

Agenda of Regular Meeting

The Board of Trustees Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, January 10, 2022, beginning at 6:30 PM in the Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
- II. PUBLIC HEARING
 - II.A. TAPR- Texas Academic Performance Report
- III. OPEN FORUM
- IV. WILDCAT ROAR
 - IV.A. School Board Appreciation Month
 - IV.B. Fall Athletic Report
- V. ITEMS FOR DISCUSSION AND/OR ACTION
 - V.A. Consent Agenda
 - V.A.1. Minutes of the Previous Meeting
 - V.A.2. Board Member(s) Conflict of Interest Statement(s)- Board Policy BBFA (LEGAL)
 - V.A.3. Financial Reports
 - V.A.4. Annual Applications for Tax-Exempt Status, Historic or Archeological Site Property
 - V.A.5. High School 2022-2023 Course Description Guide
 - V.A.6. School Photographer Contract
 - V.A.7. RHS Yearbook Contract
 - V.B. Business and Finance
 - V.B.1. WAG Report
 - V.C. Federal Programs/Accountability/PEIMS
 - V.C.1. Review and Update RISD Return to School Guidance
 - V.D. Superintendent Reports
 - V.D.1. District Activities & Projects
 - V.D.2. Report of Disbursements
- VI. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - VI.A. Personnel Changes/Update
 - VI.B. Superintendent Evaluation

VII. CLOSED SESSION

VII.A. Personnel, Texas Government Code § 551.074

VII.B. Student Discipline, Texas Government Code § 551.082

VII.C. Security, Texas Government Code § 551.089

VIII. BOARD CORRESPONDENCE, HANDOUTS (As Available)

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LLEGAL)]

The Rains I.S.D. Board of Trustees will hold a Public Hearing at the regularly scheduled board meeting to discuss the Annual Texas Academic Performance Report (TAPR) for Rains I.S.D.

Posted on January 7, 2022, at 12:00 p.m. for the Rains I.S.D. Board of Trustees.

Annual Texas Academic Performance Report



2020-2021 School Year

Presented to the RISD School Board on January 10, 2022.



TAPR Annual Report: Certification Page

To Whom It May Concern:

The annual Texas Assessment Performance Report for Rains Independent School District was discussed at a public hearing held at the regularly scheduled meeting of the Rains ISD Board of Trustees on Monday, January 10, 2022. Documentation of this hearing is found in the official Board Minutes.

This is to certify that the Texas Assessment Performance Report for Rains ISD and the Comprehensive Texas Performance Reporting System Glossary is available for staff and public inspection at the Rains ISD's Administration Office and the Rains ISD website. Copies of the most recent TAPR have been distributed to all families of Rains ISD students through email.

Philip Alexander, President
Rains ISD Board of Trustees

Date

Jennifer Johnson
Rains ISD Superintendent

Date



Rains Independent School District

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January 10, 2022

The Texas Assessment Performance Report is designed to reflect the performances of the students, faculty, and staff of Rains Independent School District. These accomplishments are published so that you, the patrons of Rains I.S.D., can see how well your school performed during the 2020-21 school year.

These reports represent the performance of Rains I.S.D. comparative to other districts in the state. Our goal is to continue to be, to provide a safe, exceptional educational system. We will strive to improve in our efforts to provide our students with an outstanding educational experience.

The faculty and staff of Rains I.S.D. recognizes its role in helping our students build brighter futures and is committed to accomplishing this task. We cannot achieve this goal without the help and support of the parents and the community. By working together, we can provide the best education possible for the children of Rains County.

Respectfully submitted,

Jennifer Johnson
Superintendent of Schools



Rains Independent School District

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ADMINISTRATIVE STAFF

Jennifer Johnson	Superintendent of Schools
Jeff Fisher	Assistant Superintendent of Finance
Rachel Bounds	Director of Curriculum and Instruction
Holly Wasson	Director of Federal Programs and Accountability
Donna Morgan	Director of Special Education
Lindsay Morgan	High School Principal
Jackie Russell	High School Assistant Principal
Jennifer Moore	High School Dean of Students
Jennifer Melton	Junior High Principal
Nicole Timmons	Junior High Assistant Principal
J.C. Vance	Intermediate Principal
Amy Holmes	Intermediate Assistant Principal
Bill Morgan	Elementary Principal
Lori Dickens	Elementary Dean of Students

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Comprehensive Texas Performance Reporting System (TPRS) Glossary

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

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English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

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

Prior Year and SSI (2018–19)

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

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- (3) *STAAR Cumulative Met Standard*: The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

number of students who passed the assessment in either of the first two administrations

cumulative number of students who took the assessment in either of the first two administrations

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

Bilingual Education/ESL (2020–21)

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.

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- *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 to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria 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 EB students/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 EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or 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 Learners (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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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 EB students/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 students/non-ELs).
- *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 (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.

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❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

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

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(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:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

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- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2021 Accountability Manual](#) (*Data source: PEIMS 40203, 40110, 42400, and 42500*)

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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 2016–17. They are followed through their expected graduation with the Class of 2020.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2020**

number of students in the 2020 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2020

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number of students in the 2020 cohort*

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2020 cohort*

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

number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2019 cohort*

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- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2020} \end{aligned}}{\text{number of students in the 2018 cohort*}}$$

Comprehensive Texas Performance Reporting System (TPRS) Glossary

- (6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^{**}}$$

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2018 cohort}^{**}}$$

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (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 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP diploma 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 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 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 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP diploma plans)

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2019-20) 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 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2019-20 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. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

Graduation Profile (2020–21)

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 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

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

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual)/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

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

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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

College Readiness

Comprehensive Texas Performance Reporting System (TPRS) Glossary

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(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 prior to graduation from high school. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduate with Advanced Diploma Plan and Special Education:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

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*.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

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

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

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)

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

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 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 2019-20 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 2019-20 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 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2019-20 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

number of 2019-20 annual graduates who earned an associate degree before graduation

number of 2019-20 annual graduates

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

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 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2019-20 annual graduates

Dual Course Credits or 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 or completed and earned credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415 and OnRamps program*)

number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation or 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 2019-20 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (*Data source: PEIMS 48011*)

number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (*Data source: PEIMS 40203*)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

Graduate 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*)

Comprehensive Texas Performance Reporting System (TPRS) Glossary

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

Graduates with approved Industry-Based Certification or Level I/Level II Certificate: The percentage of annual graduates who earned an approved industry-based certification or earned a level I or level II certificate (*Data source: THECB and PEIMS 48011*)

number of 2019-20 annual graduates who earned an approved industry-based certification or who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (*Data source: THECB*)

number of 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all 2019-20 annual graduates who took the TSIA

number of 2019-20 annual graduates who took the mathematics portion of the TSIA

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

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

Comprehensive Texas Performance Reporting System (TPRS) Glossary

number of 2019-20 annual graduates

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

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2016–17 to 2019–20 school years. (Data source: PIEMS 43415)

number of 2019-20 annual graduates who completed and earned credit for at least one AP or IB course in the 2016–17 to 2019–20 school years

number of 2019-20 annual graduates

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

All Subjects

number of students in grades 11 & 12 in the 2019-20 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 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Mathematics

number of students in grade 11 & 12 in the 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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

Mathematics

number of 11th and 12th graders in the 2019-20 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 2019-20 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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Social Studies

number of 11th and 12th graders in the 2019-20 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 2019-20 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 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

Comprehensive Texas Performance Reporting System (TPRS) Glossary

(3) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduates reported}}$$

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 11–12): 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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2019-20}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2019-20 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2019-20}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2019-20}}$$

(Data source: PEIMS 43415)

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.

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2019-20}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2019-20}}$$

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

$$\frac{\text{number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2019-20 annual graduates}}$$

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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 2018-19 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2018-19 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)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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 and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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

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

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

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

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

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

(*Data source: PEIMS 40100*)

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/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*)

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#). 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 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

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

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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

number of students in the 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

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

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

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

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

- 01—Orthopedic Impairment (OI)

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 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 status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2019 – number of students who returned in fall 2020

number of students enrolled in fall 2019

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2019–20*, available from TEA. (Data source: PEIMS 40110)

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

Comprehensive Texas Performance Reporting System (TPRS) Glossary

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this

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counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher,

Comprehensive Texas Performance Reporting System (TPRS) Glossary

for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

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

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

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

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

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

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

**total number of hours for district staff who were reported under expenditure
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31**

total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

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Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (*District and Campus Profiles*) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

Comprehensive Texas Performance Reporting System (TPRS) Glossary

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

Comprehensive Texas Performance Reporting System (TPRS) Glossary

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

Comprehensive Texas Performance Reporting System (TPRS) Glossary

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVEL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

Comprehensive Texas Performance Reporting System (TPRS) Glossary

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

Comprehensive Texas Performance Reporting System (TPRS) Glossary

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

Comprehensive Texas Performance Reporting System (TPRS) Glossary

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

Comprehensive Texas Performance Reporting System (TPRS) Glossary

Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

Comprehensive Texas Performance Reporting System (TPRS) Glossary

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
TEACHERS	
087.....	Teacher
047.....	Substitute Teacher
EDUCATIONAL AIDES	
033.....	Educational Aide
036.....	Certified Interpreter
AUXILIARY STAFF	
Employment record, but no responsibility records.	

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

District Number: 190903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
 2020-21 STAAR Performance (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

School Year	State	Region 07	District	African American	Hispanic	White	Indian American	Asian	Islander Pacific	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current) & Monitored)
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Grade 3 Reading

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

At Approaches Grade Level or Above	2021	67%	72%	66%	*	67%	68%	-	*	-	*	39%	40%	68%	53%	56%	71%
At Meets Grade Level or Above	2019	76%	75%	72%	*	52%	76%	*	*	-	*	33%	*	74%	68%	64%	60%
At Meets Grade Level or Above	2021	39%	41%	29%	*	13%	37%	*	*	-	*	11%	*	31%	21%	19%	18%
At Meets Grade Level	2019	45%	42%	34%	*	14%	39%	*	*	-	*	13%	*	35%	32%	24%	20%
At Meets Grade Level	2021	19%	19%	16%	*	7%	20%	*	*	-	*	0%	0%	16%	16%	6%	6%
At Approaches Grade Level or Above	2019	27%	27%	25%	*	5%	17%	*	*	-	*	0%	*	15%	15%	8%	10%
At Approaches Grade Level or Above	2021	62%	70%	42%	*	23%	50%	*	*	-	*	17%	40%	44%	35%	32%	41%
At Meets Grade Level or Above	2019	79%	79%	70%	*	52%	73%	*	*	-	*	33%	*	68%	73%	64%	70%
At Meets Grade Level or Above	2021	31%	35%	9%	*	0%	11%	*	*	-	*	11%	0%	10%	5%	6%	6%
At Meets Grade Level or Above	2019	49%	47%	29%	*	5%	34%	*	*	-	*	4%	*	27%	32%	19%	10%
At Meets Grade Level	2021	14%	16%	2%	*	0%	4%	*	*	-	*	0%	0%	2%	5%	0%	0%
At Meets Grade Level	2019	25%	23%	11%	*	0%	14%	*	*	-	*	0%	*	12%	10%	5%	0%
At Approaches Grade Level or Above	2021	63%	67%	40%	*	40%	43%	-	*	-	*	33%	*	43%	32%	34%	27%
At Meets Grade Level or Above	2019	75%	74%	65%	*	52%	71%	-	*	-	*	30%	*	59%	79%	59%	42%
At Meets Grade Level or Above	2021	36%	39%	18%	*	20%	19%	-	*	-	*	27%	*	20%	12%	12%	0%
At Meets Grade Level	2019	44%	43%	34%	*	22%	38%	-	*	-	*	15%	*	28%	49%	25%	21%
At Meets Grade Level	2021	17%	18%	6%	*	10%	5%	-	*	-	*	0%	*	7%	3%	3%	0%
At Approaches Grade Level or Above	2021	59%	66%	61%	*	80%	58%	-	*	-	*	40%	*	65%	53%	57%	82%
At Meets Grade Level or Above	2019	75%	75%	74%	*	70%	76%	-	*	-	*	40%	*	73%	77%	70%	58%
At Meets Grade Level or Above	2021	36%	40%	32%	*	40%	32%	-	*	-	*	27%	*	35%	26%	24%	18%
At Meets Grade Level	2019	48%	46%	43%	*	30%	45%	-	*	-	*	20%	*	39%	54%	40%	32%
At Meets Grade Level	2021	21%	24%	19%	*	25%	20%	-	*	-	*	7%	*	22%	15%	8%	18%
At Meets Grade Level	2019	28%	26%	18%	*	11%	20%	-	*	-	*	10%	*	16%	23%	14%	16%

Grade 4 Writing

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	57%	43%	*	45%	42%	-	*	-	*	33%	*	45%	38%	38%	55%
	2019	67%	64%	63%	*	59%	64%	*	-	-	40%	20%	*	62%	64%	60%	58%
At Meets Grade Level or Above	2021	27%	29%	13%	*	15%	14%	-	*	-	*	20%	*	15%	9%	9%	9%
	2019	35%	31%	27%	*	19%	28%	*	-	-	40%	10%	*	24%	36%	20%	16%
At Masters Grade Level	2021	8%	8%	1%	*	0%	1%	-	*	-	*	7%	*	1%	0%	0%	0%
	2019	11%	8%	6%	*	0%	6%	*	-	-	20%	5%	*	8%	3%	5%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	63%	*	63%	62%	*	*	-	*	17%	*	61%	69%	58%	73%
	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	45%	83%	88%	80%	78%	64%
At Meets Grade Level or Above	2021	46%	45%	33%	*	16%	36%	*	*	-	*	8%	*	27%	46%	30%	27%
	2019	54%	50%	44%	0%	26%	51%	*	-	-	*	20%	50%	50%	33%	32%	9%
At Masters Grade Level	2021	30%	28%	20%	*	5%	21%	*	*	-	*	4%	*	16%	28%	15%	9%
	2019	29%	26%	23%	0%	19%	25%	*	-	-	*	5%	0%	27%	16%	20%	9%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	75%	69%	*	58%	71%	*	*	-	*	25%	*	69%	69%	63%	45%
	2019	90%	89%	88%	20%	81%	93%	*	-	-	*	50%	100%	89%	87%	83%	73%
At Meets Grade Level or Above	2021	44%	49%	30%	*	16%	32%	*	*	-	*	4%	*	28%	36%	28%	18%
	2019	58%	56%	53%	0%	48%	57%	*	-	-	*	30%	33%	56%	47%	43%	18%
At Masters Grade Level	2021	25%	26%	16%	*	5%	19%	*	*	-	*	0%	*	17%	13%	13%	0%
	2019	36%	34%	28%	0%	15%	32%	*	-	-	*	15%	0%	33%	18%	21%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	67%	55%	*	42%	56%	*	*	-	*	21%	*	54%	61%	51%	36%
	2019	75%	73%	71%	20%	52%	79%	*	-	-	*	40%	67%	70%	73%	63%	55%
At Meets Grade Level or Above	2021	31%	34%	31%	*	11%	34%	*	*	-	*	4%	*	30%	32%	22%	9%
	2019	49%	46%	45%	0%	33%	52%	*	-	-	*	30%	17%	42%	51%	39%	18%
At Masters Grade Level	2021	13%	13%	9%	*	0%	11%	*	*	-	*	0%	*	11%	5%	4%	0%
	2019	24%	21%	20%	0%	15%	22%	*	-	-	*	15%	0%	25%	11%	16%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	63%	46%	*	34%	50%	*	*	-	29%	32%	0%	47%	42%	40%	38%
	2019	68%	66%	66%	*	65%	66%	*	-	-	*	20%	60%	65%	70%	64%	50%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	31%	17%	*	9%	16%	*	*	-	29%	16%	0%	20%	8%	13%	10%
	2019	37%	34%	29%	*	29%	31%	*	-	-	*	10%	20%	30%	26%	25%	13%
At Masters Grade Level	2021	15%	14%	4%	*	0%	6%	*	*	-	0%	0%	0%	4%	3%	1%	0%
	2019	18%	15%	8%	*	6%	10%	*	-	-	*	10%	0%	8%	11%	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	73%	60%	*	53%	61%	*	*	-	57%	40%	29%	60%	61%	47%	48%
	2019	81%	80%	85%	*	71%	87%	*	-	-	*	50%	80%	82%	93%	83%	50%
At Meets Grade Level or Above	2021	36%	40%	18%	*	13%	19%	*	*	-	29%	20%	14%	19%	17%	11%	14%
	2019	47%	44%	44%	*	47%	45%	*	-	-	*	10%	0%	48%	33%	39%	38%
At Masters Grade Level	2021	15%	17%	4%	*	3%	5%	*	*	-	0%	4%	0%	4%	3%	4%	5%
	2019	21%	17%	13%	*	12%	14%	*	-	-	*	10%	0%	14%	11%	10%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	72%	56%	17%	48%	59%	*	-	-	80%	23%	38%	56%	56%	47%	25%
	2019	76%	75%	72%	*	81%	71%	*	*	-	*	16%	-	75%	67%	63%	60%
At Meets Grade Level or Above	2021	45%	45%	25%	0%	13%	28%	*	-	-	60%	14%	13%	22%	31%	18%	8%
	2019	49%	46%	40%	*	38%	43%	*	*	-	*	5%	-	41%	38%	30%	20%
At Masters Grade Level	2021	25%	25%	10%	0%	3%	13%	*	-	-	0%	14%	0%	11%	8%	8%	0%
	2019	29%	27%	27%	*	25%	29%	*	*	-	*	0%	-	29%	24%	19%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	62%	55%	0%	45%	61%	*	-	-	60%	27%	38%	55%	56%	46%	42%
	2019	75%	74%	77%	*	100%	74%	*	*	-	*	21%	-	83%	67%	70%	100%
At Meets Grade Level or Above	2021	27%	32%	21%	0%	16%	22%	*	-	-	40%	23%	25%	25%	13%	16%	0%
	2019	43%	41%	38%	*	31%	40%	*	*	-	*	11%	-	43%	29%	22%	20%
At Masters Grade Level	2021	12%	13%	4%	0%	0%	5%	*	-	-	0%	14%	0%	5%	2%	2%	0%
	2019	17%	16%	10%	*	6%	11%	*	*	-	*	5%	-	12%	7%	6%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	66%	49%	17%	48%	50%	*	-	-	80%	26%	13%	48%	51%	38%	50%
	2019	70%	70%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%
At Meets Grade Level or Above	2021	33%	34%	17%	0%	6%	19%	*	-	-	40%	17%	0%	17%	16%	11%	8%
	2019	42%	39%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	8%	4%	0%	0%	5%	*	-	-	20%	13%	0%	4%	4%	2%	0%
	2019	18%	15%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	78%	*	57%	87%	*	-	-	*	67%	*	83%	58%	71%	55%
	2019	86%	84%	91%	*	91%	90%	*	-	-	*	44%	*	93%	86%	90%	86%
At Meets Grade Level or Above	2021	46%	49%	51%	*	48%	53%	*	-	-	*	22%	*	53%	42%	44%	45%
	2019	55%	51%	53%	*	41%	57%	*	-	-	*	19%	*	55%	46%	47%	29%
At Masters Grade Level	2021	21%	22%	21%	*	19%	22%	*	-	-	*	11%	*	24%	5%	19%	18%
	2019	28%	25%	26%	*	14%	28%	*	-	-	*	0%	*	25%	29%	16%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	73%	60%	*	41%	65%	*	-	-	*	25%	*	66%	33%	55%	33%
	2019	88%	86%	86%	*	89%	85%	*	-	-	*	44%	*	89%	78%	87%	100%
At Meets Grade Level or Above	2021	36%	48%	24%	*	12%	29%	*	-	-	*	13%	*	27%	7%	20%	11%
	2019	57%	54%	39%	*	28%	38%	*	-	-	*	6%	*	40%	33%	39%	14%
At Masters Grade Level	2021	11%	14%	1%	*	6%	0%	*	-	-	*	13%	*	1%	0%	2%	0%
	2019	17%	15%	4%	*	0%	4%	*	-	-	*	0%	*	2%	7%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	74%	73%	*	57%	77%	*	-	-	*	44%	*	77%	56%	72%	55%
	2019	81%	78%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%
At Meets Grade Level or Above	2021	43%	47%	34%	*	19%	39%	*	-	-	*	22%	*	34%	33%	26%	9%
	2019	51%	46%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%
At Masters Grade Level	2021	24%	25%	12%	*	10%	14%	*	-	-	*	11%	*	11%	17%	7%	0%
	2019	25%	21%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	62%	46%	*	43%	47%	*	-	-	*	33%	*	46%	44%	33%	36%
	2019	69%	66%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%
At Meets Grade Level or Above	2021	28%	30%	16%	*	14%	16%	*	-	-	*	22%	*	16%	17%	11%	9%
	2019	37%	33%	28%	*	27%	26%	*	-	-	*	7%	*	27%	29%	21%	14%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	14%	2%	*	5%	1%	*	-	-	*	11%	*	2%	0%	2%	0%
	2019	21%	18%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	68%	67%	*	79%	68%	*	*	-	*	21%	*	68%	63%	52%	83%
	2019	68%	68%	79%	50%	74%	81%	-	-	-	*	29%	-	80%	76%	75%	82%
At Meets Grade Level or Above	2021	50%	50%	46%	*	42%	48%	*	*	-	*	14%	*	48%	40%	28%	33%
	2019	50%	48%	50%	33%	33%	55%	-	-	-	*	19%	-	50%	51%	43%	9%
At Masters Grade Level	2021	12%	10%	6%	*	5%	6%	*	*	-	*	0%	*	7%	3%	2%	0%
	2019	11%	10%	9%	0%	7%	9%	-	-	-	*	5%	-	10%	5%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	73%	*	64%	74%	*	*	-	86%	54%	*	74%	70%	66%	50%
	2019	68%	68%	75%	*	71%	77%	*	-	-	80%	43%	*	76%	74%	72%	75%
At Meets Grade Level or Above	2021	57%	57%	57%	*	44%	58%	*	*	-	71%	31%	*	56%	58%	46%	25%
	2019	49%	48%	59%	*	36%	64%	*	-	-	80%	35%	*	59%	58%	48%	13%
At Masters Grade Level	2021	11%	10%	5%	*	4%	4%	*	*	-	0%	15%	*	4%	6%	1%	0%
	2019	8%	6%	7%	*	4%	9%	*	-	-	0%	17%	*	7%	6%	11%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	78%	53%	*	56%	54%	*	*	-	*	29%	*	55%	46%	39%	71%
	2019	85%	82%	88%	100%	78%	90%	*	-	-	*	59%	-	87%	92%	83%	70%
At Meets Grade Level or Above	2021	41%	48%	15%	*	13%	17%	*	*	-	*	14%	*	14%	18%	9%	14%
	2019	61%	53%	60%	50%	52%	63%	*	-	-	*	35%	-	62%	55%	49%	30%
At Masters Grade Level	2021	23%	27%	4%	*	0%	5%	*	*	-	*	7%	*	3%	7%	0%	0%
	2019	37%	31%	36%	50%	26%	38%	*	-	-	*	18%	-	36%	37%	25%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	84%	82%	*	88%	84%	*	*	-	*	40%	*	85%	73%	77%	*
	2019	88%	89%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
At Meets Grade Level or Above	2021	55%	55%	42%	*	44%	45%	*	*	-	*	20%	*	43%	40%	26%	*
	2019	62%	60%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	20%	11%	*	13%	12%	*	*	-	*	7%	*	10%	13%	7%	*
	2019	25%	21%	14%	40%	14%	13%	-	-	-	*	6%	-	14%	14%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	93%	*	96%	92%	*	*	-	86%	83%	*	94%	89%	93%	100%
	2019	93%	92%	94%	*	88%	95%	*	-	-	100%	86%	*	95%	92%	89%	71%
At Meets Grade Level or Above	2021	69%	71%	74%	*	71%	74%	*	*	-	71%	58%	*	77%	67%	70%	43%
	2019	73%	70%	67%	*	69%	66%	*	-	-	100%	50%	*	73%	53%	61%	57%
At Masters Grade Level	2021	43%	43%	42%	*	38%	43%	*	*	-	43%	8%	*	44%	36%	36%	14%
	2019	45%	38%	31%	*	35%	31%	*	-	-	20%	32%	*	31%	29%	31%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	100%	-	* 100%	-	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2021	69%	62%	75%	-	* 71%	-	-	-	-	*	-	-	75%	*	*	-
At Masters Grade Level	2021	14%	7%	13%	-	* 14%	-	-	-	-	*	-	-	17%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	71%	61%	40%	55%	63%	63%	65%	-	62%	32%	39%	62%	57%	52%	52%
	2019	78%	77%	77%	71%	70%	79%	76%	100%	-	78%	40%	73%	77%	77%	72%	64%
At Meets Grade Level or Above	2021	41%	44%	30%	13%	21%	32%	44%	41%	-	36%	17%	13%	31%	28%	22%	15%
	2019	50%	47%	43%	32%	33%	46%	45%	40%	-	45%	19%	24%	44%	42%	35%	21%
At Masters Grade Level	2021	18%	19%	10%	1%	7%	11%	11%	18%	-	7%	6%	2%	10%	9%	6%	3%
	2019	24%	21%	17%	14%	12%	18%	34%	0%	-	11%	8%	4%	17%	15%	12%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	61%	48%	55%	64%	44%	43%	-	55%	32%	37%	63%	55%	52%	51%
	2019	75%	74%	76%	64%	69%	78%	70%	*	-	74%	33%	71%	76%	75%	71%	62%
At Meets Grade Level or Above	2021	45%	45%	34%	20%	24%	37%	44%	43%	-	39%	16%	6%	35%	32%	25%	19%
	2019	48%	45%	43%	20%	30%	48%	50%	*	-	35%	18%	29%	44%	41%	35%	16%
At Masters Grade Level	2021	18%	18%	11%	0%	6%	12%	11%	29%	-	3%	5%	3%	11%	9%	7%	4%
	2019	21%	18%	16%	8%	10%	18%	40%	*	-	9%	6%	6%	16%	16%	12%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	58%	30%	49%	61%	86%	67%	-	54%	29%	45%	59%	55%	49%	50%
	2019	82%	81%	81%	71%	77%	82%	78%	*	-	83%	41%	81%	81%	80%	77%	70%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	42%	22%	4%	15%	24%	29%	33%	-	31%	16%	21%	23%	20%	17%	11%
	2019	52%	49%	44%	33%	35%	46%	44%	*	-	56%	17%	19%	45%	41%	36%	24%
At Masters Grade Level	2021	18%	19%	8%	0%	5%	9%	14%	0%	-	0%	6%	3%	8%	7%	5%	3%
	2019	26%	24%	18%	17%	11%	19%	33%	*	-	11%	8%	0%	18%	17%	12%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	62%	46%	25%	47%	46%	*	*	-	56%	29%	30%	47%	46%	38%	52%
	2019	68%	67%	66%	83%	67%	66%	*	*	-	57%	23%	*	67%	65%	61%	67%
At Meets Grade Level or Above	2021	30%	31%	15%	0%	10%	16%	*	*	-	22%	18%	10%	16%	13%	10%	9%
	2019	38%	35%	32%	33%	21%	34%	*	*	-	43%	8%	*	31%	33%	22%	25%
At Masters Grade Level	2021	9%	8%	3%	0%	0%	3%	*	*	-	11%	11%	0%	3%	2%	1%	0%
	2019	14%	12%	9%	17%	5%	10%	*	*	-	14%	5%	*	11%	6%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	69%	43%	61%	71%	60%	*	-	100%	31%	50%	71%	64%	65%	54%
	2019	81%	80%	79%	69%	63%	83%	*	-	-	86%	56%	63%	77%	82%	73%	59%
At Meets Grade Level or Above	2021	44%	46%	35%	0%	23%	39%	40%	*	-	25%	13%	20%	36%	35%	25%	15%
	2019	54%	51%	46%	38%	34%	49%	*	-	-	29%	24%	25%	43%	53%	40%	19%
At Masters Grade Level	2021	20%	20%	11%	0%	7%	12%	0%	*	-	13%	4%	0%	11%	10%	5%	0%
	2019	25%	21%	16%	15%	13%	16%	*	-	-	14%	8%	0%	17%	12%	13%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	76%	72%	*	71%	71%	60%	*	-	88%	62%	17%	71%	74%	66%	61%
	2019	81%	79%	76%	100%	67%	77%	*	-	-	89%	64%	*	77%	75%	70%	50%
At Meets Grade Level or Above	2021	49%	50%	48%	*	44%	47%	60%	*	-	63%	43%	0%	48%	50%	43%	22%
	2019	55%	51%	48%	60%	50%	47%	*	-	-	67%	33%	*	50%	42%	40%	36%
At Masters Grade Level	2021	29%	28%	24%	*	22%	24%	20%	*	-	38%	10%	0%	24%	24%	21%	6%
	2019	33%	28%	23%	20%	27%	23%	*	-	-	11%	19%	*	23%	24%	21%	7%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	59	*	61	60	*	-	-	40	58	*	55	68	59	63
	2018	63	62	61	80	63	59	*	-	-	*	65	*	55	71	61	67
Grade 4 Mathematics	2019	65	65	67	*	70	67	*	-	-	60	44	*	66	69	73	66
	2018	65	65	70	70	68	70	*	-	-	*	58	*	70	71	66	73
Grade 5 ELA/Reading	2019	81	80	82	*	81	81	*	-	-	*	63	92	89	69	81	73
	2018	80	79	72	*	74	72	*	-	-	*	95	*	76	65	70	50
Grade 5 Mathematics	2019	83	83	78	*	69	82	*	-	-	*	55	83	78	77	74	55
	2018	81	81	87	*	89	88	*	-	-	*	79	*	89	84	85	88
Grade 6 ELA/Reading	2019	42	40	26	*	35	26	*	-	-	*	15	10	25	28	28	38
	2018	47	43	35	*	21	38	*	*	-	*	27	*	35	34	35	*
Grade 6 Mathematics	2019	54	51	37	*	32	38	*	-	-	*	45	10	38	34	34	6
	2018	56	53	39	*	33	39	*	*	-	*	41	*	38	39	40	40
Grade 7 ELA/Reading	2019	77	80	82	*	75	84	*	*	-	*	61	-	81	84	81	50
	2018	76	74	65	*	67	65	*	-	-	*	75	*	62	72	63	81
Grade 7 Mathematics	2019	62	66	67	*	81	66	*	*	-	*	33	-	72	57	61	90
	2018	67	70	56	*	52	56	*	-	-	*	73	*	52	64	56	57
Grade 8 ELA/Reading	2019	77	76	84	*	79	85	*	-	-	*	93	*	85	79	84	86
	2018	79	79	81	90	88	79	-	-	-	*	96	-	77	93	79	89
Grade 8 Mathematics	2019	82	83	88	*	85	88	*	-	-	*	67	*	89	83	88	86
	2018	81	83	73	80	57	77	-	-	-	*	46	-	76	63	73	93
End of Course English II	2019	69	67	69	*	61	71	*	-	-	*	59	-	69	71	72	60
	2018	67	67	66	*	63	68	*	*	-	60	69	*	64	71	65	43
End of Course Algebra I	2019	75	69	79	80	78	79	*	-	-	*	54	-	78	82	74	67
	2018	72	68	75	*	80	74	*	-	-	*	53	*	75	74	73	79
All Grades Both Subjects	2019	69	68	69	48	68	69	62	*	-	72	55	57	69	68	69	61
	2018	69	69	65	67	63	65	93	*	-	53	63	59	64	66	64	68
All Grades ELA/Reading	2019	68	67	68	54	66	69	67	*	-	64	61	61	68	68	69	63
	2018	69	67	64	67	63	64	86	*	-	56	69	56	62	67	63	64
All Grades Mathematics	2019	70	69	70	44	69	70	56	*	-	81	49	54	70	68	69	60
	2018	70	70	66	67	64	67	100	*	-	50	57	63	67	65	65	71

