

RAINS ISD

District Improvement Plan 2025/2026



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Date Reviewed:

DMAC Solutions ®

Date Approved:

1/12/2026

RAINS ISD

Mission

*All in. All together. Investing in our kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together*

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS ISD Site Base

Name	Position
Darby, Jana	HS Teacher
Holland, Emma	HS Teacher
Barrios, Saylor	JH Teacher
Bartley, Justin	INT. Teacher
Farmer, Karlie	INT. Teacher
Jones, Tiny	INT. Teacher
Tanton, Amy	ELEM. Teacher
McDowell, Sharyse	ELEM. Teacher
McAllister, Christine	ELEM. Teacher
Nicks, Joe	District
Hayes, Lyndsay	District
Davidson, Molly	District
Portwood, John	District
Gowin, David	Business
Wasson, Holly	Business
Thurman, Karen	Community
McCall, Sherri	Community
Hill, Jennifer	Community
Ely, Staci	JH Teacher
Bellows, Shana	JH Teacher
West, Candace	Parent
Potts, Julia	Parent

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS ISD

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and District Personnel Expectations) Students and district personnel are communicated with and supported in achieving high expectations for growth and development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide district staff and students with expectations for success in clear and easy to understand language. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1,3.2)	Administrators, Assistant Principal, Central Office Administration, District Administration, Instructional Coach(es), Principal(s)	Current - May 30, 2026	(S)IMA - Curriculum	
2. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (Strategic Priorities: 2) (ESF: 1.2,4.1)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Current - May 30, 2026		
3. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly) (ESF: 1)	Central Office Administration, Instructional Coach(es), Technology Staff	Current - August 4, 2026	(F)Title II, A - \$2,000	
4. Create a district wide process for onboarding new teachers and curriculum alignment, focusing on the adoption of new OER curriculum (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Principal, Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
5. Implement growth data points from TIA pre and post test data, along with state assessment data to drive instruction. (Target Group: All) (ESF: 4,4.1,5,5.1,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	9/1/2025-10/31/2025		
6. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Current-May 30, 2026		
7. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	current - May 30, 2026		

RAINS ISD

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Instructional Program Alignment) Coordinate instructional program to support student success for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Central Office Administration, Principal(s), Special Education Director	Ongoing	(F)Title I - \$499,619, (S)State Compensatory Funds - \$593,584	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Central Office Administration, Principal(s), Special Education Director	Current-May 30, 2026		
3. Students in special populations show measurable progress as indicated through RDA and Accountability reports. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	Central Office Administration, Special Education Director	8/2025-8/2026	(F)Title II, A	

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Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Technology Provision) Provision of technology necessary for students to be competitive in the workplace.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	Ongoing		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Central Office Administration, Technology Director	Ongoing		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All) (ESF: 3.3)	Central Office Administration, Chief of Business Operations, Technology Director	Current - May 30, 2026		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 4,5.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications). (ESF: 2.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All) (ESF: 2.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing		

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Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 4. (Professional Development) Student data, district needs, campus leadership, and teacher interests will drive the opportunities provided for professional development options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Central Office Administration, Department Heads, Principal(s)	Ongoing	(F)Title I - \$42,173, (S)State Compensatory Funds - \$127,000	
2. Incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Central Office Administration	Current - May 30, 2026		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Central Office Administration, Principal(s)	Ongoing		
4. Create and implement a calendar to embed professional development throughout the school year. (ESF: 2.1)	Assistant Superintendent for Curr/Instruction, Principal(s)	Current - May 30, 2026		

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Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 5. (Retain highly effective staff.) Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build capacity of new-to-profession and new-to-campus teachers through intentional and thorough training of mentors. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
2. Provide timely and meaningful feedback on professional practices to support continuous improvement. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Provide competitive non-monetary incentives and monetary incentives, as resources allow. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration, Principal(s)	Ongoing		

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Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 6. (Recruit highly qualified staff through grassroots and networking efforts.) The benefits of employment at RISD will be marketed in various networks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD will partner with universities, the regional service centers, and teacher preparation programs to market available positions and benefits. (Strategic Priorities: 1) (ESF: 2.1)	Central Office Administration, Principal(s)	Annually		
2. Continually monitor and grow the FYTA to keep up with top trends and meet the needs of new to the profession teachers. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
3. RISD will create recognizable branding that will be utilized across all platforms to promote the school district. (ESF: 2)	Administrators	Ongoing		
4. Utilize relationships of current staff as brand ambassadors to recruit colleagues from across the state. (Title I SW Elements: 2.1) (Strategic Priorities: 1) (ESF: 2.1)	Classroom Teachers	Ongoing		

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Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Student Connections) Achieve success through students being engaged, having input and being connected to district visions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students (ESF: 1.1,1.2)	Central Office Administration, Department Heads, Principal(s)	Current - May 30, 2026		
2. Research and analyze the most effective cross-campus focus groups and teams. (ESF: 3.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days. (ESF: 3.1,3.2)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		

RAINS ISD

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Student and Personnel Safety) School community will enhance success through a feeling of safety and comfort at school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus. (ESF: 3)	Counselor, Principal(s)	Ongoing		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk. (Target Group: AtRisk) (ESF: 3.3)	Counselor, Principal(s)	Ongoing		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness. (ESF: 3)	Central Office Administration, Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention. (ESF: 2.1)	Central Office Administration	Ongoing	(F)Title I - \$10,000	

RAINS ISD

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (District Personnel Connections) District personnel will achieve success through being valued, heard and connected to school district visions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a calendar for 5th-day options that including relevant professional development as determined in Goal 1, Objective 4 (ESF: 2.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
2. Research and create effective focus groups for both on-campus and cross-campus planning; groups to include representation from all district personnel. (ESF: 2,3)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Create and implement a calendar that is dedicated to connecting campus groups and promotes unity amongst all district personnel. (ESF: 3.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		

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Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 4. (Parents and community Connections) Parents and school community members will be connected through open communication, events and engagement through programs such as parents nights, programs, school-day activities and other community partnerships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Ongoing		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS ISD

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 5. (School Community Collaborations) Students, Staff, Parents and Community will share a common goal of student success that includes collaborations to plan and communicate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and facilitate round table meetings that include: staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Ongoing		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication. (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	Annually		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses. (ESF: 1,3,3.4)	Central Office Administration, Principal(s)	Ongoing		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community. (ESF: 3.4)	Central Office Administration, Principal(s)	Ongoing		
5. Create and facilitate events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary). (ESF: 3)	Central Office Administration, Principal(s)	Ongoing		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns. (ESF: 3)	Superintendent	Ongoing		

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

At-Risk by Category
Attendance
Community Demographics
Course/Class Assignments
Drop-out Rates
Enrollment
Ethnicity
Gender
Graduation Records
Homeless Students
Mobility/Stability
Multi-Year Trends
Special Program Participation
Special Student Populations
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
Teacher-Student Ratios

Demographics Strengths

100% Graduation Rate (22-23)
0.4% Dropout Rate (21-22)

Demographics Needs

- Continue to monitor and support students who qualify for Special Education, Section 504, and Dyslexia services.
- Continue to monitor and support students who qualify for Emergent Bilingual services.
- Continue to monitor and support students who qualify for McKinney Vento services.
- Continue to monitor and support students who are identified as At Risk and Economically Disadvantaged.

Comprehensive Needs Assessment

Demographics Summary

Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Enrollment

20/21- 1706

21/22- 1727

22/23- 1753

Ethnicity- 70% w, 20% h

Gender- 55% m, 45% f

SpEd/504- 12-14%

EB- 6-8%

All group percentages are steady over the last 3 years.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data

Attendance

College, Career, and Military Readiness (CCMR)

College/University/ Dual Credit/AP Enrollment

Common Benchmark Assessments

Course/Class Assignments

Course/Class Completion, Grades, and Other Data

Course/Class Grades

Disaggregated STAAR Data

Graduation Plan Types

Graduation Records

Graduation, Completion, and Dropout Rates

Multi-Year Trends

Promotion/Retention Rates

Results Driven Accountability (RDA)

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

State and Local Student Assessment Data Tables
State Assessment Data
Summary of Student Progress (not taking STAAR)
Texas Success Initiative (TSI) Data

Student Achievement Strengths

- 100% Graduation Rate
- Districtwide Assessments (Benchmarks & Interims) to monitor the progress of students on a consistent and frequent basis.
- Employment of a full-time Instructional Coach at each campus.

Student Achievement Weaknesses

- Low attendance percentages across the district.
- Low performance in Math state assessments across the district.

Student Achievement Needs

- Continue providing and possibly increase support through Instructional Coaching on campuses.
- Possibly provide additional support to campuses through Truancy Personnel.

Student Achievement Summary

Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. The data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Classroom and School Walkthrough Data
Feedback Data
Parent Conferences or Meetings
Student Discipline Data
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

School Culture and Climate Strengths

- Safety Upgrades Districtwide
- Safety Audit Success
- Campus PFE Events
- Spirit of Community/Family
- Improved support, communication, and student discipline consistency from campus leadership per staff survey.

School Culture and Climate Weaknesses

- Outdated facilities with overall structural issues (leaky roofs, etc.).

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Determine additional funding sources to support staff salary needs.
- Continue Facilities Upgrades/Updates
- Continue efforts by campus leadership to improve student discipline consistency.
- Address staff with poor work ethic and attitudes per staff survey.
- Improve community relations/perceptions by increased communications of daily campus/classroom events and activities.

School Culture and Climate Summary

School Culture and Climate refers to the organization's values, beliefs, and customs that shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact with the system.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Community Demographics
Community Input
Course/Class Completion, Grades, and Other Data
District Policies
Multi-Year Trends
Paraprofessional and Other Staff Qualifications
Professional Development Data
Recruitment and Retention Rates and Other Data
Special Program Qualifications
Staff Development
Staff Mobility/Stability
Support Structure: Mentor Teachers
Teacher Certifications/Qualifications Data
Teacher-Student Ratios
Texas Teacher Evaluation & Support System (T-TESS)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- Valuable incentives for staff quality including 4-day instructional week, childcare, \$320 for health insurance.
- Instructional Coach to support teachers on each campus.
- Submitting TIA application on Apr 15, 2024.

Staff Quality, Recruitment and Retention Weaknesses

- Applicant Pool Limitations (Rural Area)
- Student Attendance Concerns (Affects Funding)
- Competitiveness of Salary Schedules
- High Staff Turnover Rate
- High Class Sizes in Some Areas

Staff Quality, Recruitment and Retention Needs

- Build strong partnerships with universities for recruitment purposes.
- Improve local Teacher Mentoring Program
- Continue culture building through staff recognition and incentives.
- Continued support from campus Instructional Coaches.
- Continue to implement strategies to increase student attendance.

