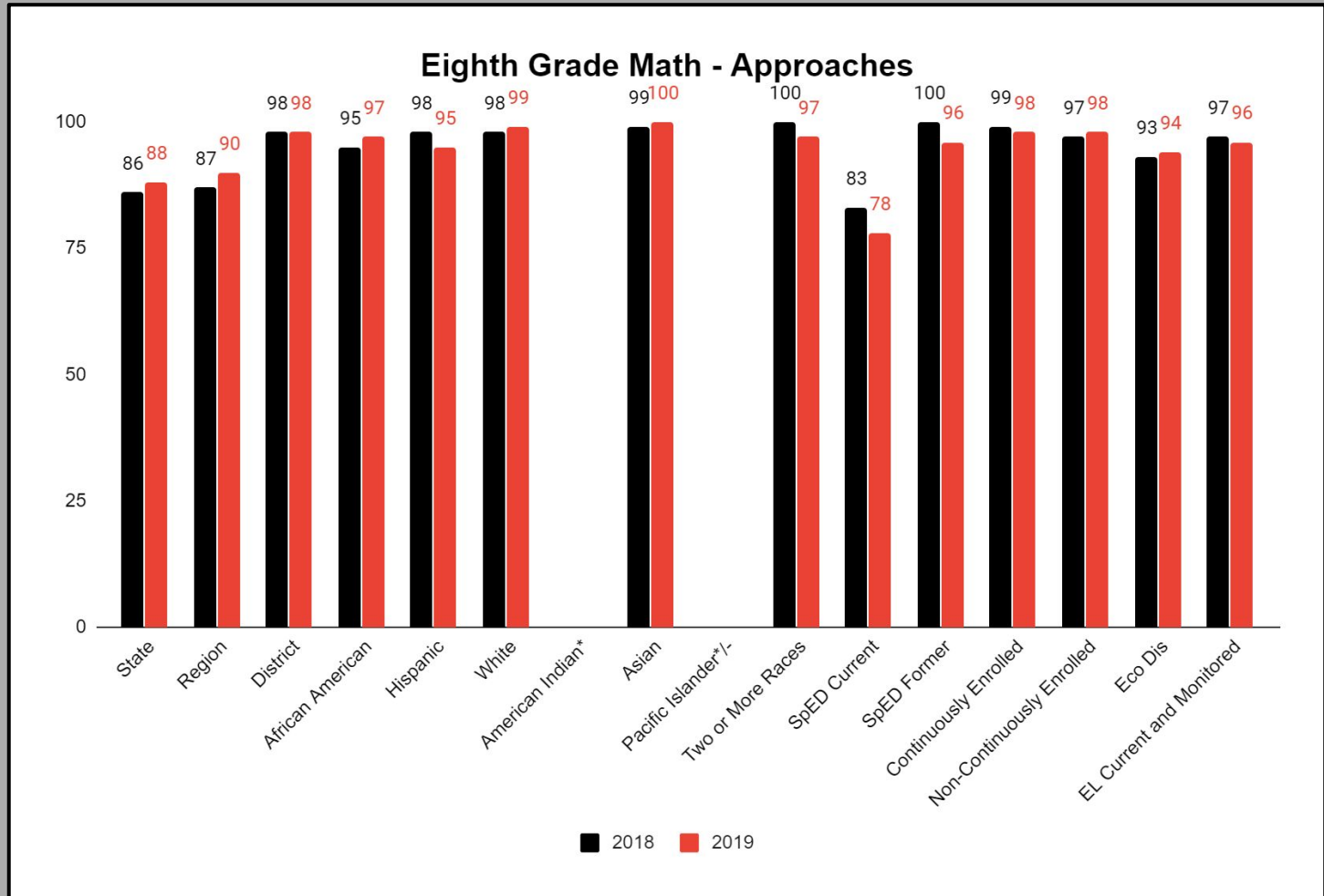
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Math - Approaches



- Indicates there are no students in the group.

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

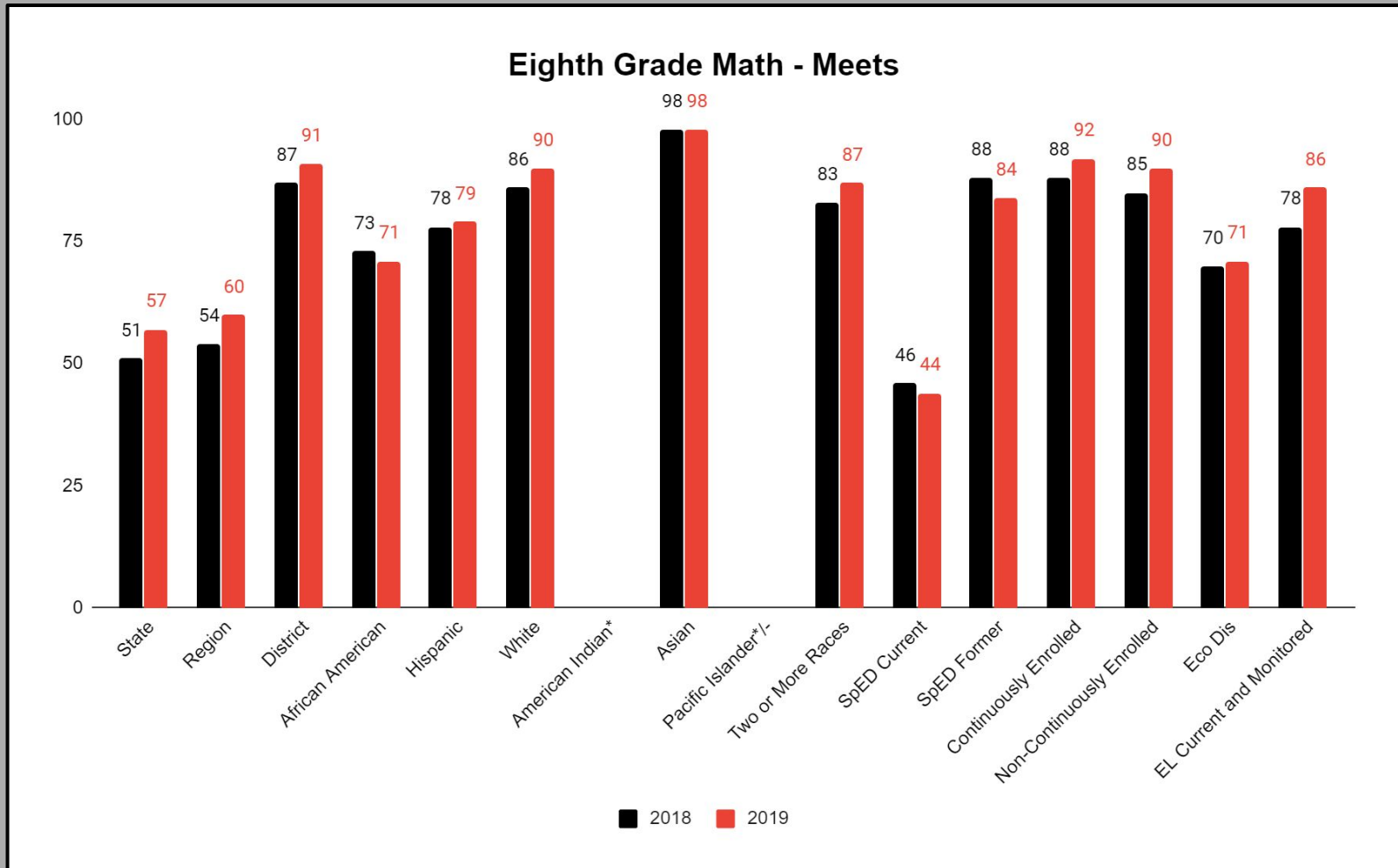
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Math - Meets



- Indicates there are no students in the group.

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

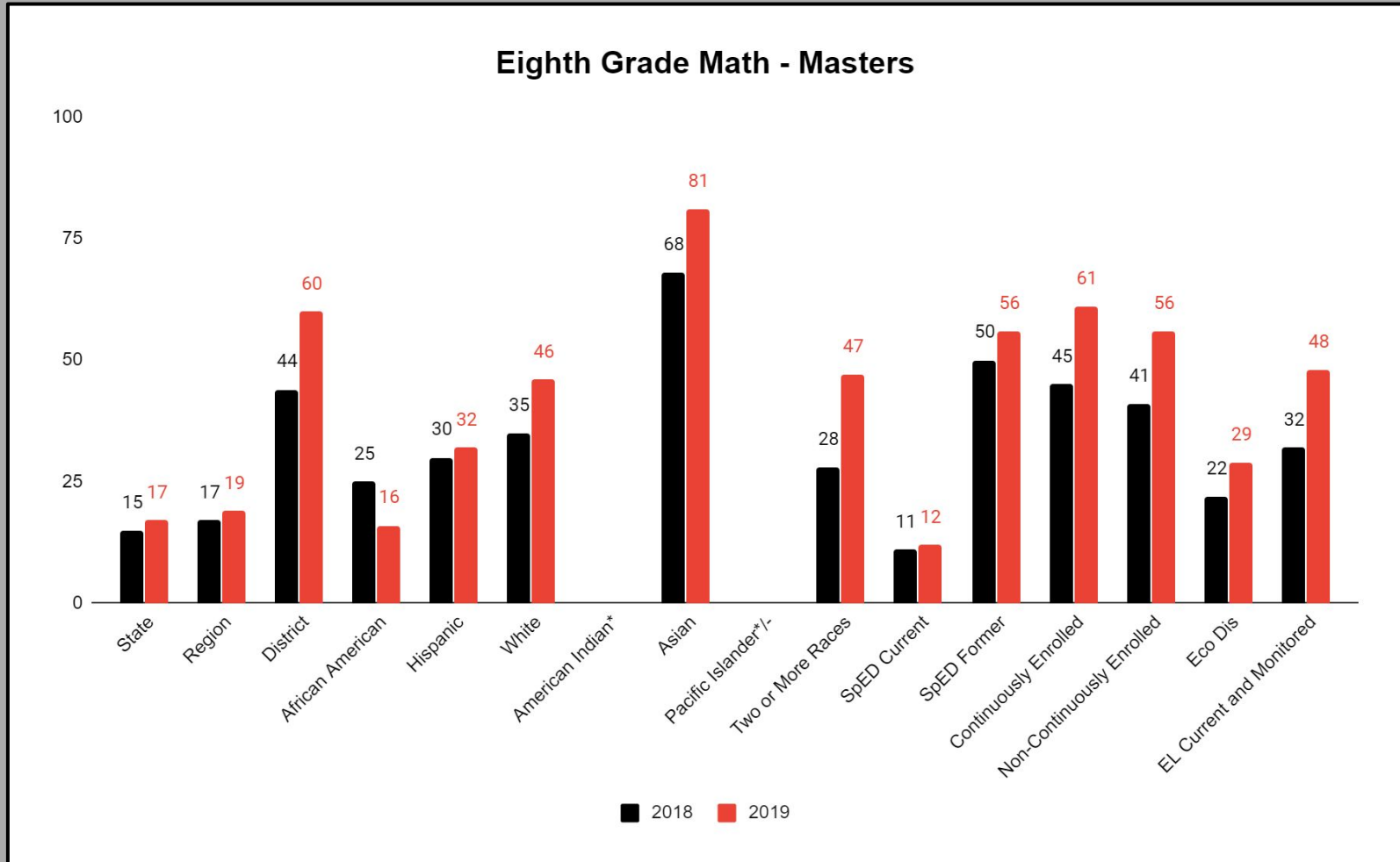
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Math - Masters



- Indicates there are no students in the group.

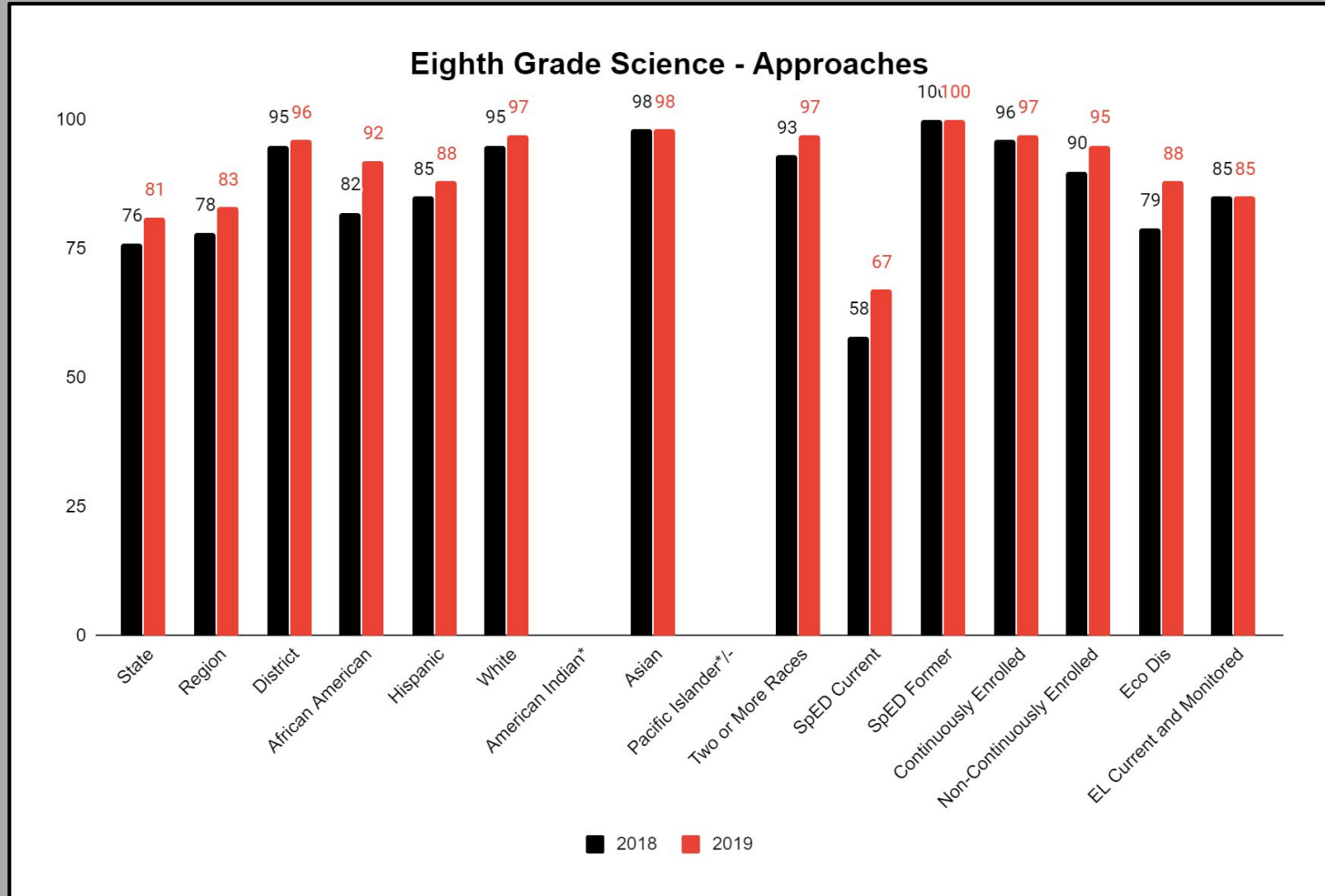
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Eighth Science - Approaches



- Indicates there are no students in the group.

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

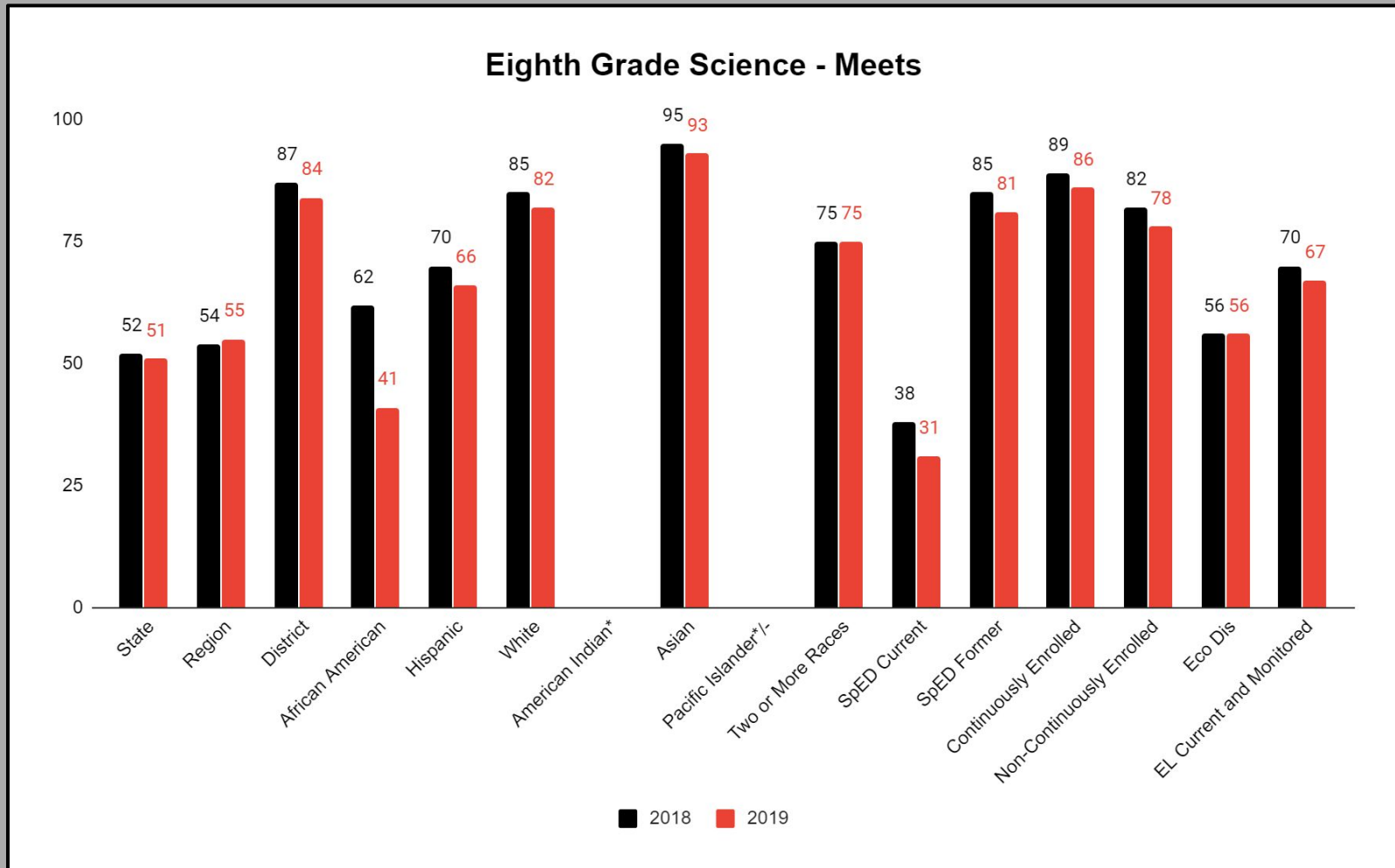
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Science - Meets



- Indicates there are no students in the group.

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

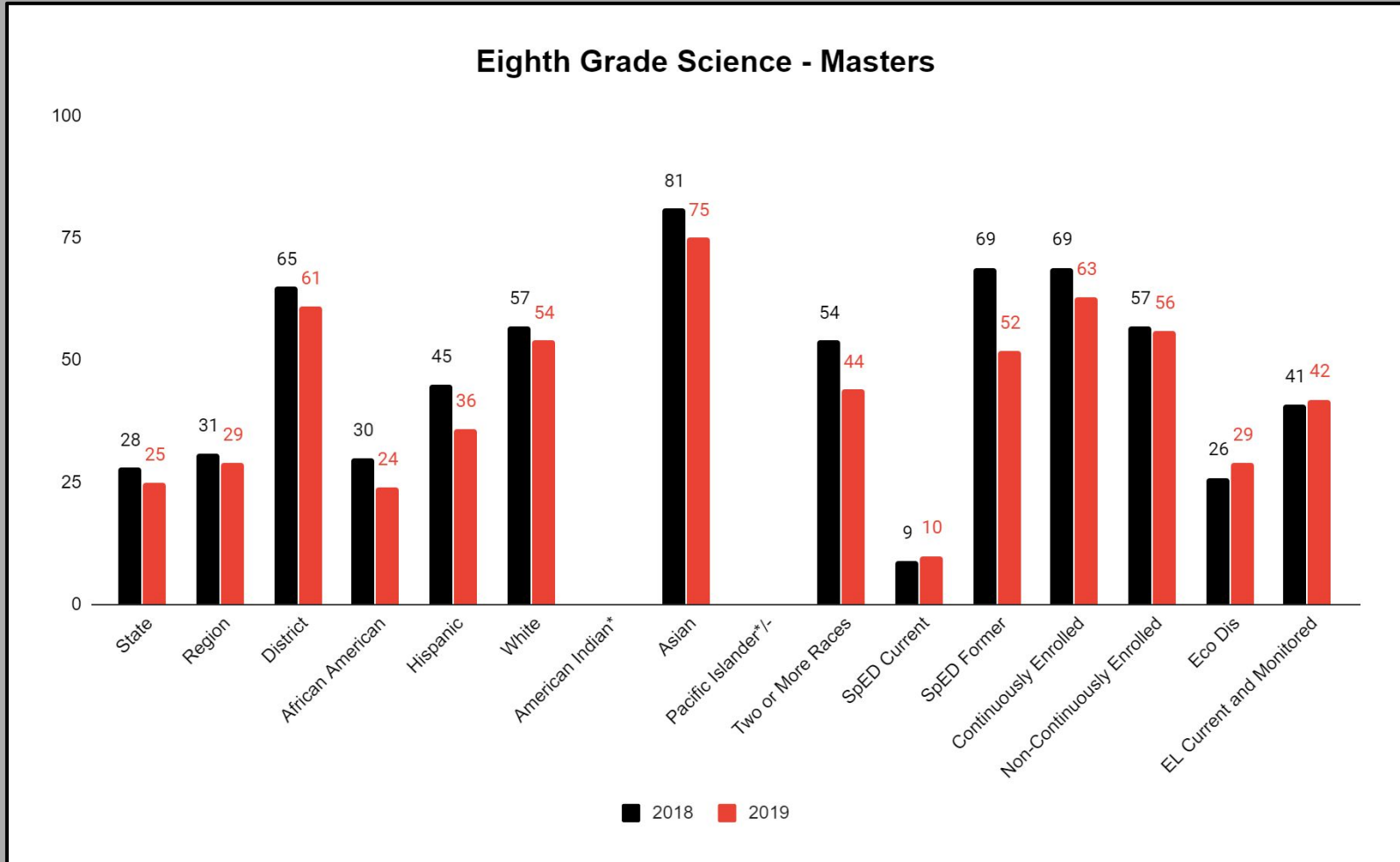
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Science - Masters



- Indicates there are no students in the group.