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Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	71%	61%	-	-	-	-	-	-	42%	54%	41%	-	64%	61%	43%	84%
	2019	78%	77%	77%	-	-	-	-	-	-	61%	-	61%	-	80%	61%	61%	
At Meets Grade Level or Above	2021	41%	44%	30%	-	-	-	-	-	-	6%	8%	6%	-	36%	31%	8%	51%
	2019	50%	47%	43%	-	-	-	-	-	-	19%	-	19%	-	0%	19%	19%	
At Masters Grade Level	2021	18%	19%	10%	-	-	-	-	-	-	2%	0%	2%	-	0%	11%	2%	13%
	2019	24%	21%	17%	-	-	-	-	-	-	5%	-	5%	-	0%	5%	5%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	61%	-	-	-	-	-	-	42%	100%	37%	-	80%	62%	44%	78%
	2019	75%	74%	76%	-	-	-	-	-	-	57%	-	57%	-	*	58%	58%	
At Meets Grade Level or Above	2021	45%	45%	34%	-	-	-	-	-	-	7%	20%	6%	-	40%	35%	9%	59%
	2019	48%	45%	43%	-	-	-	-	-	-	13%	-	13%	-	*	13%	13%	
At Masters Grade Level	2021	18%	18%	11%	-	-	-	-	-	-	3%	0%	3%	-	0%	11%	3%	15%
	2019	21%	18%	16%	-	-	-	-	-	-	3%	-	3%	-	*	3%	3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	58%	-	-	-	-	-	-	45%	20%	47%	-	40%	59%	45%	80%
	2019	82%	81%	81%	-	-	-	-	-	-	68%	-	68%	-	*	67%	67%	
At Meets Grade Level or Above	2021	37%	42%	22%	-	-	-	-	-	-	7%	0%	8%	-	20%	23%	8%	33%
	2019	52%	49%	44%	-	-	-	-	-	-	23%	-	23%	-	*	22%	22%	
At Masters Grade Level	2021	18%	19%	8%	-	-	-	-	-	-	3%	0%	3%	-	0%	8%	3%	7%
	2019	26%	24%	18%	-	-	-	-	-	-	8%	-	8%	-	*	8%	8%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	62%	46%	-	-	-	-	-	-	47%	-	47%	-	-	46%	47%	*
	2019	68%	67%	66%	-	-	-	-	-	-	64%	-	64%	-	*	65%	65%	
At Meets Grade Level or Above	2021	30%	31%	15%	-	-	-	-	-	-	5%	-	5%	-	-	16%	5%	*
	2019	38%	35%	32%	-	-	-	-	-	-	23%	-	23%	-	*	22%	22%	
At Masters Grade Level	2021	9%	8%	3%	-	-	-	-	-	-	0%	-	0%	-	-	3%	0%	*
	2019	14%	12%	9%	-	-	-	-	-	-	5%	-	5%	-	*	4%	4%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	69%	-	-	-	-	-	-	33%	*	33%	-	*	71%	37%	100%
	2019	81%	80%	79%	-	-	-	-	-	-	57%	-	57%	-	-	57%	57%	
At Meets Grade Level or Above	2021	44%	46%	35%	-	-	-	-	-	-	0%	*	0%	-	*	37%	5%	43%
	2019	54%	51%	46%	-	-	-	-	-	-	17%	-	17%	-	-	17%	17%	
At Masters Grade Level	2021	20%	20%	11%	-	-	-	-	-	-	0%	*	0%	-	*	12%	0%	0%
	2019	25%	21%	16%	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	76%	72%	-	-	-	-	-	-	25%	-	25%	-	-	72%	25%	94%
	2019	81%	79%	76%	-	-	-	-	-	-	55%	-	55%	-	-	-	55%	-
At Meets Grade Level or Above	2021	49%	50%	48%	-	-	-	-	-	-	0%	-	0%	-	-	49%	0%	65%
	2019	55%	51%	48%	-	-	-	-	-	-	36%	-	36%	-	-	-	36%	-
At Masters Grade Level	2021	29%	28%	24%	-	-	-	-	-	-	0%	-	0%	-	-	25%	0%	24%
	2019	33%	28%	23%	-	-	-	-	-	-	9%	-	9%	-	-	-	9%	-

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	83%	89%	95%	96%	94%	95%	100%	100%	-	85%	92%	100%	97%	88%	98%	94%
Not Included in Accountability: Mobile	3%	5%	4%	4%	4%	4%	0%	0%	-	15%	5%	0%	2%	11%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	2%	0%	0%	1%	1%	3%
Not Tested	12%	6%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	95%	90%	97%	95%	100%	56%	-	82%	96%	94%	98%	87%	95%	91%
Not Included in Accountability: Mobile	4%	6%	5%	10%	3%	5%	0%	0%	-	18%	4%	6%	1%	12%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	44%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.6%	98.5%	98.8%	99.1%	98.4%	99.4%	*	-	98.5%	97.8%	98.4%	99.3%
2018-19	95.4%	95.8%	95.1%	95.4%	95.9%	94.9%	95.5%	97.9%	-	95.2%	94.3%	94.8%	97.0%
Chronic Absenteeism													
2019-20	6.7%	5.4%	6.1%	6.8%	3.9%	6.5%	0.0%	0.0%	-	8.3%	12.3%	6.8%	1.8%
2018-19	11.4%	10.0%	13.4%	11.6%	10.7%	14.3%	16.7%	0.0%	-	6.8%	18.5%	13.7%	2.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	0.6%	0.0%	0.0%	0.8%	0.0%	*	-	0.0%	1.8%	0.7%	0.0%
2018-19	1.9%	1.4%	2.6%	0.0%	1.4%	2.8%	*	*	-	7.7%	6.8%	3.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.5%	92.7%	*	88.9%	92.9%	*	*	-	*	90.9%	94.4%	*
Received TxCHSE	0.4%	0.3%	0.8%	*	0.0%	1.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	3.8%	0.8%	*	5.6%	0.0%	*	*	-	*	0.0%	1.4%	*
Dropped Out	5.4%	3.4%	5.6%	*	5.6%	6.1%	*	*	-	*	9.1%	4.2%	*
Graduates and TxCHSE	90.7%	92.8%	93.5%	*	88.9%	93.9%	*	*	-	*	90.9%	94.4%	*
Graduates, TxCHSE, and Continuers	94.6%	96.6%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Class of 2019													
Graduated	90.0%	92.4%	88.3%	*	93.3%	86.7%	*	-	-	*	53.3%	88.3%	*
Received TxCHSE	0.5%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.7%	3.2%	0.9%	*	0.0%	1.1%	*	-	-	*	6.7%	1.7%	*
Dropped Out	5.9%	4.0%	10.8%	*	6.7%	12.2%	*	-	-	*	40.0%	10.0%	*
Graduates and TxCHSE	90.4%	92.8%	88.3%	*	93.3%	86.7%	*	-	-	*	53.3%	88.3%	*
Graduates, TxCHSE, and Continuers	94.1%	96.0%	89.2%	*	93.3%	87.8%	*	-	-	*	60.0%	90.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	94.6%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Received TxCHSE	0.5%	0.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.1%	4.1%	10.9%	*	6.7%	12.4%	*	-	-	*	42.9%	10.2%	*
Graduates and TxCHSE	92.6%	95.1%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Graduates, TxCHSE, and Continuers	93.9%	95.9%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	95.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	1.1%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	6.1%	3.6%	11.6%	16.7%	7.7%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	92.8%	95.9%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	93.9%	96.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	6.1%	3.6%	11.6%	16.7%	7.7%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	93.3%	96.3%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	93.9%	96.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Class of 2017													
Graduated	92.4%	95.0%	91.5%	*	94.1%	90.0%	*	*	*	*	84.2%	96.7%	*
Received TxCHSE	0.7%	0.8%	0.9%	*	0.0%	1.1%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.2%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.3%	4.0%	7.7%	*	5.9%	8.9%	*	*	*	*	15.8%	3.3%	*
Graduates and TxCHSE	93.2%	95.8%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	96.0%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.5%	92.8%	*	88.9%	92.9%	*	*	-	100.0%	90.9%	94.4%	*
Class of 2019	90.0%	92.4%	86.7%	*	93.3%	84.8%	*	-	-	*	50.0%	86.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.3%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Class of 2019	4.2%	4.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	84.0%	87.8%	*	87.5%	89.1%	*	*	-	*	20.0%	83.6%	*
Class of 2019	83.5%	84.2%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	89.3%	87.8%	*	87.5%	89.1%	*	*	-	*	20.0%	83.6%	*
Class of 2019	87.6%	88.7%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	6.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	4.4%	4.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.0%	87.0%	*	87.5%	89.0%	*	*	-	60.0%	18.2%	82.4%	*
2018-19	82.1%	83.1%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.9%	87.0%	*	87.5%	89.0%	*	*	-	60.0%	18.2%	82.4%	*
2018-19	85.9%	87.3%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	115	100.0%	360,220	100.0%
By Ethnicity:				
African American	1	0.9%	44,729	12.4%
Hispanic	16	13.9%	184,060	51.1%
White	91	79.1%	105,215	29.2%
American Indian	1	0.9%	1,226	0.3%
Asian	1	0.9%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	5	4.3%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	15	13.0%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	100	87.0%	292,532	81.2%
Special Education Graduates	11	9.6%	29,018	8.1%
Economically Disadvantaged Graduates	68	59.1%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.7%	29,639	8.2%
At-Risk Graduates	34	29.6%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	59.5%	41.7%	*	25.0%	46.2%	*	*	-	20.0%	27.3%	30.9%	*
2018-19	72.9%	74.2%	72.7%	*	69.2%	73.5%	*	-	-	*	56.3%	69.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	47.6%	40.0%	*	18.8%	45.1%	*	*	-	20.0%	9.1%	30.9%	*
2018-19	53.0%	47.5%	43.4%	*	38.5%	45.7%	*	-	-	*	12.5%	34.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	51.9%	72.2%	*	56.3%	74.7%	*	*	-	60.0%	9.1%	63.2%	*
2018-19	60.7%	51.5%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	40.6%	33.9%	*	18.8%	37.4%	*	*	-	20.0%	18.2%	25.0%	*
2018-19	48.6%	40.3%	40.4%	*	38.5%	42.0%	*	-	-	*	0.0%	34.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	34.9%	32.2%	*	18.8%	35.2%	*	*	-	20.0%	9.1%	23.5%	*
2018-19	44.2%	35.9%	35.4%	*	38.5%	35.8%	*	-	-	*	0.0%	28.8%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	7.6%	0.9%	*	0.0%	1.1%	*	*	-	0.0%	0.0%	1.5%	*
2018-19	21.1%	8.0%	3.0%	*	0.0%	3.7%	*	-	-	*	0.0%	1.9%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.1%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	1.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	31.0%	28.7%	*	6.3%	34.1%	*	*	-	20.0%	0.0%	20.6%	*
2018-19	23.1%	31.1%	31.3%	*	15.4%	34.6%	*	-	-	*	12.5%	21.2%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.3%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	2.3%	0.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	20.6%	2.6%	*	6.3%	1.1%	*	*	-	0.0%	27.3%	0.0%	*
2018-19	40.4%	50.2%	51.0%	*	50.0%	50.6%	*	-	-	*	56.3%	51.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	14.6%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	11.6%	2.0%	*	7.7%	1.2%	*	-	-	*	0.0%	3.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	0.9%	*	6.3%	0.0%	*	*	-	0.0%	9.1%	0.0%	*
2018-19	2.3%	3.1%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.6%	1.7%	*	0.0%	1.1%	*	*	-	0.0%	18.2%	0.0%	*
2018-19	2.7%	3.3%	3.0%	*	0.0%	3.7%	*	-	-	*	37.5%	3.8%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	35.2%	70.4%	*	56.3%	72.5%	*	*	-	60.0%	9.1%	63.2%	*
	2018-19	33.4%	36.2%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
Mathematics	2019-20	21.2%	23.3%	31.3%	*	18.8%	34.1%	*	*	-	20.0%	18.2%	22.1%	*
	2018-19	24.7%	25.8%	38.4%	*	38.5%	39.5%	*	-	-	*	0.0%	32.7%	*
Both Subjects	2019-20	16.4%	17.6%	28.7%	*	18.8%	30.8%	*	*	-	20.0%	9.1%	20.6%	*
	2018-19	18.8%	20.3%	33.3%	*	38.5%	33.3%	*	-	-	*	0.0%	26.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	6.4%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	3.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics	2019-20	9.7%	10.5%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	7.3%	5.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	4.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	2.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	9.2%	7.3%	*	2.6%	8.8%	*	*	-	0.0%	0.0%	4.1%	0.0%
	2019	25.2%	11.7%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	0.0%	11.5%	*
English Language Arts	2020	12.7%	5.0%	7.3%	*	2.6%	8.8%	*	*	-	0.0%	0.0%	4.1%	0.0%
	2019	14.5%	6.6%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	0.0%	11.5%	*
Mathematics	2020	6.4%	1.9%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	2.4%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Science	2020	9.4%	3.2%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	10.4%	3.9%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Social Studies	2020	12.4%	4.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	5.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	48.5%	5.9%	-	*	6.3%	-	-	-	-	-	20.0%	-
	2019	51.0%	39.8%	10.7%	-	*	12.5%	*	-	-	-	-	7.1%	-
English Language Arts	2020	50.1%	44.8%	5.9%	-	*	6.3%	-	-	-	-	-	20.0%	-
	2019	41.2%	35.2%	10.7%	-	*	12.5%	*	-	-	-	-	7.1%	-
Mathematics	2020	56.5%	48.4%	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	42.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	44.1%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	40.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	31.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	54.8%	56.5%	*	43.8%	59.3%	*	*	-	40.0%	18.2%	44.1%	*
	2018-19	75.0%	54.2%	52.5%	*	46.2%	53.1%	*	-	-	*	25.0%	42.3%	*
At/Above Criterion for All Examinees	2019-20	35.7%	29.8%	24.6%	*	0.0%	25.9%	-	*	-	*	*	20.0%	-
	2018-19	36.1%	33.6%	36.5%	*	16.7%	39.5%	*	-	-	-	*	27.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1019	993	*	*	997	-	*	-	*	*	981	-
	2018-19	1027	1046	1103	-	*	1123	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	516	514	*	*	526	-	*	-	*	*	510	-
	2018-19	517	530	578	-	*	596	-	-	-	-	-	*	-
Mathematics	2019-20	506	503	479	*	*	471	-	*	-	*	*	471	-
	2018-19	510	516	526	-	*	527	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	20	21	-	*	21	-	-	-	*	*	21	-
	2018-19	21	20	21	*	20	22	*	-	-	-	*	21	-
English Language Arts	2019-20	20	19	21	-	*	21	-	-	-	*	*	21	-
	2018-19	20	20	21	*	20	22	*	-	-	-	*	21	-
Mathematics	2019-20	20	19	20	-	*	20	-	-	-	*	*	19	-
	2018-19	20	20	21	*	19	21	*	-	-	-	*	20	-
Science	2019-20	21	20	21	-	*	22	-	-	-	*	*	22	-
	2018-19	21	20	22	*	20	22	*	-	-	-	*	21	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	40.1%	36.2%	15.4%	28.9%	38.4%	40.0%	*	-	37.5%	22.6%	33.2%	21.1%
	2018-19	44.6%	40.5%	41.3%	20.0%	26.5%	44.0%	*	*	-	53.8%	20.0%	37.4%	14.3%
English Language Arts	2019-20	18.2%	15.2%	12.6%	0.0%	6.0%	14.9%	20.0%	*	-	6.7%	0.0%	7.6%	0.0%
	2018-19	17.8%	16.0%	13.7%	0.0%	4.5%	15.9%	*	*	-	8.3%	2.0%	10.0%	0.0%
Mathematics	2019-20	20.7%	18.8%	24.6%	7.7%	24.1%	25.5%	*	*	-	15.4%	25.6%	23.9%	15.8%
	2018-19	20.4%	19.3%	27.1%	0.0%	21.5%	27.8%	*	*	-	46.2%	14.3%	23.6%	14.3%
Science	2019-20	22.4%	21.9%	27.7%	15.4%	19.8%	29.6%	40.0%	*	-	30.8%	4.9%	24.8%	15.8%
	2018-19	21.7%	21.3%	30.8%	22.2%	17.2%	33.7%	*	*	-	23.1%	14.6%	28.4%	7.1%
Social Studies	2019-20	24.6%	14.7%	4.5%	0.0%	0.0%	5.1%	0.0%	*	-	20.0%	0.0%	1.5%	0.0%
	2018-19	23.6%	14.9%	3.5%	0.0%	0.0%	4.5%	*	*	-	0.0%	0.0%	0.4%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	73.4%	70.4%	*	75.0%	71.4%	*	*	-	60.0%	63.6%	73.5%	*
	2018-19	59.0%	76.1%	90.9%	*	92.3%	90.1%	*	-	-	*	62.5%	88.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.1%	45.5%	*	23.1%	50.6%	*	-	-	*	25.0%	42.3%	*
	2017-18	53.4%	51.1%	53.1%	60.0%	46.2%	52.1%	-	-	*	83.3%	60.0%	51.9%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	25.8%	68.2%	-	*	70.0%	-	-	-	*	*	50.0%	-
	2017-18	60.7%	56.8%	53.1%	*	40.0%	52.8%	-	-	-	100.0%	16.7%	40.0%	-