Staff Quality, Recruitment and Retention Summary

We have a good recruitment plan and procedures, but we need to improve our retention of new teachers. This can be done by improving relationships with the universities to ensure that qualified teachers are being recruited. We need to improve the support of all new teachers by improving the training for mentors and enhancing the First Year Teacher Academy.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Class, School, and Special Program Schedules
Common Benchmark Assessments
Disaggregated STAAR Data
Enrichment Course/Class Materials
Foundational Course/Class Materials
High-Yield Strategies
Horizontal and Vertical Team Alignment Processes
Instructional Design/Delivery
Multi-Year Trends
PEIMS Reports
Promotion/Retention Rates
Scope and Sequence and Pacing Guide Documents
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standards-Based Curriculum Resources and Materials
Student-Specific and Differentiated Strategies
Summary of Student Progress (not taking STAAR)
Technology

Curriculum, Instruction and Assessment Strengths

- Utilizing MAP Growth testing at Int and JH campuses in all core subjects
- Completing benchmarks and Interim testing districtwide
- Increased access to CTE courses and programs of study
- Intervention time provided during the school day as well as on Intervention Fridays
- Addition of HQIM

Curriculum, Instruction and Assessment Weaknesses

- Transition to new STAAR items (SCR, ECR) requires additional training and curriculum development
- Continue to monitor services and support for our students who receive are served under any special program.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- Increase opportunities to write in all courses, PK-12.
- Increase opportunities for vertical alignment discussion in ELAR and Math.
- Continue adding HQIM

Curriculum, Instruction and Assessment Summary

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
Community Service Agencies and Support Services
Demographic Data
Family and Community Participation Counts
Mobility/Stability
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Volunteer Information

Family and Community Involvement Strengths

- Parents, businesses, and community members participate on campus and district improvement committees.
- Campus and district improvement committees review Parent/Family Engagement policy annually to revise, as needed.
- McKinney Vento supports through TEHCY program and Region 7 ESC SSA are helpful for effected families.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

-Lower parent involvement to PFE activities and events at the secondary campuses.

Family and Community Involvement Needs

-Continue to brainstorm and implement relevant PFE activity and event activities.
-Continue to brainstorm and implement strategies to increase parental involvement.

Family and Community Involvement Summary

Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

School Context and Organization

School Context and Organization Data Sources

Communication: Formal and Informal
Community Demographics
Community Input
Decision-Making Processes
Discipline Referrals
Drop-out Rates
Duty Roster
Expulsion/Suspension Records
Leadership and Administrative Support Structures
Master Schedule
Multi-Year Trends
Parent Participation
PEIMS Reports
Program Support Services
Schedule for Student Support Services
School Map and Physical Environment

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

School Structure
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Supervision Structure
Support Structure: Mentor Teachers
Survey and Interviews of Students/Staff/Parents

School Context and Organization Strengths

-Teachers are involved in campus and district improvement committees.
-District has a collective vision and mission statement.

School Context and Organization Needs

-Continue to monitor and take steps towards ensuring efficient and effective processes across the organization.

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Think about:

District level supports around classes, schedules, student/staff teams

How we support subjects in which students perform poorly

Teacher voice in decision-making and school policies

Teacher role in assessment choice decisions

Are all stakeholders (teachers, parents, paras, support staff, and students) involved in decision-making

Perceptions of students, parents, and community about the district and campuses

Comprehensive Needs Assessment

Technology

Technology Data Sources

Assessment of Technology Skills
Classroom Technology Needs
Community Input
District Policies
Leadership and Administrative Support Structures
Multi-Year Trends
Professional Development Data
Resource Allocations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
Technology Hardware and Software
Technology Infrastructure, Networks, etc.
Technology Plan
Technology Policies and Procedures

Technology Strengths

- Purchased 1400 additional Chromebooks with ESSER grant funds.
- Increased number of smartboards in classrooms.
- Improved network and infrastructure.

Technology Weaknesses

- Not yet 1-1 districtwide
- Technology struggles during state assessment

Technology Needs

Comprehensive Needs Assessment

- Implement a plan to fund new devices annually that would allow to cycle old devices down each year until they are retired.
- Evaluate the budget to determine how to implement the plan above.
- Research funding and grant opportunities to assist in the plan above.

Technology Summary

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real world experiences, including post-secondary opportunities.

Appendix- LEA Program Plan Requirements

Title I, Part A	
LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	<p>Rains ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 3 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee meetings are scheduled for the following dates: 10/9/24, 11/20/24, 1/22/25, 2/19/25, 3/19/25, and 4/16/25. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May.</p>
Coordination	<p>Rains ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> ● Title I, Part C ● Title II, Part A ● Title III, Part A ● Title IV, Part A ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● Head Start Act ● McKinney-Vento Homeless Assistance Act ● ESSER II & III ● SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>

<p>Challenging State Academic Standards</p>	<p>Rains ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by three certified teachers, after-school tutorials with TEKS-aligned materials, and two paraprofessionals who work with small groups of students.</p>
<p>Periodic Review and Revisions</p>	<p>Rains ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for 10/9/24 and 1/22/25 and a summative evaluation scheduled for 4/16/25 to evaluate the effectiveness of the plan.</p>
<p>Required Descriptions:</p>	
<p>Student Progress Monitoring Supports</p>	<p>Rains ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Rains ISD has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Rains ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working</p>

	to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Teacher Quality	Annually, during the spring and summer of each year, Rains ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.
School Improvement and Support Activities	The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions.
Measure of Poverty	Rains ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Nature of Programs	All of Rains ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.
Services to Homeless Children and Youth	Rains ISD currently serves approximately 60 homeless children and youth. 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who

	<p>provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <ol style="list-style-type: none"> 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
<p>Parent and Family Engagement Strategy</p>	<p>Rains ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p><i>Rains ISD Written PFE Policy</i></p>
<p>Early Childhood Education Programs and Transition Plans</p>	<p>Our preschool classes are located on our Elementary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special</p>

	education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.
Identification of Eligible Children	Rains ISD operates no targeted assistance programs.
Middle to High School/ High School to Postsecondary Transitions	<p>Rains ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition.</p> <p>Rains ISD works hard to coordinate with its higher education partner, Trinity Valley Community College and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
Discipline Disproportionality	Rains ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Rains ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.
Coordination and Integration	<p>Rains ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities.</p> <p>The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.</p>

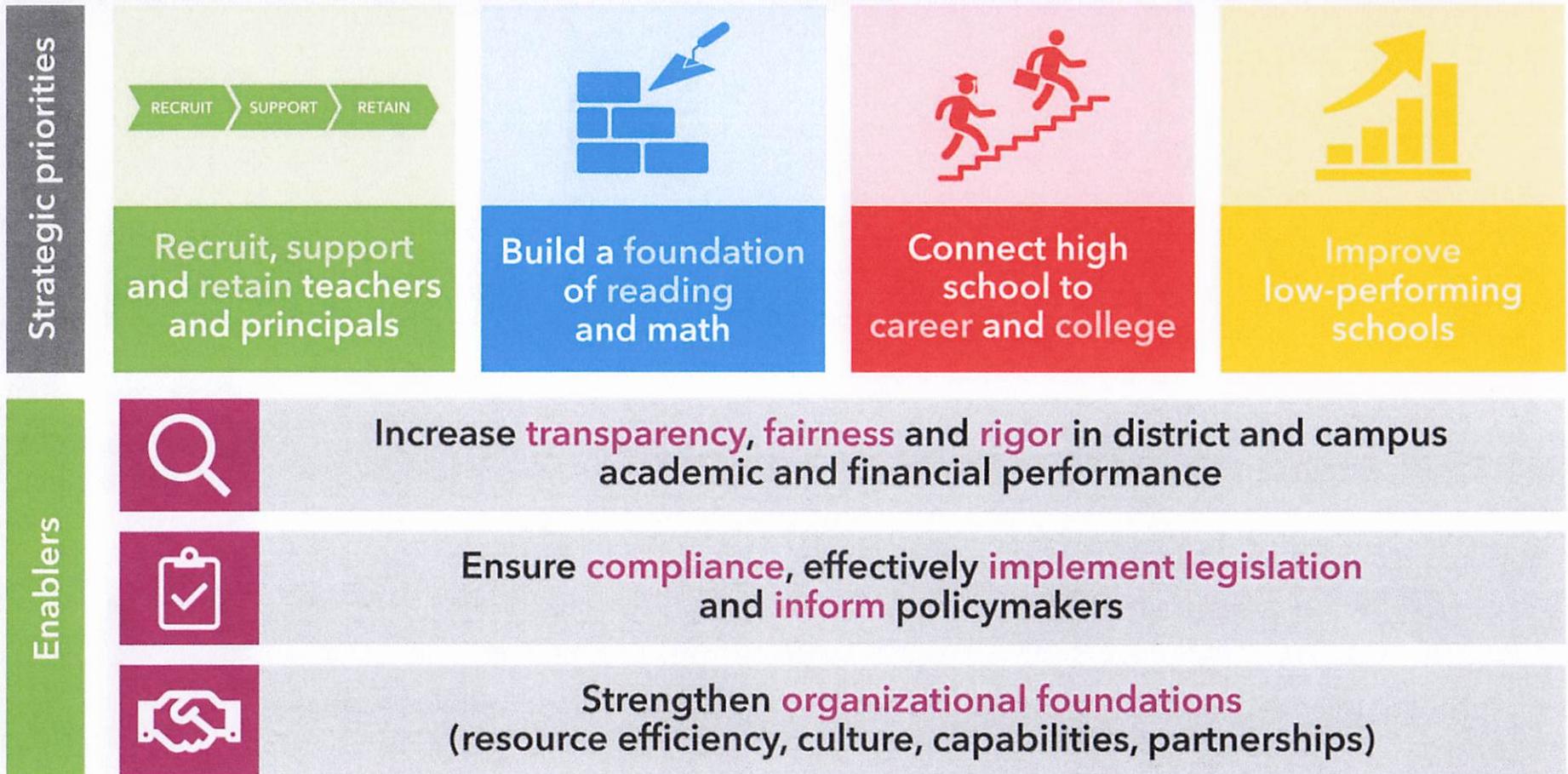
Appendix- Title II DIP Requirements

Title II, Part A	
Title II Requirement	Description of Requirement
REAP/Transferability	During the CNA for the 2024-2025 school year, the required stakeholders met on the following dates 2/27/24 and 3/27/24. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A were so extensive that our Title II, Part A funds would best be used to meet those needs. The decision was made by the committee to transfer 100% of the district's Title II, Part A allocation to Title I, Part A.