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

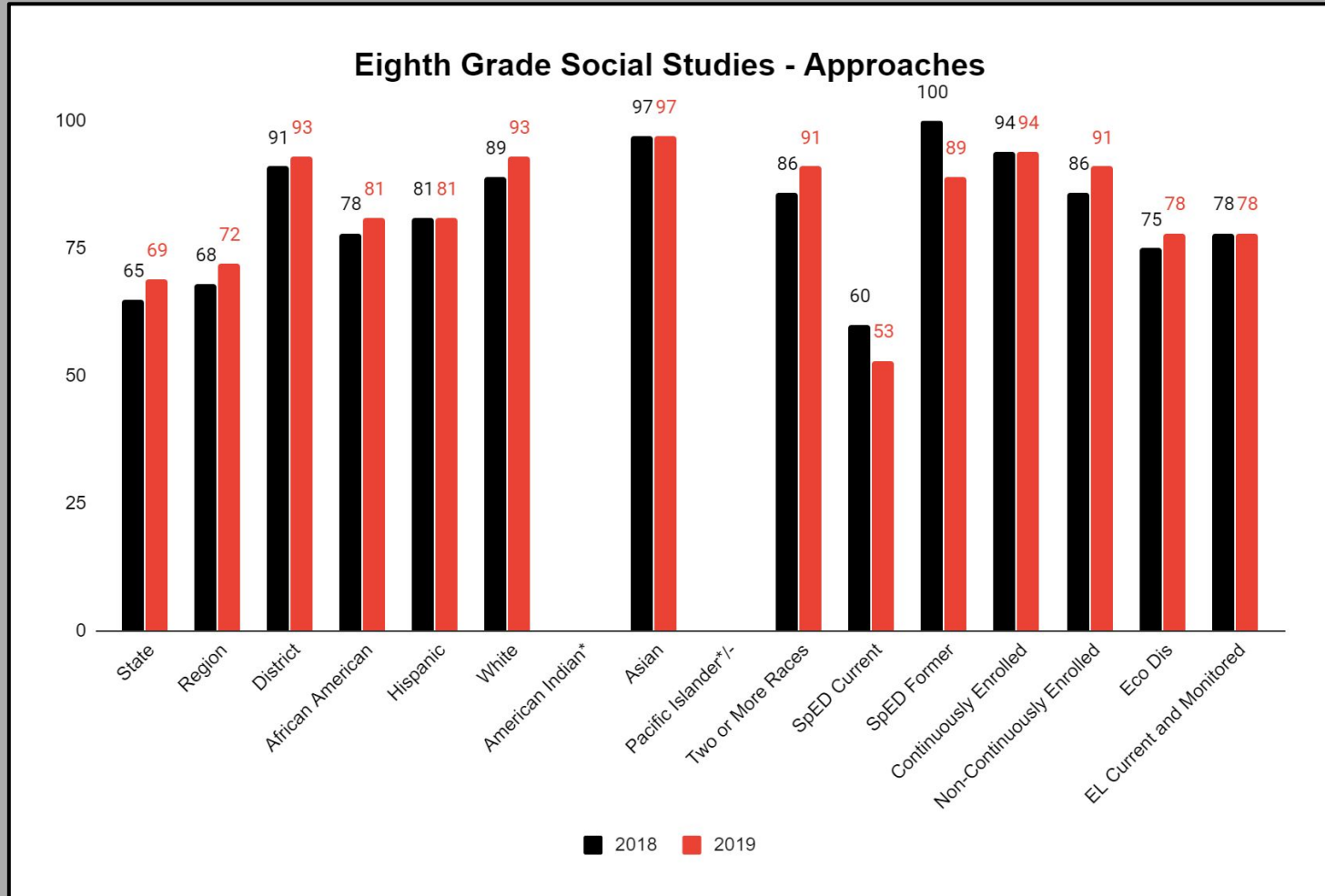
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Social Studies - Approaches



- Indicates there are no students in the group.

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

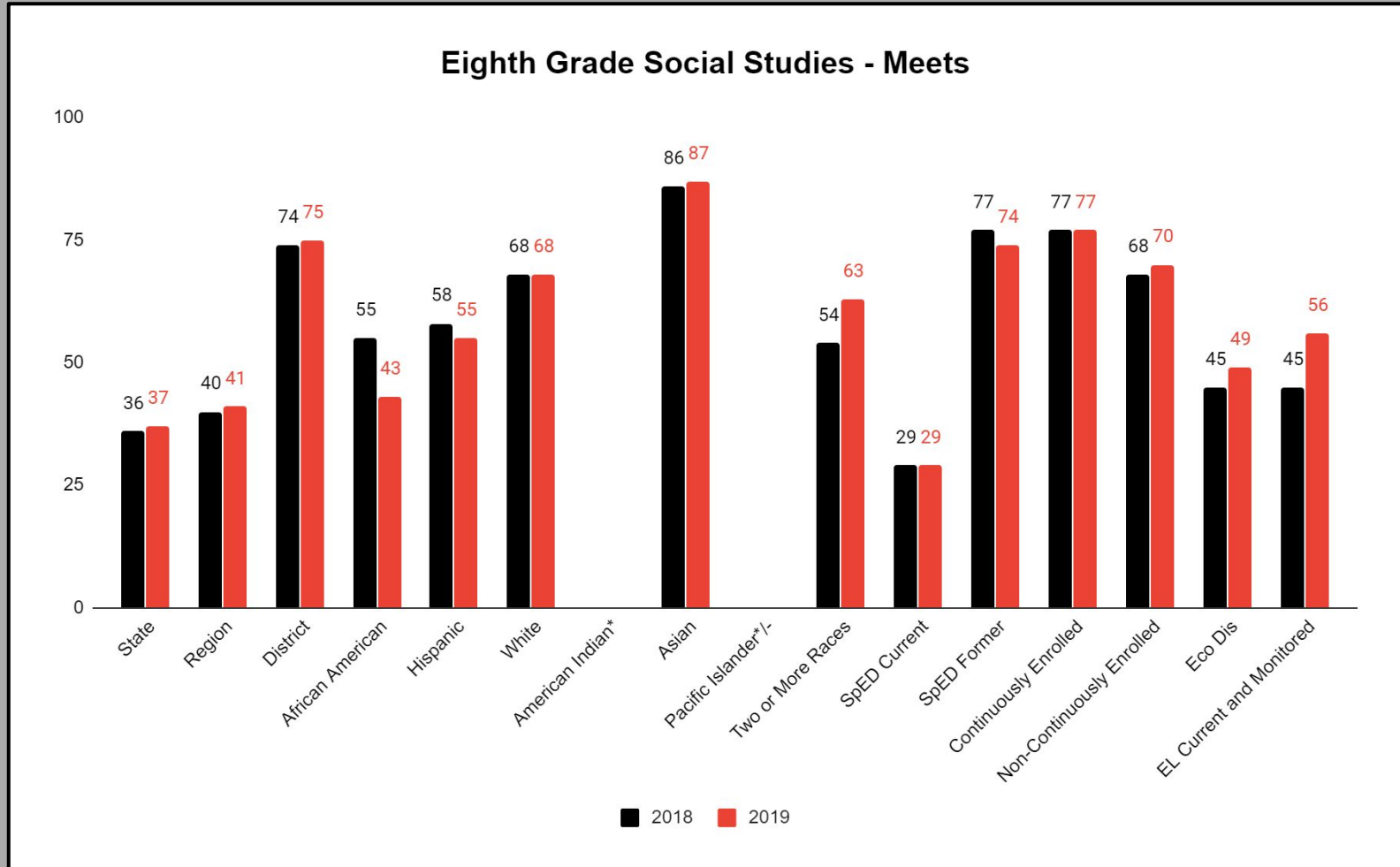
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Eighth Social Studies - Meets



- Indicates there are no students in the group.

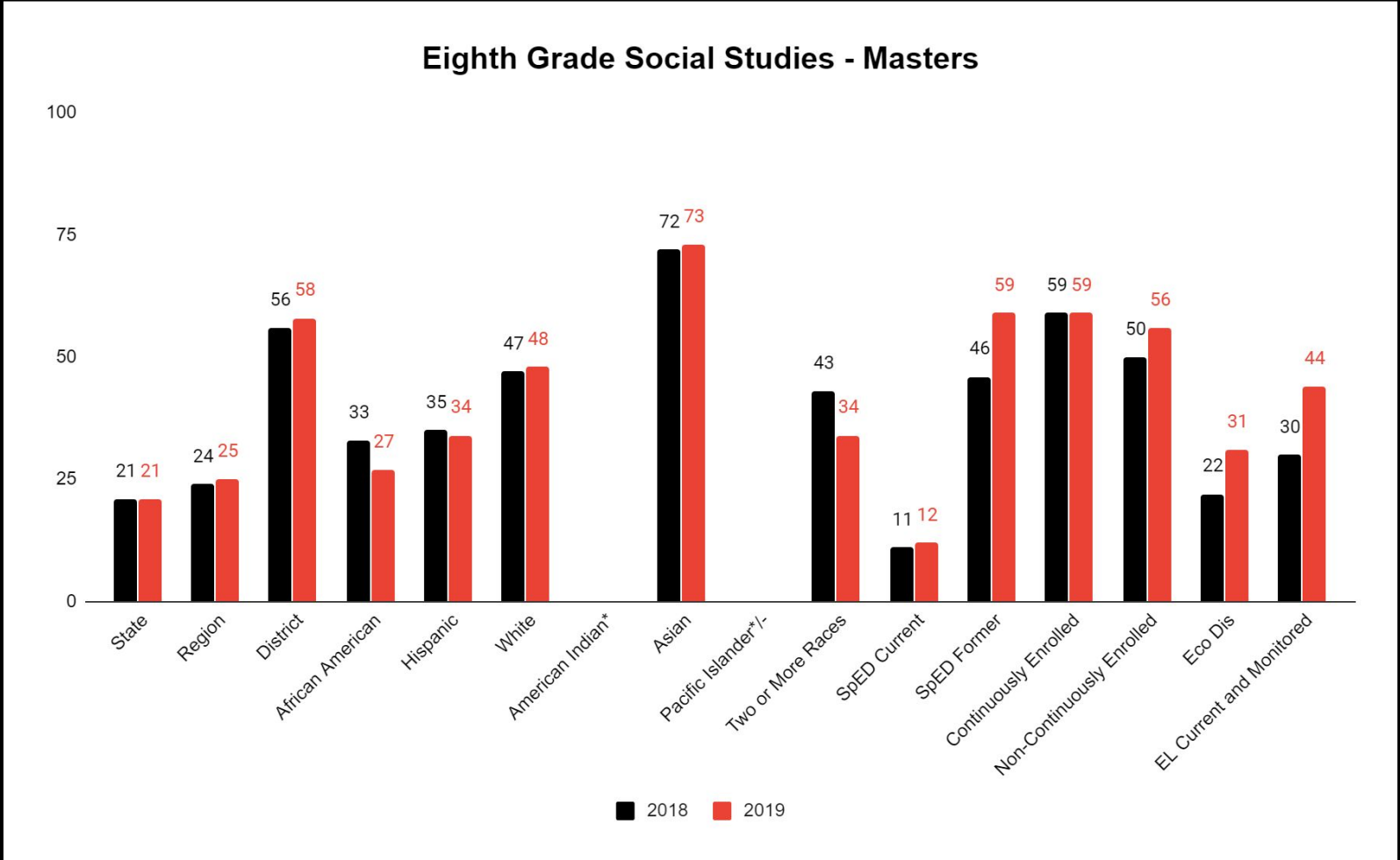
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Eighth Social Studies - Masters



- Indicates there are no students in the group.

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

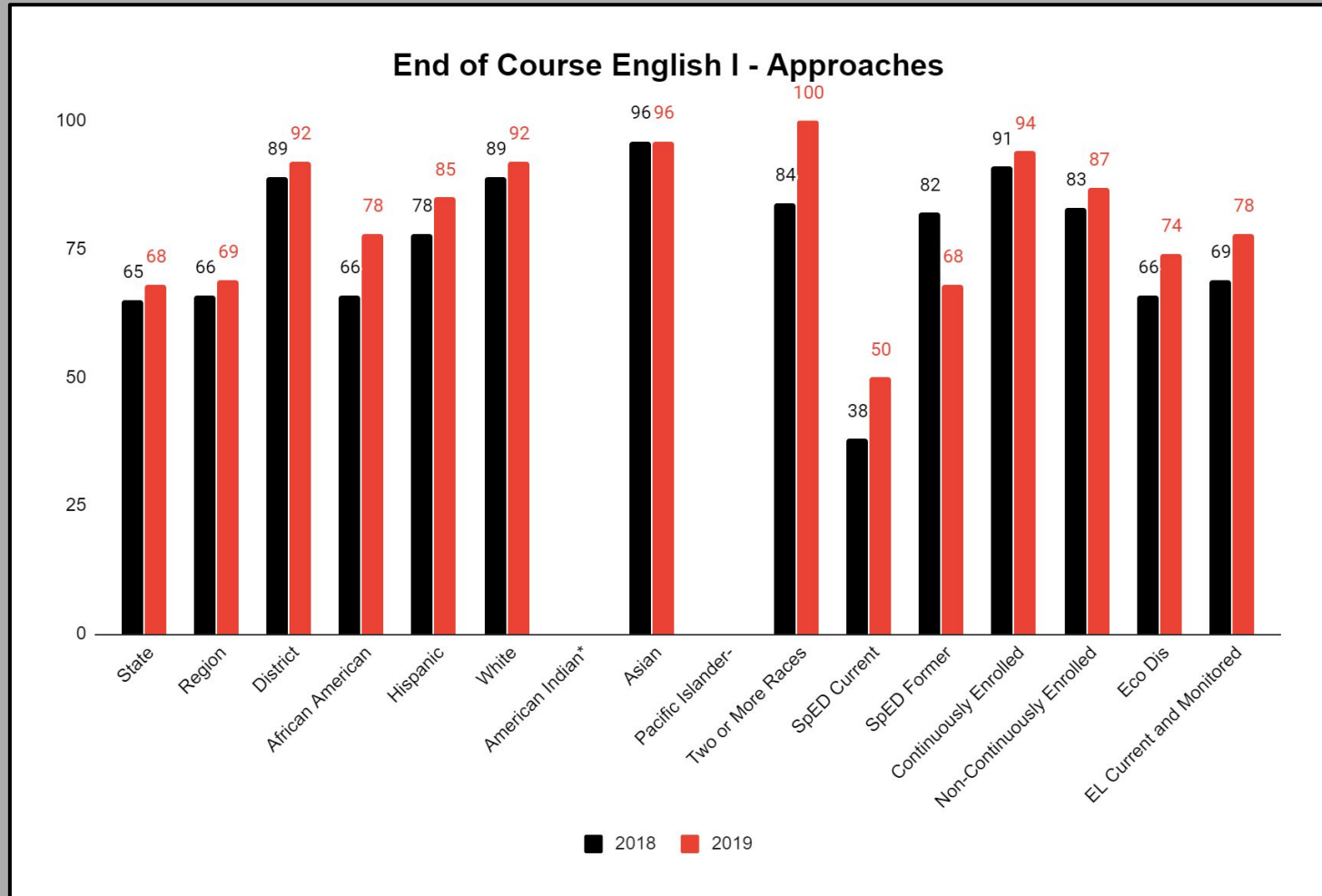
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

English I - Approaches



- Indicates there are no students in the group.

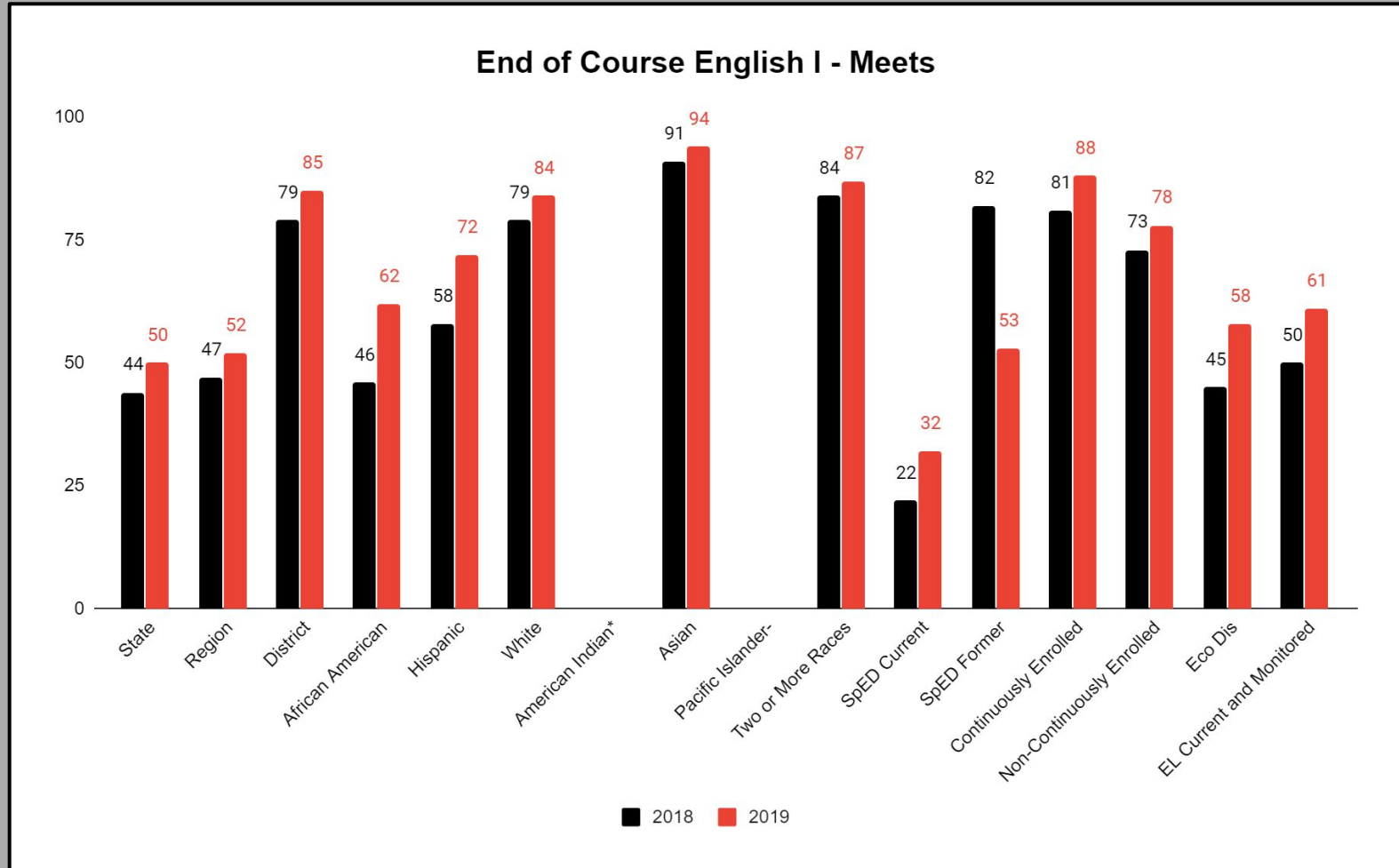
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

English I - Meets



- Indicates there are no students in the group.

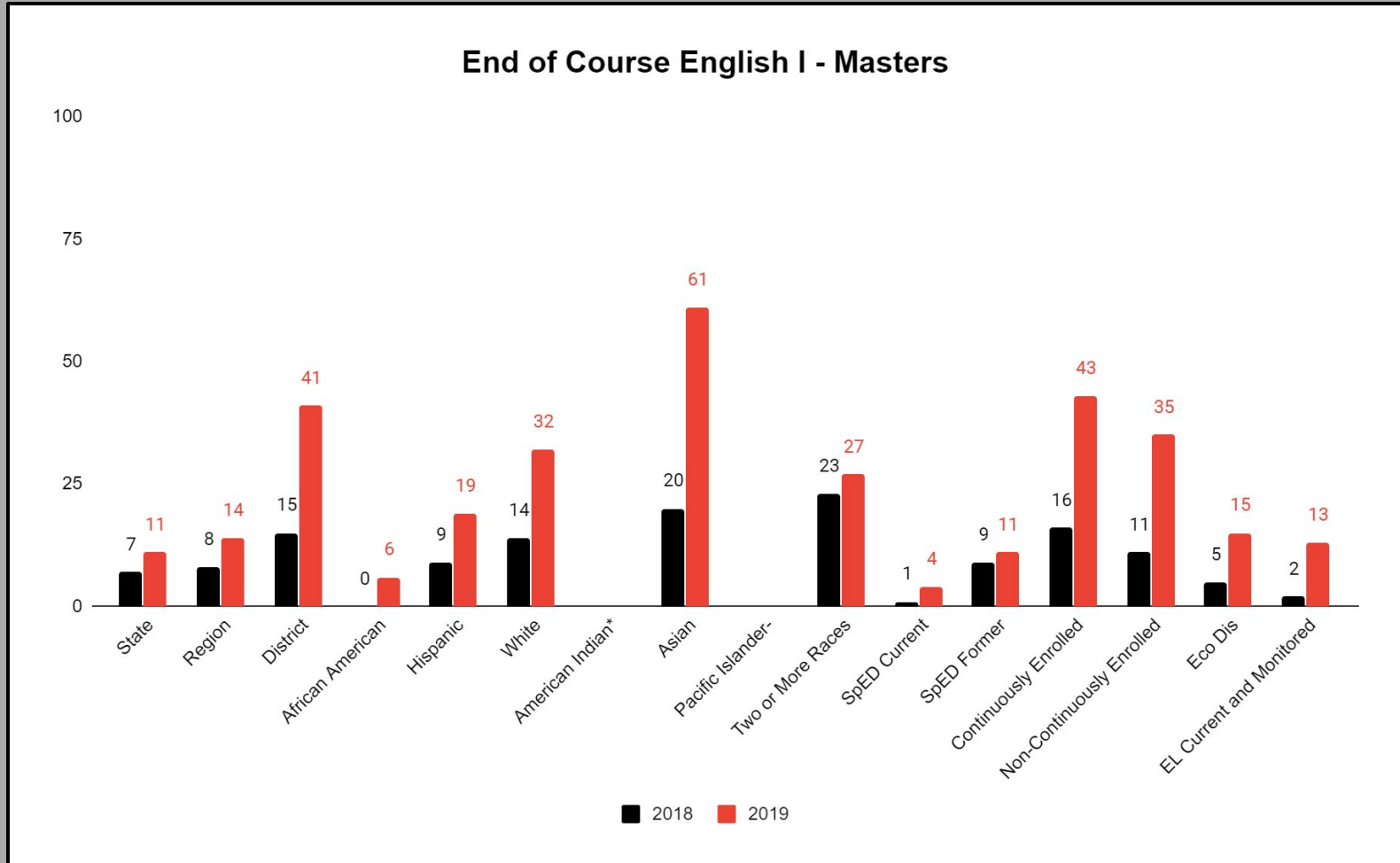
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

English I - Masters



- Indicates there are no students in the group.