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,706	100.0%	5,359,040	100.0%	1,709	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	6	0.4%	13,855	0.3%	8	0.5%	20,991	0.4%
Pre-Kindergarten	57	3.3%	196,560	3.7%	57	3.3%	197,093	3.7%
Kindergarten	108	6.3%	360,865	6.7%	108	6.3%	361,349	6.7%
Grade 1	134	7.9%	380,973	7.1%	134	7.8%	381,403	7.1%
Grade 2	124	7.3%	379,725	7.1%	124	7.3%	380,122	7.1%
Grade 3	125	7.3%	380,802	7.1%	125	7.3%	381,135	7.1%
Grade 4	113	6.6%	385,090	7.2%	113	6.6%	385,364	7.2%
Grade 5	145	8.5%	395,436	7.4%	145	8.5%	395,649	7.4%
Grade 6	140	8.2%	414,197	7.7%	140	8.2%	414,357	7.7%
Grade 7	152	8.9%	421,222	7.9%	152	8.9%	421,347	7.8%
Grade 8	114	6.7%	422,386	7.9%	114	6.7%	422,505	7.9%
Grade 9	129	7.6%	436,396	8.1%	129	7.5%	436,523	8.1%
Grade 10	132	7.7%	420,502	7.8%	132	7.7%	420,705	7.8%
Grade 11	115	6.7%	388,143	7.2%	115	6.7%	388,443	7.2%
Grade 12	112	6.6%	362,888	6.8%	113	6.6%	364,600	6.8%
Ethnic Distribution:								
African American	45	2.6%	680,285	12.7%	45	2.6%	681,401	12.7%
Hispanic	314	18.4%	2,835,771	52.9%	315	18.4%	2,840,982	52.9%
White	1,277	74.9%	1,418,789	26.5%	1,279	74.8%	1,424,251	26.5%
American Indian	13	0.8%	18,712	0.3%	13	0.8%	18,755	0.3%
Asian	6	0.4%	253,856	4.7%	6	0.4%	254,163	4.7%
Pacific Islander	1	0.1%	8,259	0.2%	1	0.1%	8,271	0.2%
Two or More Races	50	2.9%	143,368	2.7%	50	2.9%	143,763	2.7%
Sex:								
Female	800	46.9%	2,620,239	48.9%	802	46.9%	2,624,722	48.9%
Male	906	53.1%	2,738,801	51.1%	907	53.1%	2,746,864	51.1%
Economically Disadvantaged	1,057	62.0%	3,229,178	60.3%	1,059	62.0%	3,233,417	60.2%
Non-Educationally Disadvantaged	649	38.0%	2,129,862	39.7%	650	38.0%	2,138,169	39.8%
Section 504 Students	228	13.4%	387,490	7.2%	228	13.3%	387,622	7.2%
EB Students/EL	112	6.6%	1,108,207	20.7%	112	6.6%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	38	2.1%	66,833	1.2%				
Students w/ Dyslexia	197	11.5%	241,070	4.5%	197	11.5%	241,197	4.5%
Foster Care	18	1.1%	17,033	0.3%	18	1.1%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	24	1.4%	57,709	1.1%	24	1.4%	57,811	1.1%
Immigrant	4	0.2%	108,025	2.0%	4	0.2%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	1,706	100.0%	3,457,855	64.5%	1,709	100.0%	3,464,887	64.5%
Military Connected	132	7.7%	144,596	2.7%	132	7.7%	144,683	2.7%
At-Risk	891	52.2%	2,634,284	49.2%	891	52.1%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	106	6.2%	1,123,936	21.0%	106	6.2%	1,124,413	20.9%
Gifted and Talented Education	117	6.9%	443,781	8.3%	117	6.8%	443,849	8.3%
Special Education	215	12.6%	595,885	11.1%	218	12.8%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	215		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	86	40.0%	253,352	42.5%				
Students with Physical Disabilities	40	18.6%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	68	31.6%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	136	8.5%	726,083	13.8%				
By Ethnicity:								
African American	4	0.2%	148,832	2.8%				
Hispanic	18	1.1%	372,491	7.1%				
White	107	6.7%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	0	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	7	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	30	13.2%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	5.3%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	97	10.1%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	143	11.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.7%	1.4%	0.0%	4.8%
Grade 1	10.7%	1.9%	0.0%	3.2%
Grade 2	2.8%	1.0%	0.0%	1.4%
Grade 3	1.1%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	0.8%	4.7%	0.0%	7.8%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent

Data Quality:

Underreported Students	6	0.8%	6,039	0.2%
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Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	17.5	17.7
Grade 1	19.2	18.0
Grade 2	17.7	18.0
Grade 3	16.6	18.2
Grade 4	17.6	18.3
Grade 5	20.3	19.8
Grade 6	18.0	19.4
Secondary:		
English/Language Arts	14.6	15.7
Foreign Languages	17.4	17.8
Mathematics	15.7	16.9
Science	18.5	17.9
Social Studies	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	286.4	100.0%	745,316.3	100.0%
Professional Staff:	160.0	55.8%	479,219.1	64.3%
Teachers	128.1	44.7%	369,395.4	49.6%
Professional Support	22.7	7.9%	78,787.8	10.6%
Campus Administration (School Leadership)	5.1	1.8%	22,378.5	3.0%
Central Administration	4.0	1.4%	8,657.4	1.2%
Educational Aides:	47.9	16.7%	79,348.7	10.6%
Auxiliary Staff:	78.5	27.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	4.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	36.2	12.6%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	5.1	4.0%	41,186.3	11.1%
Hispanic	4.3	3.3%	104,985.0	28.4%
White	116.7	91.1%	210,367.3	56.9%
American Indian	1.0	0.8%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	1.0	0.8%	4,320.9	1.2%
Teachers by Sex:				
Males	26.7	20.8%	88,006.1	23.8%
Females	101.4	79.2%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	3.3	2.6%	4,422.7	1.2%
Bachelors	107.7	84.1%	269,818.0	73.0%
Masters	17.1	13.4%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.7	8.3%	24,880.4	6.7%
1-5 Years Experience	34.0	26.5%	102,753.7	27.8%
6-10 Years Experience	19.9	15.6%	74,854.8	20.3%
11-20 Years Experience	39.9	31.2%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	20.6	16.1%	47,975.4	13.0%
Over 30 Years Experience	3.0	2.3%	11,278.0	3.1%
Number of Students per Teacher	13.3	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.5	6.4
Average Years Experience of Principals with District	5.8	5.5
Average Years Experience of Assistant Principals	7.0	5.5
Average Years Experience of Assistant Principals with District	7.0	4.8
Average Years Experience of Teachers:	11.6	11.2
Average Years Experience of Teachers with District:	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,348	\$50,849
1-5 Years Experience	\$39,817	\$53,288
6-10 Years Experience	\$44,633	\$56,282
11-20 Years Experience	\$51,904	\$59,900
21-30 Years Experience	\$60,726	\$64,637
Over 30 Years Experience	\$60,287	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$48,391	\$57,641
Professional Support	\$57,339	\$68,030
Campus Administration (School Leadership)	\$75,935	\$83,424
Central Administration	\$94,743	\$109,662
Instructional Staff Percent:	61.6%	64.6%
Turnover Rate for Teachers:	20.6%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	4.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	1.6%	22,870.6	6.2%
Career and Technical Education	8.9	7.0%	18,987.7	5.1%
Compensatory Education	11.5	9.0%	10,226.9	2.8%
Gifted and Talented Education	0.2	0.1%	6,558.4	1.8%
Regular Education	86.0	67.1%	262,447.1	71.0%
Special Education	16.3	12.7%	34,862.5	9.4%
Other	3.3	2.6%	13,442.2	3.6%

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS H S

Campus Number: 190903001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	67%	*	79%	68%	*	*	-	*	21%	*	68%	63%	52%	83%
	2019	68%	79%	79%	50%	74%	81%	-	-	-	*	29%	-	80%	76%	75%	82%
At Meets Grade Level or Above	2021	50%	46%	46%	*	42%	48%	*	*	-	*	14%	*	48%	40%	28%	33%
	2019	50%	50%	50%	33%	33%	55%	-	-	-	*	19%	-	50%	51%	43%	9%
At Masters Grade Level	2021	12%	6%	6%	*	5%	6%	*	*	-	*	0%	*	7%	3%	2%	0%
	2019	11%	9%	9%	0%	7%	9%	-	-	-	*	5%	-	10%	5%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	73%	*	64%	74%	*	*	-	86%	54%	*	74%	70%	66%	50%
	2019	68%	75%	75%	*	71%	77%	*	-	-	80%	43%	*	76%	74%	72%	75%
At Meets Grade Level or Above	2021	57%	57%	57%	*	44%	58%	*	*	-	71%	31%	*	56%	58%	46%	25%
	2019	49%	59%	59%	*	36%	64%	*	-	-	80%	35%	*	59%	58%	48%	13%
At Masters Grade Level	2021	11%	5%	5%	*	4%	4%	*	*	-	0%	15%	*	4%	6%	1%	0%
	2019	8%	7%	7%	*	4%	9%	*	-	-	0%	17%	*	7%	6%	11%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	53%	47%	*	46%	48%	*	*	-	*	29%	*	49%	40%	33%	60%
	2019	85%	88%	86%	100%	74%	87%	-	-	-	*	59%	-	84%	90%	81%	70%
At Meets Grade Level or Above	2021	41%	15%	8%	*	0%	10%	*	*	-	*	14%	*	8%	8%	3%	0%
	2019	61%	60%	51%	50%	42%	54%	-	-	-	*	35%	-	55%	43%	43%	30%
At Masters Grade Level	2021	23%	4%	1%	*	0%	1%	*	*	-	*	7%	*	0%	4%	0%	0%
	2019	37%	36%	27%	50%	16%	28%	-	-	-	*	18%	-	25%	30%	19%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	82%	*	88%	84%	*	*	-	*	40%	*	85%	73%	77%	*
	2019	88%	91%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
At Meets Grade Level or Above	2021	55%	42%	42%	*	44%	45%	*	*	-	*	20%	*	43%	40%	26%	*
	2019	62%	60%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%
At Masters Grade Level	2021	22%	11%	11%	*	13%	12%	*	*	-	*	7%	*	10%	13%	7%	*
	2019	25%	14%	14%	40%	14%	13%	-	-	-	*	6%	-	14%	14%	13%	0%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	93%	93%	*	96%	92%	*	*	-	86%	83%	*	94%	89%	93%	100%
	2019	93%	94%	94%	*	88%	95%	*	-	-	100%	86%	*	95%	92%	89%	71%
At Meets Grade Level or Above	2021	69%	74%	74%	*	71%	74%	*	*	-	71%	58%	*	77%	67%	70%	43%
	2019	73%	67%	67%	*	69%	66%	*	-	-	100%	50%	*	73%	53%	61%	57%
At Masters Grade Level	2021	43%	42%	42%	*	38%	43%	*	*	-	43%	8%	*	44%	36%	36%	14%
	2019	45%	31%	31%	*	35%	31%	*	-	-	20%	32%	*	31%	29%	31%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	100%	-	* 100%		-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2021	69%	75%	75%	-	* 71%		-	-	-	*	-	-	75%	*	*	-
At Masters Grade Level	2021	14%	13%	13%	-	* 14%		-	-	-	*	-	-	17%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	61%	74%	31%	77%	74%	73%	80%	-	79%	44%	33%	75%	70%	66%	77%
	2019	78%	77%	85%	80%	76%	87%	*	-	-	92%	58%	*	84%	85%	81%	73%
At Meets Grade Level or Above	2021	41%	30%	48%	23%	45%	48%	45%	80%	-	54%	26%	0%	48%	46%	36%	30%
	2019	50%	43%	58%	50%	45%	60%	*	-	-	77%	35%	*	59%	54%	49%	27%
At Masters Grade Level	2021	18%	10%	13%	8%	13%	13%	9%	40%	-	13%	7%	0%	13%	13%	10%	3%
	2019	24%	17%	17%	25%	15%	17%	*	-	-	8%	16%	*	17%	17%	15%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	70%	40%	70%	71%	*	*	-	70%	37%	33%	72%	67%	60%	64%
	2019	75%	76%	77%	43%	73%	79%	*	-	-	83%	36%	*	78%	75%	74%	79%
At Meets Grade Level or Above	2021	45%	34%	51%	20%	43%	53%	*	*	-	60%	22%	0%	52%	49%	38%	29%
	2019	48%	43%	54%	29%	35%	59%	*	-	-	83%	27%	*	54%	54%	45%	11%
At Masters Grade Level	2021	18%	11%	5%	0%	5%	5%	*	*	-	0%	7%	0%	5%	5%	1%	0%
	2019	21%	16%	8%	0%	5%	9%	*	-	-	0%	11%	*	9%	6%	8%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	58%	54%	*	50%	55%	*	*	-	*	29%	*	56%	48%	37%	60%
	2019	82%	81%	86%	100%	74%	87%	-	-	-	*	59%	-	84%	90%	81%	70%
At Meets Grade Level or Above	2021	37%	22%	17%	*	7%	19%	*	*	-	*	14%	*	17%	17%	6%	0%
	2019	52%	44%	51%	50%	42%	54%	-	-	-	*	35%	-	55%	43%	43%	30%

Texas Education Agency
 2020-21 STAAR Performance (TAPR)
 RAINS H S (190903001) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

School Year	State	District	Campus	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current) & Monitored)
2021	18%	8%	3%	3%	*	0%	3%	*	*	*	-	7%	*	2%	3%	2%	0%
2019	26%	18%	27%	27%	50%	16%	28%	-	-	-	*	18%	-	25%	30%	19%	0%
All Grades Science																	
2021	71%	69%	82%	82%	*	88%	84%	*	*	*	-	40%	*	85%	73%	77%	*
2019	81%	79%	91%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
2021	44%	35%	42%	42%	*	44%	45%	*	*	*	-	20%	*	43%	40%	26%	*
2019	54%	46%	60%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%
2021	20%	11%	11%	11%	*	13%	12%	*	*	*	-	7%	*	10%	13%	7%	*
2019	25%	16%	14%	14%	40%	14%	13%	-	-	-	*	6%	-	14%	14%	13%	0%
All Grades Social Studies																	
2021	73%	72%	93%	93%	*	96%	92%	*	*	*	-	83%	*	94%	89%	93%	100%
2019	81%	76%	94%	94%	*	88%	95%	*	*	*	-	86%	*	95%	92%	89%	71%
2021	49%	48%	74%	74%	*	71%	74%	*	*	*	-	58%	*	77%	67%	70%	43%
2019	55%	48%	67%	67%	*	69%	66%	*	*	*	-	50%	*	73%	53%	61%	57%
2021	29%	24%	42%	42%	*	38%	43%	*	*	*	-	8%	*	44%	36%	36%	14%
2019	33%	23%	31%	31%	*	35%	31%	*	*	*	-	32%	*	31%	29%	31%	14%
At Masters Grade Level																	
2021	73%	72%	93%	93%	*	96%	92%	*	*	*	-	86%	*	94%	89%	93%	100%
2019	81%	76%	94%	94%	*	88%	95%	*	*	*	-	86%	*	95%	92%	89%	71%
2021	49%	48%	74%	74%	*	71%	74%	*	*	*	-	58%	*	77%	67%	70%	43%
2019	55%	48%	67%	67%	*	69%	66%	*	*	*	-	50%	*	73%	53%	61%	57%
2021	29%	24%	42%	42%	*	38%	43%	*	*	*	-	8%	*	44%	36%	36%	14%
2019	33%	23%	31%	31%	*	35%	31%	*	*	*	-	32%	*	31%	29%	31%	14%
At Meets Grade Level or Above																	
2021	73%	72%	93%	93%	*	96%	92%	*	*	*	-	86%	*	94%	89%	93%	100%
2019	81%	76%	94%	94%	*	88%	95%	*	*	*	-	86%	*	95%	92%	89%	71%
2021	49%	48%	74%	74%	*	71%	74%	*	*	*	-	58%	*	77%	67%	70%	43%
2019	55%	48%	67%	67%	*	69%	66%	*	*	*	-	50%	*	73%	53%	61%	57%
2021	29%	24%	42%	42%	*	38%	43%	*	*	*	-	8%	*	44%	36%	36%	14%
2019	33%	23%	31%	31%	*	35%	31%	*	*	*	-	32%	*	31%	29%	31%	14%
At Approaches Grade Level or Above																	
2021	73%	72%	93%	93%	*	96%	92%	*	*	*	-	86%	*	94%	89%	93%	100%
2019	81%	76%	94%	94%	*	88%	95%	*	*	*	-	86%	*	95%	92%	89%	71%
2021	49%	48%	74%	74%	*	71%	74%	*	*	*	-	58%	*	77%	67%	70%	43%
2019	55%	48%	67%	67%	*	69%	66%	*	*	*	-	50%	*	73%	53%	61%	57%
2021	29%	24%	42%	42%	*	38%	43%	*	*	*	-	8%	*	44%	36%	36%	14%
2019	33%	23%	31%	31%	*	35%	31%	*	*	*	-	32%	*	31%	29%	31%	14%

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

Texas Education Agency
2018-19 Progress (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	69	*	61	71	*	-	-	*	59	-	69	71	72	60
	2018	67	66	66	*	63	68	*	*	-	60	69	*	64	71	65	43
End of Course Algebra I	2019	75	79	76	80	71	76	-	-	-	*	54	-	75	76	71	67
	2018	72	75	73	*	76	72	*	-	-	*	53	*	74	67	69	70
All Grades Both Subjects	2019	69	69	72	67	65	73	*	-	-	90	57	-	72	73	71	64
	2018	69	65	69	*	70	69	*	*	-	67	61	*	69	69	67	54
All Grades ELA/Reading	2019	68	68	69	*	61	71	*	-	-	*	59	-	69	71	72	60
	2018	69	64	66	*	63	68	*	*	-	60	69	*	64	71	65	43
All Grades Mathematics	2019	70	70	76	80	71	76	-	-	-	*	54	-	75	76	71	67
	2018	70	66	73	*	76	72	*	-	-	*	53	*	74	67	69	70