Appendix- Title IV DIP Requirements

Title IV, Part A	
Title IV Requirement	Description of Requirement
REAP/Transferability	During the CNA for the 2024-2025 school year, the required stakeholders met on the following dates 2/27/24 and 3/27/24. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A were so extensive that our Title IV, Part A funds would best be used to meet those needs. The decision was made by the committee to transfer 100% of the district's Title IV, Part A allocation to Title I, Part A.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS HIGH SCHOOL

Campus Improvement Plan

2025/2026

Stronger Together



Jeff Akin
1651 W. HWY 69 Emory, Tx
903-473-2222
akinj@rainsisd.org

Date Reviewed:

Date Approved:

RAINS HIGH SCHOOL

Mission

*All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together*

Vision

*In the pusuit of excellence:
We value community parternships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS HIGH SCHOOL Site Base

Name	Position
Harris, Sharee	Counselor
McNair, Lynlee	Dean of Students
Fisher, Robert	CTE Director
Akin, Jeff	Principal
Clayton, Kortney	Assistant Principal
Lance, Jonathan	Teacher/Audio Video
Samples, Janet	Teacher
Cockrell, Sherri	Teacher
Wallace, Shantil	Teacher
Cook, Jeremy	Parent Representative
Roberts, Robert	Parent Representative
Sustaire, Jayde	Business/Community Rep.
Weddle, Carla	Business/Community Rep.
Gowin, Stephen	Business/Community Rep.
Cook, Wyatt	Student
Castro, Layci	Principal Secretary

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and district personnel will be held to consistent and high expectations that will result in) S1 - Ensure a guaranteed and viable core curriculum implemented with fidelity.S2 - Provide a years worth of growth for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2025	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (Title I SW Elements: 2.1,2.5) (Strategic Priorities: 1,2,3) (ESF: 1.2,3,3.4,5,5.1,5.2,5.3)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2025		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2026		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2026	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (Target Group: All) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2026		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2025-6/27/2026		
7. Create parameters that define an acceptable years worth of academic growth for a student (Target Group: 9th,10th,11th,12th) (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2025-11/30/2026	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2025-11/30/2025		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor,	9/1/2025-10/31/2025		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and district personnel will be held to consistent and high expectations that will result in) S1 - Ensure a guaranteed and viable core curriculum implemented with fidelity.S2 - Provide a years worth of growth for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	Department Heads, Instructional Coach(es), Principal(s)			
10. Develop the RISD social growth data points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/8/2024-1/6/2025	(F)Title IV Funding - \$5,000	
11. Develop a district-wide process for data disaggregation and progress monitoring (Target Group: All,SPED,504,9th,10th,11th,12th) (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2025-10/31/2025		
12. Develop and create a district-wide calendar for ongoing progress monitoring: Progress monitoring will be set on a monthly basis except for Biology. Bio will be progress monitored by the unit. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2025-10/31/2025	(L)Campus Budget	

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Coordinate the entire instructional program to support student success across all student groups.) S1 - Provide equitable instruction that is differentiated to meet all students' needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2025-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2025-11/30/2025		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2025-8/2026	(F)Title II, A	

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Commitment to the provision of technology necessary for students to be competitive in the workplace.) S1- Develop a technology replacement cycle.
S2- Provide highly effective instructional technology resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2025-11/30/2025		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2025-11/30/2025		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2025-11/30/2025		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2025		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 4. (Provide opportunities for relevant and professional development for all staff.) S1- Student data, campus leadership, and teacher interests will drive professional development options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2025-11/30/2025	(F)Title I - \$15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2025-2/29/2026		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2025-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2025-6/30/2025		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 5. (Retain highly effective staff.) S1 - Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build new-to-profession and new-to-campus teachers through intentional and thorough training of mentors. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	7/27/2025-8/30/2025		
2. Provide timely and meaningful feedback on professional practices to support continuous improvement. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	9/1/2025-Ongoing		
3. Provide competitive non-monetary incentives and monetary incentives, as resources allow. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Chief of Business Operations, Principal(s)	3/1/2023-6/30/2026		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 6. (Recruit highly qualified staff through grassroots and networking efforts.) S1 - The benefits of employment at RISD will be marketed in various networks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD will partner with universities, the regional service centers, and teacher preparation programs to market available positions and benefits. (Strategic Priorities: 1)	Assistant Superintendent for Curr/Instruction, Principal(s)	Annually		
2. Continually monitor and grow the FYTA to keep up with top trends and meet the needs of new to the profession teachers. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
3. RISD will create recognizable branding that will be utilized across all platforms to promote the school district. (ESF: 2)	Administrators	Ongoing		
4. Utilize relationships of current staff as brand ambassadors to recruit colleagues from across the state. (Title I SW Elements: 2.1) (Strategic Priorities: 1)	Classroom Teachers	Ongoing		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Success will be achieved by engaged students having input, being heard, and feeling connected to our) S1- Strategically collect and analyze input from all members of the learning community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2025-10/2/2025		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2025-5/2026		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2025-8/1/2026		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Students will be challenged because they feel safe, comfortable, and cared for by district personnel) S1- Create systems of campus safety across campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2025-5/30/2026		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHAT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2025-5/30/2026		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (All district personell are valued, heard, informed, and connected.) S1- Provide 5th-day options on staff development days.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a calendar for 5th-day options that including relevant professional development as determined in Objective 4	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2025-6/2026		
2. Research and create effective focus groups for both on-campus and cross-campus planning; groups to include representation from all district personnel.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2025-6/2026		
3. Create and implement a calendar that is dedicated to connecting campus groups and promotes unity amongst all district personnel. (ESF: 3.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2025-7/2026		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 4. (Parents and community will be connected through open communication, events, and engagement.) S1- Increased opportunities for parent engagement and community partnerships through programs, parent nights and school day activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2025-5/30/2026		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 5. (With a common goal in mind, students, staff, parents, and community will work together to achieve su) S1- Collaborate and engage with district and community partners to collect important information. S2- Collaborate and engage with district and community partners to effectively plan and communicate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2025-6/1/2025 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2026		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 1. (Classroom atmosphere) Have a classroom that is safe, welcoming, clean and suitable for student success. Have the appropriate materials needed; rooms decorated where the students feel comfortable; keeping doors locked at all times for safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a clean and safe environment (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.2,3.4,5.1)	Administrators, Aides, Teachers	throughout the year	(L)Budget Allocations - \$250	

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 2. (College and Career, Military Readiness) Assuring that all seniors are prepared for either college, a career or the military by the time they graduate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All students will complete the CCMR along with TSI / College Bridge. College bound Students will take the ACT before graduating. Students will also take the PSAT by their Sophomore/Junior year. RHS goal is to have every student graduate core complete with a certificate of completion for in their area of endorsement. (Title I SW Elements: 2.5) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (ESF: 1,2,2.1,3,3.1,3.2,3.4,4,4.1,5,5.1,5.2)</p>	<p>Administrators, Counselor, Counselor, CTE Director, CTE Teachers</p>	<p>Aug. to May</p>	<p>(L)Budget Allocations</p>	
<p>2. VU scholarships added to help Junior and Seniors with College scholarships. Gives students and parents the opportunity to find the best option for college scholarships and colleges that best suit their options for the future. (Title I SW Elements: 2.1,2,3,2.6,3.1,3.2) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3,3,3,3.4)</p>	<p>Administrators, Counselor, Counselor</p>	<p>Dec. to May</p>	<p>(O)\$3,500.00</p>	

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 3. (Monitoring student growth) Student growth will be monitored with progress monitoring on a monthly basis. There will be a BOY, MOY and an EOY to help determine the growth rate throughout the semester/year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will be monitored through progress monitoring and MAPS testing (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,4,4.1,5)	Administrators, Counselor, Instructional Coach(es), Teachers	BOY,MOY, EOY - PM monthly	(L)Budget Allocations	

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
AP Testing Results
At-Risk by Category
Attendance
CCMR Verification
Classroom and School Walkthrough Data
College/University/ Dual Credit/AP Enrollment
Common Benchmark Assessments
Disaggregated STAAR Data

Student Achievement Strengths

96% in CCMR
Over 80% completed Texas College Bridge
Data tracking was better during the 2024-25 school year

Student Achievement Weaknesses

- 1.) Attendance
- 2.) Apathy in the classroom
- 3.) Lack of Rigor in the classroom

Student Achievement Needs

- 1.) PD on small groups in the classroom.
- 2.) PD on data tracking and what to do with data once a test is complete
- 3.) Common lesson plan template
- 4.) More teaching bell to bell

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- 5.) More Rigor
- 6.) Monthly common assessments for data tracking
- 7.) MAP testing for BOY/MOY/EOY
- 8.) Continuity from year to year

Student Achievement Summary

Our campus has great potential given the right training and personnel in place. We have plans in place already for training this summer and at the beginning of the year. We are making plans to get the campus on track to excel.

School Culture and Climate

School Culture and Climate Data Sources

ACT Results
ACT/SAT Data
AP Testing Results
Assessment of Technology Skills
At-Risk by Category
Attendance
CCMR Verification
Certificates of High School Equivalency
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Classroom Technology Needs
College Entrance Exams
College, Career, and Military Readiness (CCMR)
College/University/ Dual Credit/AP Enrollment
Common Benchmark Assessments
Communication: Formal and Informal
Community Demographics
Community Input
Community Service Agencies and Support Services
Comparable Campuses Report

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Course/Class Assignments
Course/Class Completion, Grades, and Other Data
Course/Class Grades
Decision-Making Processes
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Duty Roster
Enrichment Course/Class Materials
Enrollment
Ethnicity
Expulsion/Suspension Records
Failure Lists
Family and Community Participation Counts
Federal Program Guidelines
Feedback Data
Focus Groups
Foundational Course/Class Materials
Gender
Grade Detail Reports (by grading cycle)
Graduation Plan Types
Graduation Records
Graduation, Completion, and Dropout Rates
Growth Projections
High-Yield Strategies
Highly Qualified Staff
Homeless Students
Horizontal and Vertical Team Alignment Processes
Instructional Design/Delivery
Interviews
Leadership and Administrative Support Structures
Lesson Study/Delivery Processes
Maintenance Records
MAP Testing Results
Master Schedule
Mobility/Stability
Multi-Year Trends
Other Staff Effectiveness Data

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Paraprofessional and Other Staff Qualifications
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Parent Volunteer Information
Parent, Staff, and Student District Survey
Parental Involvement Policy
PBM Risk Levels
PEIMS Attendance Summary
PEIMS Discipline Reporting
PEIMS Reports
Professional Development Data
Program Support Services
Promotion/Retention Rates
Promotion/Retention Rates
Questionnaires
Recruitment and Retention Rates and Other Data
Report Card Grades
Resource Allocations
Results Driven Accountability (RDA)
Safe Schools Checklist
Safe Schools Checklist
SAT Results
SCE Policy
Schedule for Student Support Services
School Map and Physical Environment
School Structure
Scope and Sequence and Pacing Guide Documents
Semester Exam Grades
Special Program Participation
Special Program Qualifications
Special Programs Evaluations
Special Student Populations
STAAR EOC Group Report (E1, A1, E2, Bio, U.S.)
STAAR EOC Summary (Student Demographics)
Staff Development
Staff Mobility/Stability
Staff Plus Delta
Staff/Parents/Community/ Business members involved w/SBDM

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Standardized Tests
Standards-Based Curriculum Resources and Materials
State and Local Student Assessment Data Tables
State Assessment Data
Student Course Requests
Student Discipline Data
Student Misconceptions
Student-Specific and Differentiated Strategies
Summary of Student Progress (not taking STAAR)
Supervision Structure
Support Structure: Mentor Teachers
Survey and Interviews of Students/Staff/Parents
Surveys
TAPR
Teacher Certifications/Qualifications Data
Teacher Turnover Rates
Teacher Turnover Rates
Teacher-Student Ratios
Technology
Technology Hardware and Software
Technology Infrastructure, Networks, etc.
Technology Plan
Technology Policies and Procedures
Texas Success Initiative (TSI) Data
Texas Teacher Evaluation & Support System (T-TESS)
TSIA Results

School Culture and Climate Strengths

Rains High School has weekly newsletters to both staff and students. along with daily announcements during third period.
Teacher Appreciation
Open House
Staff Lunches throughout the school year
Mental Health Training
Meet the wildcat
Class of 2025 - student parent meeting
Freshman Orientation - students - first day of school

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

Excessive absences
Attendance
Vaping
Rigor in the classroom
Proper training for teachers (classroom management)
Student behavior
Cellphones
Parent communication

School Culture and Climate Needs

Needs would be: Attendance incentives, programs on the effects of vaping, etc... Getting more students involved in extra-curricular activities, Motivational speakers,

School Culture and Climate Summary

There are many great teachers at RHS that work to bring out a strong campus climate for the students and staff members. The focus will be to address the attendance issues and the depletion of the culture and climate through staff planning throughout the 2024-25 school year on how to best meet the needs of our weaknesses.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom and School Walkthrough Data
Classroom Technology Needs

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

Communication: Formal and Informal
Decision-Making Processes
Highly Qualified Staff
Interviews
Leadership and Administrative Support Structures
Paraprofessional and Other Staff Qualifications
Promotion/Retention Rates
Recruitment and Retention Rates and Other Data
School Structure
Teacher Turnover Rates
Teacher-Student Ratios

Staff Quality, Recruitment and Retention Strengths

Four Day Week
Pay scale incentive starting with TIA
Distinguished teachers for new teacher mentors
Department's involved in hiring process
Pay increase from the State

Staff Quality, Recruitment and Retention Weaknesses

Salaries are low compared to districts around RISD
Retention of teachers is short
More Professional Development needed
Consistency with discipline both with Admin. and classroom teachers

Staff Quality, Recruitment and Retention Needs

I feel that even though we are a lower paying district in the surrounding area, RISD can still bring in good quality teachers with the formula of "Loyalty, Admin. support, family

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

atmosphere, and taking care of your people." Yes, money is an issue, but for a first year teacher, having a supportive group goes a long way. That's what we are striving for at RHS, family atmosphere, loyalty and taking care of each other.