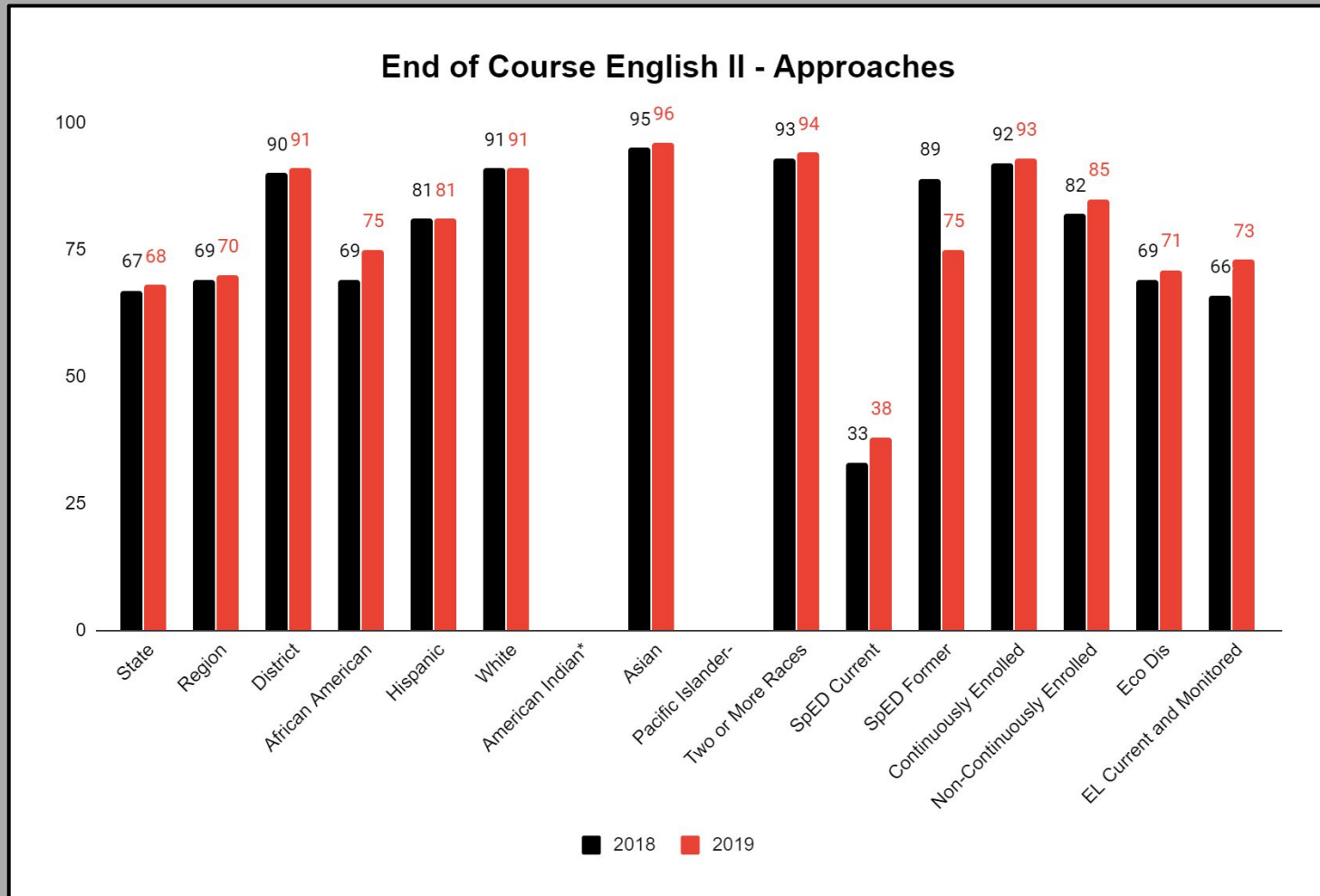
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

English II - Approaches



- Indicates there are no students in the group.

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

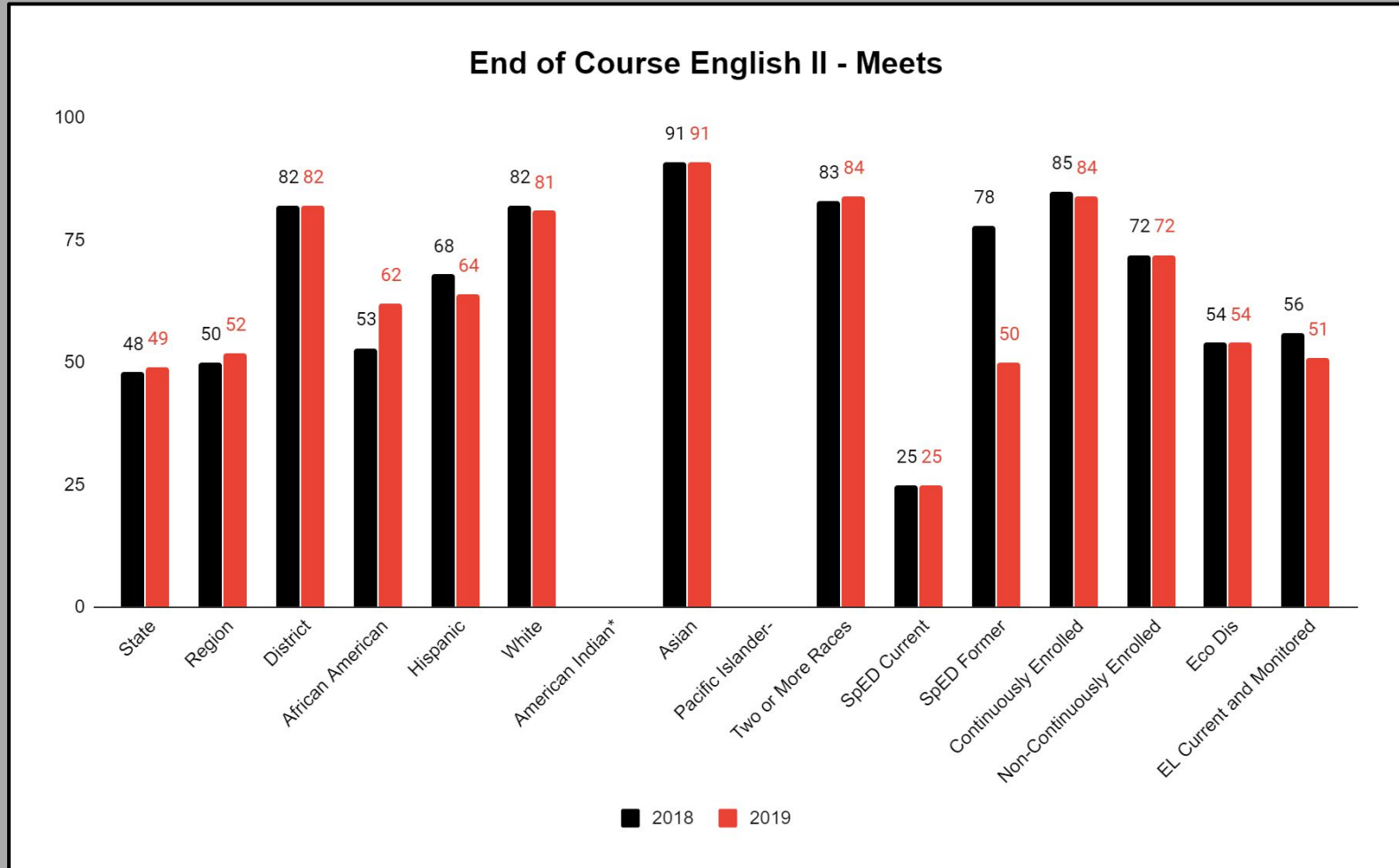
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-



Part 1: TAPR - STAAR Performance

English II - Meets



- Indicates there are no students in the group.

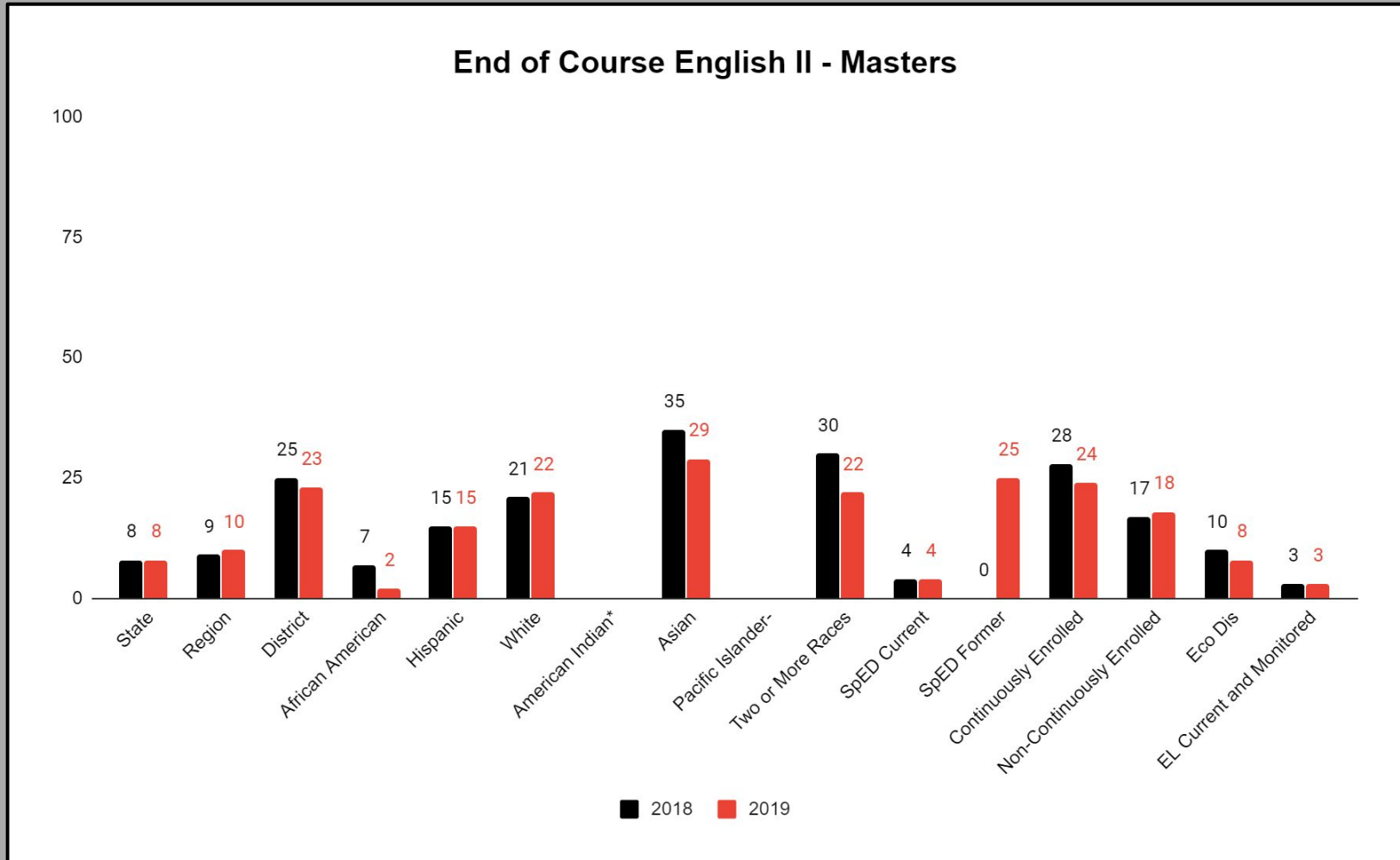
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

English II - Masters



- Indicates there are no students in the group.

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

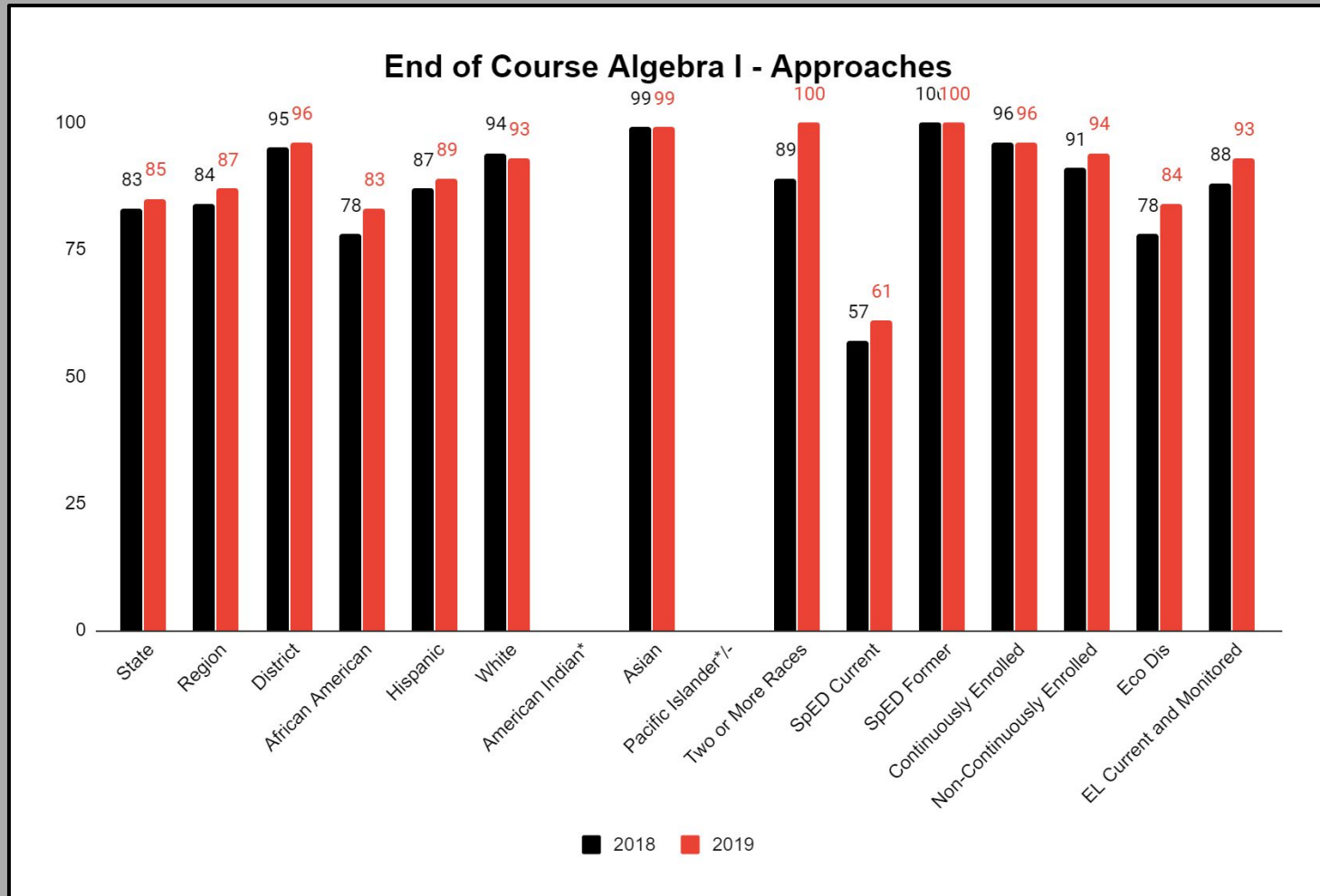
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-



Part 1: TAPR - STAAR Performance

Algebra I - Approaches



- Indicates there are no students in the group.

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

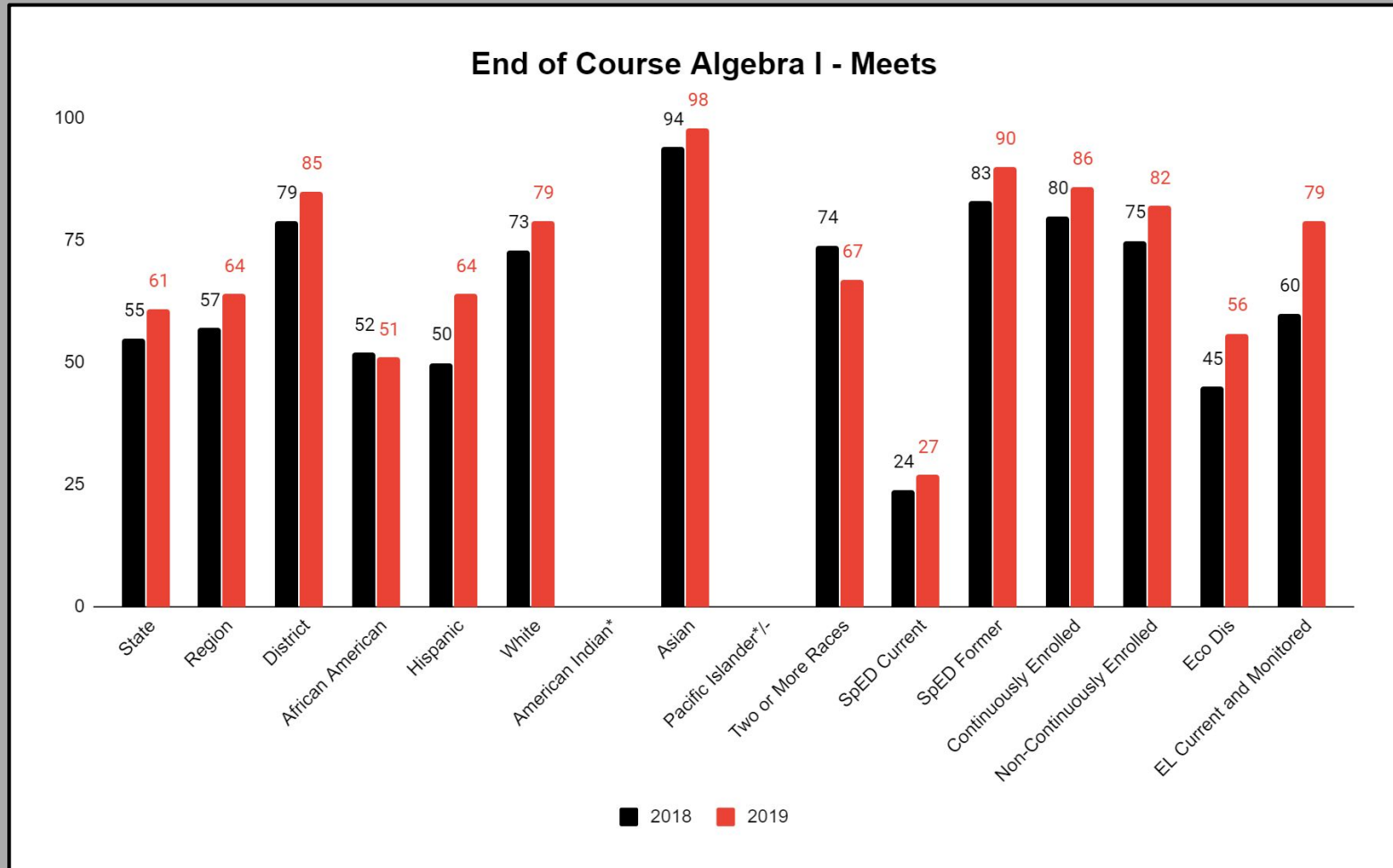
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

Algebra I - Meets



- Indicates there are no students in the group.

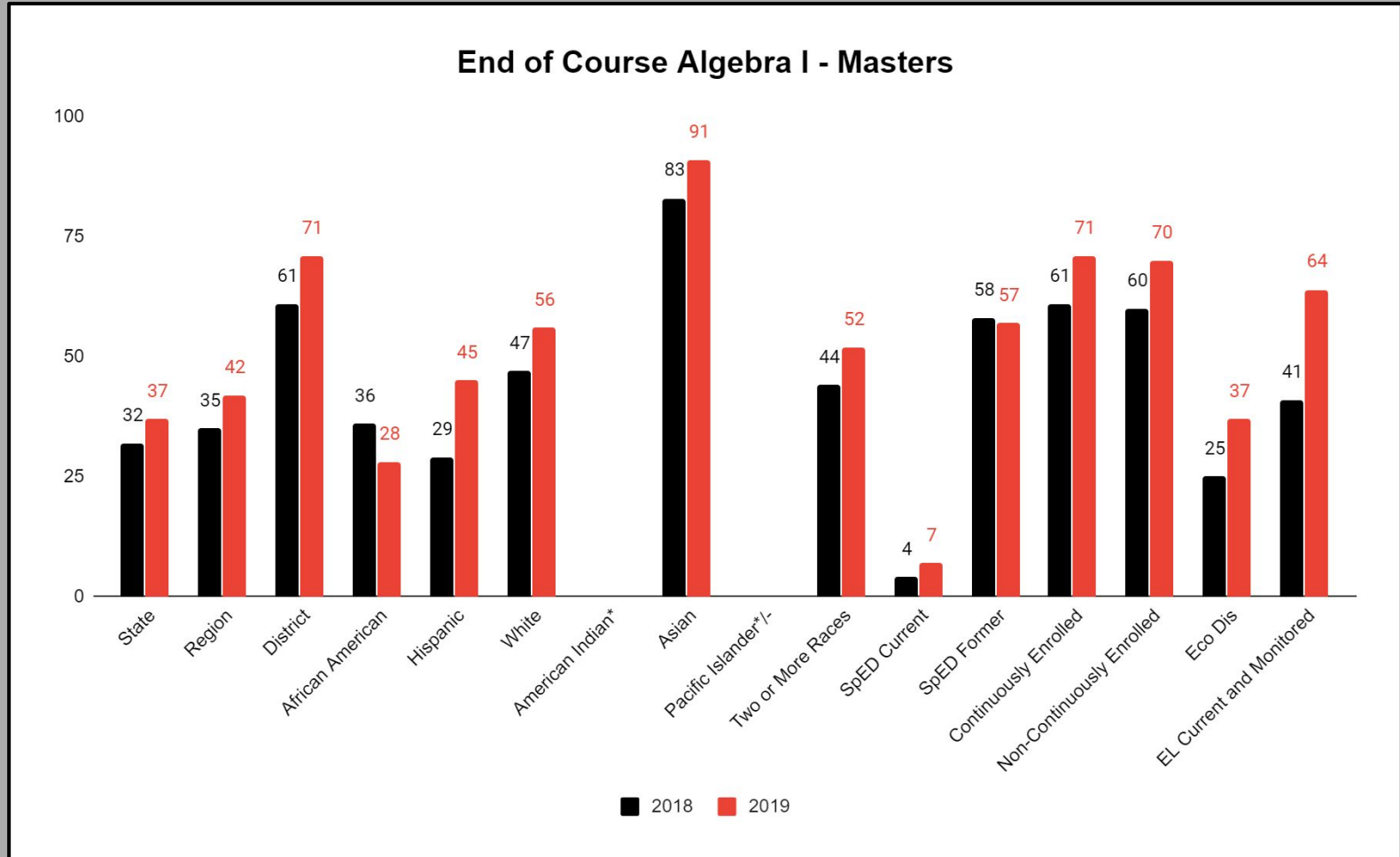
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Algebra I - Masters



- Indicates there are no students in the group.