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	61%	74%	-	-	-	-	-	-	56%	-	56%	-	-	73%	56%	89%
	2019	78%	77%	85%	-	-	-	-	-	-	71%	-	71%	-	-	71%	71%	
At Meets Grade Level or Above	2021	41%	30%	48%	-	-	-	-	-	-	0%	-	0%	-	-	47%	0%	61%
	2019	50%	43%	58%	-	-	-	-	-	-	20%	-	20%	-	-	20%	20%	
At Masters Grade Level	2021	18%	10%	13%	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	17%
	2019	24%	17%	17%	-	-	-	-	-	-	2%	-	2%	-	-	2%	2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	70%	-	-	-	-	-	-	40%	-	40%	-	-	70%	40%	81%
	2019	75%	76%	77%	-	-	-	-	-	-	76%	-	76%	-	-	76%	76%	
At Meets Grade Level or Above	2021	45%	34%	51%	-	-	-	-	-	-	0%	-	0%	-	-	52%	0%	56%
	2019	48%	43%	54%	-	-	-	-	-	-	0%	-	0%	-	-	52%	0%	
At Masters Grade Level	2021	18%	11%	5%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	13%
	2019	21%	16%	8%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	58%	54%	-	-	-	-	-	-	*	-	*	-	-	53%	*	*
	2019	82%	81%	86%	-	-	-	-	-	-	70%	-	70%	-	-	70%	70%	
At Meets Grade Level or Above	2021	37%	22%	17%	-	-	-	-	-	-	*	-	*	-	-	17%	*	*
	2019	52%	44%	51%	-	-	-	-	-	-	30%	-	30%	-	-	30%	30%	
At Masters Grade Level	2021	18%	8%	3%	-	-	-	-	-	-	*	-	*	-	-	3%	*	*
	2019	26%	18%	27%	-	-	-	-	-	-	0%	-	0%	-	-	3%	0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	69%	82%	-	-	-	-	-	-	*	-	*	-	-	82%	*	*
	2019	81%	79%	91%	-	-	-	-	-	-	63%	-	63%	-	-	63%	63%	
At Meets Grade Level or Above	2021	44%	35%	42%	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
	2019	54%	46%	60%	-	-	-	-	-	-	25%	-	25%	-	-	25%	25%	
At Masters Grade Level	2021	20%	11%	11%	-	-	-	-	-	-	*	-	*	-	-	11%	*	*
	2019	25%	16%	14%	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	72%	93%	-	-	-	-	-	-	*	-	*	-	-	92%	*	100%
	2019	81%	76%	94%	-	-	-	-	-	-	67%	-	67%	-	-	67%	67%	
At Meets Grade Level or Above	2021	49%	48%	74%	-	-	-	-	-	-	*	-	*	-	-	75%	*	77%
	2019	55%	48%	67%	-	-	-	-	-	-	50%	-	50%	-	-	50%	50%	
At Masters Grade Level	2021	29%	24%	42%	-	-	-	-	-	-	*	-	*	-	-	44%	*	31%
	2019	33%	23%	31%	-	-	-	-	-	-	17%	-	17%	-	-	44%	17%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	83%	95%	95%	100%	88%	96%	100%	100%	-	96%	92%	100%	96%	90%	96%	77%
Not Included in Accountability: Mobile	3%	4%	4%	0%	5%	4%	0%	0%	-	4%	7%	0%	2%	9%	2%	5%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	6%	0%	0%	0%	-	0%	1%	0%	1%	0%	2%	18%
Not Tested	12%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	*	100%	99%	100%	100%
Included in Accountability	94%	95%	96%	100%	97%	97%	*	-	-	76%	100%	*	100%	89%	97%	92%
Not Included in Accountability: Mobile	4%	5%	3%	0%	0%	3%	*	-	-	24%	0%	*	0%	8%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	3%	0%	*	-	-	0%	0%	*	0%	2%	0%	8%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	97.9%	98.7%	99.2%	97.6%	*	*	-	97.8%	96.6%	97.6%	99.3%
2018-19	95.4%	95.1%	94.3%	94.4%	95.4%	94.1%	*	*	-	93.8%	94.0%	93.9%	97.1%
Chronic Absenteeism													
2019-20	6.7%	6.1%	9.5%	7.7%	3.6%	10.9%	0.0%	*	-	12.5%	19.6%	11.0%	0.0%
2018-19	11.4%	13.4%	19.7%	20.0%	15.5%	20.6%	*	*	-	15.4%	24.1%	20.4%	6.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.6%	0.6%	0.0%	0.0%	0.8%	0.0%	*	-	0.0%	1.8%	0.7%	0.0%
2018-19	1.9%	2.6%	2.6%	0.0%	1.4%	2.8%	*	*	-	7.7%	6.8%	3.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.7%	92.7%	*	88.9%	92.9%	*	*	-	*	90.9%	94.4%	*
Received TxCHSE	0.4%	0.8%	0.8%	*	0.0%	1.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	0.8%	0.8%	*	5.6%	0.0%	*	*	-	*	0.0%	1.4%	*
Dropped Out	5.4%	5.6%	5.6%	*	5.6%	6.1%	*	*	-	*	9.1%	4.2%	*
Graduates and TxCHSE	90.7%	93.5%	93.5%	*	88.9%	93.9%	*	*	-	*	90.9%	94.4%	*
Graduates, TxCHSE, and Continuers	94.6%	94.4%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Class of 2019													
Graduated	90.0%	88.3%	88.3%	*	93.3%	86.7%	*	-	-	*	53.3%	88.3%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.7%	0.9%	0.9%	*	0.0%	1.1%	*	-	-	*	6.7%	1.7%	*
Dropped Out	5.9%	10.8%	10.8%	*	6.7%	12.2%	*	-	-	*	40.0%	10.0%	*
Graduates and TxCHSE	90.4%	88.3%	88.3%	*	93.3%	86.7%	*	-	-	*	53.3%	88.3%	*
Graduates, TxCHSE, and Continuers	94.1%	89.2%	89.2%	*	93.3%	87.8%	*	-	-	*	60.0%	90.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.1%	10.9%	10.9%	*	6.7%	12.4%	*	-	-	*	42.9%	10.2%	*
Graduates and TxCHSE	92.6%	89.1%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*
Graduates, TxCHSE, and Continuers	93.9%	89.1%	89.1%	*	93.3%	87.6%	*	-	-	*	57.1%	89.8%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	6.1%	11.6%	11.6%	16.7%	7.7%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	92.8%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	6.1%	11.6%	11.6%	16.7%	7.7%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	93.3%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	88.4%	83.3%	92.3%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
Class of 2017													
Graduated	92.4%	91.5%	91.5%	*	94.1%	90.0%	*	*	*	*	84.2%	96.7%	*
Received TxCHSE	0.7%	0.9%	0.9%	*	0.0%	1.1%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.3%	7.7%	7.7%	*	5.9%	8.9%	*	*	*	*	15.8%	3.3%	*
Graduates and TxCHSE	93.2%	92.3%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	92.3%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.8%	92.8%	*	88.9%	92.9%	*	*	-	100.0%	90.9%	94.4%	*
Class of 2019	90.0%	86.7%	86.7%	*	93.3%	84.8%	*	-	-	*	50.0%	86.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Class of 2019	4.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	87.8%	87.8%	*	87.5%	89.1%	*	*	-	*	20.0%	83.6%	*
Class of 2019	83.5%	92.9%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	87.8%	87.8%	*	87.5%	89.1%	*	*	-	*	20.0%	83.6%	*
Class of 2019	87.6%	92.9%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	4.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.0%	87.0%	*	87.5%	89.0%	*	*	-	60.0%	18.2%	82.4%	*
2018-19	82.1%	90.9%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.0%	87.0%	*	87.5%	89.0%	*	*	-	60.0%	18.2%	82.4%	*
2018-19	85.9%	90.9%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	115	100.0%	115	360,220
By Ethnicity:				
African American	1	0.9%	1	44,729
Hispanic	16	13.9%	16	184,060
White	91	79.1%	91	105,215
American Indian	1	0.9%	1	1,226
Asian	1	0.9%	1	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	5	4.3%	5	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	15	13.0%	15	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	100	87.0%	100	292,532
Special Education Graduates	11	9.6%	11	29,018
Economically Disadvantaged Graduates	68	59.1%	68	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.7%	2	29,639
At-Risk Graduates	34	29.6%	34	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	41.7%	41.7%	*	25.0%	46.2%	*	*	-	20.0%	27.3%	30.9%	*
2018-19	72.9%	72.7%	72.7%	*	69.2%	73.5%	*	-	-	*	56.3%	69.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	40.0%	40.0%	*	18.8%	45.1%	*	*	-	20.0%	9.1%	30.9%	*
2018-19	53.0%	43.4%	43.4%	*	38.5%	45.7%	*	-	-	*	12.5%	34.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	72.2%	72.2%	*	56.3%	74.7%	*	*	-	60.0%	9.1%	63.2%	*
2018-19	60.7%	68.7%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	33.9%	33.9%	*	18.8%	37.4%	*	*	-	20.0%	18.2%	25.0%	*
2018-19	48.6%	40.4%	40.4%	*	38.5%	42.0%	*	-	-	*	0.0%	34.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	32.2%	32.2%	*	18.8%	35.2%	*	*	-	20.0%	9.1%	23.5%	*
2018-19	44.2%	35.4%	35.4%	*	38.5%	35.8%	*	-	-	*	0.0%	28.8%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	0.9%	0.9%	*	0.0%	1.1%	*	*	-	0.0%	0.0%	1.5%	*
2018-19	21.1%	3.0%	3.0%	*	0.0%	3.7%	*	-	-	*	0.0%	1.9%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	28.7%	28.7%	*	6.3%	34.1%	*	*	-	20.0%	0.0%	20.6%	*
2018-19	23.1%	31.3%	31.3%	*	15.4%	34.6%	*	-	-	*	12.5%	21.2%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	2.6%	2.6%	*	6.3%	1.1%	*	*	-	0.0%	27.3%	0.0%	*
2018-19	40.4%	51.0%	51.0%	*	50.0%	50.6%	*	-	-	*	56.3%	51.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*

Texas Education Agency
 2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	2.0%	2.0%	*	7.7%	1.2%	*	-	-	*	0.0%	3.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	0.9%	0.9%	*	6.3%	0.0%	*	*	-	0.0%	9.1%	0.0%	*
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	1.7%	1.7%	*	0.0%	1.1%	*	*	-	0.0%	18.2%	0.0%	*
2018-19	2.7%	3.0%	3.0%	*	0.0%	3.7%	*	-	-	*	37.5%	3.8%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	70.4%	70.4%	*	56.3%	72.5%	*	*	-	60.0%	9.1%	63.2%	*
	2018-19	33.4%	68.7%	68.7%	*	38.5%	75.3%	*	-	-	* 25.0%	59.6%		*
Mathematics	2019-20	21.2%	31.3%	31.3%	*	18.8%	34.1%	*	*	-	20.0%	18.2%	22.1%	*
	2018-19	24.7%	38.4%	38.4%	*	38.5%	39.5%	*	-	-	* 0.0%	32.7%		*
Both Subjects	2019-20	16.4%	28.7%	28.7%	*	18.8%	30.8%	*	*	-	20.0%	9.1%	20.6%	*
	2018-19	18.8%	33.3%	33.3%	*	38.5%	33.3%	*	-	-	* 0.0%	26.9%		*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	* 0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	* 0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	* 0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	7.3%	7.3%	*	2.6%	8.8%	*	*	-	0.0%	0.0%	4.1%	0.0%
	2019	25.2%	12.9%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	0.0%	11.5%	*
English Language Arts	2020	12.7%	7.3%	7.3%	*	2.6%	8.8%	*	*	-	0.0%	0.0%	4.1%	0.0%
	2019	14.5%	12.9%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	0.0%	11.5%	*
Mathematics	2020	6.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Science	2020	9.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	10.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Social Studies	2020	12.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	5.9%	5.9%	-	* 6.3%		-	-	-	-	-	20.0%	-
	2019	51.0%	10.7%	10.7%	-	* 12.5%		*	-	-	-	-	7.1%	-
English Language Arts	2020	50.1%	5.9%	5.9%	-	* 6.3%		-	-	-	-	-	20.0%	-
	2019	41.2%	10.7%	10.7%	-	* 12.5%		*	-	-	-	-	7.1%	-
Mathematics	2020	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	56.5%	56.5%	*	43.8%	59.3%	*	*	-	40.0%	18.2%	44.1%	*
	2018-19	75.0%	52.5%	52.5%	*	46.2%	53.1%	*	-	-	*	25.0%	42.3%	*
At/Above Criterion for All Examinees	2019-20	35.7%	24.6%	24.6%	*	0.0%	25.9%	-	*	-	*	*	20.0%	-
	2018-19	36.1%	36.5%	36.5%	*	16.7%	39.5%	*	-	-	-	*	27.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	993	993	*	*	997	-	*	-	*	*	981	-
	2018-19	1027	1103	1103	-	*	1123	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	514	514	*	*	526	-	*	-	*	*	510	-
	2018-19	517	578	578	-	*	596	-	-	-	-	-	*	-
Mathematics	2019-20	506	479	479	*	*	471	-	*	-	*	*	471	-
	2018-19	510	526	526	-	*	527	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	21	-	*	21	-	-	-	*	*	21	-
	2018-19	21	21	21	*	20	22	*	-	-	-	*	21	-
English Language Arts	2019-20	20	21	21	-	*	21	-	-	-	*	*	21	-
	2018-19	20	21	21	*	20	22	*	-	-	-	*	21	-
Mathematics	2019-20	20	20	20	-	*	20	-	-	-	*	*	19	-
	2018-19	20	21	21	*	19	21	*	-	-	-	*	20	-
Science	2019-20	21	21	21	-	*	22	-	-	-	*	*	22	-
	2018-19	21	22	22	*	20	22	*	-	-	-	*	21	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	36.2%	36.2%	15.4%	28.9%	38.4%	40.0%	*	-	37.5%	22.6%	33.2%	21.1%
	2018-19	44.6%	41.3%	41.3%	20.0%	26.5%	44.0%	*	*	-	53.8%	20.0%	37.4%	14.3%
English Language Arts	2019-20	18.2%	12.6%	12.6%	0.0%	6.0%	14.9%	20.0%	*	-	6.7%	0.0%	7.6%	0.0%
	2018-19	17.8%	13.7%	13.7%	0.0%	4.5%	15.9%	*	*	-	8.3%	2.0%	10.0%	0.0%
Mathematics	2019-20	20.7%	24.6%	24.6%	7.7%	24.1%	25.5%	*	*	-	15.4%	25.6%	23.9%	15.8%
	2018-19	20.4%	27.1%	27.1%	0.0%	21.5%	27.8%	*	*	-	46.2%	14.3%	23.6%	14.3%
Science	2019-20	22.4%	27.7%	27.7%	15.4%	19.8%	29.6%	40.0%	*	-	30.8%	4.9%	24.8%	15.8%
	2018-19	21.7%	30.8%	30.8%	22.2%	17.2%	33.7%	*	*	-	23.1%	14.6%	28.4%	7.1%
Social Studies	2019-20	24.6%	4.5%	4.5%	0.0%	0.0%	5.1%	0.0%	*	-	20.0%	0.0%	1.5%	0.0%
	2018-19	23.6%	3.5%	3.5%	0.0%	0.0%	4.5%	*	*	-	0.0%	0.0%	0.4%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	70.4%	70.4%	*	75.0%	71.4%	*	*	-	60.0%	63.6%	73.5%	*
	2018-19	59.0%	90.9%	90.9%	*	92.3%	90.1%	*	-	-	*	62.5%	88.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	45.5%	45.5%	*	23.1%	50.6%	*	-	-	*	25.0%	42.3%	*
	2017-18	53.4%	53.1%	53.1%	60.0%	46.2%	52.1%	-	-	*	83.3%	60.0%	51.9%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	68.2%	68.2%	-	* 70.0%	-	-	-	-	*	* 50.0%	-	-
	2017-18	60.7%	53.1%	53.1%	*	40.0%	52.8%	-	-	-	100.0%	16.7%	40.0%	-

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	488	100.0%	1,706	5,359,040	489	100.0%	1,709	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	0.0%	3.3%	3.7%
Kindergarten	0	0.0%	6.3%	6.7%	0	0.0%	6.3%	6.7%
Grade 1	0	0.0%	7.9%	7.1%	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	8.5%	7.4%	0	0.0%	8.5%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.9%	7.9%	0	0.0%	8.9%	7.8%
Grade 8	0	0.0%	6.7%	7.9%	0	0.0%	6.7%	7.9%
Grade 9	129	26.4%	7.6%	8.1%	129	26.4%	7.5%	8.1%
Grade 10	132	27.0%	7.7%	7.8%	132	27.0%	7.7%	7.8%
Grade 11	115	23.6%	6.7%	7.2%	115	23.5%	6.7%	7.2%
Grade 12	112	23.0%	6.6%	6.8%	113	23.1%	6.6%	6.8%
Ethnic Distribution:								
African American	13	2.7%	2.6%	12.7%	13	2.7%	2.6%	12.7%
Hispanic	84	17.2%	18.4%	52.9%	84	17.2%	18.4%	52.9%
White	369	75.6%	74.9%	26.5%	370	75.7%	74.8%	26.5%
American Indian	7	1.4%	0.8%	0.3%	7	1.4%	0.8%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	2.9%	2.9%	2.7%	14	2.9%	2.9%	2.7%
Sex:								
Female	223	45.7%	46.9%	48.9%	224	45.8%	46.9%	48.9%
Male	265	54.3%	53.1%	51.1%	265	54.2%	53.1%	51.1%
Economically Disadvantaged	269	55.1%	62.0%	60.3%	269	55.0%	62.0%	60.2%
Non-Educationally Disadvantaged	219	44.9%	38.0%	39.7%	220	45.0%	38.0%	39.8%
Section 504 Students	71	14.5%	13.4%	7.2%	71	14.5%	13.3%	7.2%
EB Students/EL	11	2.3%	6.6%	20.7%	11	2.2%	6.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	24	4.8%	2.1%	1.2%				
Students w/ Dyslexia	53	10.9%	11.5%	4.5%	53	10.8%	11.5%	4.5%
Foster Care	4	0.8%	1.1%	0.3%	4	0.8%	1.1%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	7	1.4%	1.4%	1.1%	7	1.4%	1.4%	1.1%
Immigrant	0	0.0%	0.2%	2.0%	0	0.0%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	488	100.0%	100.0%	64.5%	489	100.0%	100.0%	64.5%
Military Connected	36	7.4%	7.7%	2.7%	36	7.4%	7.7%	2.7%
At-Risk	218	44.7%	52.2%	49.2%	218	44.6%	52.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	11	2.3%	6.2%	21.0%	11	2.2%	6.2%	20.9%
Gifted and Talented Education	51	10.5%	6.9%	8.3%	51	10.4%	6.8%	8.3%
Special Education	55	11.3%	12.6%	11.1%	56	11.5%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	38.2%	40.0%	42.5%				
Students with Physical Disabilities	0	0.0%	18.6%	21.3%				
Students with Autism	7	12.7%	**	14.1%				
Students with Behavioral Disabilities	27	49.1%	31.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	38	7.7%	8.5%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	6	1.2%	1.1%	7.1%				
White	30	6.0%	6.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	10.7%	13.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	10.0%	5.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	27	9.5%	10.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	37	10.1%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.4%	-	0.0%	4.8%
Grade 1	-	10.7%	1.9%	-	0.0%	3.2%
Grade 2	-	2.8%	1.0%	-	0.0%	1.4%
Grade 3	-	1.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	0.8%	0.8%	4.7%	0.0%	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.5	17.7
Grade 1	-	19.2	18.0
Grade 2	-	17.7	18.0
Grade 3	-	16.6	18.2
Grade 4	-	17.6	18.3
Grade 5	-	20.3	19.8
Grade 6	-	18.0	19.4
Secondary:			
English/Language Arts	14.5	14.6	15.7
Foreign Languages	17.4	17.4	17.8
Mathematics	16.8	15.7	16.9
Science	17.2	18.5	17.9
Social Studies	19.6	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.9	100.0%	100.0%	100.0%
Professional Staff:	43.4	77.8%	55.8%	64.3%
Teachers	38.8	69.5%	44.7%	49.6%
Professional Support	2.5	4.5%	7.9%	10.6%
Campus Administration (School Leadership)	2.1	3.8%	1.8%	3.0%
Educational Aides:	12.4	22.2%	16.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	4.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.4	16.8%	12.6%	51.5%
Teachers by Ethnicity:				
African American	3.0	7.7%	4.0%	11.1%
Hispanic	2.8	7.2%	3.3%	28.4%
White	33.0	85.1%	91.1%	56.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	15.3	39.3%	20.8%	23.8%
Females	23.6	60.7%	79.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.3	8.4%	2.6%	1.2%
Bachelors	27.6	71.2%	84.1%	73.0%
Masters	7.9	20.4%	13.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.5	11.7%	8.3%	6.7%
1-5 Years Experience	7.7	19.8%	26.5%	27.8%
6-10 Years Experience	6.4	16.6%	15.6%	20.3%
11-20 Years Experience	10.7	27.6%	31.2%	29.1%
21-30 Years Experience	8.4	21.7%	16.1%	13.0%
Over 30 Years Experience	1.0	2.6%	2.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	12.6	n/a	13.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.5	8.5	6.4
Average Years Experience of Principals with District	8.0	5.8	5.5
Average Years Experience of Assistant Principals	13.0	7.0	5.5
Average Years Experience of Assistant Principals with District	13.0	7.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.0	11.6	11.2
Average Years Experience of Teachers with District:	5.9	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,665	\$42,348	\$50,849
1-5 Years Experience	\$43,049	\$39,817	\$53,288
6-10 Years Experience	\$43,053	\$44,633	\$56,282
11-20 Years Experience	\$54,030	\$51,904	\$59,900
21-30 Years Experience	\$66,295	\$60,726	\$64,637
Over 30 Years Experience	\$60,989	\$60,287	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$52,017	\$48,391	\$57,641
Professional Support	\$62,381	\$57,339	\$68,030
Campus Administration (School Leadership)	\$77,976	\$75,935	\$83,424
Instructional Staff Percent:	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	4.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	1.6%	6.2%
Career and Technical Education	8.8	22.6%	7.0%	5.1%
Compensatory Education	0.0	0.0%	9.0%	2.8%
Gifted and Talented Education	0.2	0.4%	0.1%	1.8%
Regular Education	22.7	58.5%	67.1%	71.0%
Special Education	3.9	9.9%	12.7%	9.4%
Other	2.8	7.3%	2.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	46%	46%	*	34%	50%	*	*	-	29%	32%	0%	47%	42%	40%	38%
	2019	68%	66%	66%	*	65%	66%	*	-	-	*	20%	60%	65%	70%	64%	50%
At Meets Grade Level or Above	2021	32%	17%	17%	*	9%	16%	*	*	-	29%	16%	0%	20%	8%	13%	10%
	2019	37%	29%	29%	*	29%	31%	*	-	-	*	10%	20%	30%	26%	25%	13%
At Masters Grade Level	2021	15%	4%	4%	*	0%	6%	*	*	-	0%	0%	0%	4%	3%	1%	0%
	2019	18%	8%	8%	*	6%	10%	*	-	-	*	10%	0%	8%	11%	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	60%	60%	*	53%	61%	*	*	-	57%	40%	29%	60%	61%	47%	48%
	2019	81%	85%	85%	*	71%	87%	*	-	-	*	50%	80%	82%	93%	83%	50%
At Meets Grade Level or Above	2021	36%	18%	18%	*	13%	19%	*	*	-	29%	20%	14%	19%	17%	11%	14%
	2019	47%	44%	44%	*	47%	45%	*	-	-	*	10%	0%	48%	33%	39%	38%
At Masters Grade Level	2021	15%	4%	4%	*	3%	5%	*	*	-	0%	4%	0%	4%	3%	4%	5%
	2019	21%	13%	13%	*	12%	14%	*	-	-	*	10%	0%	14%	11%	10%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	56%	56%	17%	48%	59%	*	-	-	80%	23%	38%	56%	56%	47%	25%
	2019	76%	72%	72%	*	81%	71%	*	*	-	*	16%	-	75%	67%	63%	60%
At Meets Grade Level or Above	2021	45%	25%	25%	0%	13%	28%	*	-	-	60%	14%	13%	22%	31%	18%	8%
	2019	49%	40%	40%	*	38%	43%	*	*	-	*	5%	-	41%	38%	30%	20%
At Masters Grade Level	2021	25%	10%	10%	0%	3%	13%	*	-	-	0%	14%	0%	11%	8%	8%	0%
	2019	29%	27%	27%	*	25%	29%	*	*	-	*	0%	-	29%	24%	19%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	55%	55%	0%	45%	61%	*	-	-	60%	27%	38%	55%	56%	46%	42%
	2019	75%	77%	77%	*	100%	74%	*	*	-	*	21%	-	83%	67%	70%	100%
At Meets Grade Level or Above	2021	27%	21%	21%	0%	16%	22%	*	-	-	40%	23%	25%	25%	13%	16%	0%
	2019	43%	38%	38%	*	31%	40%	*	*	-	*	11%	-	43%	29%	22%	20%
At Masters Grade Level	2021	12%	4%	4%	0%	0%	5%	*	-	-	0%	14%	0%	5%	2%	2%	0%
	2019	17%	10%	10%	*	6%	11%	*	*	-	*	5%	-	12%	7%	6%	0%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	49%	49%	17%	48%	50%	*	-	-	80%	26%	13%	48%	51%	38%	50%
	2019	70%	70%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%
At Meets Grade Level or Above	2021	33%	17%	17%	0%	6%	19%	*	-	-	40%	17%	0%	17%	16%	11%	8%
	2019	42%	36%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%
At Masters Grade Level	2021	10%	4%	4%	0%	0%	5%	*	-	-	20%	13%	0%	4%	4%	2%	0%
	2019	18%	13%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	78%	78%	*	57%	87%	*	-	-	*	67%	*	83%	58%	71%	55%
	2019	86%	91%	91%	*	91%	90%	*	-	-	*	44%	*	93%	86%	90%	86%
At Meets Grade Level or Above	2021	46%	51%	51%	*	48%	53%	*	-	-	*	22%	*	53%	42%	44%	45%
	2019	55%	53%	53%	*	41%	57%	*	-	-	*	19%	*	55%	46%	47%	29%
At Masters Grade Level	2021	21%	21%	21%	*	19%	22%	*	-	-	*	11%	*	24%	5%	19%	18%
	2019	28%	26%	26%	*	14%	28%	*	-	-	*	0%	*	25%	29%	16%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	60%	60%	*	41%	65%	*	-	-	*	25%	*	66%	33%	55%	33%
	2019	88%	86%	86%	*	89%	85%	*	-	-	*	44%	*	89%	78%	87%	100%
At Meets Grade Level or Above	2021	36%	24%	24%	*	12%	29%	*	-	-	*	13%	*	27%	7%	20%	11%
	2019	57%	39%	39%	*	28%	38%	*	-	-	*	6%	*	40%	33%	39%	14%
At Masters Grade Level	2021	11%	1%	1%	*	6%	0%	*	-	-	*	13%	*	1%	0%	2%	0%
	2019	17%	4%	4%	*	0%	4%	*	-	-	*	0%	*	2%	7%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	73%	73%	*	57%	77%	*	-	-	*	44%	*	77%	56%	72%	55%
	2019	81%	75%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%
At Meets Grade Level or Above	2021	43%	34%	34%	*	19%	39%	*	-	-	*	22%	*	34%	33%	26%	9%
	2019	51%	34%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%
At Masters Grade Level	2021	24%	12%	12%	*	10%	14%	*	-	-	*	11%	*	11%	17%	7%	0%
	2019	25%	13%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	46%	46%	*	43%	47%	*	-	-	*	33%	*	46%	44%	33%	36%
	2019	69%	57%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	16%	16%	*	14%	16%	*	-	-	*	22%	*	16%	17%	11%	9%
	2019	37%	28%	28%	*	27%	26%	*	-	-	*	7%	*	27%	29%	21%	14%
At Masters Grade Level	2021	14%	2%	2%	*	5%	1%	*	-	-	*	11%	*	2%	0%	2%	0%
	2019	21%	16%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	53%	94%	-	*	92%	-	-	-	-	-	-	92%	*	88%	*
	2019	85%	88%	100%	-	*	100%	*	-	-	-	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	41%	15%	63%	-	*	62%	-	-	-	-	-	-	54%	*	50%	*
	2019	61%	60%	100%	-	*	100%	*	-	-	-	-	-	100%	100%	100%	-
At Masters Grade Level	2021	23%	4%	25%	-	*	31%	-	-	-	-	-	-	23%	*	0%	*
	2019	37%	36%	82%	-	*	82%	*	-	-	-	-	-	93%	63%	78%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	61%	58%	41%	48%	62%	46%	*	-	64%	33%	35%	60%	53%	49%	43%
	2019	78%	77%	76%	82%	76%	75%	79%	*	-	88%	33%	78%	77%	74%	72%	68%
At Meets Grade Level or Above	2021	41%	30%	24%	18%	16%	27%	31%	*	-	36%	18%	17%	26%	20%	18%	13%
	2019	50%	43%	39%	27%	34%	40%	37%	*	-	42%	8%	28%	41%	36%	32%	22%
At Masters Grade Level	2021	18%	10%	7%	0%	4%	8%	8%	*	-	3%	9%	2%	8%	5%	5%	2%
	2019	24%	17%	16%	5%	13%	17%	32%	*	-	8%	3%	11%	16%	16%	11%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	58%	50%	45%	64%	*	*	-	54%	34%	32%	61%	51%	51%	39%
	2019	75%	76%	77%	86%	80%	76%	67%	*	-	88%	27%	71%	78%	74%	74%	65%
At Meets Grade Level or Above	2021	45%	34%	29%	33%	20%	31%	*	*	-	46%	16%	11%	31%	25%	23%	18%
	2019	48%	43%	41%	14%	36%	44%	33%	*	-	13%	11%	29%	43%	38%	35%	20%
At Masters Grade Level	2021	18%	11%	11%	0%	6%	13%	*	*	-	0%	7%	5%	12%	6%	8%	5%
	2019	21%	16%	21%	0%	15%	23%	33%	*	-	13%	2%	14%	21%	22%	15%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	58%	60%	33%	49%	64%	*	*	-	62%	33%	47%	61%	56%	50%	45%
	2019	82%	81%	84%	71%	87%	83%	83%	*	-	100%	36%	86%	86%	79%	81%	80%
At Meets Grade Level or Above	2021	37%	22%	22%	8%	16%	25%	*	*	-	31%	20%	26%	25%	16%	16%	11%
	2019	52%	44%	44%	29%	40%	44%	33%	*	-	75%	9%	14%	47%	37%	36%	25%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	8%	4%	0%	2%	5%	*	*	-	0%	9%	0%	5%	3%	3%	2%
	2019	26%	18%	14%	0%	11%	14%	33%	*	-	0%	4%	0%	14%	13%	9%	0%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	46%	49%	17%	48%	50%	*	-	-	80%	26%	13%	48%	51%	38%	50%
	2019	68%	66%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%
At Meets Grade Level or Above	2021	30%	15%	17%	0%	6%	19%	*	-	-	40%	17%	0%	17%	16%	11%	8%
	2019	38%	32%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%
At Masters Grade Level	2021	9%	3%	4%	0%	0%	5%	*	-	-	20%	13%	0%	4%	4%	2%	0%
	2019	14%	9%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	69%	73%	*	57%	77%	*	-	-	*	44%	*	77%	56%	72%	55%
	2019	81%	79%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%
At Meets Grade Level or Above	2021	44%	35%	34%	*	19%	39%	*	-	-	*	22%	*	34%	33%	26%	9%
	2019	54%	46%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%
At Masters Grade Level	2021	20%	11%	12%	*	10%	14%	*	-	-	*	11%	*	11%	17%	7%	0%
	2019	25%	16%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	72%	46%	*	43%	47%	*	-	-	*	33%	*	46%	44%	33%	36%
	2019	81%	76%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%
At Meets Grade Level or Above	2021	49%	48%	16%	*	14%	16%	*	-	-	*	22%	*	16%	17%	11%	9%
	2019	55%	48%	28%	*	27%	26%	*	-	-	*	7%	*	27%	29%	21%	14%
At Masters Grade Level	2021	29%	24%	2%	*	5%	1%	*	-	-	*	11%	*	2%	0%	2%	0%
	2019	33%	23%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	26	26	*	35	26	*	-	-	*	15	10	25	28	28	38
	2018	47	35	35	*	21	38	*	*	-	*	27	*	35	34	35	*
Grade 6 Mathematics	2019	54	37	37	*	32	38	*	-	-	*	45	10	38	34	34	6
	2018	56	39	39	*	33	39	*	*	-	*	41	*	38	39	40	40
Grade 7 ELA/Reading	2019	77	82	82	*	75	84	*	*	-	*	61	-	81	84	81	50
	2018	76	65	65	*	67	65	*	-	-	*	75	*	62	72	63	81
Grade 7 Mathematics	2019	62	67	67	*	81	66	*	*	-	*	33	-	72	57	61	90
	2018	67	56	56	*	52	56	*	-	-	*	73	*	52	64	56	57
Grade 8 ELA/Reading	2019	77	84	84	*	79	85	*	-	-	*	93	*	85	79	84	86
	2018	79	81	81	90	88	79	-	-	-	*	96	-	77	93	79	89
Grade 8 Mathematics	2019	82	88	88	*	85	88	*	-	-	*	67	*	89	83	88	86
	2018	81	73	73	80	57	77	-	-	-	*	46	-	76	63	73	93
End of Course Algebra I	2019	75	79	95	-	*	94	*	-	-	-	-	-	93	100	100	-
	2018	72	75	88	-	*	85	-	-	-	-	-	-	82	100	100	*
All Grades Both Subjects	2019	69	69	66	30	66	66	63	*	-	73	55	32	67	64	65	56
	2018	69	65	59	61	54	60	100	*	-	35	58	25	58	61	59	69
All Grades ELA/Reading	2019	68	68	66	40	64	67	67	*	-	57	62	29	65	67	67	58
	2018	69	64	61	64	59	61	*	*	-	50	64	*	59	64	60	73
All Grades Mathematics	2019	70	70	66	20	69	66	58	*	-	88	48	36	68	61	64	55
	2018	70	66	57	57	50	58	*	*	-	21	52	*	57	57	58	66