Staff Quality, Recruitment and Retention Summary

With the start of the 2024-25 school year, we seem to be moving in the right direction for a great year!

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

- Assessment of Technology Skills
- Attendance
- Classroom Technology Needs
- Common Benchmark Assessments
- Communication: Formal and Informal
- Course/Class Grades
- Demographic Data
- Disaggregated STAAR Data
- Enrollment
- Feedback Data
- Grade Detail Reports (by grading cycle)
- Instructional Design/Delivery
- Leadership and Administrative Support Structures
- MAP Testing Results

Curriculum, Instruction and Assessment Strengths

- Weekly Up-dates from the Asst. Principal through facebook/voxer/email,
- Purchased Lowman Program for Math, English, Biology and Amer. History
- Asst. Principal's moral boosters with monthly appreciation gifts/ games, etc...

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Weekly announcements to the campus
Instructional Coach on campus
Progress Monitoring
New Curriculum in Alg. I - Bluebonnet

Curriculum, Instruction and Assessment Weaknesses

Teacher understanding the importance of DATA is lacking
Core Based Planning
Universal Lesson plans for all teachers

Curriculum, Instruction and Assessment Needs

Scope and Sequence

Curriculum, Instruction and Assessment Summary

RHS plans to focus on Data driven assessments that are focused on rigorous material that are TEKS based, create a lesson plan that all will follow and help implement focus on areas of student needs. Looking forward to 2025-26 RHS will focus their data for needed intervention that will help drive student needs in the classroom setting.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance
Community Input
Feedback Data
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Parent Conferences or Meetings
Parent Participation
Parent Volunteer Information
Parent, Staff, and Student District Survey
Parental Involvement Policy
Teacher Turnover Rates

Family and Community Involvement Strengths

Meet the Teacher
PTO
Parent/Community Feedback Surveys
SBDM
Campus Communication through Phone calls, Facebook, emails, newsletters and Skyward
Guardians on every Thursday as door greeters

Family and Community Involvement Weaknesses

Parental involvement
Students lack of empathy at school
Not all of school spirit
Open House turn out is very low for HS (Turn out was better at the start of the 2024 school year)

Family and Community Involvement Needs

More ideas for student involvement in extra curricular; We need to gain the trust of the community and see more staff support across the disciplines/activities. Example: Staff members make more effort to attend their student events or other events that staff members are a part of.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Our goal is to booster the moral of the teachers and staff, along with the students, to inspire change and togetherness as a family. Involving the families and community together as a whole to start the year off! Many calls were made over the summer for senior/freshman scheduling.

School Context and Organization

School Context and Organization Strengths

BOY,MOY and EOY will be utilized to identify the needs of students for the intervention process.
CTE classes will be in a pathway for students to gain certification in their pathway of choice.

School Context and Organization Weaknesses

Keeping students on a pathway
Having all CTE classes that lead to certification
Open up a better line of communication with parents with school expectations - There has been some negative feedbac on changes made at the second semester by parents who feel their child should be able to leave for lunch or check out of school at anytime.

School Context and Organization Needs

Structure for those students who are struggling in STAAR tested areas. Keeping the classroom sizes down and having class time for intervention.
Organizing a more efficient way to keep up with attendance, tardies , and parent contact

School Context and Organization Summary

With some changes being made at the end of the school year, RHS expectations for the 2024-25 school year are higher for student achievement. Administration is taking steps to monitor attendance on a weekly basis, TCB for seniors will be a top priority for CCMR , higher number of students receiving CTE certifications. In addition, having closer communication with parents and community members.

Comprehensive Needs Assessment

Technology

Technology Strengths

1 to 1 student devices
Have New Line TV's in Math Department, CTE, Science
Up to date computer lab with desk top computers
We have a poster and sticker printer

Technology Weaknesses

We need Newline Panels in English and History.

Technology Needs

Ideally, we would like to have chrome book carts in each classroom that contains the number of devices for the teacher's biggest class.

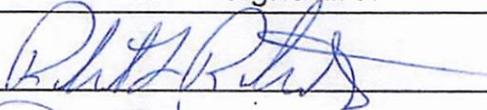
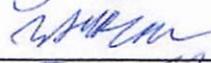
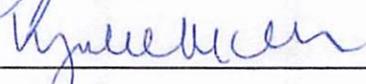
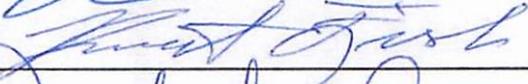
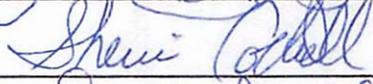
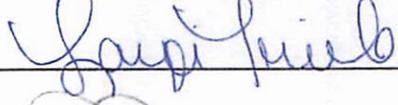
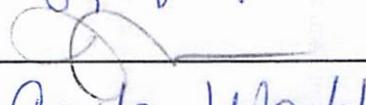
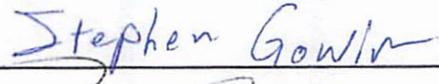
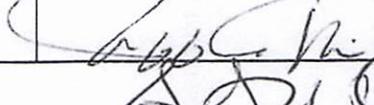
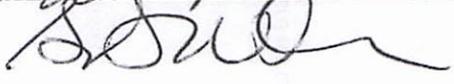
Technology Summary

We have the technology needed to keep up with the current trends but with technology ever evolving we need to start looking at more up to date devices.

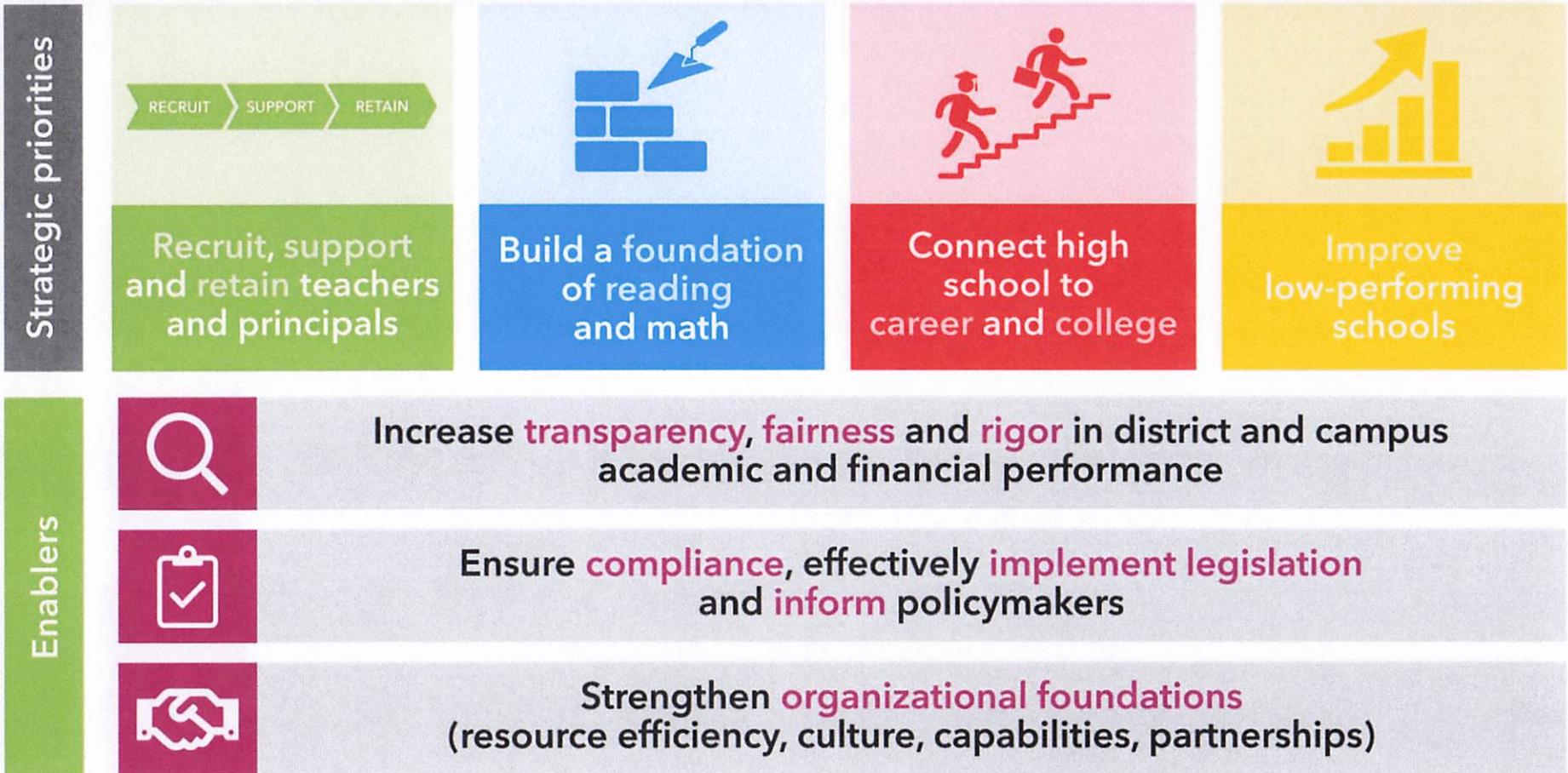
Site Base Meeting 5/29/24

Printed Name:

Signature:

Robert L. Roberts	
Joyde Sustaime	
Walt Cook	
Jeremy Cook	
Lynlee McHair	
Shakee' Harris	Shakee' Harris
Jonathan Lance	
Robert Fisher	
Janet Samples	
Sherrri Cockrell	
Lauri Trielo	
Jay Harney	
Carla Meddler	Carla Meddler
Steph	
Jeff Arlin	
Shantil Wallace	

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS JR HIGH

Campus Improvement Plan 2025/2026

Stronger Together



Jennifer Moore
1755 W. HWY 69 Emory, Tx
903-473-2222
moorej@rainsisd.org

Date Reviewed:

Date Approved:

RAINS JR HIGH

Mission

*All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together*

Vision

*In the pusuit of excellence:
We value community parternships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS JR HIGH does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS JR HIGH Site Base

Name	Position
Moore, Jennifer	Principal
Ely, Staci	Instructional Coach
Blalock, Heath	Assistant Principal
Bullock, Laura	Teacher
Knight, Mary Ellen	Counselor
Hurley, Stephanie	Teacher
Johnson, Summer	Teacher
Boyd, Karah	Parent/Community
Kestler, Joanna	Business Owner
West, Candice	Parent
Lively, Katelyn	Teacher
Owsley, Julie	Campus Registrar

RAINS JR HIGH

Goal 1. (Student Achievement) By the end of 2025-2026 school year, Rains Junior High will increase student passing performance in all tested content areas by at least 2%, evidenced in STAAR results (approaches, meets, and masters).