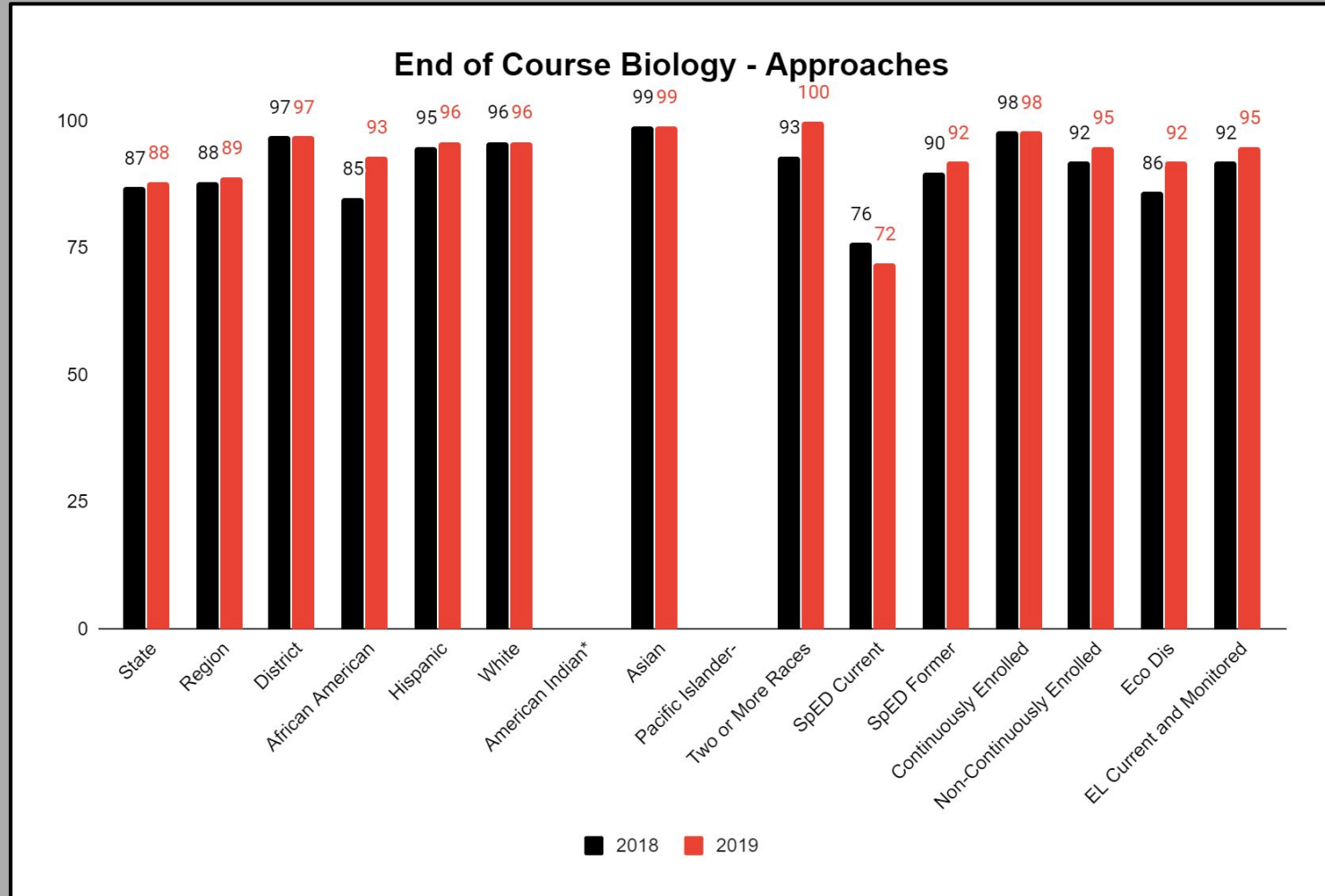
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019*

Part 1: TAPR - STAAR Performance

Biology - Approaches



- Indicates there are no students in the group.

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

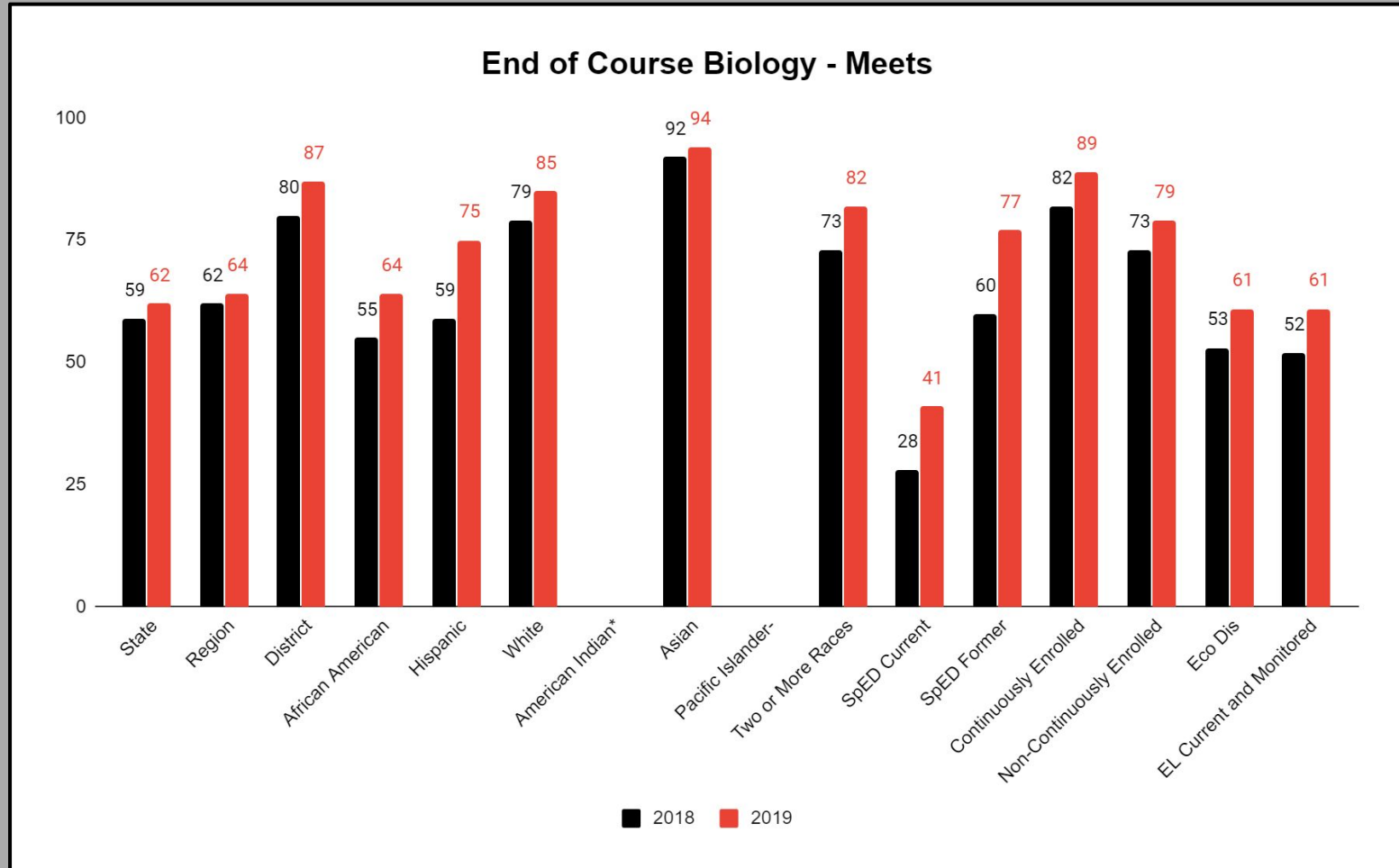
American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-



Part 1: TAPR - STAAR Performance

Biology - Meets



- Indicates there are no students in the group.

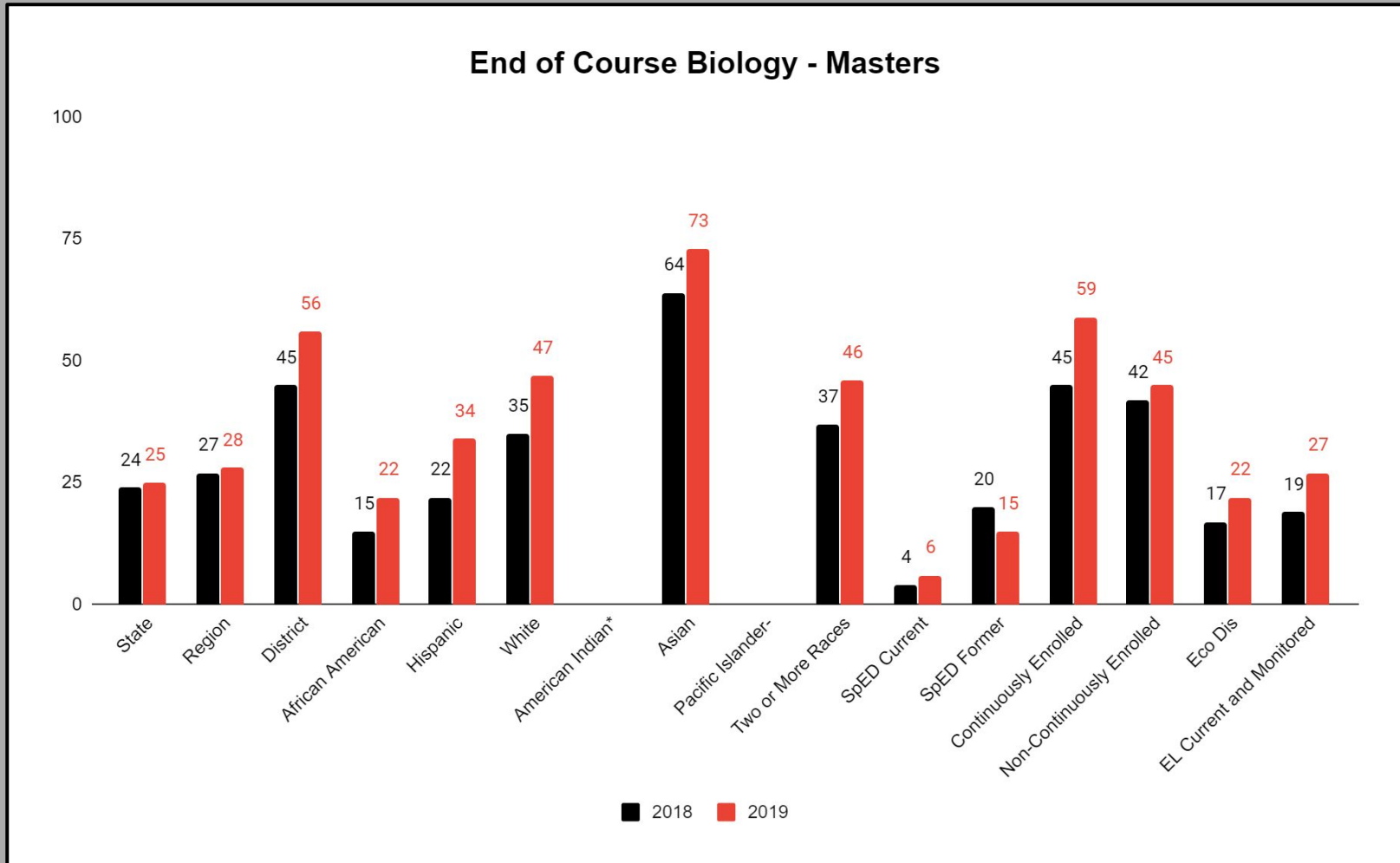
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

Biology - Masters



- Indicates there are no students in the group.

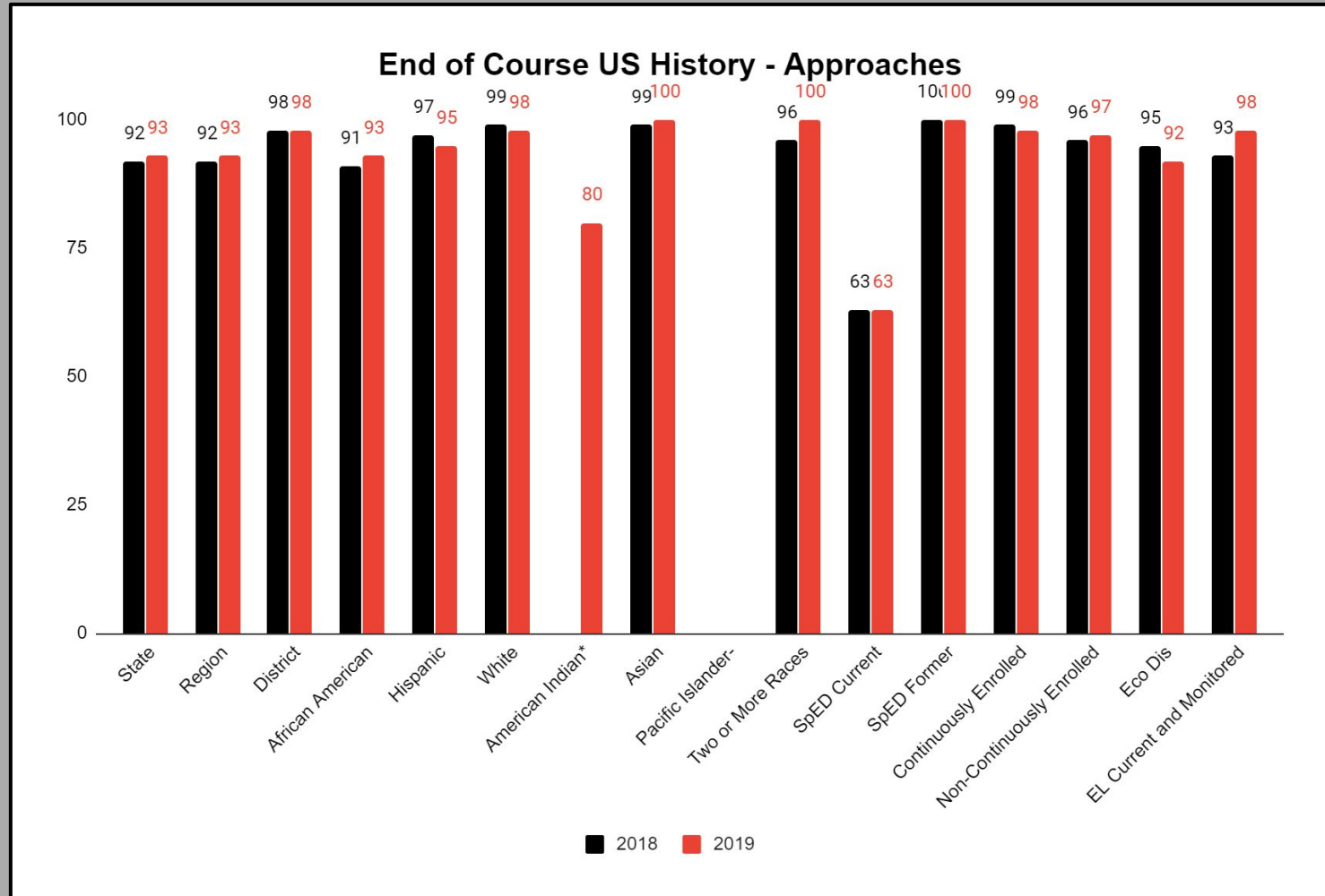
*Indicates results are due to small numbers to protect student confidentiality.

American Indian: 2018*/2019*

Pacific Islander: 2018-/2019-

Part 1: TAPR - STAAR Performance

U.S. History - Approaches



- Indicates there are no students in the group.

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

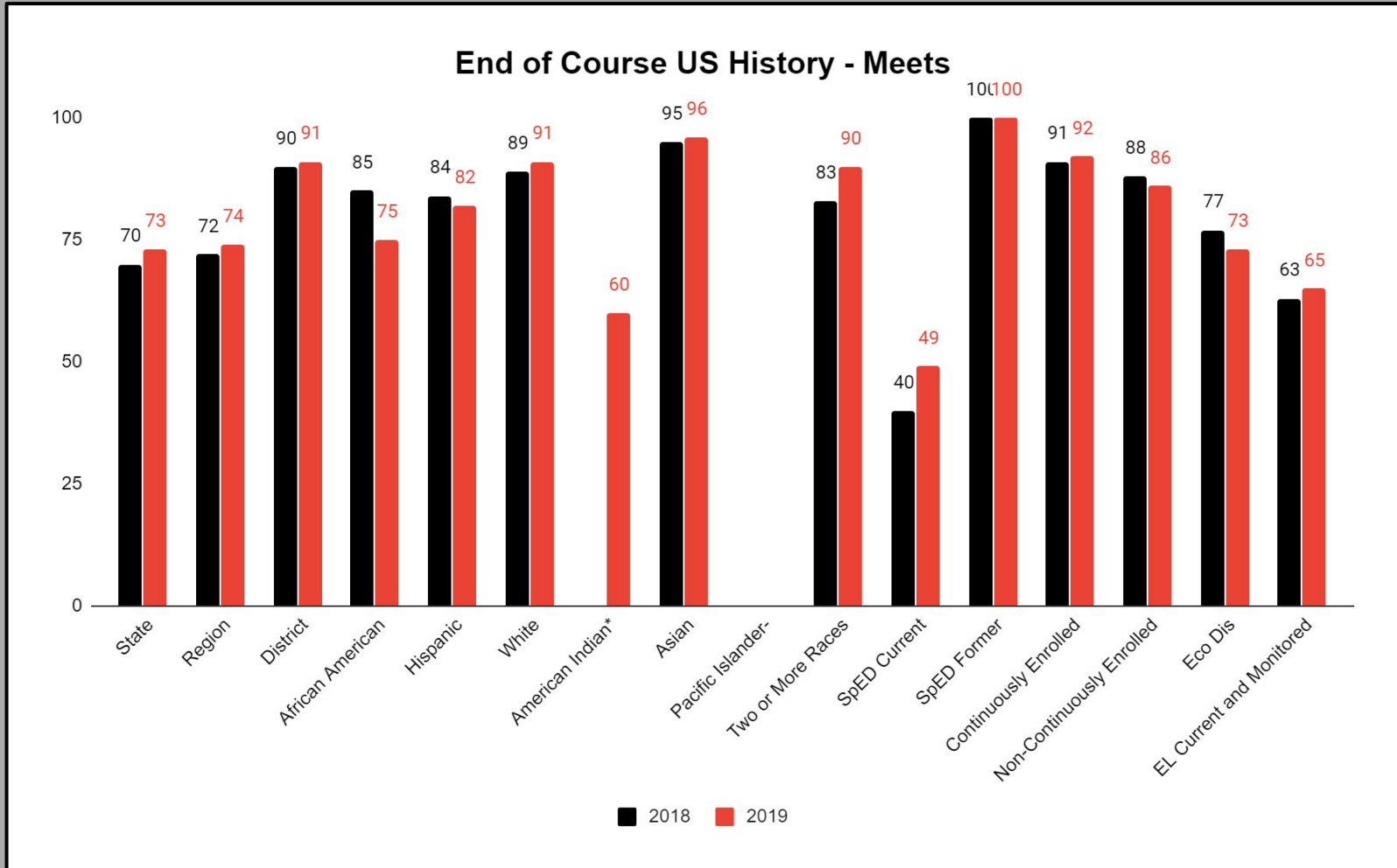
American Indian: 2018*

Pacific Islander: 2018-/2019-



Part 1: TAPR - STAAR Performance

U.S. History - Meets



- Indicates there are no students in the group.