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	61%	58%	-	-	-	-	-	-	29%	-	29%	-	*	60%	30%	79%
	2019	78%	77%	76%	-	-	-	-	-	-	64%	-	64%	-	-	-	64%	
At Meets Grade Level or Above	2021	41%	30%	24%	-	-	-	-	-	-	2%	-	2%	-	*	26%	2%	41%
	2019	50%	43%	39%	-	-	-	-	-	-	16%	-	16%	-	-	-	16%	
At Masters Grade Level	2021	18%	10%	7%	-	-	-	-	-	-	0%	-	0%	-	*	7%	0%	9%
	2019	24%	17%	16%	-	-	-	-	-	-	2%	-	2%	-	-	-	2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	58%	-	-	-	-	-	-	26%	-	26%	-	*	61%	27%	73%
	2019	75%	76%	77%	-	-	-	-	-	-	53%	-	53%	-	-	-	53%	
At Meets Grade Level or Above	2021	45%	34%	29%	-	-	-	-	-	-	3%	-	3%	-	*	31%	3%	64%
	2019	48%	43%	41%	-	-	-	-	-	-	13%	-	13%	-	-	-	13%	
At Masters Grade Level	2021	18%	11%	11%	-	-	-	-	-	-	0%	-	0%	-	*	11%	0%	18%
	2019	21%	16%	21%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	58%	60%	-	-	-	-	-	-	32%	-	32%	-	*	62%	33%	82%
	2019	82%	81%	84%	-	-	-	-	-	-	73%	-	73%	-	-	-	73%	
At Meets Grade Level or Above	2021	37%	22%	22%	-	-	-	-	-	-	3%	-	3%	-	*	24%	3%	36%
	2019	52%	44%	44%	-	-	-	-	-	-	13%	-	13%	-	-	-	13%	
At Masters Grade Level	2021	18%	8%	4%	-	-	-	-	-	-	0%	-	0%	-	*	5%	0%	9%
	2019	26%	18%	14%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	46%	49%	-	-	-	-	-	-	38%	-	38%	-	-	-	49%	38%
	2019	68%	66%	70%	-	-	-	-	-	-	*	-	*	-	-	-	*	
At Meets Grade Level or Above	2021	30%	15%	17%	-	-	-	-	-	-	0%	-	0%	-	-	-	17%	0%
	2019	38%	32%	36%	-	-	-	-	-	-	*	-	*	-	-	-	*	
At Masters Grade Level	2021	9%	3%	4%	-	-	-	-	-	-	0%	-	0%	-	-	-	5%	0%
	2019	14%	9%	13%	-	-	-	-	-	-	*	-	*	-	-	-	*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	69%	73%	-	-	-	-	-	-	29%	-	29%	-	-	-	75%	29%
	2019	81%	79%	75%	-	-	-	-	-	-	60%	-	60%	-	-	-	60%	
At Meets Grade Level or Above	2021	44%	35%	34%	-	-	-	-	-	-	0%	-	0%	-	-	-	37%	0%
	2019	54%	46%	34%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	
At Masters Grade Level	2021	20%	11%	12%	-	-	-	-	-	-	0%	-	0%	-	-	-	13%	0%
	2019	25%	16%	13%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	72%	46%	-	-	-	-	-	-	14%	-	14%	-	-	47%	14%	*
	2019	81%	76%	57%	-	-	-	-	-	-	40%	-	40%	-	-	-	40%	
At Meets Grade Level or Above	2021	49%	48%	16%	-	-	-	-	-	-	0%	-	0%	-	-	17%	0%	*
	2019	55%	48%	28%	-	-	-	-	-	-	20%	-	20%	-	-	-	20%	
At Masters Grade Level	2021	29%	24%	2%	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	*
	2019	33%	23%	16%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	100%	100%	100%	100%	100%	*	-	100%	97%	100%	100%	100%	99%	100%
Included in Accountability	83%	95%	94%	100%	97%	94%	100%	*	-	83%	92%	100%	97%	88%	97%	98%
Not Included in Accountability: Mobile	3%	4%	5%	0%	3%	4%	0%	*	-	18%	2%	0%	2%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	0%	*	-	0%	4%	0%	0%	2%	0%	0%
Not Tested	12%	0%	0%	0%	0%	0%	0%	*	-	0%	3%	0%	0%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	0%	*	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	0%	*	-	0%	2%	0%	0%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	81%	94%	96%	100%	43%	-	79%	93%	86%	98%	88%	93%	84%
Not Included in Accountability: Mobile	4%	5%	4%	19%	6%	3%	0%	0%	-	21%	5%	14%	1%	11%	6%	10%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	0%	0%	57%	-	0%	1%	0%	0%	1%	0%	6%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.7%	98.3%	98.7%	98.7%	*	*	-	98.5%	97.7%	98.5%	98.9%
2018-19	95.4%	95.1%	95.3%	96.0%	96.0%	95.1%	*	*	-	95.6%	93.8%	94.9%	96.8%
Chronic Absenteeism													
2019-20	6.7%	6.1%	6.7%	7.7%	7.0%	6.5%	*	*	-	12.5%	13.6%	8.6%	8.0%
2018-19	11.4%	13.4%	11.7%	9.1%	13.3%	12.1%	0.0%	*	-	0.0%	19.6%	13.2%	10.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	115	360,220
By Ethnicity:				
African American	-	-	1	44,729
Hispanic	-	-	16	184,060
White	-	-	91	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	100	292,532
Special Education Graduates	-	-	11	29,018
Economically Disadvantaged Graduates	-	-	68	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	34	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	406	100.0%	1,706	5,359,040	406	100.0%	1,709	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	0.0%	3.3%	3.7%
Kindergarten	0	0.0%	6.3%	6.7%	0	0.0%	6.3%	6.7%
Grade 1	0	0.0%	7.9%	7.1%	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	8.5%	7.4%	0	0.0%	8.5%	7.4%
Grade 6	140	34.5%	8.2%	7.7%	140	34.5%	8.2%	7.7%
Grade 7	152	37.4%	8.9%	7.9%	152	37.4%	8.9%	7.8%
Grade 8	114	28.1%	6.7%	7.9%	114	28.1%	6.7%	7.9%
Grade 9	0	0.0%	7.6%	8.1%	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	6.6%	6.8%	0	0.0%	6.6%	6.8%
Ethnic Distribution:								
African American	12	3.0%	2.6%	12.7%	12	3.0%	2.6%	12.7%
Hispanic	83	20.4%	18.4%	52.9%	83	20.4%	18.4%	52.9%
White	294	72.4%	74.9%	26.5%	294	72.4%	74.8%	26.5%
American Indian	3	0.7%	0.8%	0.3%	3	0.7%	0.8%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	13	3.2%	2.9%	2.7%	13	3.2%	2.9%	2.7%
Sex:								
Female	187	46.1%	46.9%	48.9%	187	46.1%	46.9%	48.9%
Male	219	53.9%	53.1%	51.1%	219	53.9%	53.1%	51.1%
Economically Disadvantaged	251	61.8%	62.0%	60.3%	251	61.8%	62.0%	60.2%
Non-Educationally Disadvantaged	155	38.2%	38.0%	39.7%	155	38.2%	38.0%	39.8%
Section 504 Students	67	16.5%	13.4%	7.2%	67	16.5%	13.3%	7.2%
EB Students/EL	32	7.9%	6.6%	20.7%	32	7.9%	6.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	12	3.0%	2.1%	1.2%				
Students w/ Dyslexia	55	13.5%	11.5%	4.5%	55	13.5%	11.5%	4.5%
Foster Care	1	0.2%	1.1%	0.3%	1	0.2%	1.1%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	7	1.7%	1.4%	1.1%	7	1.7%	1.4%	1.1%
Immigrant	1	0.2%	0.2%	2.0%	1	0.2%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	406	100.0%	100.0%	64.5%	406	100.0%	100.0%	64.5%
Military Connected	50	12.3%	7.7%	2.7%	50	12.3%	7.7%	2.7%
At-Risk	204	50.2%	52.2%	49.2%	204	50.2%	52.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	31	7.6%	6.2%	21.0%	31	7.6%	6.2%	20.9%
Gifted and Talented Education	34	8.4%	6.9%	8.3%	34	8.4%	6.8%	8.3%
Special Education	62	15.3%	12.6%	11.1%	62	15.3%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	51.6%	40.0%	42.5%				
Students with Physical Disabilities	**	**	18.6%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	21	33.9%	31.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	38	9.4%	8.5%	13.8%				
By Ethnicity:								
African American	3	0.7%	0.2%	2.8%				
Hispanic	6	1.5%	1.1%	7.1%				
White	29	7.2%	6.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	12	20.3%	13.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	8.0%	5.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	11.8%	10.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	30	11.5%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.4%	-	0.0%	4.8%
Grade 1	-	10.7%	1.9%	-	0.0%	3.2%
Grade 2	-	2.8%	1.0%	-	0.0%	1.4%
Grade 3	-	1.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	0.8%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.5	17.7
Grade 1	-	19.2	18.0
Grade 2	-	17.7	18.0
Grade 3	-	16.6	18.2
Grade 4	-	17.6	18.3
Grade 5	-	20.3	19.8
Grade 6	18.0	18.0	19.4
Secondary:			
English/Language Arts	14.9	14.6	15.7
Foreign Languages	-	17.4	17.8
Mathematics	14.2	15.7	16.9
Science	21.3	18.5	17.9
Social Studies	22.3	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	39.0	100.0%	100.0%	100.0%
Professional Staff:	30.6	78.4%	55.8%	64.3%
Teachers	27.3	69.9%	44.7%	49.6%
Professional Support	1.3	3.4%	7.9%	10.6%
Campus Administration (School Leadership)	2.0	5.1%	1.8%	3.0%
Educational Aides:	8.4	21.6%	16.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	4.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	3.5	9.1%	12.6%	51.5%
Teachers by Ethnicity:				
African American	1.1	4.1%	4.0%	11.1%
Hispanic	0.5	1.8%	3.3%	28.4%
White	25.7	94.1%	91.1%	56.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	9.0	33.1%	20.8%	23.8%
Females	18.2	66.9%	79.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.6%	1.2%
Bachelors	23.6	86.4%	84.1%	73.0%
Masters	3.7	13.6%	13.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.7	13.7%	8.3%	6.7%
1-5 Years Experience	9.3	34.0%	26.5%	27.8%
6-10 Years Experience	2.5	9.2%	15.6%	20.3%
11-20 Years Experience	8.7	32.1%	31.2%	29.1%
21-30 Years Experience	3.0	11.1%	16.1%	13.0%
Over 30 Years Experience	0.0	0.0%	2.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.9	n/a	13.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.5	6.4
Average Years Experience of Principals with District	6.0	5.8	5.5
Average Years Experience of Assistant Principals	1.0	7.0	5.5
Average Years Experience of Assistant Principals with District	1.0	7.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers	10.1	11.6	11.2
Average Years Experience of Teachers with District:	5.2	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$39,848	\$42,348	\$50,849
1-5 Years Experience	\$39,072	\$39,817	\$53,288
6-10 Years Experience	\$52,526	\$44,633	\$56,282
11-20 Years Experience	\$51,745	\$51,904	\$59,900
21-30 Years Experience	\$56,512	\$60,726	\$64,637
Over 30 Years Experience	-	\$60,287	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$46,407	\$48,391	\$57,641
Professional Support	\$57,639	\$57,339	\$68,030
Campus Administration (School Leadership)	\$70,744	\$75,935	\$83,424
Instructional Staff Percent:	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):	1.0	4.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.8%	1.6%	6.2%
Career and Technical Education	0.2	0.6%	7.0%	5.1%
Compensatory Education	0.3	1.1%	9.0%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	22.0	80.6%	67.1%	71.0%
Special Education	3.9	14.3%	12.7%	9.4%
Other	0.4	1.6%	2.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS INT