Objective 1. To strengthen academic growth and intervention systems through targeted supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement WIN (What I Need) periods to provide targeted intervention, acceleration, and enrichment for students in reading, math, and other core areas. (Target Group: GT, AtRisk) (Strategic Priorities: 2)	Counselor, Instructional Coach(es), Interventionist(s), MTSS Coordinator, Principal(s)	EOY		Criteria: Classroom observations and IXL data
2. Emphasize small-group instructional and purposeful reteaching during WIN time.	Counselor, Department Heads, Instructional Coach(es), Interventionist(s)	EOY		Criteria: Classroom evaluations,
3. Utilize MTSS data to identify students needing Tier 2 and Tier 3 interventions, providing targeted academic support aligned with student needs. (Target Group: AtRisk)	Department Heads, English Department, Instructional Coach(es), Interventionist(s), Math Department, Science Department, Social Studies Department	EOY		Criteria: MTSS and academic data

RAINS JR HIGH

Goal 1. (Student Achievement) By the end of 2025-2026 school year, Rains Junior High will increase student passing performance in all tested content areas by at least 2%, evidenced in STAAR results (approaches, meets, and masters).

Objective 2. To improve equitable access, inclusion, and attendance to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen ESL student support by ensuring access to translators, Language Mastery (LM) room with two bilingual teachers, and bilingual instructional resources. (Target Group: ESL)	Counselor, ESL Teacher(s), Technology Staff	September		Criteria: Staff and Student Feedback
2. Establish and monitor a comprehensive attendance process, including: Early notification and parent communication for attendance concern, House-based incentives to promote daily attendance, attendance committee meetings for student intervention with chronic absences, and communication/collaboration to address attendance related barriers.	Assistant Principal, Attendance Clerk, Counselor, MTSS Coordinator, Principal(s), Teachers	EOY		Criteria: Daily ADA Reports
3. Provide opportunities for student voice and leadership through the House System and CPOC attendance to increase engagement and ownership of learning. (Target Group: All)	CPOC, Principal(s), Students	EOY		

RAINS JR HIGH

Goal 2. (Curriculum, Instruction, and Assessment) By the end of the 2025-2026 school year, Rains Junior High will strengthen the overall quality of math curriculum, as well as all core subjects, with instruction, and assessment practices to improve student comprehension, retention, and academic growth in core content areas during the 25-26 school year.

Objective 1. RJH will implement and support HQIM (high quality instructional materials) and tier 1 instructional practices with fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Training and support for Bluebonnet math curriculum will be provided through collaboration with Region 7 Service Center. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Math Department	EOY		Criteria: Feedback of math department, as well as observations to assess department needs.
2. To ensure all teachers, math and reading, implement HQIM with fidelity. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	EOY		Criteria: Observations
3. To ensure Fundamental 5 practices are being utilized to strengthen Tier 1 instruction, focusing on: Framing the lesson with DLOs/lesson internalization (math and reading), In the Power Zone with intentional delivery, frequent Small Group interaction and purposeful talk, and the utilization of Exit Tickets to assess student learning. (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Aides, Classroom Teachers, Content Master Teacher, Department Heads, Instructional Coach(es), Interventionist(s), MTSS Coordinator, Principal(s)	EOY		Criteria: Student Assessment Results
4. Conduct classroom walkthroughs to ensure consistent instructional practices and high quality instructional delivery across content areas. (Target Group: All) (Strategic Priorities: 1,2)	Instructional Coach(es), Principal(s)	EOY		
5. Utilize instructional liaison to model best practices, co-teach lessons, and provide real time feedback for ongoing coaching opportunities. (Target Group: All) (Strategic Priorities: 1,2)	Instructional Coach(es)	EOY		Criteria: Classroom Observations

RAINS JR HIGH

Goal 2. (Curriculum, Instruction, and Assessment) By the end of the 2025-2026 school year, Rains Junior High will strengthen the overall quality of math curriculum, as well as all core subjects, with instruction, and assessment practices to improve student comprehension, retention, and academic growth in core content areas during the 25-26 school year.

Objective 2. RJH will strengthen data-driven instruction and targeted interventions through collaborative professional learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate Professional Learning Communities (PLCs) focused on: High impact instructional strategies, data analysis to identify Tier 2 and Tier 3 student needs, and designing small group and targeted intervention plans. (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 1,2)	Counselor, Department Heads, English Department, Instructional Coach(es), Interventionist(s), Math Department, MTSS Coordinator, Principal(s), Science Department, Social Studies Department	EOY		Criteria: Formative and Summative Assessment Results
2. Provide ongoing coaching and feedback loops after observations, while also utilizing Sibme as a reflective coaching tool to provide teachers with additional individualized feedback, video analysis, and growth opportunities. (Target Group: All) (Strategic Priorities: 1,2)	Department Heads, Instructional Coach(es), Interventionist(s), Principal(s), Teachers	EOY		Criteria: Growth in instructional delivery, evidenced through observations and Sibme feedback
3. Utilize MTSS data to guide intervention planning and to ensure students receive timely and appropriate academic support. (Target Group: AtRisk)	Instructional Coach(es), Interventionist(s), MTSS Coordinator, Teachers	EOY		Criteria: MTSS and assessment tracking

RAINS JR HIGH

Goal 3. (Parent, Family, and Community Engagement) By the end of the 2025-2026 school year, Rains Junior High will increase parent, family, and community engagement by 20% (as measured by event attendance, volunteer sign-ins, and feedback surveys) through intentional outreach, consistent communication, and expanded engagement opportunities.

Objective 1. RJH will expand opportunities for family and community participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RJH will host a Let the Ghoul Times Roll Fun Run Event to allow opportunities for student support and parent involvement. (Target Group: All)	All Staff Members, Parents	October		Criteria: Money earned and student/parent/staff involvement.
2. A parent breakfast and lunch will be organized each semester to build informal connections with families. (Target Group: All)		October and April		Criteria: Parent feedback and number of students and parents attending
3. There will be at least two evening events scheduled to engage parents in student learning in a fun and interactive format. (Target Group: All)	Classroom Teachers, Counselor, CPOC, Department Heads, Instructional Coach(es), Principal(s)	EOY		Criteria: Surveys and/or attendance
4. There will be at least two or more opportunities during the school year for the JH campus to make connections with the community. (Target Group: All)	All Staff Members	EOY		Criteria: Community Feedback and/or Event Turnout

RAINS JR HIGH

Goal 3. (Parent, Family, and Community Engagement) By the end of the 2025-2026 school year, Rains Junior High will increase parent, family, and community engagement by 20% (as measured by event attendance, volunteer sign-ins, and feedback surveys) through intentional outreach, consistent communication, and expanded engagement opportunities.

Objective 2. RJH will strengthen communication and recognition to foster connectedness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the new House App to increase positive communication between RJH staff and families while students earn individual recognition and rewards. (Target Group: All)	All Staff Members	EOY		Criteria: Student participation and gains made in academics, attendance, school spirit, and character.
2. Parent and student surveys will be conducted each semester to gather feedback on events, communication, curriculum and instruction, safety, and other important areas of the campus. (Target Group: All)	Principal(s)	EOY		Criteria: Survey Results
3. Recognize and celebrate students and staff contributions each nine weeks through shoutouts in the newsletters, social media, campus announcement, and through the RCA House app. (Target Group: All) (Strategic Priorities: 1)	All Staff Members, Parents, Students	EOY		Criteria: Student, staff, and parent participation
4. Share information about volunteer opportunities, campus initiatives, and campus support programs with resources and ways families can partner with the school. (Target Group: All)	All Professional Staff, CPOC, Students	EOY		

RAINS JR HIGH

Goal 4. (Technology) By the end of the 2025-2026 school year, Rains Junior High will strengthen the technology management processes for chromebooks to one central location and ensure that 100% of students have access to functioning chromebooks at all times.

Objective 1. RJH will centralize Chromebook management and repair processes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish the library as the central hub for all Chromebook processing, including repair tickets, check-ins, and replacements while they work directly with our district technology team. (Target Group: All)	District Librarian, Librarians, Principal(s), Technology Director, Technology Staff	EOY		Criteria: Survey Feedback
2. Library staff and designated tech personnel will be trained to process repair requests and track device status efficiently. (Target Group: All)	Chief of Business Operations, Librarians, Technology Director, Technology Staff	EOY		Criteria: Survey Feedback
3. Records will be maintained for all Chromebooks, including repairs, lost/stolen devices, and replacements issued to students/teachers. (Target Group: All)	Librarians, Technology Staff	EOY		Criteria: Records kept and survey feedback on technology.

RAINS JR HIGH

Goal 4. (Technology) By the end of the 2025-2026 school year, Rains Junior High will strengthen the technology management processes for chromebooks to one central location and ensure that 100% of students have access to functioning chromebooks at all times.

Objective 2. RJH will support teacher access and effective integration of Chromebooks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The technology hub in the JH library will maintain 20 campus Chromebooks, purchased through fundraiser funds for teacher checkout to support classroom instruction and small groups. (Target Group: All)	Librarians, Teachers, Teachers/Aides	EOY		Criteria: Records and Student/Staff Feedback
2. Provide guidance on check-out system for teachers to access Chromebooks, as needed, and collect teacher feedback for improved processes to support instructional needs. (Target Group: All)	Librarians, Principal(s), Teachers, Teachers/Aides	EOY		Criteria: Staff Feedback

RAINS JR HIGH

Goal 5. (Campus Safety) By May of 2026, Rains Junior High will enhance front office security and entry protocols through the completion and use of the secured entry vestibule, ensuring all visitors are properly screened before entering the building.

Objective 1. Strengthen Front Office and Entry Security- Complete the installation and implementation of a secured entry vestibule to control visitor access and verify identification, prior to building entry.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete construction and implementation of the secured entry vestibule for controlled visitor access. (Target Group: All)	Chief of Business Operations, District Administration, Maintenance Director, Principal(s), Technology Staff	EOY		Criteria: Completed product 10/31/25 - Pending
2. Train front office staff after construction on safety processes and safety communication while also conducting random safety checks for the entry. (Target Group: All)	Chief of Business Operations, Principal(s), RISD Chief of Police	EOY		Criteria: Safety Checks
3. Work with district maintenance and technology departments to ensure cameras, buzz-in systems, and intercoms are fully operational. (Target Group: All)	Chief of Business Operations, Maintenance Director, Principal(s), Technology Director	EOY		Criteria: Evaluation of all technology components once construction has been completed. Ongoing checks will also be conducted.