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

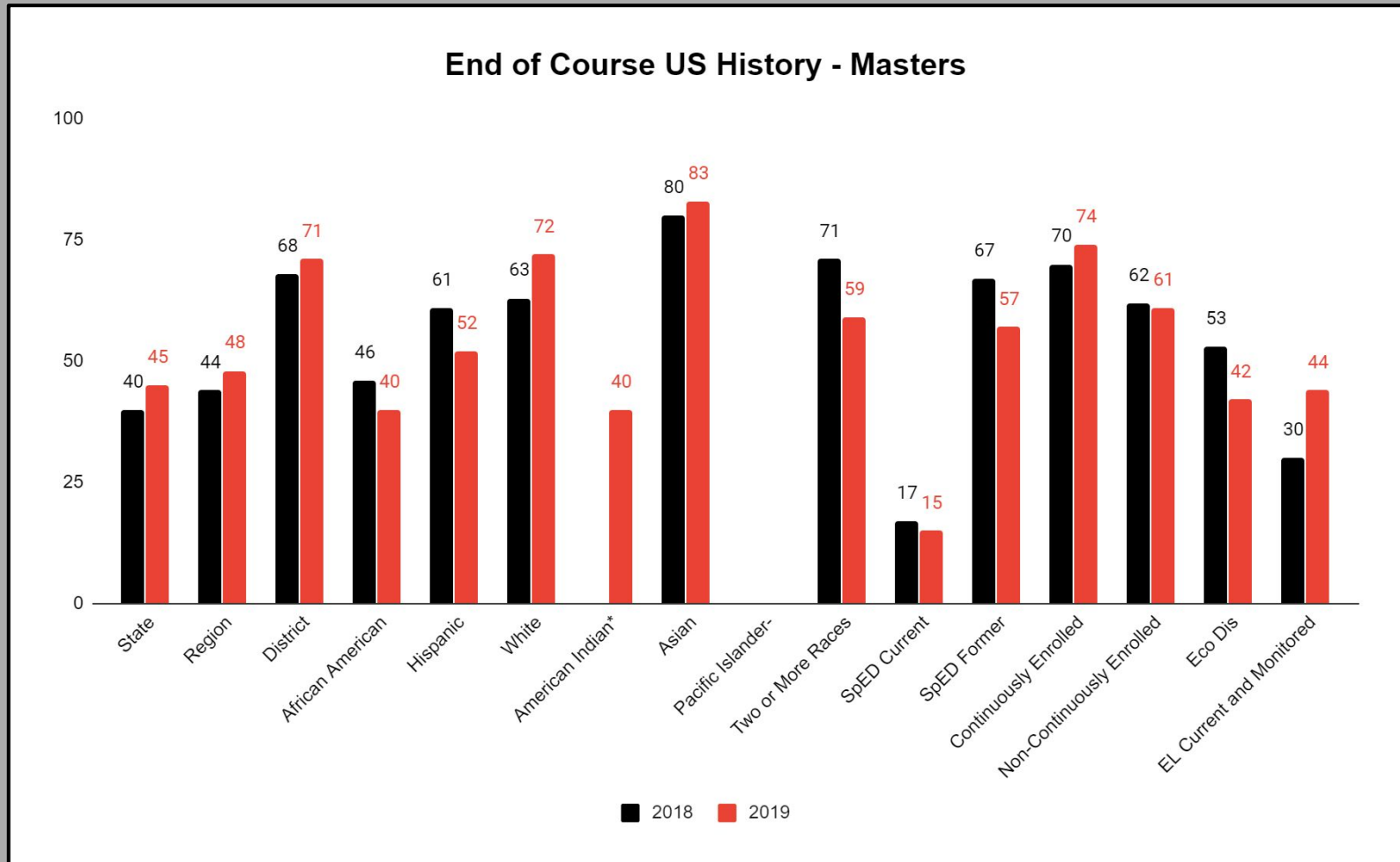
American Indian: 2018*

Pacific Islander: 2018-/2019-



Part 1: TAPR - STAAR Performance

U.S. History - Masters



- Indicates there are no students in the group.

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

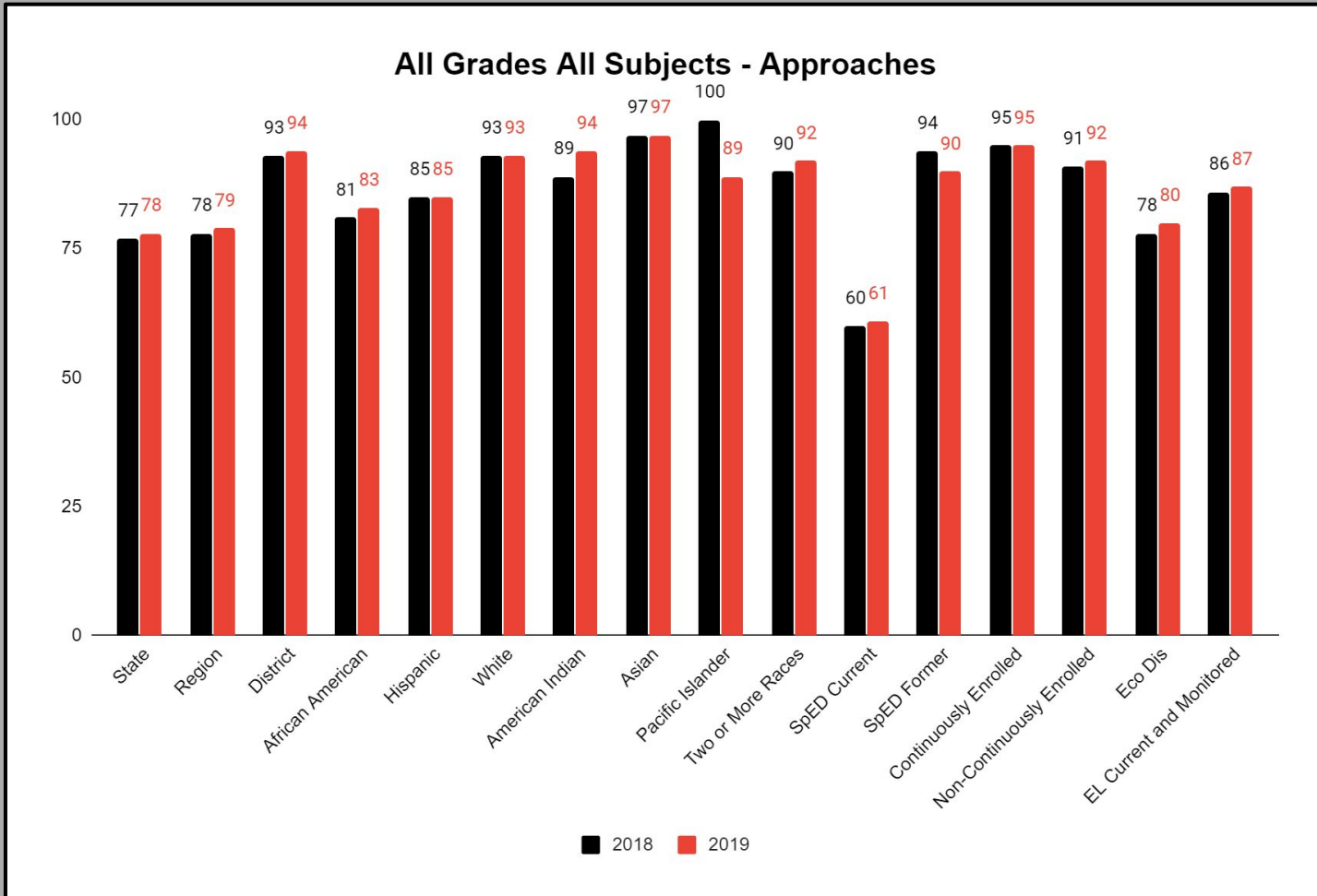
American Indian: 2018*

Pacific Islander: 2018-/2019-



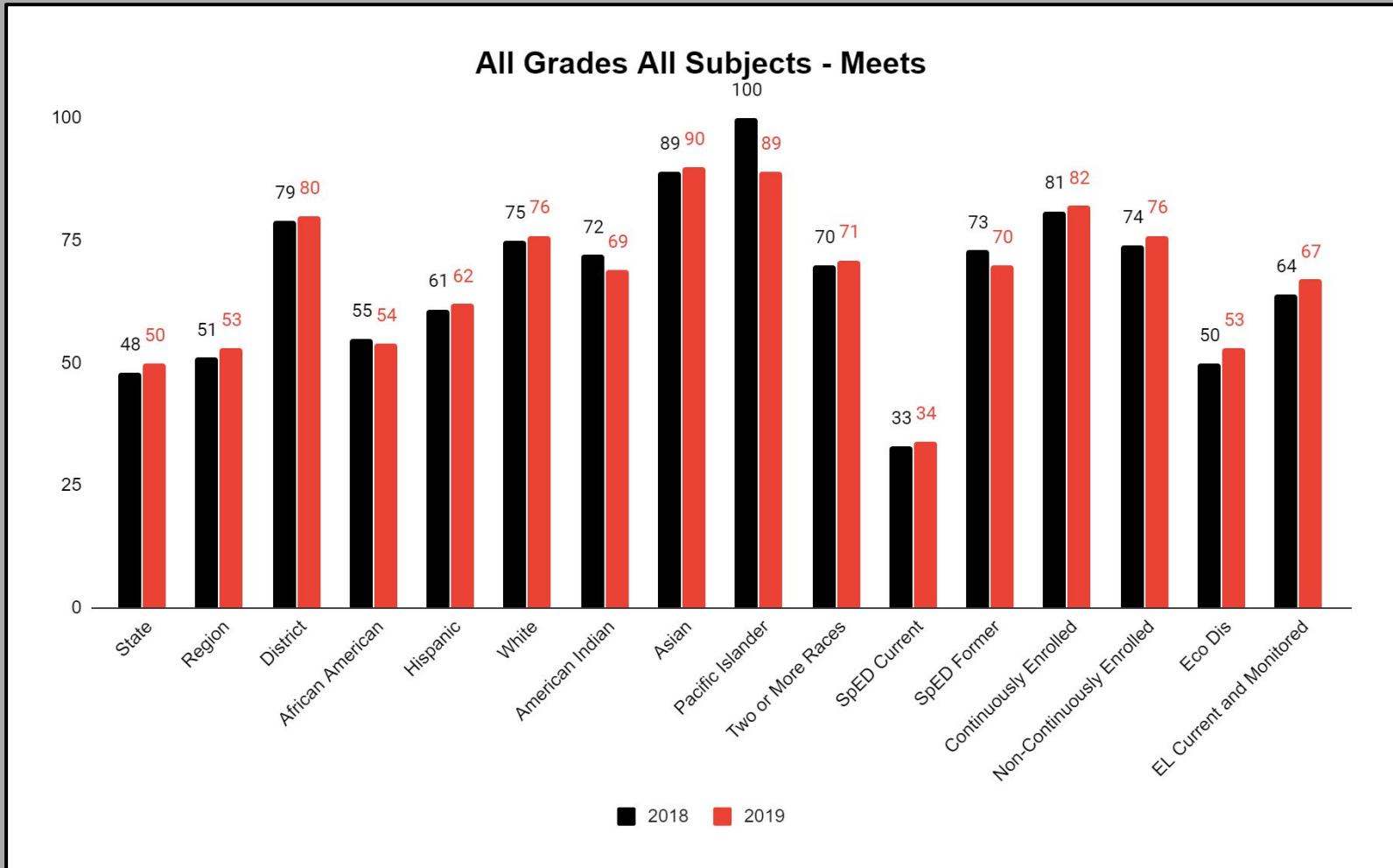
Part 1: TAPR - STAAR Performance

All Grades All Subjects - Approaches



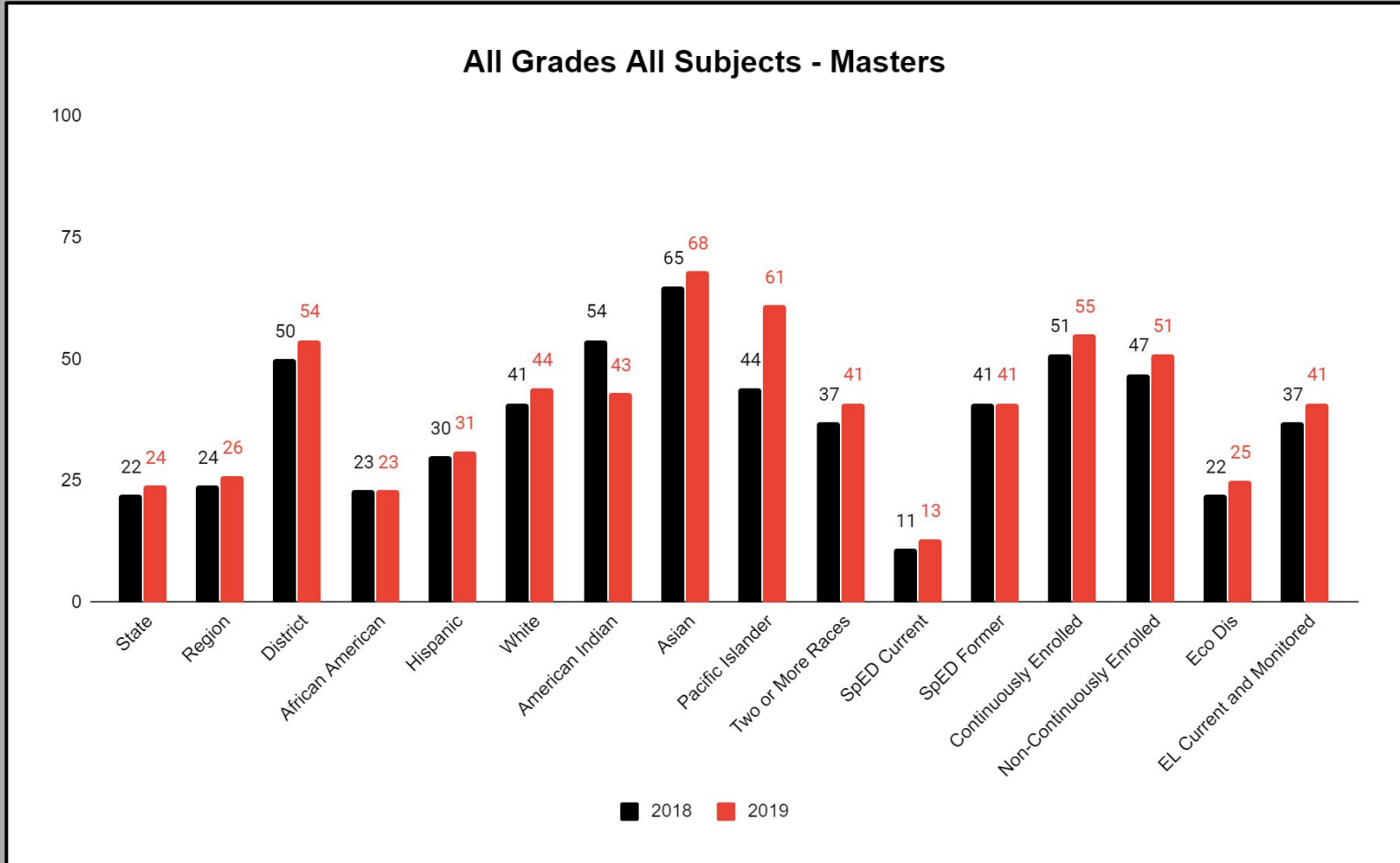
Part 1: TAPR - STAAR Performance

All Grades All Subjects - Meets



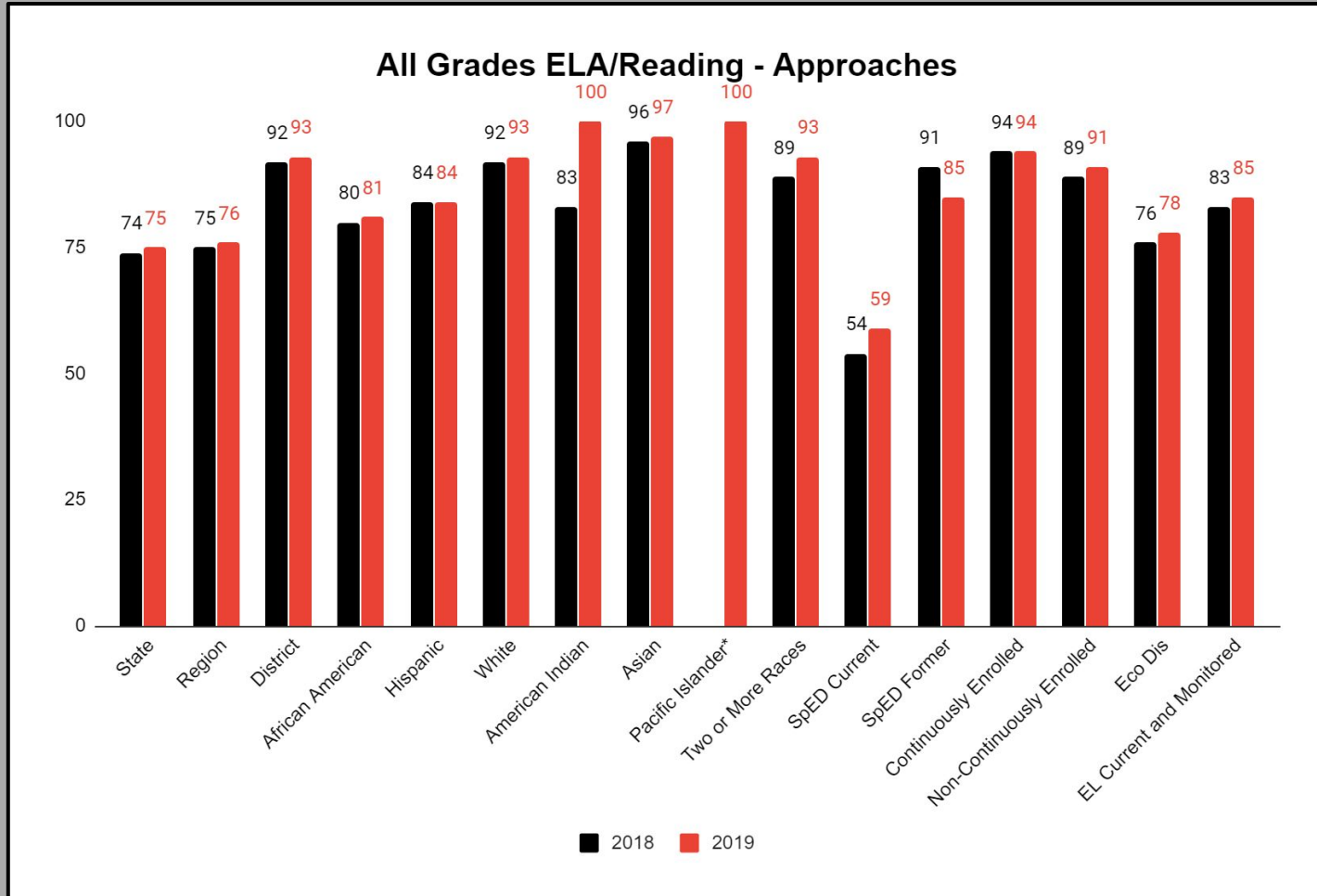
Part 1: TAPR - STAAR Performance

All Grades All Subjects - Masters



Part 1: TAPR - STAAR Performance

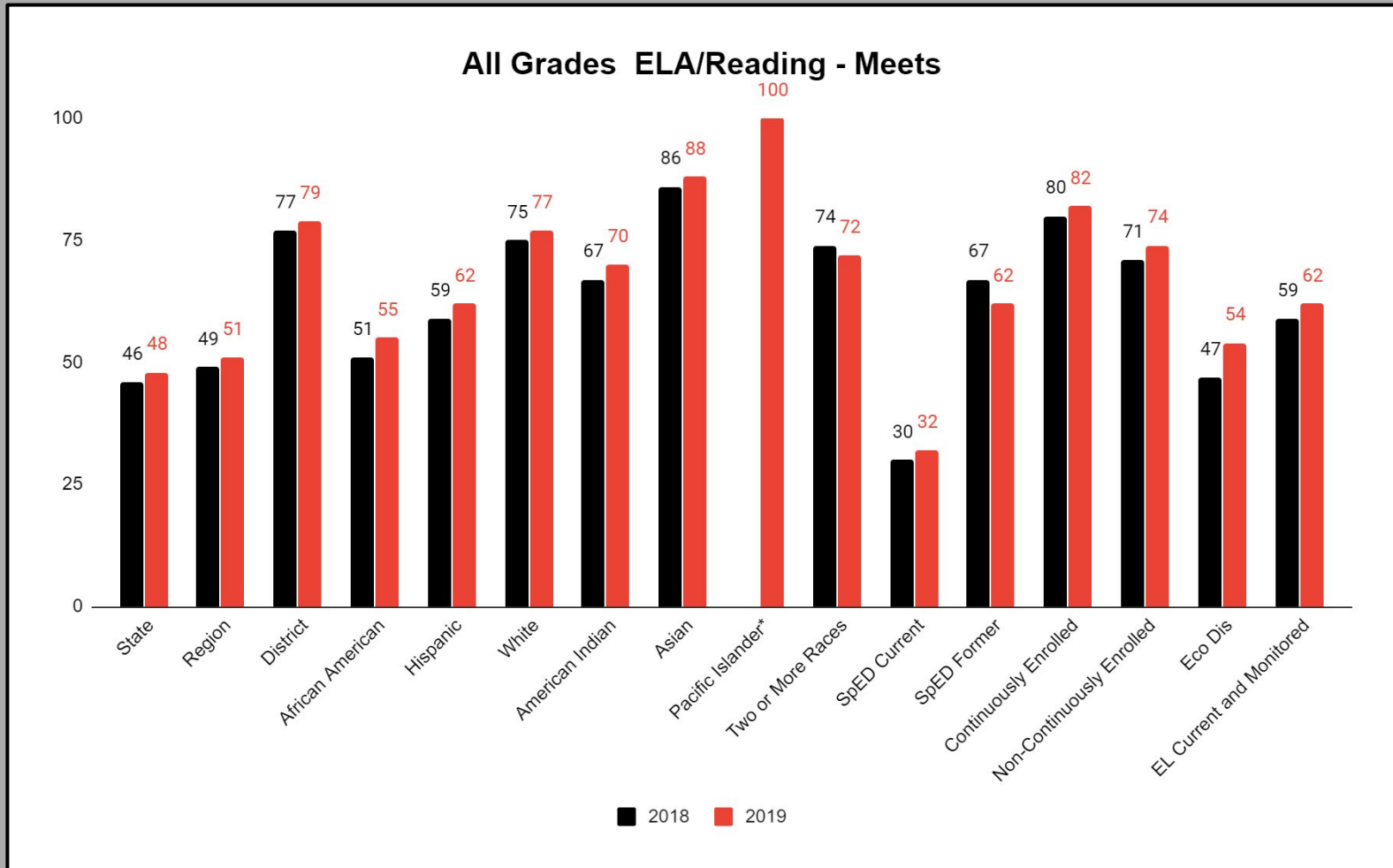
All Grades ELA/Reading - Approaches



*Indicates results are due to small numbers to protect student confidentiality.
Pacific Islander: 2018*