Campus Number: 190903051

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	66%	66%	*	67%	68%	-	*	-	*	39%	40%	68%	53%	56%	71%
	2019	76%	72%	72%	*	52%	76%	*	*	-	*	33%	*	74%	68%	64%	60%
At Meets Grade Level or Above	2021	39%	29%	29%	*	13%	37%	-	*	-	*	11%	0%	31%	21%	19%	18%
	2019	45%	34%	34%	*	14%	39%	*	*	-	*	13%	*	35%	32%	24%	20%
At Masters Grade Level	2021	19%	16%	16%	*	7%	20%	-	*	-	*	0%	0%	16%	16%	6%	6%
	2019	27%	15%	15%	*	5%	17%	*	*	-	*	0%	*	16%	15%	8%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	42%	42%	*	23%	50%	-	*	-	*	17%	40%	44%	35%	32%	41%
	2019	79%	70%	70%	*	52%	73%	*	*	-	*	33%	*	68%	73%	64%	70%
At Meets Grade Level or Above	2021	31%	9%	9%	*	0%	11%	-	*	-	*	11%	0%	10%	5%	6%	6%
	2019	49%	29%	29%	*	5%	34%	*	*	-	*	4%	*	27%	32%	19%	10%
At Masters Grade Level	2021	14%	2%	2%	*	0%	4%	-	*	-	*	0%	0%	2%	5%	0%	0%
	2019	25%	11%	11%	*	0%	14%	*	*	-	*	0%	*	12%	10%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	40%	40%	*	40%	43%	-	*	-	*	33%	*	43%	32%	34%	27%
	2019	75%	65%	65%	*	52%	71%	*	-	-	40%	30%	*	59%	79%	59%	42%
At Meets Grade Level or Above	2021	36%	18%	18%	*	20%	19%	-	*	-	*	27%	*	20%	12%	12%	0%
	2019	44%	34%	34%	*	22%	38%	*	-	-	20%	15%	*	28%	49%	25%	21%
At Masters Grade Level	2021	17%	6%	6%	*	10%	5%	-	*	-	*	0%	*	7%	3%	3%	0%
	2019	22%	14%	14%	*	4%	16%	*	-	-	20%	10%	*	12%	21%	9%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	61%	61%	*	80%	58%	-	*	-	*	40%	*	65%	53%	57%	82%
	2019	75%	74%	74%	*	70%	76%	*	-	-	60%	40%	*	73%	77%	70%	58%
At Meets Grade Level or Above	2021	36%	32%	32%	*	40%	32%	-	*	-	*	27%	*	35%	26%	24%	18%
	2019	48%	43%	43%	*	30%	45%	*	-	-	60%	20%	*	39%	54%	40%	32%
At Masters Grade Level	2021	21%	19%	19%	*	25%	20%	-	*	-	*	7%	*	22%	15%	8%	18%
	2019	28%	18%	18%	*	11%	20%	*	-	-	20%	10%	*	16%	23%	14%	16%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	43%	*	45%	42%	-	*	-	*	33%	*	45%	38%	38%	55%
	2019	67%	63%	63%	*	59%	64%	*	-	-	40%	20%	*	62%	64%	60%	58%
At Meets Grade Level or Above	2021	27%	13%	13%	*	15%	14%	-	*	-	*	20%	*	15%	9%	9%	9%
	2019	35%	27%	27%	*	19%	28%	*	-	-	40%	10%	*	24%	36%	20%	16%
At Masters Grade Level	2021	8%	1%	1%	*	0%	1%	-	*	-	*	7%	*	1%	0%	0%	0%
	2019	11%	6%	6%	*	0%	6%	*	-	-	20%	5%	*	8%	3%	5%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	63%	*	63%	62%	*	*	-	*	17%	*	61%	69%	58%	73%
	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	45%	83%	88%	80%	78%	64%
At Meets Grade Level or Above	2021	46%	33%	33%	*	16%	36%	*	*	-	*	8%	*	27%	46%	30%	27%
	2019	54%	44%	44%	0%	26%	51%	*	-	-	*	20%	50%	50%	33%	32%	9%
At Masters Grade Level	2021	30%	20%	20%	*	5%	21%	*	*	-	*	4%	*	16%	28%	15%	9%
	2019	29%	23%	23%	0%	19%	25%	*	-	-	*	5%	0%	27%	16%	20%	9%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	69%	69%	*	58%	71%	*	*	-	*	25%	*	69%	69%	63%	45%
	2019	90%	88%	88%	20%	81%	93%	*	-	-	*	50%	100%	89%	87%	83%	73%
At Meets Grade Level or Above	2021	44%	30%	30%	*	16%	32%	*	*	-	*	4%	*	28%	36%	28%	18%
	2019	58%	53%	53%	0%	48%	57%	*	-	-	*	30%	33%	56%	47%	43%	18%
At Masters Grade Level	2021	25%	16%	16%	*	5%	19%	*	*	-	*	0%	*	17%	13%	13%	0%
	2019	36%	28%	28%	0%	15%	32%	*	-	-	*	15%	0%	33%	18%	21%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	55%	55%	*	42%	56%	*	*	-	*	21%	*	54%	61%	51%	36%
	2019	75%	71%	71%	20%	52%	79%	*	-	-	*	40%	67%	70%	73%	63%	55%
At Meets Grade Level or Above	2021	31%	31%	31%	*	11%	34%	*	*	-	*	4%	*	30%	32%	22%	9%
	2019	49%	45%	45%	0%	33%	52%	*	-	-	*	30%	17%	42%	51%	39%	18%
At Masters Grade Level	2021	13%	9%	9%	*	0%	11%	*	*	-	*	0%	*	11%	5%	4%	0%
	2019	24%	20%	20%	0%	15%	22%	*	-	-	*	15%	0%	25%	11%	16%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	61%	56%	45%	51%	57%	*	60%	-	44%	27%	52%	56%	53%	49%	54%
	2019	78%	77%	73%	58%	62%	78%	63%	*	-	60%	36%	68%	73%	75%	67%	58%

Texas Education Agency
 2020-21 STAAR Performance (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ & EB/EL (Current)
2021	41%	30%	25%	0%	15%	28%	* 30%	-	19%	12%	12%	25%	25%	19%	13%
At Meets Grade Level or Above															
2019	50%	43%	38%	23%	25%	43%	* 63%	-	32%	17%	24%	37%	42%	30%	19%
At Meets Grade Level							* 10%	-	7%	2%	4%	12%	11%	6%	4%
2021	18%	10%	11%	0%	6%	13%	* 10%	-	7%	2%	12%	14%	11%	6%	4%
At Meets Grade Level															
2019	24%	17%	17%	13%	9%	19%	* 50%	-	16%	7%	18%	18%	14%	12%	6%
At Approaches Grade Level or Above															
2021	68%	61%	57%	50%	58%	58%	* 40%	-	40%	28%	50%	59%	52%	50%	59%
At Approaches Grade Level or Above															
2019	75%	76%	74%	64%	59%	79%	* 56%	-	56%	36%	67%	73%	76%	67%	53%
At Meets Grade Level or Above															
2021	45%	34%	27%	0%	16%	31%	* 10%	-	10%	14%	0%	27%	28%	21%	15%
At Meets Grade Level or Above															
2019	48%	43%	37%	18%	21%	42%	* 22%	-	22%	16%	33%	37%	38%	27%	18%
At Meets Grade Level															
2021	18%	11%	14%	0%	7%	16%	* 10%	-	10%	2%	0%	14%	16%	8%	5%
At Meets Grade Level															
2019	26%	18%	19%	9%	9%	21%	* 8%	-	22%	8%	* 0%	20%	17%	13%	13%
At Approaches Grade Level or Above															
2021	58%	46%	43%	* 45%	42%	42%	* 33%	-	33%	33%	* 45%	45%	38%	38%	55%
At Approaches Grade Level or Above															
2019	68%	66%	63%	* 59%	64%	64%	* 40%	-	40%	20%	* 62%	64%	60%	60%	58%
At Meets Grade Level or Above															
2021	30%	15%	13%	* 15%	14%	14%	* 20%	-	20%	20%	* 15%	15%	9%	9%	9%
At Meets Grade Level or Above															
2019	38%	32%	27%	* 19%	28%	28%	* 40%	-	40%	10%	* 24%	24%	36%	20%	16%
At Meets Grade Level															
2021	9%	3%	1%	* 0%	1%	0%	* 7%	-	20%	5%	* 8%	8%	3%	5%	0%
At Meets Grade Level															
2019	14%	9%	6%	* 0%	6%	6%	* 5%	-	21%	5%	* 8%	8%	3%	5%	0%
At Approaches Grade Level or Above															
2021	71%	69%	55%	* 42%	56%	56%	* 21%	-	21%	21%	* 54%	54%	61%	51%	36%
At Approaches Grade Level or Above															
2019	81%	79%	71%	20%	79%	79%	* 40%	-	40%	40%	* 70%	70%	73%	63%	55%
At Meets Grade Level or Above															
2021	44%	35%	31%	* 11%	34%	34%	* 4%	-	4%	4%	* 30%	30%	32%	22%	9%
At Meets Grade Level or Above															
2019	54%	46%	45%	0%	33%	33%	* 30%	-	30%	30%	* 42%	42%	51%	39%	18%
At Meets Grade Level															
2021	20%	11%	9%	* 0%	11%	0%	* 0%	-	0%	0%	* 11%	11%	5%	4%	0%
At Meets Grade Level															
2019	25%	16%	20%	0%	15%	22%	* 15%	-	15%	15%	* 0%	25%	11%	16%	0%
At Meets Grade Level															

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	59	*	61	60	*	-	-	40	58	*	55	68	59	63
	2018	63	61	61	80	63	59	*	-	-	*	65	*	55	71	61	67
Grade 4 Mathematics	2019	65	67	67	*	70	67	*	-	-	60	44	*	66	69	73	66
	2018	65	70	70	70	68	70	*	-	-	*	58	*	70	71	66	73
Grade 5 ELA/Reading	2019	81	82	82	*	81	81	*	-	-	*	63	92	89	69	81	73
	2018	80	72	72	*	74	72	*	-	-	*	95	*	76	65	70	50
Grade 5 Mathematics	2019	83	78	78	*	69	82	*	-	-	*	55	83	78	77	74	55
	2018	81	87	87	*	89	88	*	-	-	*	79	*	89	84	85	88
All Grades Both Subjects	2019	69	69	71	54	70	72	*	-	-	64	55	82	71	71	72	64
	2018	69	65	73	79	73	72	*	-	-	65	71	81	73	73	70	70
All Grades ELA/Reading	2019	68	68	70	71	71	70	*	-	-	57	61	93	71	68	70	67
	2018	69	64	67	79	68	66	*	-	-	60	76	*	66	68	65	59
All Grades Mathematics	2019	70	70	72	36	70	74	*	-	-	71	50	71	72	73	74	62
	2018	70	66	78	79	78	79	*	-	-	70	66	*	79	77	75	79

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	61%	56%	-	-	-	-	-	-	53%	54%	53%	-	71%	56%	54%	-
	2019	78%	77%	73%	-	-	-	-	-	-	56%	-	56%	-	80%	-	57%	-
At Meets Grade Level or Above	2021	41%	30%	25%	-	-	-	-	-	-	10%	8%	10%	-	57%	26%	13%	-
	2019	50%	43%	38%	-	-	-	-	-	-	21%	-	21%	-	0%	-	20%	-
At Masters Grade Level	2021	18%	10%	11%	-	-	-	-	-	-	4%	0%	5%	-	0%	12%	4%	-
	2019	24%	17%	17%	-	-	-	-	-	-	7%	-	7%	-	0%	-	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	57%	-	-	-	-	-	-	56%	100%	48%	-	*	57%	59%	-
	2019	75%	76%	74%	-	-	-	-	-	-	49%	-	49%	-	*	-	51%	-
At Meets Grade Level or Above	2021	45%	34%	27%	-	-	-	-	-	-	11%	20%	10%	-	*	28%	15%	-
	2019	48%	43%	37%	-	-	-	-	-	-	19%	-	19%	-	*	-	18%	-
At Masters Grade Level	2021	18%	11%	14%	-	-	-	-	-	-	6%	0%	6%	-	*	15%	5%	-
	2019	21%	16%	17%	-	-	-	-	-	-	5%	-	5%	-	*	-	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	58%	58%	-	-	-	-	-	-	56%	20%	61%	-	*	58%	54%	-
	2019	82%	81%	77%	-	-	-	-	-	-	65%	-	65%	-	*	-	64%	-
At Meets Grade Level or Above	2021	37%	22%	24%	-	-	-	-	-	-	11%	0%	13%	-	*	25%	13%	-
	2019	52%	44%	41%	-	-	-	-	-	-	24%	-	24%	-	*	-	23%	-
At Masters Grade Level	2021	18%	8%	13%	-	-	-	-	-	-	6%	0%	6%	-	*	13%	5%	-
	2019	26%	18%	19%	-	-	-	-	-	-	14%	-	14%	-	*	-	13%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	46%	43%	-	-	-	-	-	-	55%	-	55%	-	-	41%	55%	-
	2019	68%	66%	63%	-	-	-	-	-	-	56%	-	56%	-	*	-	58%	-
At Meets Grade Level or Above	2021	30%	15%	13%	-	-	-	-	-	-	9%	-	9%	-	-	13%	9%	-
	2019	38%	32%	27%	-	-	-	-	-	-	17%	-	17%	-	*	-	16%	-
At Masters Grade Level	2021	9%	3%	1%	-	-	-	-	-	-	0%	-	0%	-	-	1%	0%	-
	2019	14%	9%	6%	-	-	-	-	-	-	0%	-	0%	-	*	-	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	69%	55%	-	-	-	-	-	-	30%	*	29%	-	*	57%	36%	-
	2019	81%	79%	71%	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	-
At Meets Grade Level or Above	2021	44%	35%	31%	-	-	-	-	-	-	0%	*	0%	-	*	33%	9%	-
	2019	54%	46%	45%	-	-	-	-	-	-	20%	-	20%	-	-	-	20%	-
At Masters Grade Level	2021	20%	11%	9%	-	-	-	-	-	-	0%	*	0%	-	*	10%	0%	-
	2019	25%	16%	20%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	83%	95%	95%	87%	94%	96%	*	100%	-	79%	92%	100%	98%	87%	99%	95%
Not Included in Accountability: Mobile	3%	4%	5%	13%	5%	4%	*	0%	-	21%	8%	0%	2%	12%	1%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	10%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	91%	99%	93%	100%	*	-	89%	95%	100%	98%	85%	94%	95%
Not Included in Accountability: Mobile	4%	5%	6%	9%	1%	7%	0%	*	-	11%	5%	0%	2%	15%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.0%	98.8%	99.4%	98.9%	*	*	-	99.1%	98.6%	99.0%	99.6%
2018-19	95.4%	95.1%	96.0%	95.5%	96.6%	95.9%	*	*	-	96.4%	95.5%	95.8%	97.3%
Chronic Absenteeism													
2019-20	6.7%	6.1%	2.4%	0.0%	1.6%	2.8%	*	*	-	0.0%	4.1%	1.6%	0.0%
2018-19	11.4%	13.4%	8.2%	15.4%	5.3%	8.6%	*	*	-	0.0%	10.7%	7.9%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	115	360,220
By Ethnicity:				
African American	-	-	1	44,729
Hispanic	-	-	16	184,060
White	-	-	91	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	100	292,532
Special Education Graduates	-	-	11	29,018
Economically Disadvantaged Graduates	-	-	68	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	34	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	383	100.0%	1,706	5,359,040	383	100.0%	1,709	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	0.0%	3.3%	3.7%
Kindergarten	0	0.0%	6.3%	6.7%	0	0.0%	6.3%	6.7%
Grade 1	0	0.0%	7.9%	7.1%	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	125	32.6%	7.3%	7.1%	125	32.6%	7.3%	7.1%
Grade 4	113	29.5%	6.6%	7.2%	113	29.5%	6.6%	7.2%
Grade 5	145	37.9%	8.5%	7.4%	145	37.9%	8.5%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.9%	7.9%	0	0.0%	8.9%	7.8%
Grade 8	0	0.0%	6.7%	7.9%	0	0.0%	6.7%	7.9%
Grade 9	0	0.0%	7.6%	8.1%	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	6.6%	6.8%	0	0.0%	6.6%	6.8%
Ethnic Distribution:								
African American	10	2.6%	2.6%	12.7%	10	2.6%	2.6%	12.7%
Hispanic	70	18.3%	18.4%	52.9%	70	18.3%	18.4%	52.9%
White	287	74.9%	74.9%	26.5%	287	74.9%	74.8%	26.5%
American Indian	1	0.3%	0.8%	0.3%	1	0.3%	0.8%	0.3%
Asian	4	1.0%	0.4%	4.7%	4	1.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	2.9%	2.9%	2.7%	11	2.9%	2.9%	2.7%
Sex:								
Female	173	45.2%	46.9%	48.9%	173	45.2%	46.9%	48.9%
Male	210	54.8%	53.1%	51.1%	210	54.8%	53.1%	51.1%
Economically Disadvantaged	253	66.1%	62.0%	60.3%	253	66.1%	62.0%	60.2%
Non-Educationally Disadvantaged	130	33.9%	38.0%	39.7%	130	33.9%	38.0%	39.8%
Section 504 Students	73	19.1%	13.4%	7.2%	73	19.1%	13.3%	7.2%
EB Students/EL	38	9.9%	6.6%	20.7%	38	9.9%	6.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.5%	2.1%	1.2%				
Students w/ Dyslexia	73	19.1%	11.5%	4.5%	73	19.1%	11.5%	4.5%
Foster Care	2	0.5%	1.1%	0.3%	2	0.5%	1.1%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	3	0.8%	1.4%	1.1%	3	0.8%	1.4%	1.1%
Immigrant	1	0.3%	0.2%	2.0%	1	0.3%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	383	100.0%	100.0%	64.5%	383	100.0%	100.0%	64.5%
Military Connected	24	6.3%	7.7%	2.7%	24	6.3%	7.7%	2.7%
At-Risk	248	64.8%	52.2%	49.2%	248	64.8%	52.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	35	9.1%	6.2%	21.0%	35	9.1%	6.2%	20.9%
Gifted and Talented Education	25	6.5%	6.9%	8.3%	25	6.5%	6.8%	8.3%
Special Education	59	15.4%	12.6%	11.1%	59	15.4%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	54.2%	40.0%	42.5%				
Students with Physical Disabilities	**	**	18.6%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	16	27.1%	31.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	29	7.0%	8.5%	13.8%				
By Ethnicity:								
African American	1	0.2%	0.2%	2.8%				
Hispanic	1	0.2%	1.1%	7.1%				
White	25	6.0%	6.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	9.6%	13.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	20	7.7%	10.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	27	10.5%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.4%	-	0.0%	4.8%
Grade 1	-	10.7%	1.9%	-	0.0%	3.2%
Grade 2	-	2.8%	1.0%	-	0.0%	1.4%
Grade 3	1.1%	1.1%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	0.8%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.5	17.7
Grade 1	-	19.2	18.0
Grade 2	-	17.7	18.0
Grade 3	16.6	16.6	18.2
Grade 4	17.6	17.6	18.3
Grade 5	20.3	20.3	19.8
Grade 6	-	18.0	19.4
Secondary:			
English/Language Arts	-	14.6	15.7
Foreign Languages	-	17.4	17.8
Mathematics	-	15.7	16.9
Science	-	18.5	17.9
Social Studies	-	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	41.7	100.0%	100.0%	100.0%
Professional Staff:	29.1	69.7%	55.8%	64.3%
Teachers	28.1	67.3%	44.7%	49.6%
Professional Support	1.0	2.4%	7.9%	10.6%
Campus Administration (School Leadership)	0.0	0.0%	1.8%	3.0%
Educational Aides:	12.6	30.3%	16.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	4.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	2.0	4.8%	12.6%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.0%	11.1%
Hispanic	1.0	3.6%	3.3%	28.4%
White	27.1	96.4%	91.1%	56.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.8%	1.2%
Teachers by Sex:				
Males	1.4	5.0%	20.8%	23.8%
Females	26.7	95.0%	79.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.6%	1.2%
Bachelors	27.8	99.1%	84.1%	73.0%
Masters	0.3	0.9%	13.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.4	8.5%	8.3%	6.7%
1-5 Years Experience	8.0	28.5%	26.5%	27.8%
6-10 Years Experience	8.0	28.5%	15.6%	20.3%
11-20 Years Experience	6.2	22.3%	31.2%	29.1%
21-30 Years Experience	2.4	8.7%	16.1%	13.0%
Over 30 Years Experience	1.0	3.6%	2.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	13.6	n/a	13.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.5	6.4
Average Years Experience of Principals with District	0.0	5.8	5.5
Average Years Experience of Assistant Principals	0.0	7.0	5.5
Average Years Experience of Assistant Principals with District	0.0	7.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers	10.1	11.6	11.2
Average Years Experience of Teachers with District:	5.3	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,068	\$42,348	\$50,849
1-5 Years Experience	\$38,747	\$39,817	\$53,288
6-10 Years Experience	\$42,844	\$44,633	\$56,282
11-20 Years Experience	\$51,650	\$51,904	\$59,900
21-30 Years Experience	\$55,526	\$60,726	\$64,637
Over 30 Years Experience	\$59,591	\$60,287	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$44,931	\$48,391	\$57,641
Professional Support	\$53,594	\$57,339	\$68,030
Campus Administration (School Leadership)	-	\$75,935	\$83,424
Instructional Staff Percent:	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):	1.0	4.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.0%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	7.0%	5.1%
Compensatory Education	3.2	11.3%	9.0%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	19.3	68.9%	67.1%	71.0%
Special Education	5.3	18.9%	12.7%	9.4%
Other	0.0	0.0%	2.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS EL

Campus Number: 190903101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on STAAR Performance (TAPR).

Texas Education Agency
2020-21 Progress (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.6%	99.5%	99.0%	98.4%	-	*	-	98.7%	98.3%	98.6%	99.3%
2018-19	95.4%	95.1%	94.7%	95.7%	95.7%	94.3%	-	*	-	95.5%	93.4%	94.4%	96.7%
Chronic Absenteeism													
2019-20	6.7%	6.1%	4.6%	11.1%	3.3%	4.5%	-	*	-	9.1%	15.4%	5.2%	0.0%
2018-19	11.4%	13.4%	13.0%	0.0%	8.9%	15.0%	-	*	-	10.0%	22.4%	13.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	115	360,220
By Ethnicity:				
African American	-	-	1	44,729
Hispanic	-	-	16	184,060
White	-	-	91	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	100	292,532
Special Education Graduates	-	-	11	29,018
Economically Disadvantaged Graduates	-	-	68	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	34	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	429	100.0%	1,706	5,359,040	431	100.0%	1,709	5,371,586
Students by Grade:								
Early Childhood Education	6	1.4%	0.4%	0.3%	8	1.9%	0.5%	0.4%
Pre-Kindergarten	57	13.3%	3.3%	3.7%	57	13.2%	3.3%	3.7%
Kindergarten	108	25.2%	6.3%	6.7%	108	25.1%	6.3%	6.7%
Grade 1	134	31.2%	7.9%	7.1%	134	31.1%	7.8%	7.1%
Grade 2	124	28.9%	7.3%	7.1%	124	28.8%	7.3%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	8.5%	7.4%	0	0.0%	8.5%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.9%	7.9%	0	0.0%	8.9%	7.8%
Grade 8	0	0.0%	6.7%	7.9%	0	0.0%	6.7%	7.9%
Grade 9	0	0.0%	7.6%	8.1%	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	6.6%	6.8%	0	0.0%	6.6%	6.8%
Ethnic Distribution:								
African American	10	2.3%	2.6%	12.7%	10	2.3%	2.6%	12.7%
Hispanic	77	17.9%	18.4%	52.9%	78	18.1%	18.4%	52.9%
White	327	76.2%	74.9%	26.5%	328	76.1%	74.8%	26.5%
American Indian	2	0.5%	0.8%	0.3%	2	0.5%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	12	2.8%	2.9%	2.7%	12	2.8%	2.9%	2.7%
Sex:								
Female	217	50.6%	46.9%	48.9%	218	50.6%	46.9%	48.9%
Male	212	49.4%	53.1%	51.1%	213	49.4%	53.1%	51.1%
Economically Disadvantaged	284	66.2%	62.0%	60.3%	286	66.4%	62.0%	60.2%
Non-Educationally Disadvantaged	145	33.8%	38.0%	39.7%	145	33.6%	38.0%	39.8%
Section 504 Students	17	4.0%	13.4%	7.2%	17	3.9%	13.3%	7.2%
EB Students/EL	31	7.2%	6.6%	20.7%	31	7.2%	6.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	2.1%	1.2%				
Students w/ Dyslexia	16	3.7%	11.5%	4.5%	16	3.7%	11.5%	4.5%
Foster Care	11	2.6%	1.1%	0.3%	11	2.6%	1.1%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	7	1.6%	1.4%	1.1%	7	1.6%	1.4%	1.1%
Immigrant	2	0.5%	0.2%	2.0%	2	0.5%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	429	100.0%	100.0%	64.5%	431	100.0%	100.0%	64.5%
Military Connected	22	5.1%	7.7%	2.7%	22	5.1%	7.7%	2.7%
At-Risk	221	51.5%	52.2%	49.2%	221	51.3%	52.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	29	6.8%	6.2%	21.0%	29	6.7%	6.2%	20.9%
Gifted and Talented Education	7	1.6%	6.9%	8.3%	7	1.6%	6.8%	8.3%
Special Education	39	9.1%	12.6%	11.1%	41	9.5%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	39							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	40.0%	42.5%				
Students with Physical Disabilities	27	69.2%	18.6%	21.3%				
Students with Autism	5	12.8%	**	14.1%				
Students with Behavioral Disabilities	*	*	31.6%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	31	10.8%	8.5%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	5	1.7%	1.1%	7.1%				
White	23	8.0%	6.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	1.0%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	12.8%	13.2%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	7.4%	5.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	21	12.1%	10.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	49	14.6%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	--Non-Special Education Rates--			--Special Education Rates--		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.7%	1.7%	1.4%	0.0%	0.0%	4.8%
Grade 1	10.7%	10.7%	1.9%	0.0%	0.0%	3.2%
Grade 2	2.8%	2.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	-	1.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	0.8%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	17.5	17.7
Grade 1	19.2	19.2	18.0
Grade 2	17.7	17.7	18.0
Grade 3	-	16.6	18.2
Grade 4	-	17.6	18.3
Grade 5	-	20.3	19.8
Grade 6	-	18.0	19.4
Secondary:			
English/Language Arts	-	14.6	15.7
Foreign Languages	-	17.4	17.8
Mathematics	-	15.7	16.9
Science	-	18.5	17.9
Social Studies	-	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.4	100.0%	100.0%	100.0%
Professional Staff:	37.0	71.9%	55.8%	64.3%
Teachers	34.0	66.1%	44.7%	49.6%
Professional Support	2.0	3.9%	7.9%	10.6%
Campus Administration (School Leadership)	1.0	1.9%	1.8%	3.0%
Educational Aides:	14.4	28.1%	16.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	4.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	3.0	5.8%	12.6%	51.5%
Teachers by Ethnicity:				
African American	1.0	2.9%	4.0%	11.1%
Hispanic	0.0	0.0%	3.3%	28.4%
White	31.0	91.2%	91.1%	56.9%
American Indian	1.0	2.9%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.9%	0.8%	1.2%
Teachers by Sex:				
Males	1.0	2.9%	20.8%	23.8%
Females	33.0	97.1%	79.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.6%	1.2%
Bachelors	28.7	84.5%	84.1%	73.0%
Masters	5.3	15.5%	13.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.3%	6.7%
1-5 Years Experience	9.0	26.5%	26.5%	27.8%
6-10 Years Experience	3.0	8.8%	15.6%	20.3%
11-20 Years Experience	14.2	41.9%	31.2%	29.1%
21-30 Years Experience	6.7	19.8%	16.1%	13.0%
Over 30 Years Experience	1.0	2.9%	2.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Number of Students per Teacher	12.6	n/a	13.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	8.5	6.4
Average Years Experience of Principals with District	1.0	5.8	5.5
Average Years Experience of Assistant Principals	0.0	7.0	5.5
Average Years Experience of Assistant Principals with District	0.0	7.0	4.8
Average Years Experience of Teachers:	13.8	11.6	11.2
Average Years Experience of Teachers with District:	8.7	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$42,348	\$50,849
1-5 Years Experience	\$38,773	\$39,817	\$53,288
6-10 Years Experience	\$46,217	\$44,633	\$56,282
11-20 Years Experience	\$50,516	\$51,904	\$59,900
21-30 Years Experience	\$57,521	\$60,726	\$64,637
Over 30 Years Experience	\$60,281	\$60,287	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$48,699	\$48,391	\$57,641
Professional Support	\$62,261	\$57,339	\$68,030
Campus Administration (School Leadership)	\$82,000	\$75,935	\$83,424
Instructional Staff Percent:	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	4.0	5,731.4