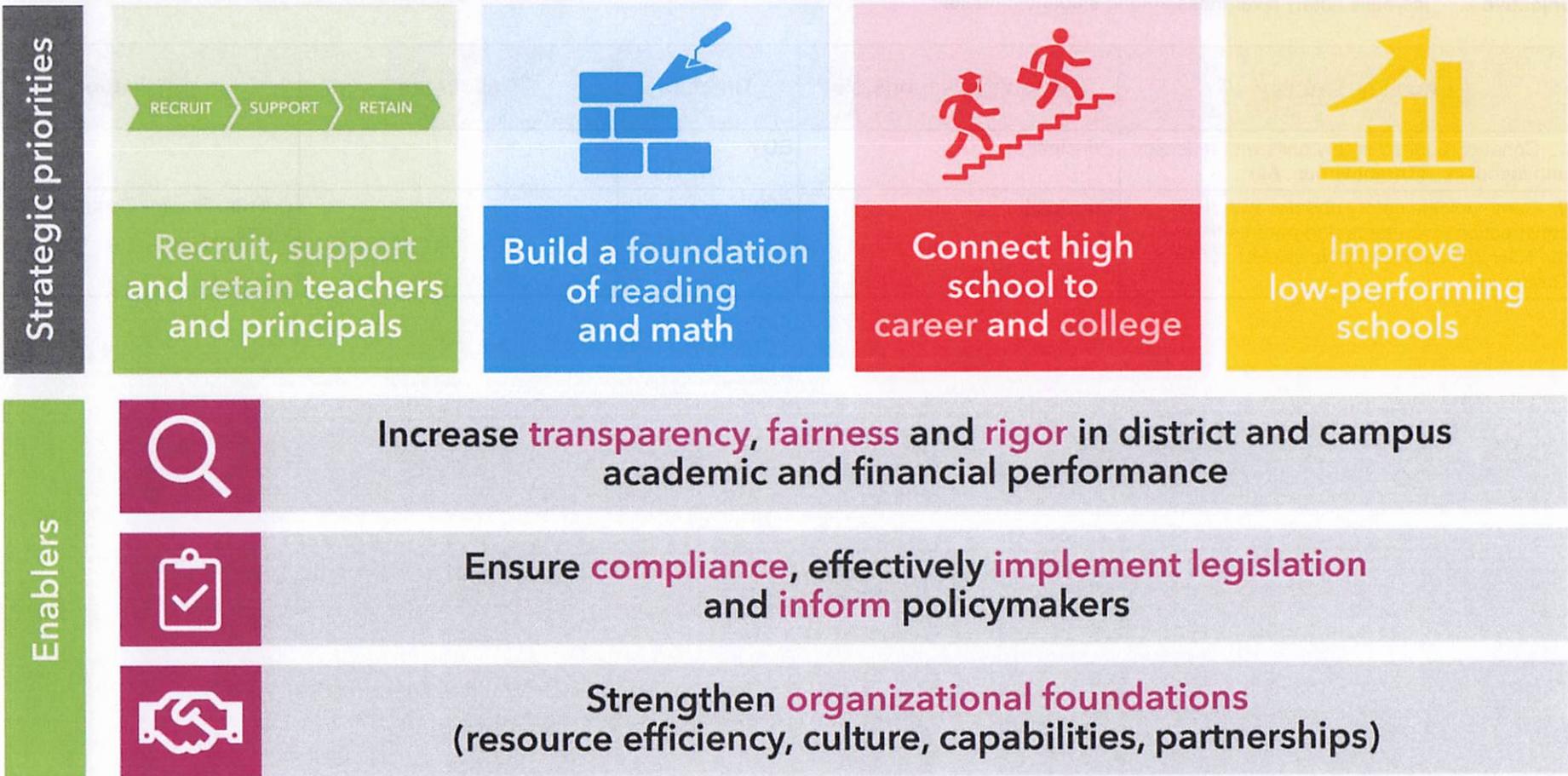
RAINS JR HIGH

Goal 5. (Campus Safety) By May of 2026, Rains Junior High will enhance front office security and entry protocols through the completion and use of the secured entry vestibule, ensuring all visitors are properly screened before entering the building.

Objective 2. Increase safety awareness among students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct required safety drills with reflection and feedback. (Target Group: All)	Principal(s)	EOY		
2. Communicate safety updates with new construction to students and parents through the RJH Wildcat Weekly Newsletter. (Target Group: All)	Principal(s)	EOY		Criteria: Smore- Communication Views

Every child, prepared for success in college, a career or the military.



*adapted from TEA Strategic Plan - <https://tea.texas.gov>

RAINS INTERMEDIATE

Campus Improvement Plan

2025/2026

Stronger Together



JC Vance
409 FM 3299 Emory, Tx
903-473-2222
vancej@rainsisd.org

Date Reviewed:

Date Approved:

RAINS INTERMEDIATE

Mission

*All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together*

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Expectations) Students and district personnel will be held to consistent and high expectations that will result in growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	5/29/26	(S)IMA - Curriculum	11/11/24 - Significant Progress 12/04/23 - Some Progress
2. Create a campus-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (Target Group: All) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/26		12/04/23 - Significant Progress
3. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	5/29/26		11/11/24 - Significant Progress 12/04/23 - Some Progress
4. Implement tiered supports that increase student achievement and improve school climate, as measured by a 10% increase in student performance on STAAR. The campus will also measure a 15% improvement in student, staff, and parent surveys related to school culture. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, All Professional Staff, All Staff Members	5/29/26		
5. The campus will increase overall student attendance from 94% to 96.5%, and reduce the percentage of students identified as chronically absent by 5%. Implement a tiered system of supports that includes proactive monitoring, targeted interventions, and family engagement strategies. (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Administrators, MTSS Committee	5/29/26		

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Professional development) Provide opportunities for relevant and professional development for all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Target Group: All) (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/26	(F)Title I - \$15,000	11/11/24 - Some Progress 12/04/23 - Some Progress

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Retain highly effective staff.) S1 - Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide timely and meaningful feedback on professional practices to support continuous improvement. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	ongoing		11/11/24 - Some Progress 11/11/24 - Pending

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Success will be achieved by engaged students having input, being heard, and feeling connected.) S1- Strategically collect and analyze input from all members of the learning community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (ESF: 1,1.1,1.2,3,3.1,3.4)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/26		11/11/24 - Significant Progress

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Students will be challenged because they feel safe, comfortable, and cared for by district personnel) S1- Create systems of campus safety across campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year-long character development programs on campus. (Target Group: All) (ESF: 3,3.2,3.3)	Counselor, Principal(s)	5/29/26		11/11/24 - Some Progress
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Title I SW Elements: 2.1) (Target Group: AtRisk) (ESF: 3,3.1,3.2,3.3,3.4)	Counselor, Principal(s)	ongoing		11/11/24 - Some Progress

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (Parents and community will be connected through open communication, events, and engagement.) S1- Increased opportunities for parent engagement and community partnerships through programs, parent nights and school day activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Administrators	Annually		11/11/24 - Some Progress

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 1. (Student growth) According to MAP, WIN time and intervention labs will produce a growth in at-risk students equal to one-grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. According to MAP data, all students will grow at least one academic year from where they started the 25/26 school year. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 5,5.3)	Administrators, Classroom Teachers, Dyslexia Teacher, Instructional Coach(es), Interventionist(s)	5/29/26		Criteria: MAP data at the end of the 25/26 school year.
2. Implement ongoing assessments to monitor student progress. Teachers and staff will provide timely feedback to help students understand their areas for improvement and celebrate their successes. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,5,5.1,5.3)	Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 2. (Math STAAR Achievement) Math STAAR will see an overall increase (grades 3-5) in passing rate by 14%2024 passing rate - 57%2025 passing rate - 61%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement the new Bluebonnet curriculum with 100% fidelity and increase the overall rigor of student achievement. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 4,4.1)	Administrators, Classroom Teachers, Department Heads, Instructional Coach(es)	5/29/26		Criteria: STAAR scores for the 25/26 school year.
2. Dedicated intervention labs will provide additional support for core subjects. Based on their STAAR performance and MAP data, these labs will focus on specific areas where students are struggling. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Instructional Coach(es), Interventionist(s), Principal(s)	Ongoing		

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 3. (Reading STAAR Achievement) Reading STAAR will see an overall increase (grades 3-5) in passing rate by 5%.2024 passing rate - 79%2025 passing rate - 80%

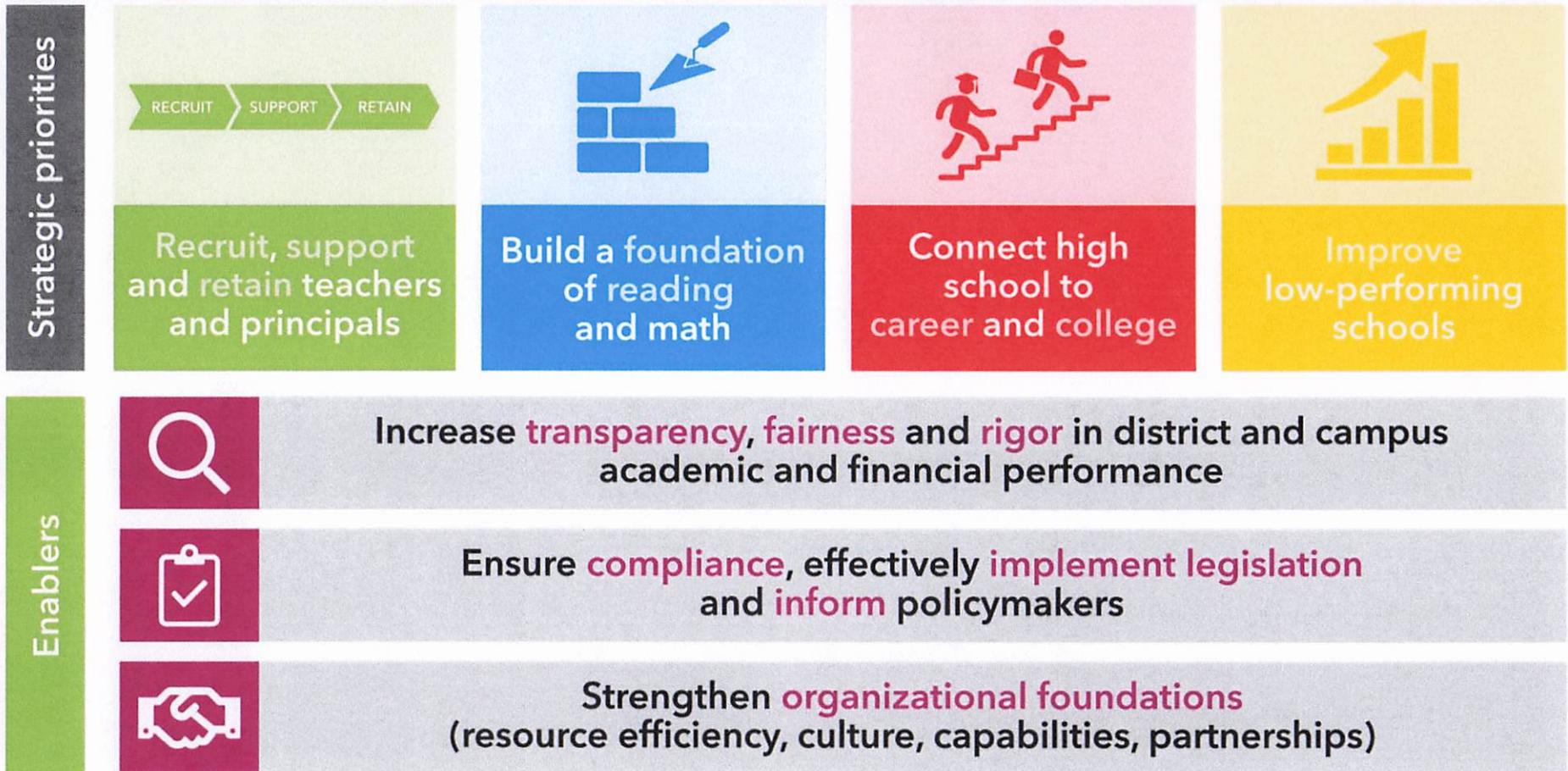
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement the new Bluebonnet curriculum with 100% fidelity and increase the overall rigor of student achievement. (Target Group: All) (ESF: 4,4.1)	Administrators, Classroom Teachers, Department Heads, Instructional Coach(es)	5/29/26		Criteria: STAAR scores for the 25/26 school year.
2. Dedicated intervention labs will provide additional support for core subjects. Based on their STAAR performance and MAP data, these labs will focus on specific areas where students are struggling. (Title I SW Elements: 1.1) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Instructional Coach(es), Interventionist(s), Principal(s)	Ongoing		