Part 1: TAPR - STAAR Performance

All Grades ELA/Reading - Meets



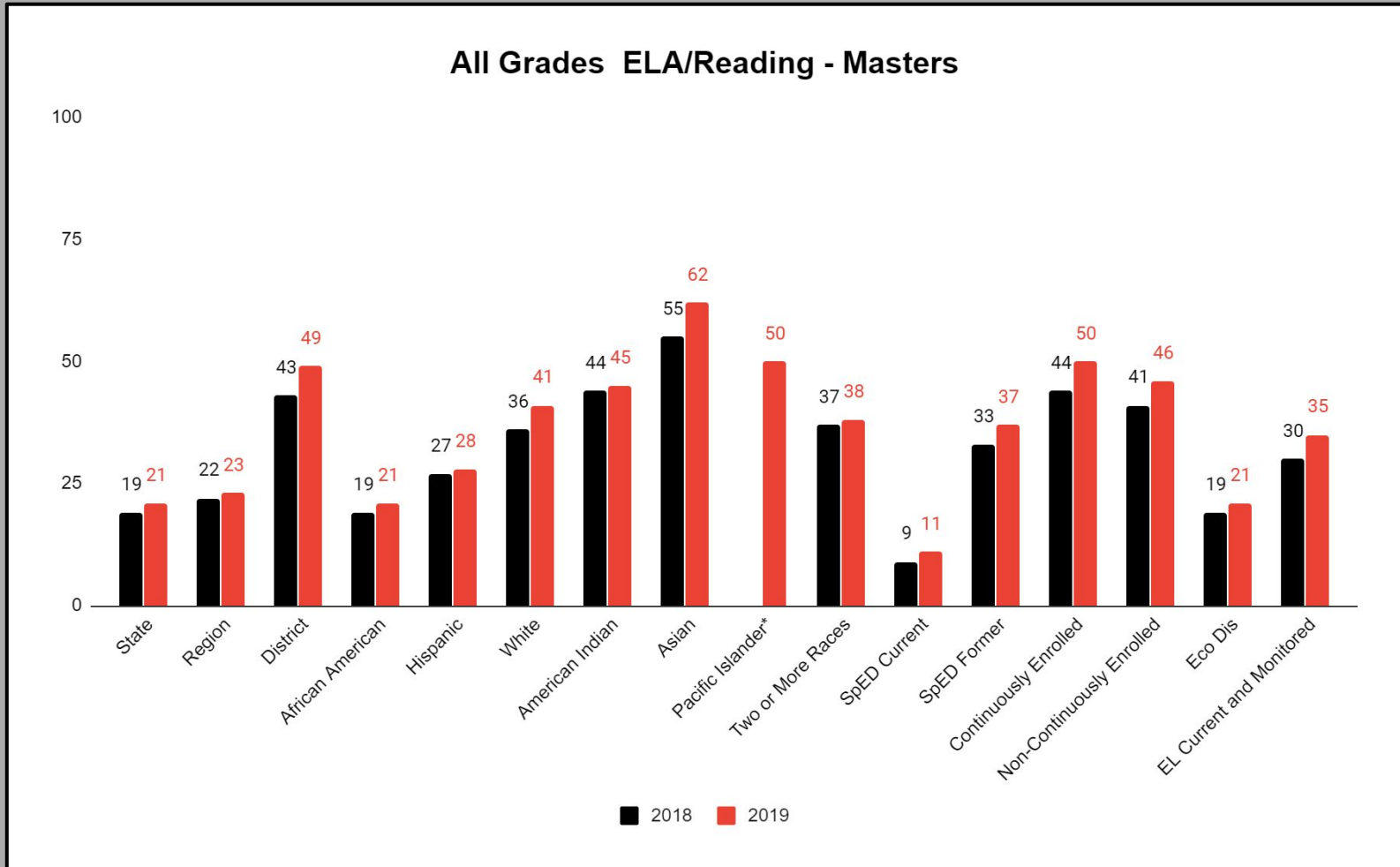
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Pacific Islander: 2018*



Part 1: TAPR - STAAR Performance

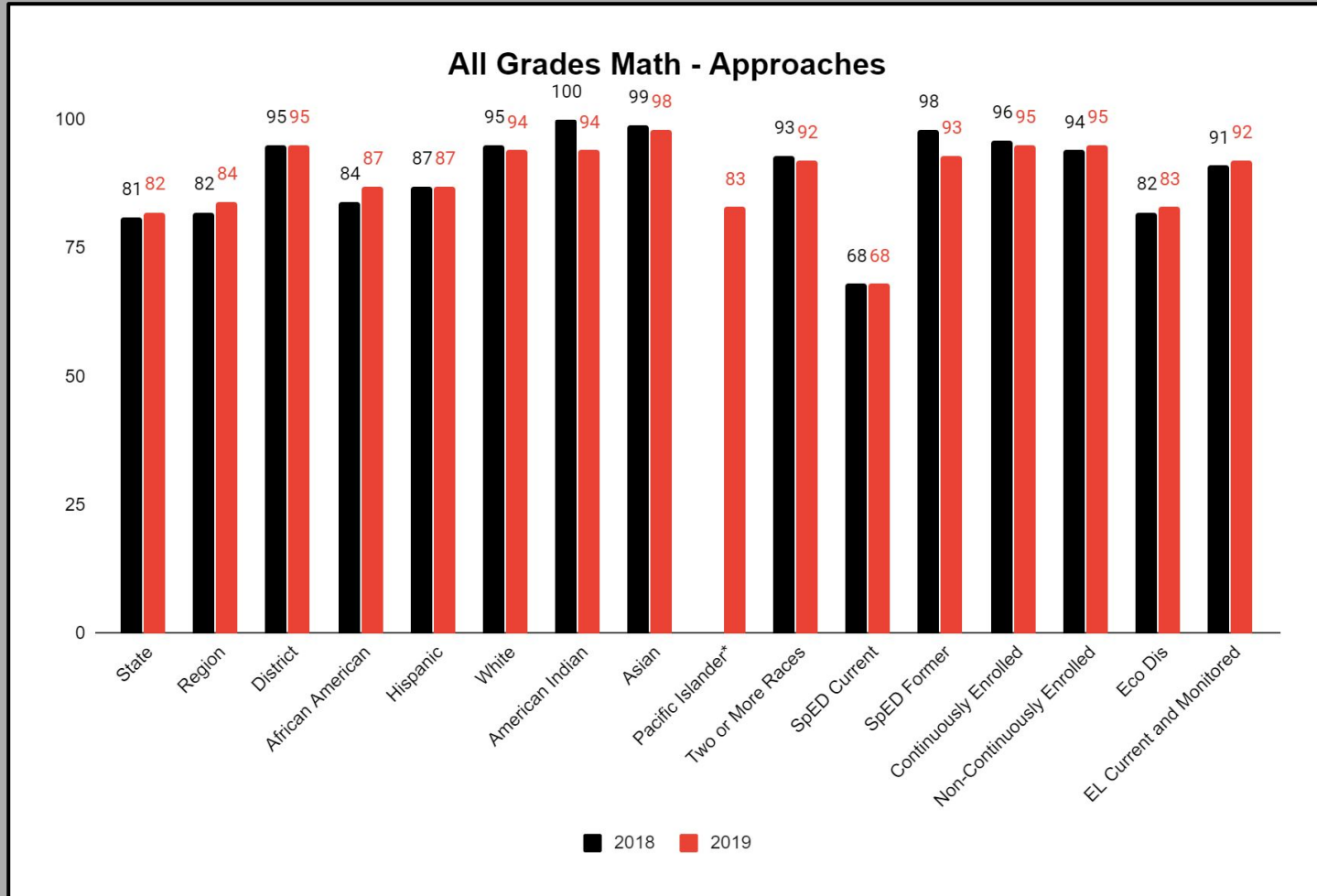
All Grades ELA/Reading - Masters



*Indicates results are due to small numbers to protect student confidentiality.
 Pacific Islander: 2018*

Part 1: TAPR - STAAR Performance

All Grades Math - Approaches

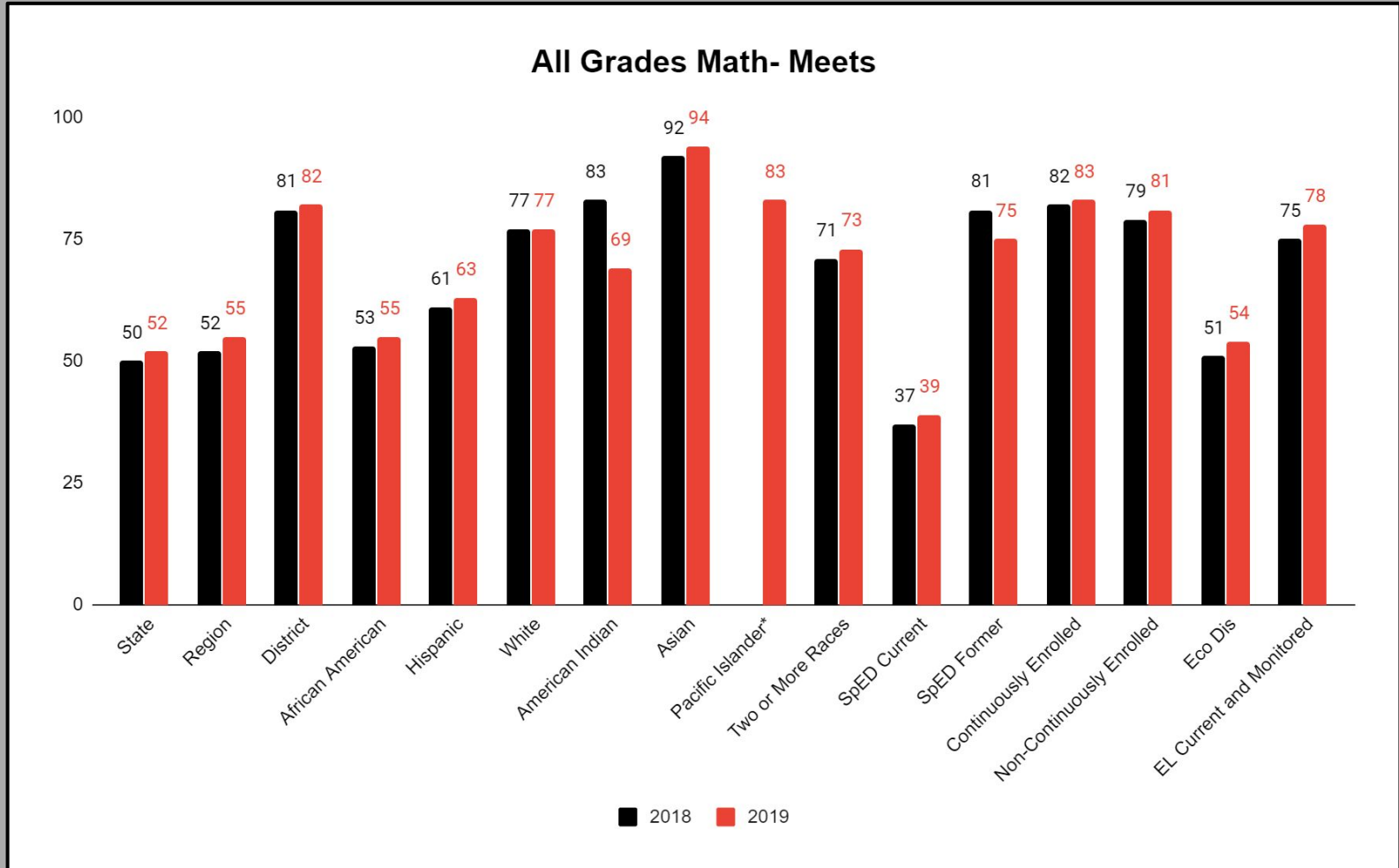


*Indicates results are due to small numbers to protect student confidentiality.
Pacific Islander: 2018*



Part 1: TAPR - STAAR Performance

All Grades Math - Meets



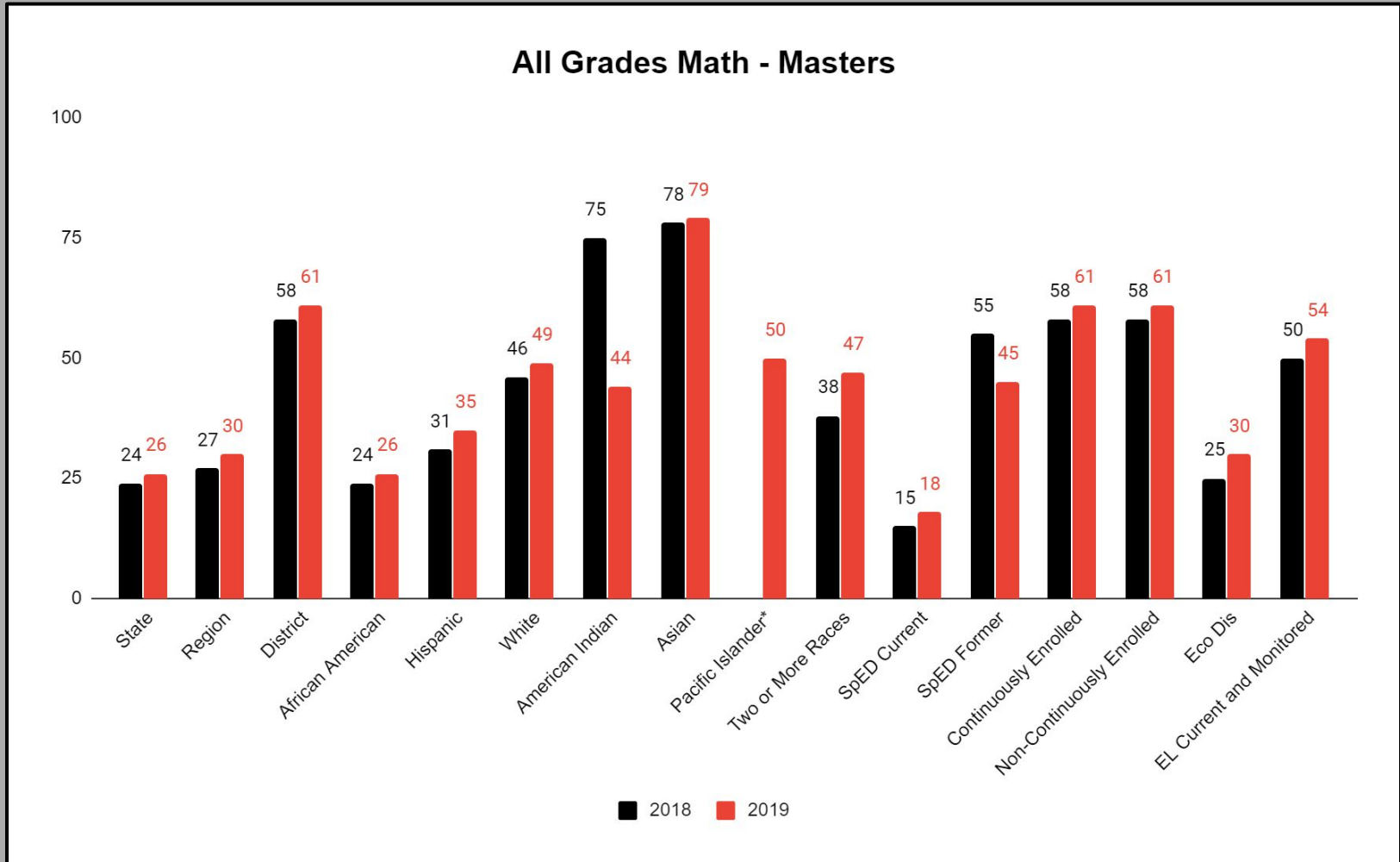
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Pacific Islander: 2018*



Part 1: TAPR - STAAR Performance

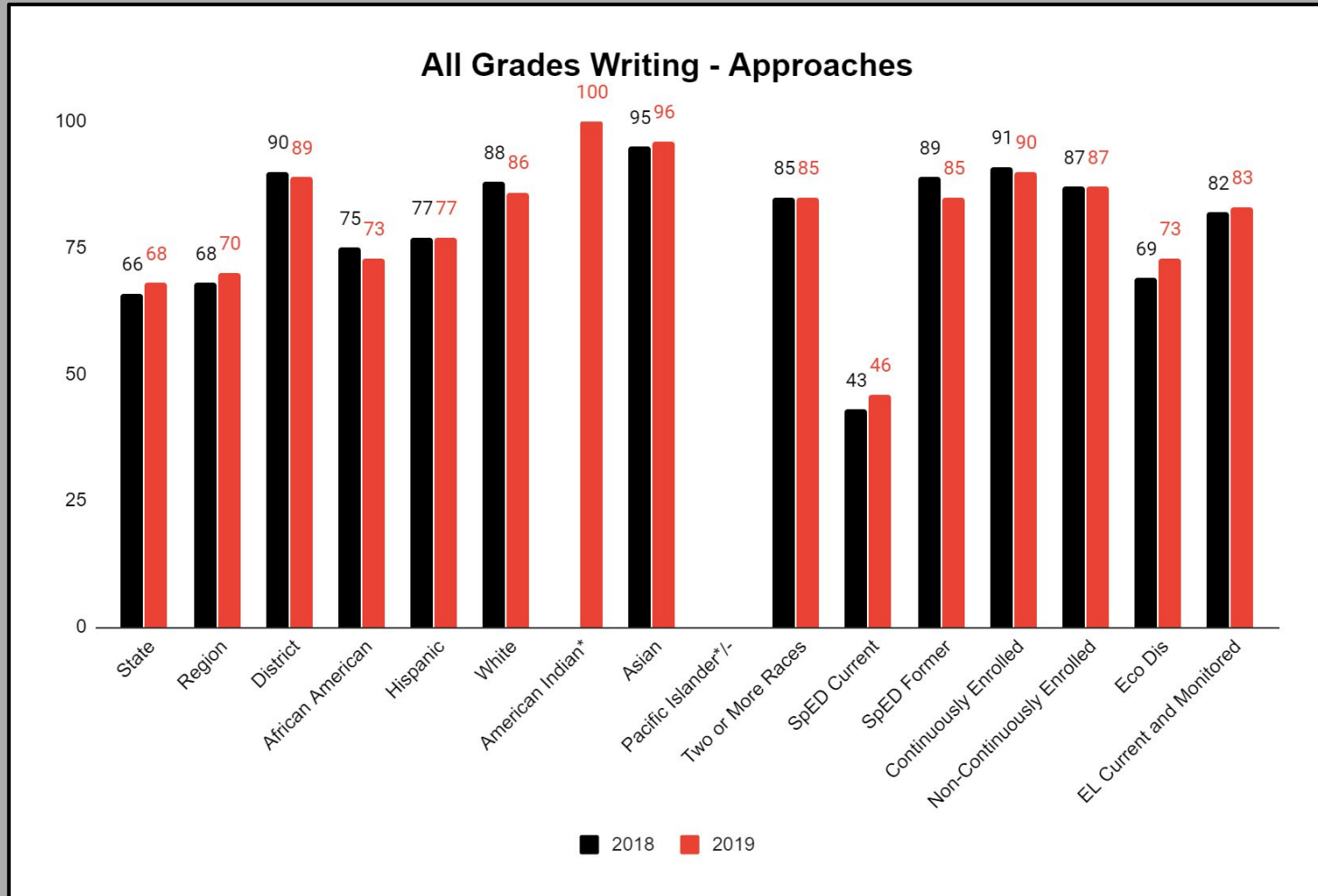
All Grades Math - Masters



*Indicates results are due to small numbers to protect student confidentiality.
Pacific Islander: 2018*

Part 1: TAPR - STAAR Performance

All Grades Writing - Approaches



- Indicates there are no students in the group.

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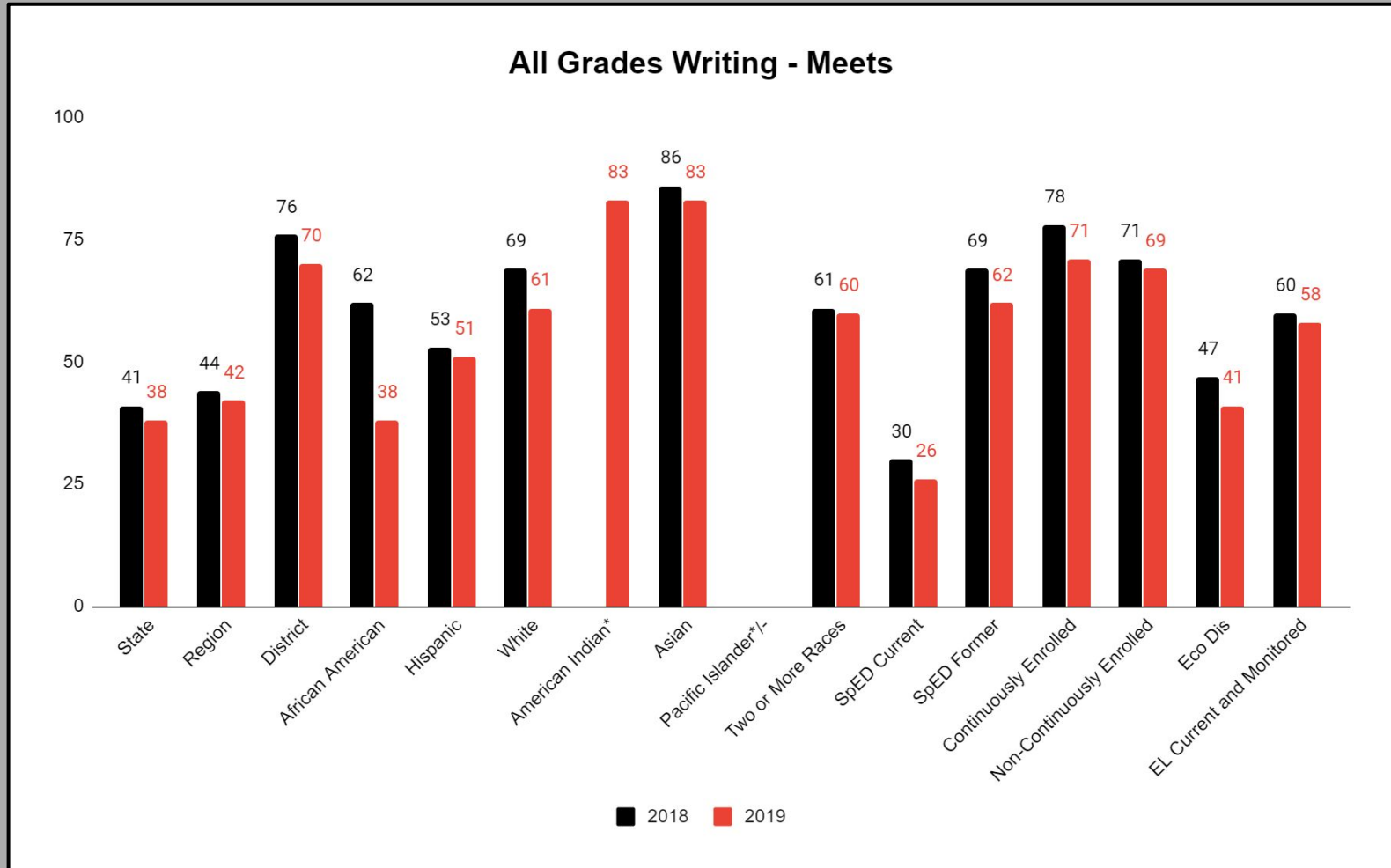
American Indian: 2018*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

All Grades Writing - Meets



- Indicates there are no students in the group.