Program Information	----- Campus -----			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	2.1%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	7.0%	5.1%
Compensatory Education	8.0	23.5%	9.0%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	22.0	64.8%	67.1%	71.0%
Special Education	3.3	9.6%	12.7%	9.4%
Other	0.0	0.0%	2.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020 - 2021 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,706

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$6,668,658	41.90%	\$3,909	\$6,668,658	39.89%	\$3,909
State Operating Funds	\$8,832,743	55.49%	\$5,177	\$8,837,743	52.86%	\$5,180
Federal Funds	\$200,000	1.26%	\$117	\$807,000	4.83%	\$473
Other Local	\$215,200	1.35%	\$126	\$405,200	2.42%	\$238
Total Operating Revenue	\$15,916,601	100.00%	\$9,330	\$16,718,601	100.00%	\$9,800
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating and Other Revenue	\$15,916,601	100.00%	\$9,330	\$16,718,601	100.00%	\$9,800
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$15,916,601	100.00%	\$9,330	\$16,718,601	100.00%	\$9,800
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$817,024	100.00%	\$479	\$817,024	100.00%	\$479
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$817,024	100.00%	\$479	\$817,024	100.00%	\$479
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$16,733,625	100.00%	\$9,809	\$17,535,625	100.00%	\$10,279
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$12,579,429	81.81%	\$7,374	\$12,921,138	79.80%	\$7,574
Professional & Contracted Services (Object 62xx)	\$1,438,839	9.36%	\$843	\$1,441,839	8.90%	\$845
Supplies & Materials (Object 63xx)	\$980,991	6.38%	\$575	\$1,449,991	8.95%	\$850

**2020 - 2021 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,706**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$376,776	2.45%	\$221	\$379,276	2.34%	\$222
Total Operating Expenditures by Object	\$15,376,035	100.00%	\$9,013	\$16,192,244	100.00%	\$9,491
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$89,000	15.85%	\$52	\$89,000	15.85%	\$52
Capital Outlay(Object 66xx)	\$472,400	84.15%	\$277	\$472,400	84.15%	\$277
Total Non-Operating Expenditures by Object	\$561,400	100.00%	\$329	\$561,400	100.00%	\$329
Grand Total: Operating and Non-Operating Expenditures by Object	\$15,937,435	100.00%	\$9,342	\$16,753,644	100.00%	\$9,820
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$8,746,579	56.88%	\$5,127	\$8,746,579	54.02%	\$5,127
Instructional Resources & Media Services (Function 12)	\$186,545	1.21%	\$109	\$186,545	1.15%	\$109
Curriculum & Staff Development (Function 13)	\$140,534	0.91%	\$82	\$140,534	0.87%	\$82
Instructional Leadership (Function 21)	\$317,628	2.07%	\$186	\$317,628	1.96%	\$186
School Leadership (Function 23)	\$886,415	5.76%	\$520	\$886,415	5.47%	\$520
Guidance Counseling Services (Function 31)	\$590,069	3.84%	\$346	\$590,069	3.64%	\$346
Social Work Services (Function 32)	\$36,999	0.24%	\$22	\$36,999	0.23%	\$22
Health Services (Function 33)	\$125,896	0.82%	\$74	\$125,896	0.78%	\$74
Transportation (Function 34)	\$780,864	5.08%	\$458	\$780,864	4.82%	\$458
Food Services (Function 35)	\$0	0.00%	\$0	\$816,209	5.04%	\$478
Extracurricular (Function 36)	\$794,099	5.16%	\$465	\$794,099	4.90%	\$465
General Administration (Function 41,92)	\$640,989	4.17%	\$376	\$640,989	3.96%	\$376
Facilities Maintenance & Operations (Function 51)	\$1,947,049	12.66%	\$1,141	\$1,947,049	12.02%	\$1,141
Security & Monitoring Services (Function 52)	\$91,869	0.60%	\$54	\$91,869	0.57%	\$54
Data Processing Services (Function 53)	\$90,500	0.59%	\$53	\$90,500	0.56%	\$53
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$15,376,035	100.00%	\$9,013	\$16,192,244	100.00%	\$9,491
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$89,000	15.85%	\$52	\$89,000	15.85%	\$52
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$472,400	84.15%	\$277	\$472,400	84.15%	\$277

2020 - 2021 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,706

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$561,400	100.00%	\$329	\$561,400	100.00%	\$329
Grand Total: Operating and Non-Operating Expenditures by Function	\$15,937,435	100.00%	\$9,342	\$16,753,644	100.00%	\$9,820
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$6,553,856	42.62%	\$3,842	\$6,553,856	40.48%	\$3,842
Gifted and Talented (PIC 21)	\$11,943	0.08%	\$7	\$11,943	0.07%	\$7
Career and Technical (PIC 22)	\$721,963	4.70%	\$423	\$721,963	4.46%	\$423
Students with Disabilities (PICs 23,33)	\$2,026,620	13.18%	\$1,188	\$2,026,620	12.52%	\$1,188
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,361,297	8.85%	\$798	\$1,361,297	8.41%	\$798
Bilingual (PICs 25,35)	\$71,522	0.47%	\$42	\$71,522	0.44%	\$42
High School Allotment (PIC 31)	\$12,000	0.08%	\$7	\$12,000	0.07%	\$7
PreKindergarten (PIC 32)	\$186,140	1.21%	\$109	\$186,140	1.15%	\$109
Early Education Allotment (PIC 36)	\$76,265	0.50%	\$45	\$76,265	0.47%	\$45
Dyslexia or Related Disorder Services (PIC 37)	\$23,091	0.15%	\$14	\$23,091	0.14%	\$14
College, Career, and Military Readiness (CCMR) (PIC 38)	\$11,177	0.07%	\$7	\$11,177	0.07%	\$7
Athletics/Related Activities (PIC 91)	\$710,334	4.62%	\$416	\$710,334	4.39%	\$416
Un-Allocated (PIC 99)	\$3,609,827	23.48%	\$2,116	\$4,426,036	27.33%	\$2,594
Total Operating Expenditures by Program Intent Code (PIC)	\$15,376,035	100.00%	\$9,013	\$16,192,244	100.00%	\$9,491
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$89,000	15.85%	\$52	\$89,000	15.85%	\$52
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$472,400	84.15%	\$277	\$472,400	84.15%	\$277
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$561,400	100.00%	\$329	\$561,400	100.00%	\$329
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$15,937,435	100.00%	\$9,342	\$16,753,644	100.00%	\$9,820
Disbursements						
Total Disbursements						
Operating Expenditures	\$15,376,035	94.68%	\$9,013	\$16,192,244	94.94%	\$9,491
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0

2020 - 2021 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,706

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$302,000	1.86%	\$177	\$302,000	1.77%	\$177
Debt Service (Object 6500)	\$89,000	0.55%	\$52	\$89,000	0.52%	\$52
Capital Projects (Object 6600)	\$472,400	2.91%	\$277	\$472,400	2.77%	\$277
Total Disbursements	\$16,239,435	100.00%	\$9,519	\$17,055,644	100.00%	\$9,997



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	March 4, 2021
SUBJECT:	2020-2021 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with appropriate staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the Texas Administrative Code link available at <http://ritter.tea.state.tx.us/rules/tac/index.html>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

On March 13, 2020, Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on March 16, 2020, the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on March 19, 2020. As a result, TEA labeled all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Rain Independent School District
Rains High School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 9, 2020

Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data





Goals

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 1: During the 2020-2021 school year, RHS will increase communication with students, parents, and community members to a minimum of two times a week.

Evaluation Data Sources: RHS YouTube Channel, Remind app, Skyward emails, positive contact log, digital announcement boards, social media

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite the community into our school with events such as: FAFSA Night, Dual Credit Night, Virtual Open House, Virtual Meet the Teacher Night, Senior It's Your Life Conference, Freshman Parent Night, Special Programs Night</p> <p>Strategy's Expected Result/Impact: Community support for the campus will increase.</p> <p>Staff Responsible for Monitoring: principals, teachers, Student Council sponsor, campus program coordinators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 7 - Student Learning 4</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase participation in Art Club community events.</p> <p>Strategy's Expected Result/Impact: Increased number of murals and community projects completed</p> <p>Staff Responsible for Monitoring: Principals, art teacher</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will make positive contact with six students' guardians every nine weeks.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase.</p> <p>Staff Responsible for Monitoring: principals, teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CPOC meetings will involve stakeholders and the public with campus decision making. Strategy's Expected Result/Impact: Strategies will be implemented, monitored, and evaluated, and the campus will improve. Staff Responsible for Monitoring: principals, teachers, community members</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will communicate regularly with parents and families through email, letters, YouTube, social media, Remind App, and phone calls. Strategy's Expected Result/Impact: Student performance and family engagement will increase. Staff Responsible for Monitoring: principals, teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. Root Cause: Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.</p>
<p>Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. Root Cause: Many students in special education have low reading levels.</p>
<p>Problem Statement 3: The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. Root Cause: Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
<p>Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). Root Cause: Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
<p>Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. Root Cause: There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.</p>
<p>Problem Statement 6: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. Root Cause: There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.</p>

Demographics

Problem Statement 7: Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. **Root Cause:** Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.

Student Learning

Problem Statement 1: Few disadvantaged students score Meets or Masters level on state assessments. **Root Cause:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

Problem Statement 4: The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

School Processes & Programs

Problem Statement 1: Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.

Problem Statement 2: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

Perceptions

Problem Statement 1: Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset. **Root Cause:** World issues presented to students daily on multiple platforms.

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 2: Students and parents will be provided with current information regarding curriculum choices, endorsements, and information pertaining to higher education for all students in grades eight through twelve at least once a month.

Targeted or ESF High Priority

Evaluation Data Sources: Student choice sheets, dual credit enrollment, social media, and student records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with 8th graders and their parents about the up-coming school year and all their choices on the high school campus. Strategy's Expected Result/Impact: Students will successfully sign-up for an endorsement under House Bill 5 and will be aware of their choices. Staff Responsible for Monitoring: Dean of Students, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet with every high school class about the up-coming school year and all their choices on the high school campus. Strategy's Expected Result/Impact: Continue to use electronic Class Choice sheets to be filled out by each student. Staff Responsible for Monitoring: Dean of Students, High School Counselor</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The high school course guide will be placed online for public record. Strategy's Expected Result/Impact: Parents and students will be kept informed of curriculum and college courses. Staff Responsible for Monitoring: Dean of Students</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parents will have real-time access to digital student records. Strategy's Expected Result/Impact: Through Skyward access, students and parents can access discipline, attendance, grades and beginning of the year enrollment.</p>	Formative		
	Nov	Jan	Mar
			100%

Staff Responsible for Monitoring: PEIMS, Principals, Dean of Students, High School Counselor





Funding Sources: - 199 General Fund

0% No Progress 100% Accomplished  Continue/Modify  Discontinue

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 3: Increase the attendance rate from 95.95% to 97% by the end of 20-21.

Evaluation Data Sources: attendance report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: administrators, teachers, RISD Police Department</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Formative		
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



Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. Root Cause: Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
Student Learning
<p>Problem Statement 4: The graduation rate continues to decline by about 4% annually. Root Cause: Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.</p>

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 1: RHS will partner with the community to provide additional supports for students.

Evaluation Data Sources: calendar events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Guest speakers from the community will be invited to share guidance, experience, and resources to students to prepare them for college, career, and the military.</p> <p>Strategy's Expected Result/Impact: Students will be more prepared for college, career, and military.</p> <p>Staff Responsible for Monitoring: counselor, teachers, program coordinators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 3</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RHS will partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday.</p> <p>Strategy's Expected Result/Impact: At-risk students will receive timely, professional support as needed.</p> <p>Staff Responsible for Monitoring: CIS social worker</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. Root Cause: Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
<p>Problem Statement 7: Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. Root Cause: Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.</p>
Student Learning
<p>Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. Root Cause: Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>

Student Learning

Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

Problem Statement 4: The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

School Processes & Programs

Problem Statement 2: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.





Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 1: Increase student, staff, and community awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber bullying throughout high school by public service announcements, training, and/or communications at least once a month during the 20-21 school year.

Evaluation Data Sources: EOY report at SHAC meeting, annual discipline report, STOP-it app notifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RHS will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the high school web-page.</p> <p>Strategy's Expected Result/Impact: Students will have a safe and confidential means to reporting bullying.</p> <p>Staff Responsible for Monitoring: Counselor, Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RHS will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Students will be able to quickly and effectively perform safety drills.</p> <p>Staff Responsible for Monitoring: Principals, Office staff, RISD Police</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Freshman and Sophomores will complete an 8 week series of ETCADA training in their science classes. All students will have access to information on dating violence, bullying, violence prevention, conflict resolution, and character development.</p> <p>Strategy's Expected Result/Impact: Discipline will be reduced on campus.</p> <p>Staff Responsible for Monitoring: Asst. Principal, High school Counseling Center</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students, staff, and community will be educated on drug and alcohol awareness, and students will participate in Red Ribbon Week activities.</p> <p>Strategy's Expected Result/Impact: Students will be made aware of the dangers associated with drug and alcohol abuse.</p> <p>Staff Responsible for Monitoring: High school Counselor, Principals, Student Council, RISD police</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Safety information will be visible and accessible in every classroom. The use of surveillance cameras will help implement safety into most areas of the campus' physical building.</p> <p>Strategy's Expected Result/Impact: On the End-of-the-year survey will indicate a higher percentage of students feeling safe than previous school year.</p> <p>Staff Responsible for Monitoring: High School Counselor, Principals Teachers, All campus staff, RSID police</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
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Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Suicide, self-harm, and conflict resolution will be addressed in staff development.</p> <p>Strategy's Expected Result/Impact: Students will be able to resolve conflict appropriately. Students will reach out for available resources to redirect suicidal thoughts.</p> <p>Staff Responsible for Monitoring: High school Counselor, District Admin, Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The Acceptable Use Policy will be reviewed with students, including internet safety and cyber-bullying.</p> <p>Strategy's Expected Result/Impact: Students will use the internet safely with fewer problems of misuse.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Pregnant students will be monitored by the district nurse. They will also be given support by the counselor. After delivery, students will be provided home-bound services to continue their education.</p> <p>Strategy's Expected Result/Impact: Low drop-out rate for pregnant students.</p> <p>Staff Responsible for Monitoring: District Nurse, counselor, Teachers, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
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Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Slide Locks have been installed on all classroom doors and will continue to be used so that door mechanisms can be locked at all times.</p> <p>Strategy's Expected Result/Impact: Students and Teachers can easily secure/lock classrooms.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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			100%
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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Few disadvantaged students score Meets or Masters level on state assessments. Root Cause: Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.</p>
Perceptions
<p>Problem Statement 1: Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset. Root Cause: World issues presented to students daily on multiple platforms.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 2: Recruit and maintain highly-qualified teachers so that fewer than 5 teachers resign at the end of the 20-21 school year.

Targeted or ESF High Priority







Evaluation Data Sources: Skyward, Teacher Job Network, Position Control spreadsheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators and teachers will work to keep morale a high priority with staff perks, respect, communication, and support. Strategy's Expected Result/Impact: Maintain highly-qualified teachers Staff Responsible for Monitoring: Principals, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pair new teachers to RHS with veteran teachers as mentors to provide ongoing, job-embedded support throughout the year. Strategy's Expected Result/Impact: New teachers will be more likely to stay at RHS. Staff Responsible for Monitoring: administrators, department heads, mentors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
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Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 3: Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Evaluation Data Sources: discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model. Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP. Staff Responsible for Monitoring: administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
			
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. Root Cause: Many students in special education have low reading levels.</p>
Student Learning
<p>Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. Root Cause: Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
School Processes & Programs
<p>Problem Statement 2: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 4: Students will participate in required physical activities to promote and track fitness and health.

Evaluation Data Sources: School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE/Athletics






Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.

Performance Objective 1: With increased numbers of students receiving special services, such as ESL, dyslexia, 504, and special education, RHS will ensure these populations receive Tier I instruction that aligns to state assessments.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, master schedule

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School administrators will be trained in alternatives to school suspension. Strategy's Expected Result/Impact: Fewer students will miss core instruction due to a disciplinary placement. Staff Responsible for Monitoring: Principals, PEIMS, Director of Special Education</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RHS will implement Restorative Practices schoolwide. Strategy's Expected Result/Impact: Student misbehavior will decrease with positive behavior supports in place, which will result in fewer office referrals and more time in the classroom. Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Processes & Programs 2</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RHS staff will use data and research-based practices to drive instruction with specific student groups who are not being successful on state assessments. Strategy's Expected Result/Impact: All student groups will improve in achievement.</p>	Formative		
	Nov	Jan	Mar
			100%

<p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 4, 5, 6 - Student Learning 1, 2</p>	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. Root Cause: Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.</p>
<p>Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. Root Cause: Many students in special education have low reading levels.</p>
<p>Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). Root Cause: Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
<p>Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. Root Cause: There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.</p>
<p>Problem Statement 6: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. Root Cause: There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.</p>
Student Learning
<p>Problem Statement 1: Few disadvantaged students score Meets or Masters level on state assessments. Root Cause: Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.</p>
<p>Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. Root Cause: Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
School Processes & Programs
<p>Problem Statement 2: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>

Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.

Performance Objective 2: Students in the following programs will show measurable progress as indicated by the 2020-2021 RDA: Special Education, English as a Second Language (ESL), and Career and Technical Education (CTE).

Evaluation Data Sources: RDA report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress will be monitored through data meetings to evaluate student growth in Special Education, ESL, and CTE. Strategy's Expected Result/Impact: instruction will be targeted, so achievement will increase Staff Responsible for Monitoring: SPED, ESL, and CTE departments</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 2, 4 - Student Learning 2 - School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. Root Cause: Many students in special education have low reading levels.</p>
<p>Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). Root Cause: Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
Student Learning
<p>Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. Root Cause: Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
School Processes & Programs
<p>Problem Statement 2: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>

Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.

Performance Objective 3: If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.





Evaluation Data Sources: enrollment forms verified by Region 7

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 1: Increase student participation and quality of content in CTE classes by offering industry certifications where applicable in classes such as cosmetology, computer maintenance, principles of electronics, A/V communication technology, OSHA, food science, food safety, welding, health science, etc.

Evaluation Data Sources: Enrollment in CTE courses, number of licenses/certificates obtained

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monthly CTE department meetings will monitor and evaluate the number of enrollment and certifications. Strategy's Expected Result/Impact: More students will enroll in CTE courses and obtain certifications. Staff Responsible for Monitoring: CTE department chair, Principals, Dean of Students</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
			→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Perkins funds to make purchases for CTE classes. Strategy's Expected Result/Impact: Students get a better understanding about tools used in vocational trade. Staff Responsible for Monitoring: CTE department chair, Principal, Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Funding Sources: Supplies - 199 General Fund - \$17,133</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase electronic technology textbooks and technology kits to be used with CTE curriculum. Strategy's Expected Result/Impact: Students get a better understanding about tools used in vocational trade through use of simulation, videos and real-world experiences. Staff Responsible for Monitoring: CTE department chair, Principals, Asst. Supt of C/I</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Problem Statements: Student Learning 3 - School Processes & Programs 1 Funding Sources: ICEV Curriculum - 199 General Fund</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grow current CTE endorsement program.</p> <p>Strategy's Expected Result/Impact: More students will be introduced and prepared for workforce upon graduation and an increased number of endorsements on transcripts.</p> <p>Staff Responsible for Monitoring: Principals, Dean of Students</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. Root Cause: No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.</p>
School Processes & Programs
<p>Problem Statement 1: Students graduate from RHS unprepared for different technologies that will be embedded in college and career. Root Cause: There is a lack of funding to build and sustain instructional technology staff and resources.</p>

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 2: Increase student access to technology to a ratio of 1:1.

Evaluation Data Sources: inventory

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We have ordered Chromebooks so that each HS student will have one assigned to them for the duration of their enrollment at RHS.</p> <p>Strategy's Expected Result/Impact: 1:1 ratio will be met.</p> <p>Staff Responsible for Monitoring: Technology Department, Campus Administration, Library</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
	0%	0%	0%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. Root Cause: No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.</p>
School Processes & Programs
<p>Problem Statement 1: Students graduate from RHS unprepared for different technologies that will be embedded in college and career. Root Cause: There is a lack of funding to build and sustain instructional technology staff and resources.</p>

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 3: Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

Evaluation Data Sources: Lesson plans, staff development records, Google Classroom participation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer teacher tutorials and/or staff development regarding educational technology as needed.</p> <p>Strategy's Expected Result/Impact: Improve pedagogy, and reduce teacher stress</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p>	Formative		
	Nov	Jan	Mar
	0%	0%	0% 100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). Root Cause: Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
Student Learning
<p>Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. Root Cause: Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>

Goal 6: Allocate funds to prepare all students while maintaining effective and efficient operations.