Comprehensive Needs Assessment

RAINS INTERMEDIATE Site Base

Name	Position
Vance, Justin	Campus Administrator
Asbill, Dusty	Campus Manager
Bartley, Ginger	Campus Manager
Mcmullen, Kristin	Teacher
Hinjosa, Martha	Paraprofessional
Banks, David	Community Member
Stofle, Lindsay	Parent
Beaver, Lindsay	Parent
Weddle, Carla	Business Owner
Buchanan, Candice	Teacher
Mckinney, Kristin	Teacher
Walden, Amanda	Teacher
Vititow, Stacy	Teacher

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

RAINS ELEMENTARY

Campus Improvement Plan

2025/2026

Stronger Together



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903-473-2222
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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/2/2025

RAINS ELEMENTARY

Mission

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RAINS ELEMENTARY Site Base

Name	Position
Armstreet, Anastasia	Campus Administrator
Lutz, Mandy	Campus Administrator
Sheppard, Lori	Teacher
Thurman, Wendy	Teacher
Glover, Leslie	Teacher
Hiser, Brigada	Teacher
Bangs, Keri	Community Member
Clarkston, Jim	Community Member
Douglas, Kevin	Parent
Hollon, Kelsi	Parent
McMillan, Shatoya	Teacher
Egan-Brown, Cassity	Teacher

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and district personnel will be held to consistent and high expectations that will result in) S1 - Ensure a guaranteed and viable core curriculum implemented with fidelity.S2 - Provide a years worth of growth for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2025	(S)IMA - Curriculum	
2. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2025		
3. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - May 31, 2025	(F)Title II, A - \$2,000	
4. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - May 31, 2025		
5. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-May 31, 2025		
6. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-May 31, 2025		
7. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-May 31, 2025		

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Coordinate the entire instructional program to support student success across all student groups.) S1 - Provide equitable instruction that is differentiated to meet all students' needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$219,525, (S)State Compensatory Funds - \$150,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-May 31, 2025		
3. Students in the following programs will show measurable progress as indicated RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-May 31, 2025	(F)Title II, A	

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Commitment to the provision of technology necessary for students to be competitive in the workplace.) S1- Implement district technology replacement cycle. S2- Provide highly effective instructional technology resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-May 31, 2025		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-May 31, 2025		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-May 31, 2025		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- May 31, 2025		

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 4. (Provide opportunities for relevant and professional development for all staff.) S1- Student data, campus leadership, and teacher interests will drive professional development options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-May 31, 2025		
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-May 31, 2025		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-May 31, 2025		

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 5. (Retain highly effective staff.) S1 - Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build new-to-profession and new-to-campus teachers through intentional and thorough training of mentors. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	7/27/2023-May 31, 2025		
2. Provide timely and meaningful feedback on professional practices to support continuous improvement. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	9/1/2023-Ongoing		
3. Provide competitive non-monetary incentives and monetary incentives, as resources allow. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Chief of Business Operations, Principal(s)	3/1/2023-6/30/2025		

RAINS ELEMENTARY

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 6. (Recruit highly qualified staff through grassroots and networking efforts.) S1 - The benefits of employment at RISD will be marketed in various networks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD will partner with universities, the regional service centers, and teacher preparation programs to market available positions and benefits. (Strategic Priorities: 1)	Assistant Superintendent for Curr/Instruction, Principal(s)	Annually		
2. Continually monitor and grow the FYTA to keep up with top trends and meet the needs of new to the profession teachers. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
3. RISD will create recognizable branding that will be utilized across all platforms to promote the school district. (ESF: 2)	Administrators	Ongoing		
4. Utilize relationships of current staff as brand ambassadors to recruit colleagues from across the state. (Title I SW Elements: 2.1) (Strategic Priorities: 1)	Classroom Teachers	Ongoing		

RAINS ELEMENTARY

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Success will be achieved by engaged students having input, being heard, and feeling connected to our) S1- Strategically collect and analyze input from all members of the learning community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2023-May 31, 2025		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2024-5/2025		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2024-8/1/2025		

RAINS ELEMENTARY

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Students will be challenged because they feel safe, comfortable, and cared for by district personnel) S1- Create systems of campus safety across campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	Ongoing		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	Ongoing		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing		

RAINS ELEMENTARY

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (All district personell are valued, heard, informed, and connected.) S1- Provide 5th-day options on staff development days.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a calendar for 5th-day options that including relevant professional development as determined in Objective 4	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2024-6/2025		
2. Research and create effective focus groups for both on-campus and cross-campus planning; groups to include representation from all district personnel.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2024-6/2025		
3. Create and implement a calendar that is dedicated to connecting campus groups and promotes unity amongst all district personnel. (ESF: 3.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2024-7/2025		

RAINS ELEMENTARY

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 4. (Parents and community will be connected through open communication, events, and engagement.) S1- Increased opportunities for parent engagement and community partnerships through programs, parent nights, school day activities, and family engagement newsletters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-May 31, 2025		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS ELEMENTARY

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 5. (With a common goal in mind, students, staff, parents, and community will work together to achieve su) S1- Collaborate and engage with district and community partners to collect important information. S2- Collaborate and engage with district and community partners to effectively plan and communicate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Ongoing		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	Annually		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	Ongoing		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	Ongoing		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

RAINS ELEMENTARY

Goal 3. (Curriculum) Enhance and strengthen our tier 1 instruction through the implementation of the Bluebonnet curriculum for both reading and math.

Objective 1. (Professional Development) S1- Provide initial and ongoing professional development on the Bluebonnet curriculum (region 7 and local).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide initial and ongoing professional development on the Bluebonnet curriculum (region 7 and local). (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1)	Administrators, Instructional Coach(es)	7/30/25-5/28/26		

RAINS ELEMENTARY

Goal 3. (Curriculum) Enhance and strengthen our tier 1 instruction through the implementation of the Bluebonnet curriculum for both reading and math.

Objective 2. (Teacher Planning) S1- Facilitate PLC meetings to plan, model, and reflect on curriculum implementation (region 7 and local).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate PLC meetings to plan, model, and reflect on curriculum implementation (region 7 and local). (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2)	Administrators, Instructional Coach(es)	7/30/25-5/28/26		

RAINS ELEMENTARY

Goal 3. (Curriculum) Enhance and strengthen our tier 1 instruction through the implementation of the Bluebonnet curriculum for both reading and math.

Objective 3. (Implementation Walks) S1- Conduct regular learning walks focused on curriculum alignment and instructional practices (region 7 and local) and provide appropriate feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular learning walks focused on curriculum alignment and instructional practices (region 7 and local) and provide appropriate feedback. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2)	Administrators, Instructional Coach(es)	7/30/25-5/28/26		

RAINS ELEMENTARY

Goal 4. (Technology) Integrate technology based typing and testing programs into the curriculum to prepare students for the academic and digital demands of the intermediate school.

Objective 1. (Integrate technology based programs into our curriculum.) S1 - Incorporate computer skills, typing practice (ex: typing club, nitro type, etc.), and digital citizenship into our specials rotation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate computer skills, typing practice (ex: typing club, nitro type, etc.), and digital citizenship into our specials rotation. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Classroom Teachers	Ongoing		

RAINS ELEMENTARY

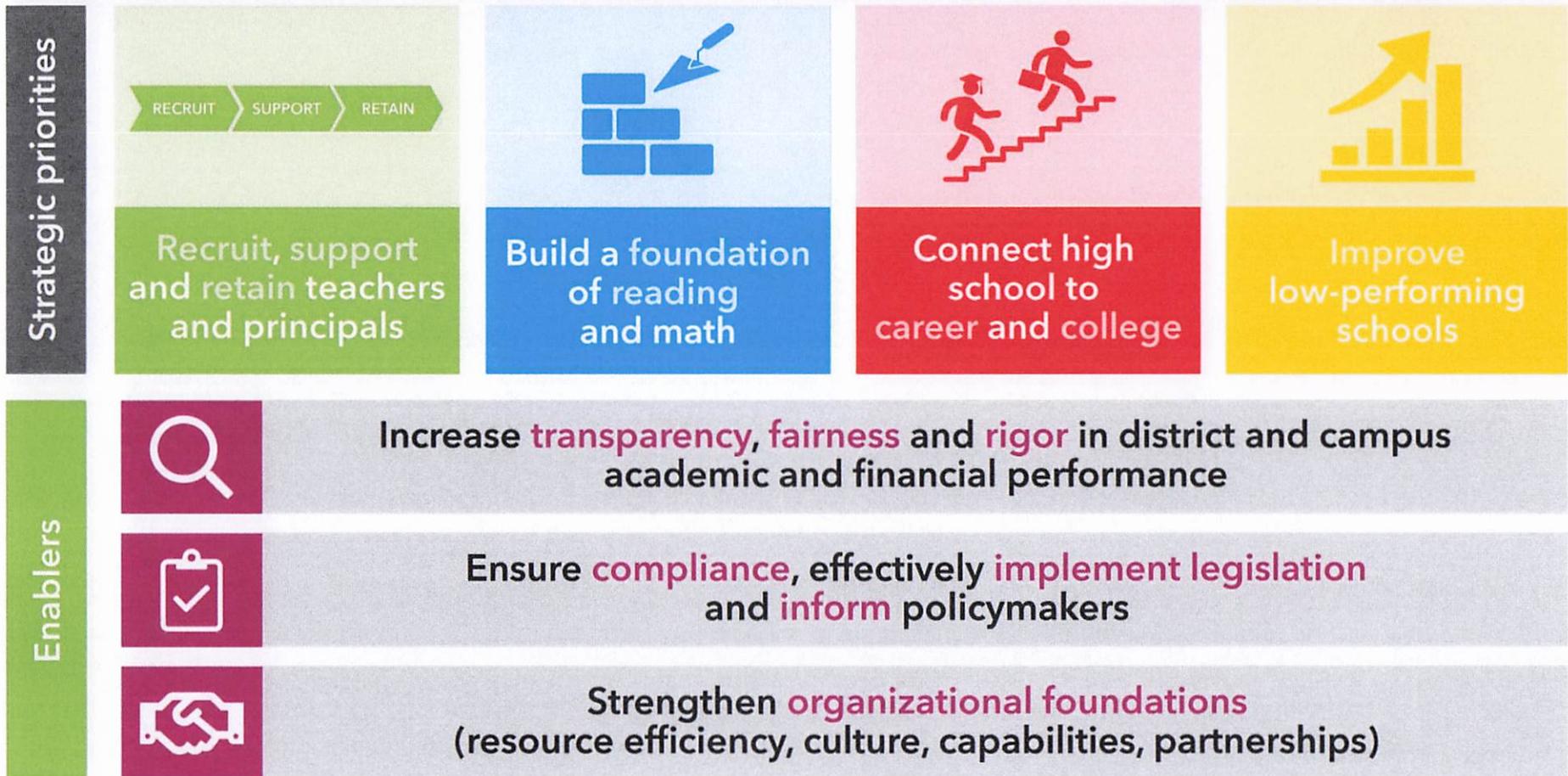
Goal 4. (Technology) Integrate technology based typing and testing programs into the curriculum to prepare students for the academic and digital demands of the intermediate school.