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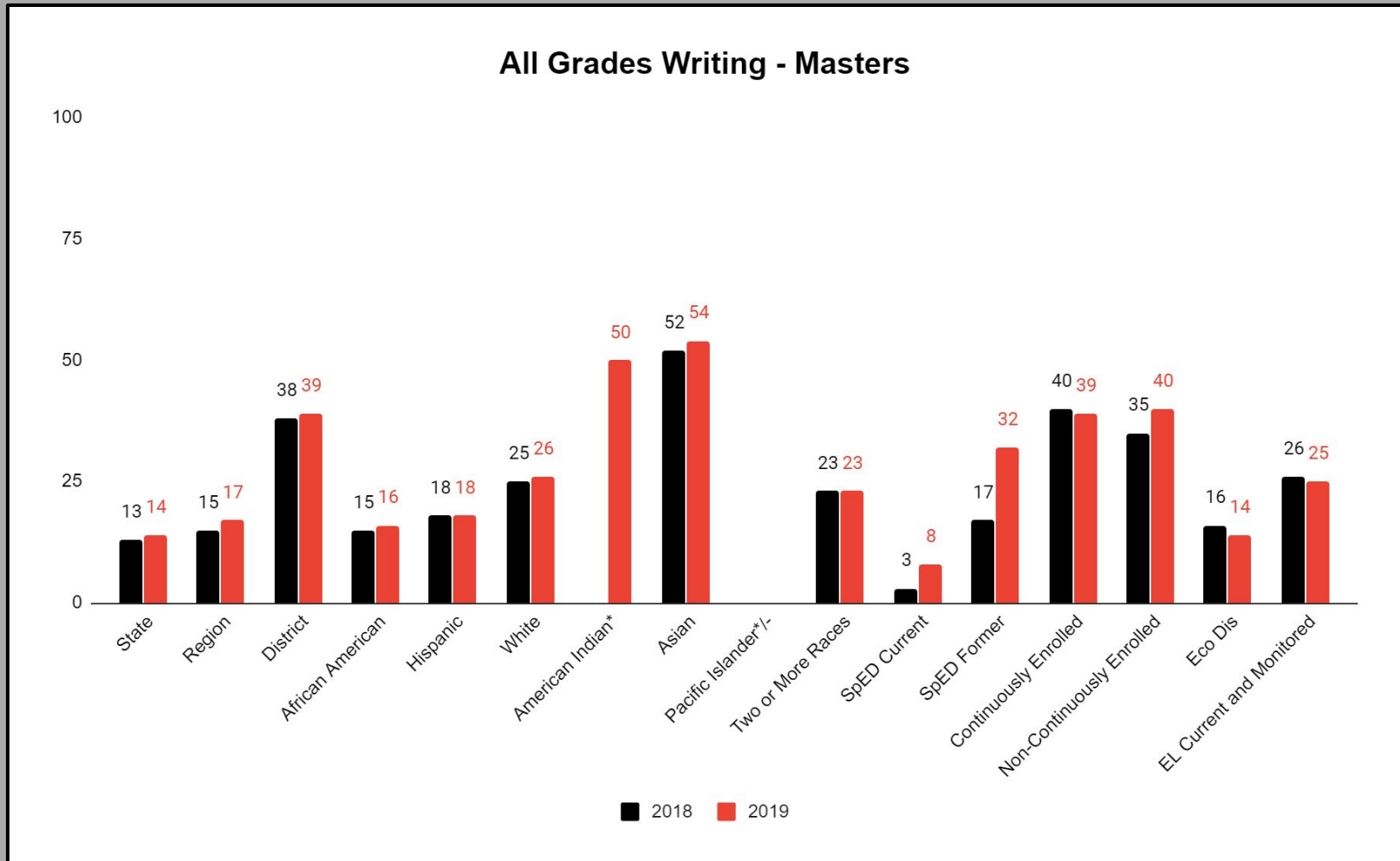
American Indian: 2018*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

All Grades Writing - Masters



- Indicates there are no students in the group.

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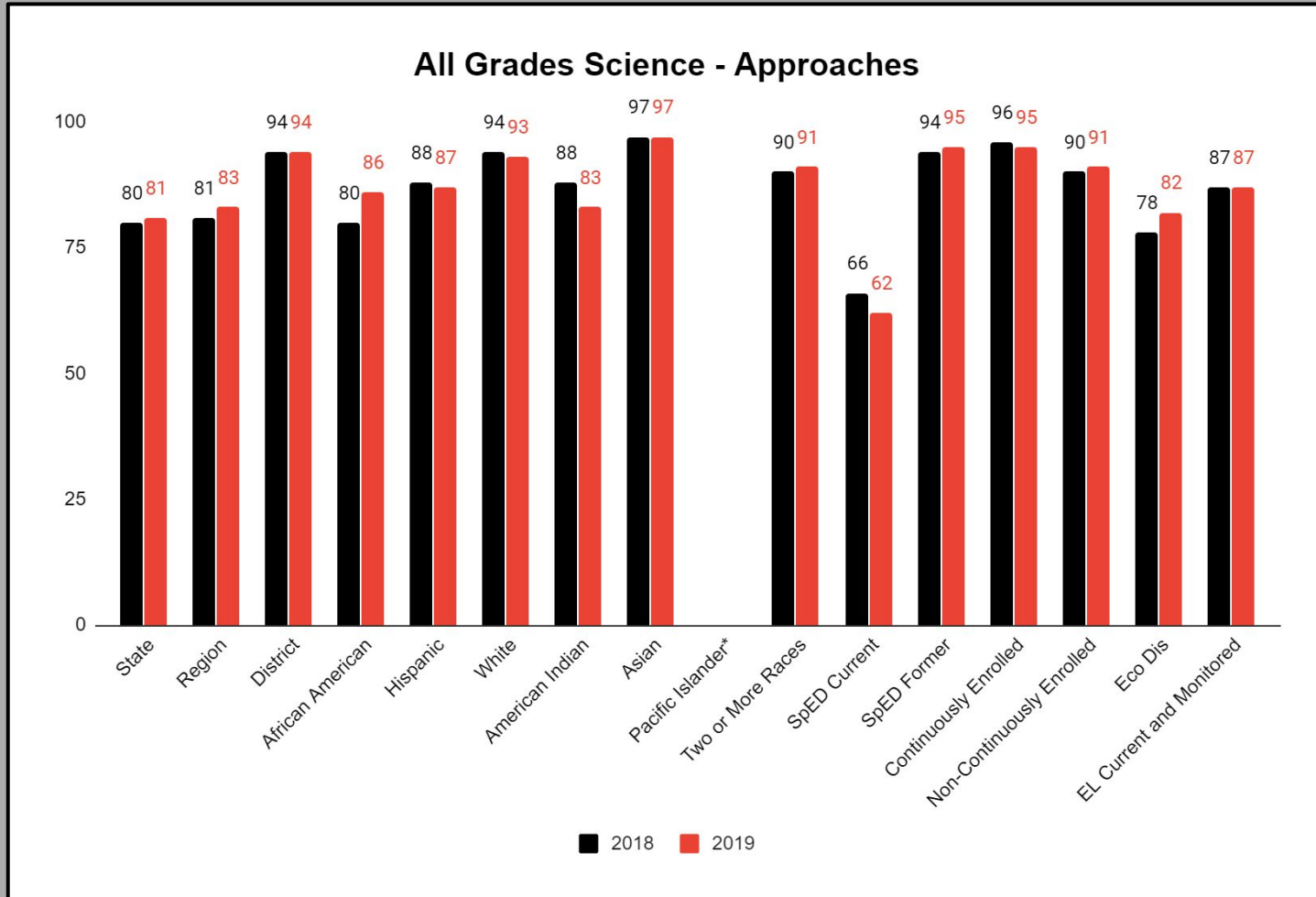
American Indian: 2018*

Pacific Islander: 2018*/2019-



Part 1: TAPR - STAAR Performance

All Grades Science - Approaches

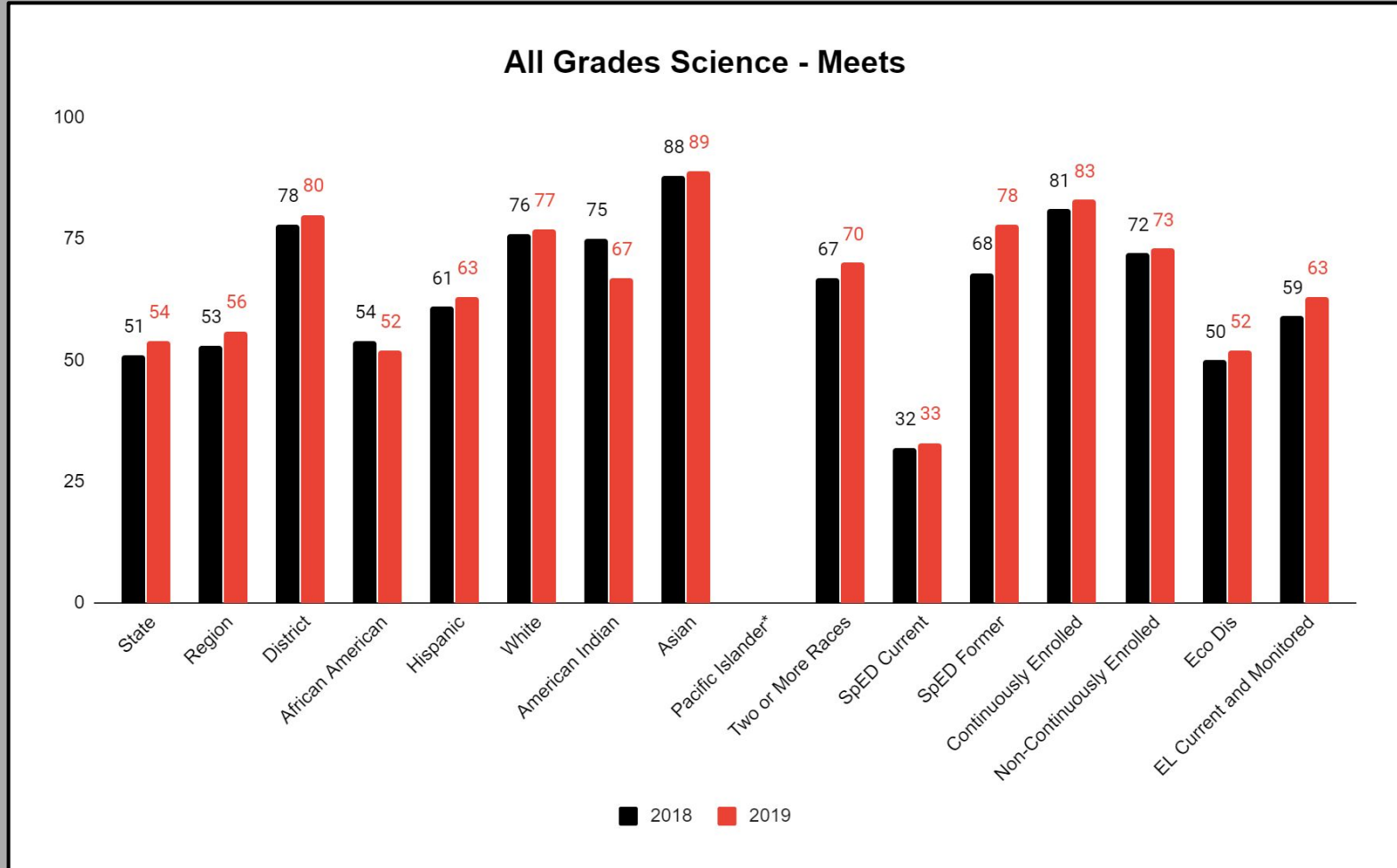


*Indicates results are due to small numbers to protect student confidentiality.
Pacific Islander: 2018*/2019*



Part 1: TAPR - STAAR Performance

All Grades Science - Meets



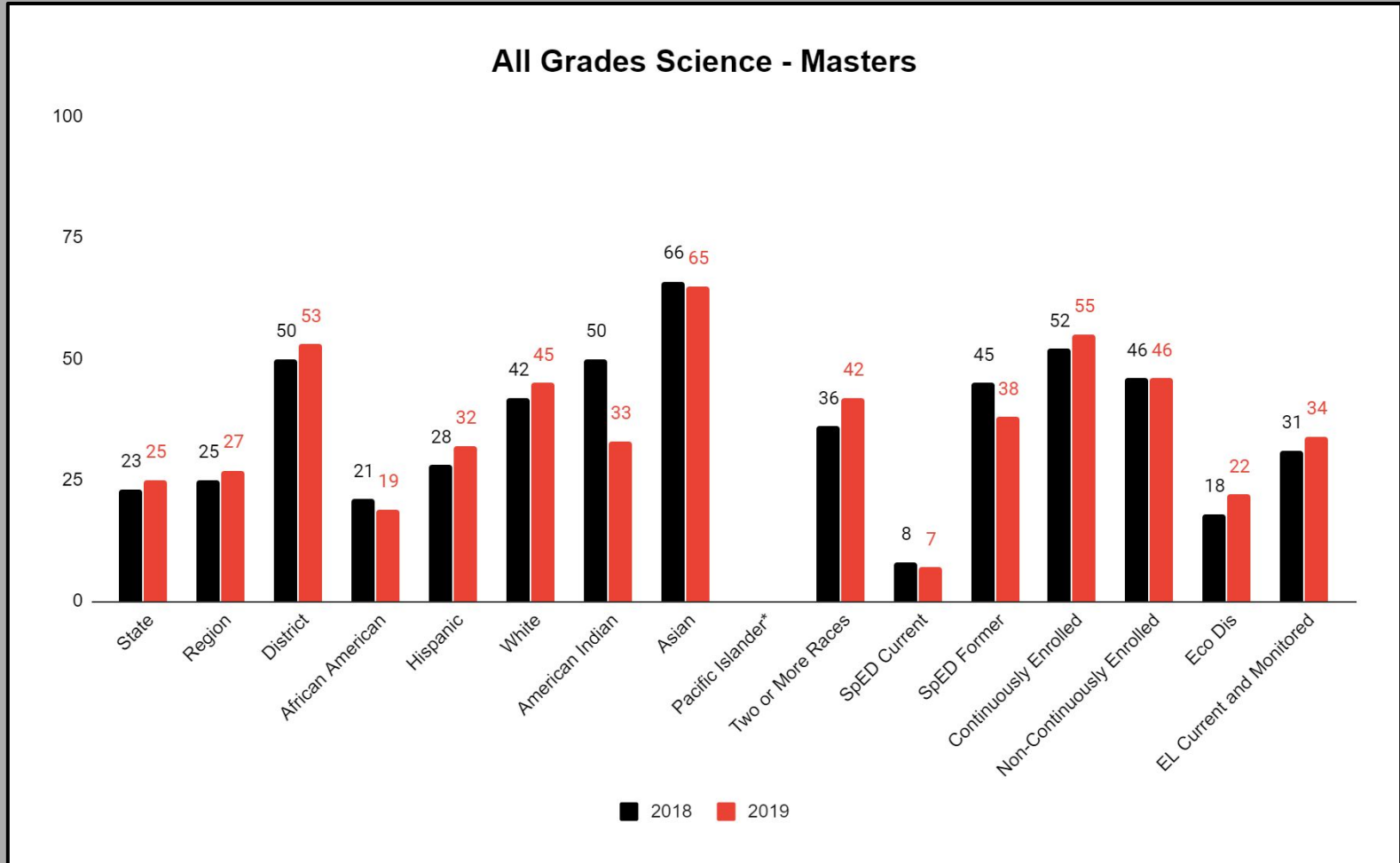
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Pacific Islander: 2018*/2019*



Part 1: TAPR - STAAR Performance

All Grades Science - Masters



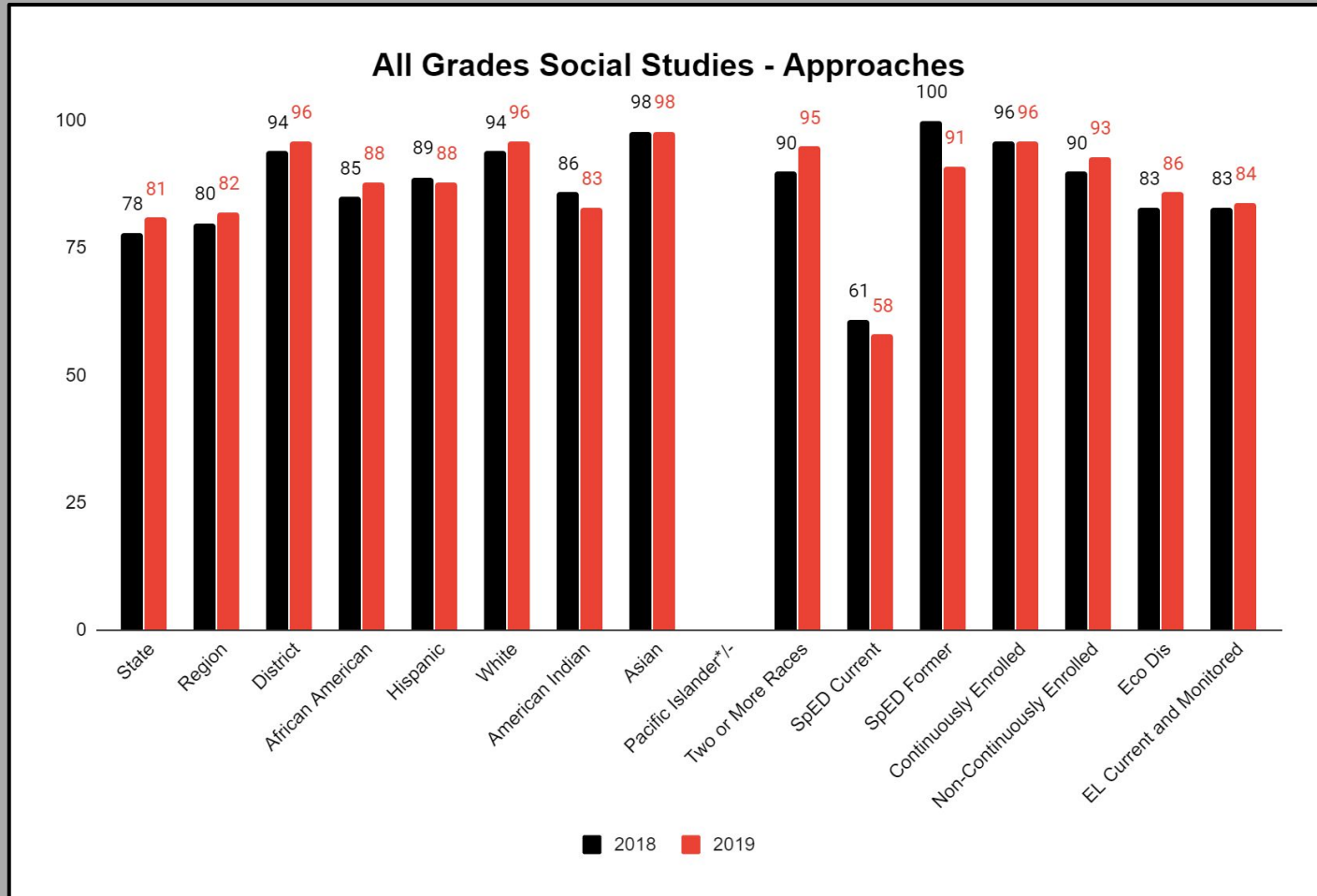
*Indicates results are due to small numbers to protect student confidentiality.

Pacific Islander: 2018*/2019*



Part 1: TAPR - STAAR Performance

All Grades Social Studies - Approaches



- Indicates there are no students in the group.

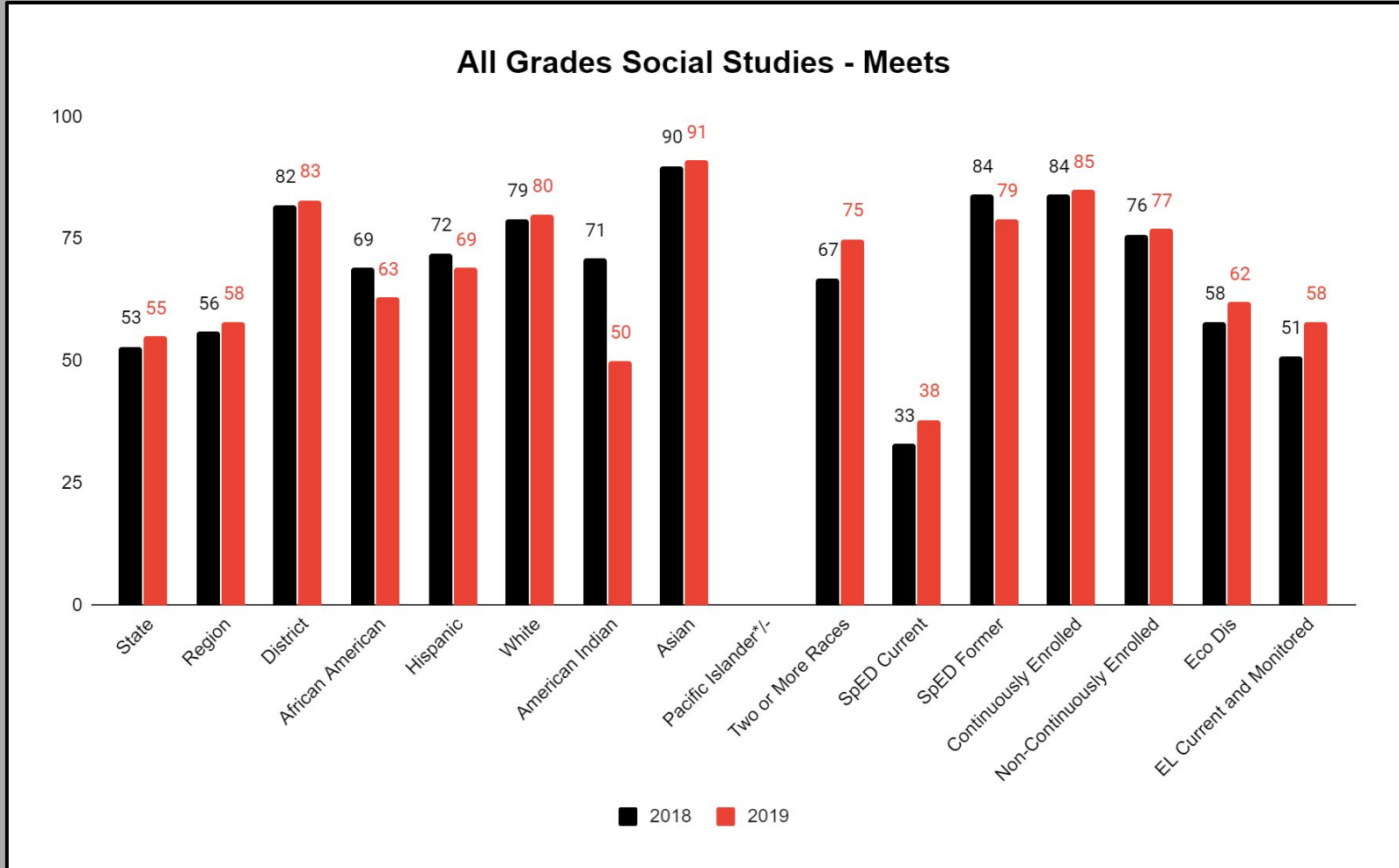
*Indicates results are due to small numbers to protect student confidentiality.

Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

All Grades Social Studies - Meets



- Indicates there are no students in the group.

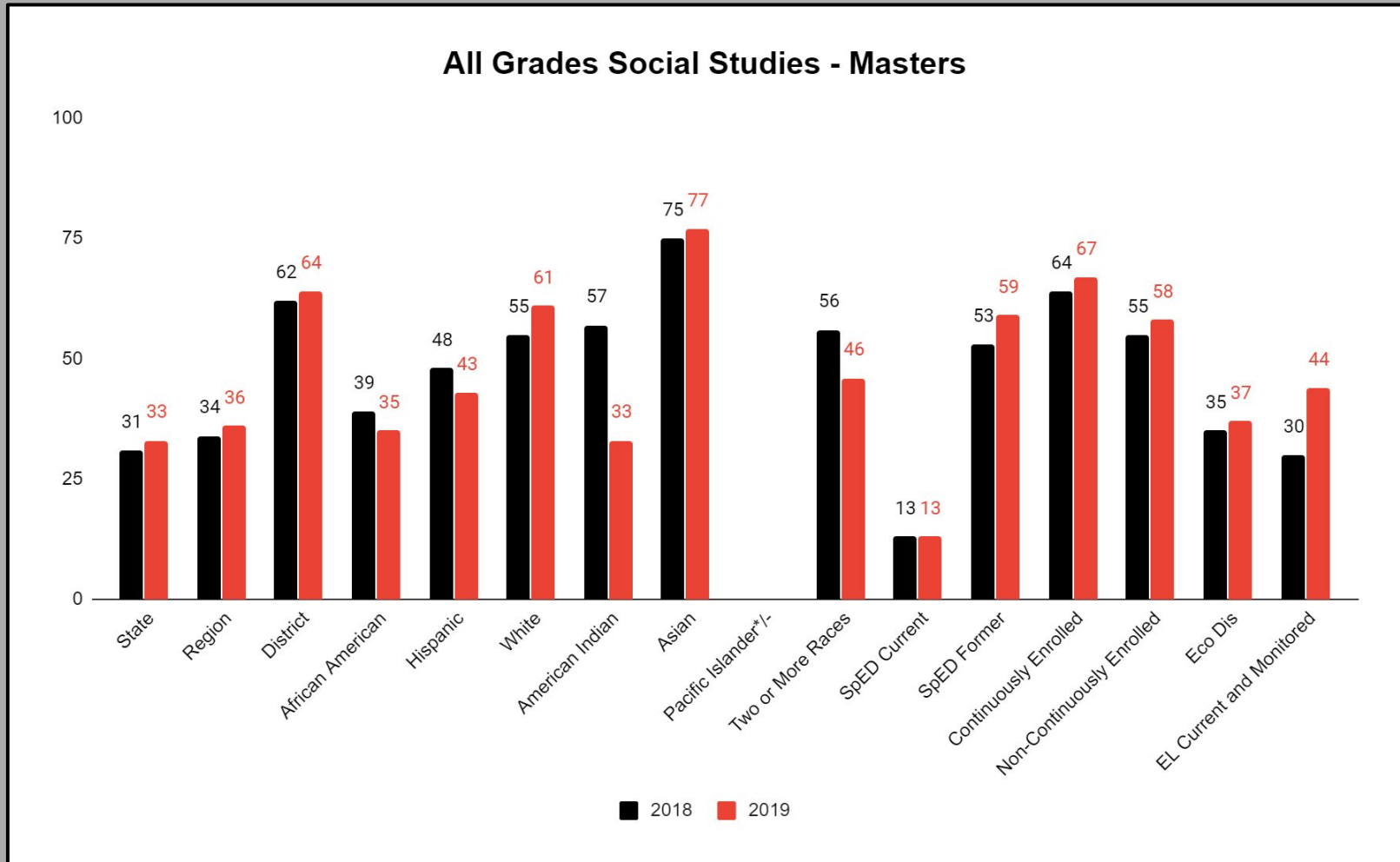
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Pacific Islander: 2018-/2019*



Part 1: TAPR - STAAR Performance

All Grades Social Studies - Masters



- Indicates there are no students in the group.

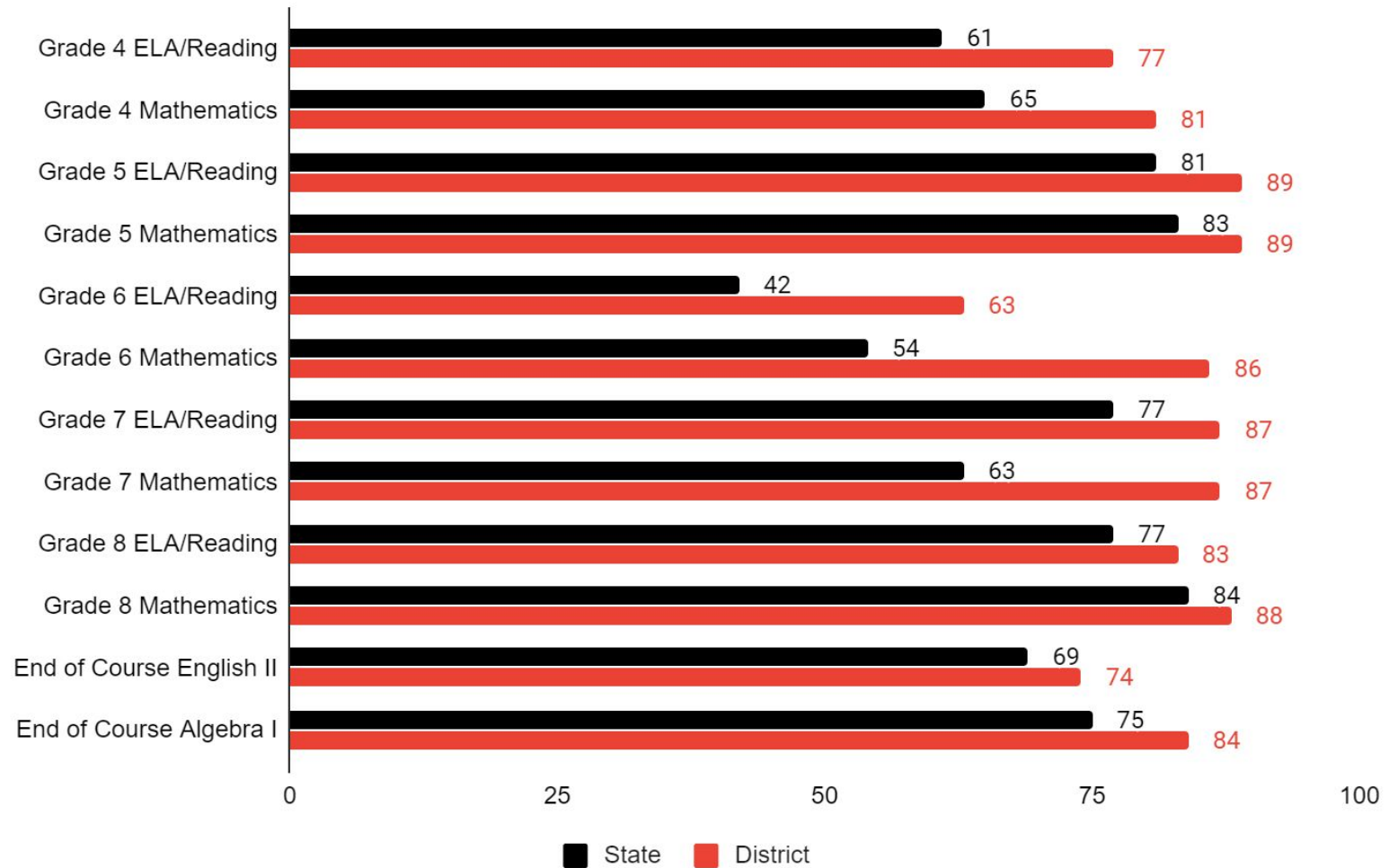
*Indicates results are due to small numbers to protect student confidentiality.

Pacific Islander: 2018-/2019*



Part 1: TAPR - District Progress

2018-2019 State and District Progress



Part 1: TAPR -

District Prior Year and Student Success Initiative

Grade 5 Reading	State	District
Students Meeting Approaches Grade Level on First STAAR Administration	78%	95%
Students Requiring Accelerated Instruction	22%	5%
STAAR Cumulative Met Standard	86%	98%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	9%	7%
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5	63%	*

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

Part 1: TAPR -

District Prior Year and Student Success Initiative

Grade 5 Math	State	District
Students Meeting Approaches Grade Level on First STAAR Administration	83%	94%
Students Requiring Accelerated Instruction	17%	6%
STAAR Cumulative Met Standard	90%	97%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	97%	94%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	24%	36%
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5	65%	*

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

Part 1: TAPR -

District Prior Year and Student Success Initiative

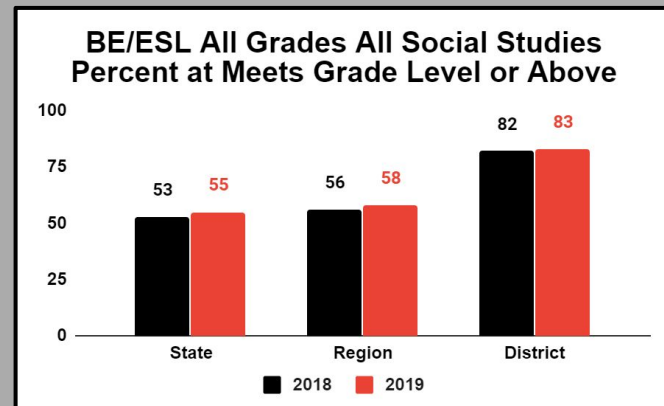
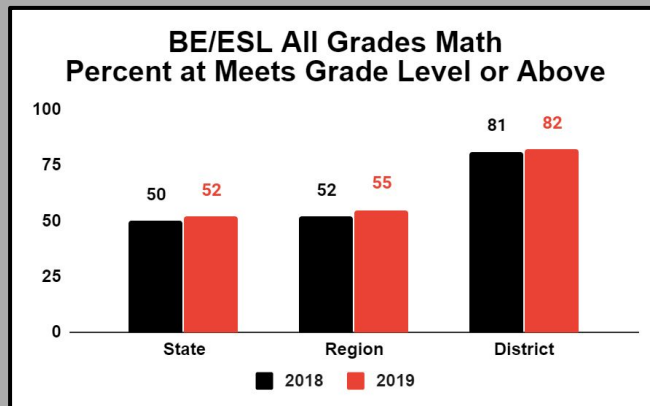
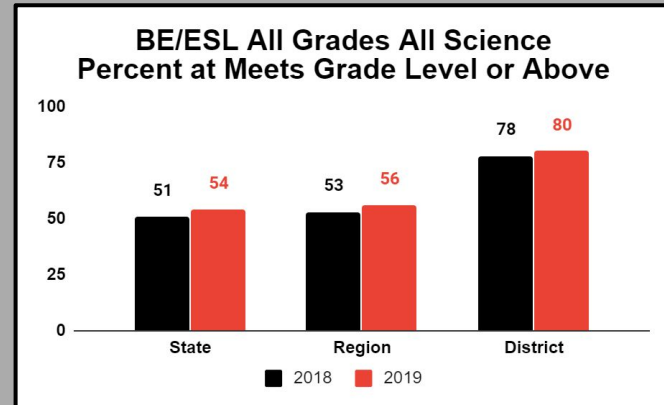
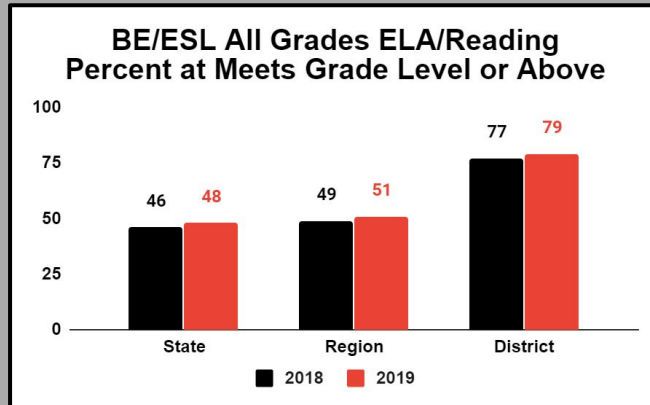
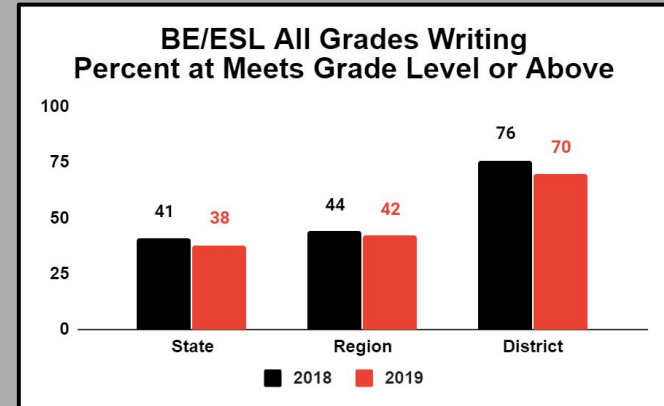
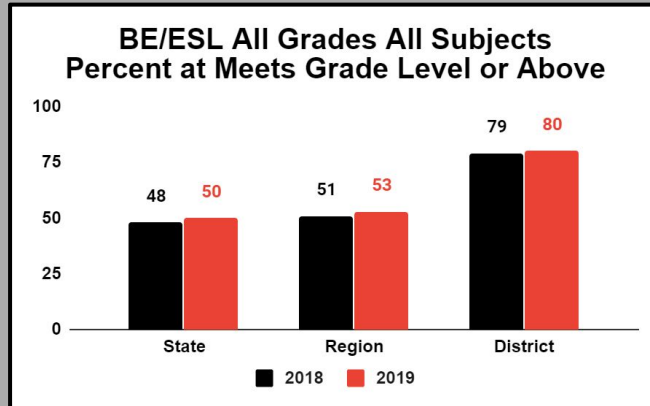
Grade 8 Reading	State	District
Students Meeting Approaches Grade Level on First STAAR Administration	78%	94%
Students Requiring Accelerated Instruction	22%	6%
STAAR Cumulative Met Standard	85%	97%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	99%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	13%	12%

Part 1: TAPR -

District Prior Year and Student Success Initiative

Grade 8 Math	State	District
Students Meeting Approaches Grade Level on First STAAR Administration	82%	97%
Students Requiring Accelerated Instruction	18%	3%
STAAR Cumulative Met Standard	88%	98%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	98%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	50%	38%

Part 1: TAPR - STAAR Performance (BE/ESL)



Part 1: TAPR

2019 STAAR District Participation

% Test Participation				
	Assessment Participant	Included in Accountability	Not Included in Accountability	
			Mobile	Other Exclusions
State	99	94	4	1
Region 10	99	94	4	1
District	100	96	3	1

Part 1: TAPR - Annual Dropout Rate (2018-2019 and Longitudinal Graduation Rate (4-Year/Class of 2019)

Annual Dropout Rate (2018-2019)		
	% Grades 7-8	% Grades 9-12
State	0.4	1.9
Region 10	0.4	2.4
District	0.0	0.3

Class of 2019	4-Year Longitudinal Graduation Rate (Grades 9-12)		
	State	Region 10	District
Graduated	90.0	88.4	98.5
Received TXCHSE	0.5	0.3	0.4
Continued HS	3.7	4.6	0.3
Dropped Out	5.9	6.6	0.7



Part 1: TAPR - AP/IB Participation 2019 and AP/IB Results (Examinees \geq Criterion) 2019

Grades 11-12	% Participation			% Examinees \geq Criterion		
	State	Region 10	District	State	Region 10	District
ELA	14.5	19.0	39.9	41.2	44.3	72.2
Math	7.4	10.2	33.0	52.2	58.1	77.7
Science	10.4	13.4	17.6	40.6	44.2	55.1
Social Studies	13.9	17.4	32.0	46.3	51.2	81.4

Part 1: TAPR - SAT/ACT Results At/Above Criterion

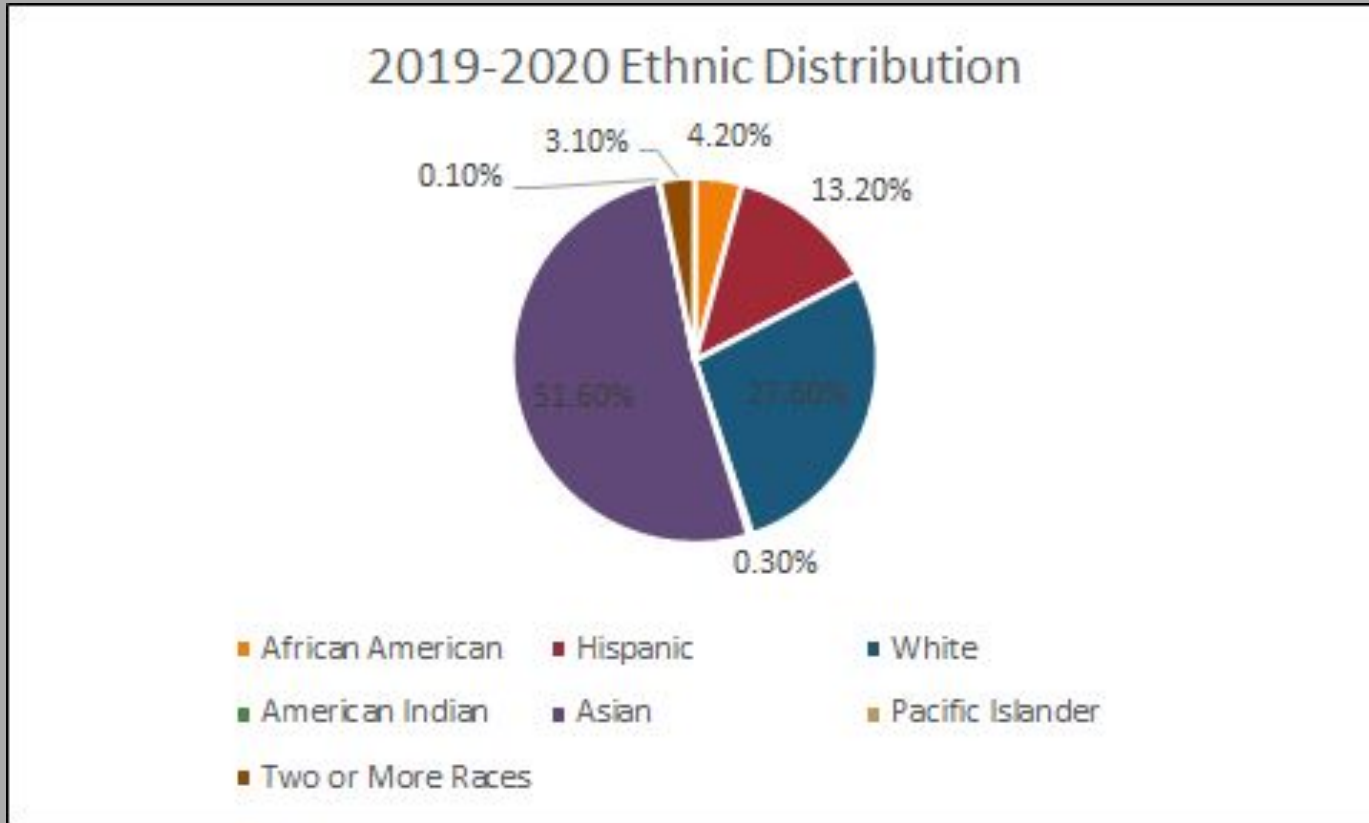
Annual Graduates	% Tested			% At/Above Criterion		
	State	Region 10	District	State	Region 10	District
2017-2018	75.0	80.5	100.0	36.1	40.1	75.1

Part 1: TAPR - Students by Grade

Grade	Count	Percent
Early Childhood Education	38	0.3
Pre-Kindergarten	211	1.6
Kindergarten	834	6.3
First Grade	891	6.8
Second Grade	936	7.1
Third Grade	1010	7.7
Fourth Grade	950	7.2
Fifth Grade	1,011	7.7

Grade	Count	Percent
Sixth Grade	1,078	8.2
Seventh Grade	1,087	8.2
Eighth Grade	1,099	8.3
Ninth Grade	1,107	8.4
Tenth Grade	1,002	7.6
Eleventh Grade	980	7.4
Twelfth Grade	947	7.2

Part 1: TAPR - Student Information



African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
4.2	13.2	27.6	0.3	51.6	0.1	3.1

Part 1: TAPR - Staff Classification

Classification	CISD %	State %
Professional Staff	78.2	63.7
Educators	60.2	49.4
Professional Support	13.3	10.2
Campus Administration	3.2	3.0
Central Administration	1.5	1.1
Educational Aides	8.5	10.6
Auxiliary Staff	13.3	25.7

Part 1: TAPR - Educators by Ethnicity

Ethnicity	CISD %	State %
African American	3.2	10.8
Hispanic	8.2	28.1
White	81.8	57.7
American Indian	0.6	0.3
Asian	5.3	1.8
Pacific Islander	0.0	0.2
Two or More Races	0.9	1.1

Part 1: TAPR - Educators by Highest Degree Held

Degree	CISD %	State %
No Degree	0.0	1.3
Bachelors Degree	72.1	73.4
Masters Degree	26.7	24.5
Doctorate	1.2	0.7

Part 1: TAPR - Educators by Years of Experience

Years of Experience	CISD %	State %
Beginning Educators	6.9	7.4
1-5 Years Experience	29.8	27.9
6-10 Years Experience	20.7	19.4
11-20 Years Experience	28.8	29.4
Over 20 Years Experience	13.8	15.9

Part 1: TAPR - Learner Enrollment by Program

Program	CISD %	State %
Bilingual/ESL Education	15.4	20.6
Career and Technical Education	23.4	27.6
Gifted and Talented Education	14.8	8.1
Special Education	7.8	10.5