Objective 2. (Educate parents on ways to support their child's technology skills development at home.) S1 - Send newsletters to families providing ways to practice typing and other computer based skills at home.S2 - Share online programs focused on digital citizenship to encourage students to take ownership of their digital lives in a safe way.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send newsletters to families providing ways to practice typing and other computer based skills at home. (Title I SW Elements: 2.5,3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators	Ongoing		
2. Share online programs focused on digital citizenship to encourage students to take ownership of their digital lives in a safe way. (Title I SW Elements: 3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators	Ongoing		

Comprehensive Needs Assessment

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**RAINS INDEPENDENT SCHOOL DISTRICT
2024-2025 Violent / Criminal Incidents**

Campus	Reason Type Code	Number of Incidents
Elementary School (438 students)	0	0
Intermediate School (360 Students)	0	0
Junior High School (383 Students)	26	*
	27	*
	41	*
	61	*
	64	*
High School (531 Students)	03	*
	14	*
	26	*
	28	*
	41	*
	62	7
	64	*

Reason Description Code:

- 03 = Assault or Terroristic Threat
- 14 = Used, Exhibited, Possessed Weapon
- 26 = Terroristic Threat
- 27 = Assault Against Employee or Volunteer
- 28= Assault Against Other- Not Employee
- 41 = Fighting/Mutual Combat
- 61 = Bullying
- 62= Poss, Sold, Gave, Influence Marijuana
- 64 = Poss, Sold, Gave Influence Controlled Substance

**Texas High School Graduates from FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
RAINS								
	RAINS ISD							
	190903001 RAINS H S							
	Four-Year Public University	13	3	1	2	5	2	0
	Two-Year Public Colleges	24	8	2	4	4	5	1
	Independent Colleges & Universities	1						
	Not Trackable	2						
	Not Found	76						
	Total High School Graduates	116						

Rains ISD Early Childhood Goals-As Required by HB3

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Reading will increase from 50% to 55% by August 2030.

- Progress monitoring will be done using Circle Assessment, TXKEA, MAP, and TPRI for grades PK-2

According to the 2025 student testing data, 50% of 3rd grade students scored MEETS grade level or above on STAAR Reading. The goal is to be at 55% by 2030.

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Math will increase from 38% to 58% by August 2030.

- Progress monitoring will be done using Circle Assessment, TXKEA, and MAP for grades PK-2

According to the 2023 student testing data, 42% of 3rd grade students scored MEETS grade level or above on STAAR Math. The goal is to be at 58% by 2030.

The percentage of graduates that meet the criteria for CCMR will increase from 96% to 99% by August 2030.

- Progress monitoring will be done using the percentage of graduates meeting criteria for TSIA, Dual Credit completion, CTE coherent sequence coursework completed, and industry-based certifications completed.

The percentage of graduates that meet the criteria for CCMR for 2024 was 85%. (This data runs 1 year behind.) The goal is to be at 99% by 2030.

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 55% by June 2030.

Yearly Target Goals

2026	2027	2028	2029	2030
50%	52%	53%	54%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2026	34%	39%	59%	44%	73%	46%	55%	26%	35%	38%	37%	47%	46%
2027	37%	42%	60%	46%	74%	48%	57%	29%	37%	40%	40%	49%	48%
2028	40%	45%	62%	48%	75%	50%	59%	32%	40%	43%	43%	52%	50%
2029	43%	47%	64%	50%	77%	53%	61%	35%	43%	46%	46%	54%	52%
2030	45%	49%	66%	53%	78%	55%	63%	38%	46%	48%	48%	56%	54%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 58% by June 2030.

Yearly Target Goals

2026	2027	2028	2029	2030
42%	46%	50%	54%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2026	33%	44%	60%	47%	82%	51%	55%	29%	40%	45%	45%	51%	40%
2027	36%	46%	62%	50%	83%	53%	57%	32%	43%	47%	47%	53%	44%
2028	39%	48%	64%	52%	84%	55%	59%	35%	45%	49%	49%	55%	49%
2029	41%	51%	65%	54%	85%	57%	61%	38%	48%	52%	52%	57%	54%
2030	44%	53%	67%	56%	85%	59%	63%	41%	50%	54%	54%	59%	57%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 96% to 99% by August 2030.

Yearly Target Goals

2026	2027	2028	2029	2030
96%	97%	98%	99%	99%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2026	50%	68%	88%	100%	0	0	100%	94%	78%	100%	60%	90%	70%
2027	62%	76%	91%	100%	99%	99%	100%	96%	83%	100%	70%	93%	84%
2028	74%	84%	94%	100%	99%	99%	100%	97%	88%	100%	80%	95%	91%
2029	86%	92%	97%	100%	99%	99%	100%	98%	93%	100%	90%	97%	95%
2030	99%	99%	99%	100%	99%	99%	99%	99%	99%	100%	99%	99%	99%

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention Needs

Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. (*Data source: PEIMS ArmedServicesVocAptBattery E1625*)

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html>.

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

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

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.

The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.

The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students who grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

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

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

2024–25 Texas Academic Performance Report

(TAPR) Glossary

another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

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

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

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

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

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

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

- *EB/EL with Parental Denial*. Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL*. Students who have never been identified as EB students/ELs (non-EB/non-EL students).

2024–25 Texas Academic Performance Report (TAPR) Glossary

- *Total EB/EL (Current)*. Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL*. Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile*: Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions*: Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

2024–25 Texas Academic Performance Report (TAPR) Glossary

- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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

Attendance, Graduation, and Dropout Rates (2024–25)

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

Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2023–24 school year

total number of days that students in grades 1–12 were in membership during the 2023–24 school year

(Data source: PEIMS 42400)

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

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year

total number of K–12 students enrolled for at least 10 days during the 2023–24 school year

(Data source: PEIMS 42400)

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2023–24 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2025 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

2024–25 Texas Academic Performance Report (TAPR) Glossary

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2024**

number of students in the 2024 cohort*

- (2) *Received TxCHSE*: For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2024

number of students in the 2024 cohort*

- (3) *Continued High School*: The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

number of students in the 2024 cohort*

- (4) *Dropped Out*: The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2024–25 school
year**

number of students in the 2024 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

**number of students from the 2024 cohort who received a high school diploma by August 31,
2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024**

number of students in the 2024 cohort*

2024–25 Texas Academic Performance Report (TAPR) Glossary

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2024} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2024} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year} \end{aligned}}{\text{number of students in the 2024 cohort}^*}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2023 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who received a high school diploma by August 31, 2024
plus

number of students from the cohort who received a TxCHSE by August 31, 2024

number of students in the 2023 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2023 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024
plus

number of students from the cohort who received a TxCHSE by August 31, 2024

plus

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2024

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2024–25 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who dropped out before fall of the 2024–25 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

plus

number of students from the cohort who received a TxCHSE by August 31, 2024

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

plus

number of students from the cohort who received a TxCHSE by August 31, 2024

plus

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who received a high school diploma by August 31, 2024

number of students in the 2024 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

number of students in the 2023 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

number of students in the 2022 cohort**

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the [Completion, Graduation, and Dropout Reports](#) website. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:
RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2024 with reported graduation plans
(excludes graduates with FHSP graduation plans)**

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

number of graduates in the Class of 2024 who complete a 4-year FHSP-E

number of graduates in the Class of 2024 with reported FHSP graduation plans

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

number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2024 with reported FHSP graduation plans

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

**number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA or Texas First-DLA**

number of graduates in the Class of 2024 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with
FHSP graduation plans)**

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of graduates in SY 2023–24 who earn an FHSP-E

number of graduates in SY 2023–24 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2023–24 who earn an FHSP-DLA

number of graduates in SY 2023–24 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2023–24 who earn a Texas First-DLA

number of graduates in SY 2023–24 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in SY 2023–24 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. (*Data source: PEIMS 40203*)

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

2024–25 Texas Academic Performance Report (TAPR) Glossary

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. (Data source: PEIMS 41163)

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

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2023-24 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (Data source: PEIMS 40110)

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

number of graduates in the 2023–24 school year considered as at risk

total number of graduates in the 2023-24 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (Data source: PEIMS Course Completion Records)

College, Career, or Military* Readiness (CCMR) (2024–25)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

2024–25 Texas Academic Performance Report (TAPR) Glossary

- criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
 - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
 - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
 - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*
 - 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) *(Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

- 7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to [“Chapter 2—Student Achievement Domain”](#). *(Data source: PEIMS 40100)*

2024–25 Texas Academic Performance Report

(TAPR) Glossary

- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

English Language Arts.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2023-24 annual graduates

Mathematics.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2023-24 annual graduates

2024–25 Texas Academic Performance Report (TAPR) Glossary

Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2023-24 annual graduates

Any Subject.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2023-24 annual graduates

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2023-24 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the [2025 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\text{number of 2023-24 annual graduates}}$$

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

$$\frac{\text{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2025 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2023-24 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (*Data source: Department of Defense (DoD) Form 4 Submission*).

$$\frac{\text{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2023-24 annual graduates}}$$

2024–25 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2024–25)

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

English Language Arts.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

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

English Language Arts.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

number of students in grades 11 & 12 in the 2023-24 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

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

All Subjects.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion

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

English Language Arts.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Mathematics.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics

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

Science.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science

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

Social Studies.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies

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

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2023-24 graduates who took either the SAT or the ACT

number of 2023-24 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of 2023-24 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2023-24 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT

number of 2023-24 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT

number of 2023-24 graduates who took the SAT

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

sum of SAT mathematics scores of all 2023-24 graduates who took the SAT

number of 2023-24 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

sum of ACT composite scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

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

sum of ACT mathematics scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

Other Postsecondary Indicators (2024–25)

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

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

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

(Data source: PEIMS 43415)

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

Social Studies.

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2023-24

(Data source: PEIMS 43415)

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

number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2022-23 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October

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

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

(Data source: PEIMS StudentEducationOrganizationAssociation Entity and TEA Student Assessment Division)

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

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

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

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

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

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

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS StudentTitleIPartAProgramAssociation Entity)*

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

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

$$\frac{\text{number of students in the 2024–25 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)*

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

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

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

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

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

2024–25 Texas Academic Performance Report (TAPR) Glossary

- 05—Deaf-Blindness (DB)
- 09—Speech or Language Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

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

number of mobile students in 2023–24

**number of students who were in membership at any time during the
2023–24 school year**

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

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

number of students enrolled in fall 2023 – number of students who returned in fall 2024

number of students enrolled in fall 2023

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

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

number of students enrolled from one school year who return the next year or who graduate

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

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

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2023–24 school year

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension*)

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

2024–25 Texas Academic Performance Report

(TAPR) Glossary

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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

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

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

2024–25 Texas Academic Performance Report (TAPR) Glossary

as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

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

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

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

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

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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

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

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

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

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

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

2024–25 Texas Academic Performance Report (TAPR) Glossary

they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

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

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

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix A Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

2024–25 Texas Academic Performance Report (TAPR) Glossary

Social Studies

Course Code	Abbreviated Course Title
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

2024–25 Texas Academic Performance Report (TAPR) Glossary

Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE & CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix B PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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