Performance Objective 1: Increase funds, via grants, to ensure all students are College, Career, and Military ready.

Evaluation Data Sources: Federal Programs reporting, CCMR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete grant applications/proposals. Strategy's Expected Result/Impact: Receive additional funds. Staff Responsible for Monitoring: Federal Programs Director, District Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
	0%	0%	100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Perkins funds to make purchases for CTE classes. Strategy's Expected Result/Impact: Students get a better understanding about tools used in vocational trade. Staff Responsible for Monitoring: CTE department chair, Principal, Asst. Supt. Finance, District Administration</p> <p>Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
	0%	0%	100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grow the current CTE endorsement program by the number of students who receive endorsements on their diplomas annually. Strategy's Expected Result/Impact: More students will be introduced and prepared for the workforce upon graduation and receive CTE funding. Staff Responsible for Monitoring: CTE department chair, Campus Administration, District Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
	0%	0%	100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. **Root Cause:** Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.

Student Learning

Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

Problem Statement 4: The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

School Processes & Programs

Problem Statement 1: Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.





Goal 7: Improve student achievement.

Performance Objective 1: Raise the RHS Report Card rating from a "B" to an "A" in the area of Student Achievement by the end of 20-21. The current score is 84 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Student Achievement domain to an "A," increase the percentage of students who earn Masters level on all STAAR EOC: Algebra I, Biology, English I, English II, and US History. The current score is an 80 in STAAR Performance. Strategy's Expected Result/Impact: RHS will receive an A rating for the STAAR Performance category. Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the Student Achievement domain to an "A," increase the number of students in CTE courses who earn industry-based certifications, earn level I or level II certificates in any workforce education area, and completed a coherent sequence. The current score in CCMR is 88. Strategy's Expected Result/Impact: RHS will receive an A rating for the CCMR category. Staff Responsible for Monitoring: CTE department, Dean of Students, Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To raise the Student Achievement domain to an "A," increase the graduate rate each year by 4% so the 6-year graduate rate stays high. The current score in Graduation Rate is 85, and the highest graduation rates were in years 5 and 6, which will fall off the calculation for 20-21. Strategy's Expected Result/Impact: RHS will receive an A rating for the Graduation Rate category. Staff Responsible for Monitoring: counseling office, administration</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 3, 7 - Student Learning 4</p>	Formative		
	Nov	Jan	Mar
	0%		→

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers and staff will participate in ongoing, job-embedded professional development in order to collaborate with other professionals to foster student success.</p> <p>Strategy's Expected Result/Impact: The teacher will incorporate more technology and give students the opportunity to design instruction. The failure rate will be below 10%.</p> <p>Staff Responsible for Monitoring: department chairs, teachers, Principals, Director of C/I</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2</p> <p>Funding Sources: substitute, chrome books, travel - 199 General Fund - \$100</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Department PLCs will review student data from MAP, DMAC, 9-weeks assessments, and unit tests in order to drive instruction and target areas that need improvement.</p> <p>Strategy's Expected Result/Impact: Improve pedagogy and student passing rate</p> <p>Staff Responsible for Monitoring: teachers, department heads, administration, Director of C/I</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 3, 4</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students at risk of not meeting state targets for achievement and growth will receive accelerated instruction or tutoring.</p> <p>Strategy's Expected Result/Impact: Using the assessments as benchmarks will enable teachers to re-teach information that students were not successful on and recognize the needs of students across all demographic areas.</p> <p>Staff Responsible for Monitoring: department chairs, teachers, Principals, Dean of Students</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 4, 5, 6 - Student Learning 2</p> <p>Funding Sources: See DIP - 199 General Fund</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Special education teachers and staff will offer remedial and reteach instruction to special education students during study skills, before school, and after school.</p> <p>Strategy's Expected Result/Impact: Increase special education passing rate on STAAR.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: See DIP - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: All teachers will focus on literacy, with an emphasis on written expression, by having students write essays in each subject area throughout the year.</p> <p>Strategy's Expected Result/Impact: Student critical thinking will increase.</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 2, 3, 5</p> <p>Funding Sources: See DIP - 270 Title V, Part B, Rural Low Income</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. Root Cause: Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.</p>
<p>Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. Root Cause: Many students in special education have low reading levels.</p>
<p>Problem Statement 3: The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. Root Cause: Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
<p>Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). Root Cause: Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
<p>Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. Root Cause: There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.</p>

Demographics

Problem Statement 6: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. **Root Cause:** There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.

Problem Statement 7: Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. **Root Cause:** Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.

Student Learning

Problem Statement 1: Few disadvantaged students score Meets or Masters level on state assessments. **Root Cause:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.









Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

Problem Statement 4: The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

Goal 7: Improve student achievement.

Performance Objective 2: Raise the RHS Report Card rating from a "B" to an "A" in the area of School Progress by the end of the 20-21. The current score is 84 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the School Progress domain to an "A," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR EOC exams. The current score in Relative Performance is 84.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A rating for the Relative Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the School Progress domain to an "A," increase the academic growth measure on all STAAR EOC exams. This means that more students will meet or exceed one year's worth of growth on each test. The current score is 82.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, department heads, administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. Root Cause: Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.</p>
<p>Problem Statement 7: Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. Root Cause: Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.</p>
Student Learning
<p>Problem Statement 1: Few disadvantaged students score Meets or Masters level on state assessments. Root Cause: Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.</p>





Student Learning

Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

Goal 7: Improve student achievement.

Performance Objective 3: Raise the RHS Report Card rating from a "B" to an "A" in the area of Closing the Gaps by the end of the 20-21. The current score is 81 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Closing the Gaps domain to an "A," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR EOC exams. The current score is 67.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A rating for the Grade Level Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 4, 5, 6 - Student Learning 2</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the Closing the Gaps domain to an "A," increase the graduation rate each year by at least 4%. The current score is 0.</p> <p>Strategy's Expected Result/Impact: RHS will receive an C rating for the Graduation Rate category.</p> <p>Staff Responsible for Monitoring: counseling office, administration, PEIMS</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven</p> <p>Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To raise the Closing the Gaps domain to an "A," maintain the CCMR score of 100 by ensuring all seniors meet at least one of the CCMR criteria.</p> <p>Strategy's Expected Result/Impact: RHS will maintain an A rating for the CCMR category.</p> <p>Staff Responsible for Monitoring: counseling office, Dean of Students, CTE department</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Low performance of economically-disadvantaged students on state and national tests. **Root Cause:** Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.

Problem Statement 2: The percentage of Special Ed students passing English I was extremely low at 29%. **Root Cause:** Many students in special education have low reading levels.

Problem Statement 3: The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. **Root Cause:** Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.

Problem Statement 4: Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). **Root Cause:** Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.

Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. **Root Cause:** There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.

Problem Statement 6: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. **Root Cause:** There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.

Student Learning

Problem Statement 2: Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

Problem Statement 3: Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

Problem Statement 4: The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

State Compensatory

Budget for Rains High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-00-001-0-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$32,000.00
	6100 Subtotal:	\$32,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed by looking at the 2019 TAPR. Problem statements and root causes are documented in the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement committee meets regularly with appropriate stakeholders to discuss, evaluation, and take action on items that will impact school improvement.

2.2: Regular monitoring and revision

The CIP and CNA are monitored as part of formative assessments 3 times a year. Revisions are made as needed, and a new CIP and CNA are developed annually.

2.3: Available to parents and community in an understandable format and language

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

2.4: Opportunities for all children to meet State standards

RHS is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when their are violations of the Student Code of Conduct.

2.6: Address needs of all students, particularly at-risk

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held periodically throughout the school year as part of CPOC, DEIC, Meet the Teacher, Open House, etc. Most extra-curricular events are open to parents and families.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Jackie Russell	
Classroom Teacher	Sherri Cockrell	
Classroom Teacher	Marja Heinert	
Classroom Teacher	Lena Kratzmeyer	
Parent	Richard Piles	
Business Representative	Keeley Roan	
Community Representative	Linda Wallace	
Classroom Teacher	Jolene Cobb	
Administrator	Nicole Timmons	
Paraprofessional	Lasaro Birdwell	
Classroom Teacher	Ciara Umbrell	
Non-classroom Professional	Jeana Penny	

Addendums

Rain Independent School District
Rains Junior High
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 9, 2020

Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.





Goals

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 1: During the 2020-2021 school year, RJH will increase parent and family engagement.

Evaluation Data Sources: sign-in sheets, communication documents

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news.</p> <p>Strategy's Expected Result/Impact: Families will stay updated about current events in the district and be more involved.</p> <p>Staff Responsible for Monitoring: principals, office staff, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Families will be invited to participate in school events as allowable by COVID-19 restrictions. Events may be in-person or virtual and include: Meet the Teacher Night, Special Programs Night, Open House, campus improvement committee meetings, award ceremonies, athletic events, performances, etc.</p> <p>Strategy's Expected Result/Impact: Families who are involved in the school process are more likely to support learning at home.</p> <p>Staff Responsible for Monitoring: principals, program coordinators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There has been a lack of vertically-aligned, consistent interventions in K-8.</p>

Perceptions





Problem Statement 1: Parents and families feel unwelcome, because visitors at school are restricted. **Root Cause:** The COVID-19 crisis has placed mandatory restrictions on schools.

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 2: Increase the attendance rate from 97.03% to 98% by the end of 20-21.

Evaluation Data Sources: attendance report from PEIMS

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p>Strategy's Expected Result/Impact: increased attendance</p> <p>Staff Responsible for Monitoring: administrators, teachers, RISD Police Department</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.</p>

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 1: RJH will partner with the community to provide additional supports for students.

Evaluation Data Sources: calendar events

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Guest speakers from the community will be invited to share guidance, experience, and resources to students to address violence prevention, bullying, safety, mental health, etc.</p> <p>Strategy's Expected Result/Impact: Students will be connected to resources they can use when in crisis.</p> <p>Staff Responsible for Monitoring: counselor, teachers, program coordinators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RHS will partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday.</p> <p>Strategy's Expected Result/Impact: At-risk students will receive timely, professional support as needed.</p> <p>Staff Responsible for Monitoring: CIS social worker</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
	0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>
Perceptions
<p>Problem Statement 2: RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. Root Cause: Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 1: Rains ISD will lower the turnover rate by 10% by the year 2021-2022.

Evaluation Data Sources: Position Control spreadsheet

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators and teachers will work to keep morale a high priority with staff perks, respect, communication, and support. Strategy's Expected Result/Impact: Maintain highly-qualified teachers Staff Responsible for Monitoring: administrators, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pair new teachers to RJH with veteran teachers as mentors to provide ongoing, job-embedded support throughout the year. Strategy's Expected Result/Impact: New teachers will be more likely to stay at RJH. Staff Responsible for Monitoring: administrators, mentors</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Rains ISD will attend at least one job fair a year to recruit certified teachers. Strategy's Expected Result/Impact: New candidates will apply for RJH jobs. Staff Responsible for Monitoring: administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 2: Provide student, teacher and staff awareness of safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyberbullying a minimum of three times per year.

Evaluation Data Sources: EOY SHAC report, discipline report, Stop-It app log

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RJH will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the district webpage.</p> <p>Strategy's Expected Result/Impact: Students will have a safe and confidential means to reporting bullying.</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RJH will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Students will be able to quickly and effectively perform safety drills.</p> <p>Staff Responsible for Monitoring: administrators, RISD Police Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students, staff, and community will be educated on drug and alcohol abuse, and students will participate in Red Ribbon Week activities.</p> <p>Strategy's Expected Result/Impact: Students will be made aware of the dangers associated with drug and alcohol abuse.</p> <p>Staff Responsible for Monitoring: counselor, program coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the visibility of law enforcement district-wide to include at a minimum 3 visits per week for the 20-21 school year. Strategy's Expected Result/Impact: Students will be less likely to commit offenses and more likely to trust police officers. Staff Responsible for Monitoring: RISD Chief of Police</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Bullying, violence prevention, conflict resolution, and character development lessons will be taught by RJH staff. Strategy's Expected Result/Impact: Students will handle crisis and conflict appropriately. Staff Responsible for Monitoring: Campus Counselor, Principal, Health Teacher</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>
Perceptions
<p>Problem Statement 2: RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. Root Cause: Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 3: Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Evaluation Data Sources: discipline reports

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model. Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP. Staff Responsible for Monitoring: administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
	0%		→
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>
Perceptions
<p>Problem Statement 2: RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. Root Cause: Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 4: Students will participate in required physical activities to promote and track fitness and health.

Evaluation Data Sources: School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE/Athletics





Summative Evaluation: Met Objective

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 5: Teachers will support students who are struggling in literacy and math.

Evaluation Data Sources: MAP, DMAC, BAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who are identified with reading difficulties will be tested with the BAS. If the BAS score indicates that remediation is needed, the student will receive reading intervention using Leveled Literacy Intervention as one of their electives.</p> <p>Strategy's Expected Result/Impact: Increased literacy skills Staff Responsible for Monitoring: RLA teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 3 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who are identified with math difficulties will be placed in a Math Plus class to provide remediation and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: increased math skills Staff Responsible for Monitoring: Math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2, 4 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will meet once every nine weeks to evaluate student performance data and progress during department PLC meetings. Teachers will pull and disaggregate data using MAP scores, grades, 9 weeks tests, DMAC, etc.</p> <p>Strategy's Expected Result/Impact: Students in need of instructional remediation will be identified. Staff Responsible for Monitoring: teachers, administrators, department heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

Problem Statement 2: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

Problem Statement 3: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

Problem Statement 4: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

Student Learning

Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.





Problem Statement 3: Only 66% of students grew a year academically in reading and math. **Root Cause:** Tier I instruction in reading and math lacks time and support.

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 1: By the end of the 2020-2021 school year, students in the Special Education program will show measurable progress as demonstrated by progress in IEP's, final report grades, and STAAR testing results.

Evaluation Data Sources: STAAR Performance, IEP Goals

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide staff development to address information on modifications and content IEP's to meet student needs.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have up-to-date information on their students that can be used in the classroom.</p> <p>Staff Responsible for Monitoring: Special Education Department, administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Remedial RLA and math courses will be provided for SPED students as indicated by assessment results.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: principal, counselor, diagnostician, SPED case worker</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p> <p>Problem Statement 2: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. Root Cause: There are fewer math interventionists in K-8 than reading interventionists.</p>

Demographics

Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

Student Learning





Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 2: By the end of the 2020-2021 school year, EL students will show measurable growth through academic classes with the aid of EL support.

Evaluation Data Sources: Final report card grades, STAAR, and TELPAS, as well as observation of subject area teachers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RJH will provide regularly-scheduled, content-based support for EL students.</p> <p>Strategy's Expected Result/Impact: EL students will show improvements in their ability to perform well on regular curriculum and state assessments.</p> <p>Staff Responsible for Monitoring: ESL Teacher, administrators, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A mentor will be assigned to the EL student to give individualized support.</p> <p>Strategy's Expected Result/Impact: Students will show evidence of growth with the use of a mentor. More specialized support should have a positive effect on student growth.</p> <p>Staff Responsible for Monitoring: ESL Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 5</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p> <p>Problem Statement 3: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>

Demographics

Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

Student Learning





Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 3: Students who are at-risk will be provided the appropriate assistance in instruction to show measurable progress each school year as demonstrated by state assessment performance.

Evaluation Data Sources: final report card grades, state assessment performance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The success of at-risk students will be monitored each 9 weeks during math and reading data PLC meetings. Strategy's Expected Result/Impact: Improvements will be seen on report card grades and state assessment results. Staff Responsible for Monitoring: teachers, administrators, ESL teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counseling sessions will be provided, as needed, to equip at-risk students with resiliency. Strategy's Expected Result/Impact: Student success will increase. Staff Responsible for Monitoring: counselor, CIS social worker</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1 - Perceptions 2</p>	Formative		
	Nov	Jan	Mar
			100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
Perceptions
<p>Problem Statement 2: RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. Root Cause: Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 4: Reduce the dropout rate to <1% in 2020-2021.





Evaluation Data Sources: TAPR

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 5: Students in the dyslexia program will be served in the MTA program and will be 100% complete by the end of their 8th grade year.

Evaluation Data Sources: Final report card grades, STAAR performance, MTA kit completion

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RJH will continue to provide a dyslexia assessment and evaluation for students who have been referred.</p> <p>Strategy's Expected Result/Impact: Data will determine whether students qualify or do not qualify for dyslexia services.</p> <p>Staff Responsible for Monitoring: Campus Counselor, Dyslexia Teacher</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
			100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Recognize demographic changes of the campus and provide support to facilitate student growth.

Performance Objective 6: If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.





Evaluation Data Sources: enrollment forms verified by Region 7

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 1: Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

Evaluation Data Sources: Lesson plans, staff development records, Google Classroom participation.

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and staff will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need.</p> <p>Strategy's Expected Result/Impact: Staff instructional technology skills will improve.</p> <p>Staff Responsible for Monitoring: administrators, teachers, Curriculum Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 2: Increase the student to device ratio to be 1:1.

Evaluation Data Sources: inventory

Summative Evaluation: Exceeded Objective






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Order, inventory, and distribute one Chromebook to every student at RJH in order to implement online content.</p> <p>Strategy's Expected Result/Impact: In the event of a school closure, students and staff will still have a way to engage in learning from a remote setting.</p> <p>Staff Responsible for Monitoring: CFO, superintendent, Director of Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
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Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 3: By the end of their 8th grade year, students will be fluent in their use of technology resources and applications the CTE technology course.

Evaluation Data Sources: final report card grades

Summative Evaluation: Met Objective





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All computers will be operated with current hardware and software. Strategy's Expected Result/Impact: Installation and use of hardware and software Staff Responsible for Monitoring: technology department</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Allocate funds to prepare all student while maintaining effective and efficient operations.

Performance Objective 1: Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Evaluation Data Sources: surveys

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students promoting from 5th grade to 6th grade (Rains Intermediate to RJH) and from 8th grade to 9th grade (RJH to RHS) will participate in a tour/seminar to help students transition from one campus to the other.</p> <p>Strategy's Expected Result/Impact: Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p>Staff Responsible for Monitoring: counselor, teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
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Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Parents and families feel unwelcome, because visitors at school are restricted. Root Cause: The COVID-19 crisis has placed mandatory restrictions on schools.</p>

Goal 6: Allocate funds to prepare all student while maintaining effective and efficient operations.

Performance Objective 2: The campus budget will be carefully scrutinized and allocated according to instructional needs.

Evaluation Data Sources: campus budget, expenditure report

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized spending plan to address those needs.</p> <p>Strategy's Expected Result/Impact: High priority objectives will receive the appropriate funding.</p> <p>Staff Responsible for Monitoring: CPOC, principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p>Problem Statement 2: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. Root Cause: There are fewer math interventionists in K-8 than reading interventionists.</p>

Goal 7: Improve student achievement.

Performance Objective 1: Raise the RJH Report Card rating from a "C" to a "B" in the area of Student Achievement by the end of 20-21. The current score is 75 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, science, and social studies tests. The current score is 75 in STAAR Performance.</p> <p>Strategy's Expected Result/Impact: RJH will receive a B rating for the STAAR Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<p>Problem Statement 2: Only 57% of students passed the STAAR social studies test in 8th grade. Root Cause: Instruction was not aligned to TEKS.</p>

Goal 7: Improve student achievement.

Performance Objective 2: Raise the RJH Report Card rating from a "C" to a "B" in the area of School Progress by the end of the 20-21. The current score is 77 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 77.</p> <p>Strategy's Expected Result/Impact: RJH will receive a B rating for the Relative Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 70.</p> <p>Strategy's Expected Result/Impact: RJH will receive a B rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. Root Cause: There are fewer math interventionists in K-8 than reading interventionists.</p>
Student Learning
<p>Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<p>Problem Statement 3: Only 66% of students grew a year academically in reading and math. Root Cause: Tier I instruction in reading and math lacks time and support.</p>

Goal 7: Improve student achievement.

Performance Objective 3: Raise the RJH Report Card rating from a "C" to a "B" in the area of Closing the Gaps by the end of the 20-21. The current score is 71 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 29.</p> <p>Strategy's Expected Result/Impact: RJH will receive a B rating for the Grade Level Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 36.</p> <p>Strategy's Expected Result/Impact: RJH will receive a B rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 3</p>	Formative		
	Nov	Jan	Mar
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current</p>	Formative		
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score is 22.

Strategy's Expected Result/Impact: RJH will receive a B rating for the Student Achievement category.

Staff Responsible for Monitoring: teachers, administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 5 - Student Learning 1, 2

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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.
Problem Statement 2: Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. Root Cause: There are fewer math interventionists in K-8 than reading interventionists.
Problem Statement 3: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.
Problem Statement 4: Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. Root Cause: There are fewer math interventionists in K-8 than reading interventionists.
Problem Statement 5: Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.
Student Learning
Problem Statement 1: There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There has been a lack of vertically-aligned, consistent interventions in K-8.
Problem Statement 2: Only 57% of students passed the STAAR social studies test in 8th grade. Root Cause: Instruction was not aligned to TEKS.
Problem Statement 3: Only 66% of students grew a year academically in reading and math. Root Cause: Tier I instruction in reading and math lacks time and support.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed by looking at the 2019 TAPR. Problem statements and root causes are documented in the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement committee meets regularly with appropriate stakeholders to discuss, evaluation, and take action on items that will impact school improvement.

2.2: Regular monitoring and revision

The CIP and CNA are monitored as part of formative assessments 3 times a year. Revisions are made as needed, and a new CIP and CNA are developed annually.

2.3: Available to parents and community in an understandable format and language

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

2.4: Opportunities for all children to meet State standards

RJH is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when their are violations of the Student Code of Conduct.

2.6: Address needs of all students, particularly at-risk

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held periodically throughout the school year as part of CPOC, DEIC, Meet the Teacher, Open House, etc. Most extra-curricular events are open to parents and families.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Gina Hildebrandt	Principal
Administrator	Amy Holmes	Asst. Principal
Classroom Teacher	Cathy Bishop	Art Teacher
Classroom Teacher	Misty McAree	Math Teacher
Classroom Teacher	Amanda Peoples	Technology Teacher
Classroom Teacher	Jennifer Moore	RLA Teacher
Classroom Teacher	Valerie Coleman	RLA Teacher
Classroom Teacher	Leanne Verner	SPED Teacher
Non-classroom Professional	Missy Caddell	Counselor
Business Representative	Kandi Oakes	Business Owner
Community Representative	Troy Lopez	Bank Manager
Parent	Maria Cook	Parent

Addendums

Rain Independent School District
Rains Intermediate
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 9, 2020

Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

Demographics

Problem Statement 5: No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

Perceptions










Problem Statement 1: It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. **Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 1: Rains Intermediate School will partner with the community to provide additional supports for students.

Evaluation Data Sources: office visitor logs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rains Intermediate School will work with community programs such as the Andrews Center to allow their services, such as mental health, to be delivered to students at school during the instructional day.</p> <p>Strategy's Expected Result/Impact: Students will receive the support they need.</p> <p>Staff Responsible for Monitoring: counselor, office staff, administrators</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rains Intermediate will coordinate donations from community groups that support student well-being, such as shoes, coats, clothing, and food.</p> <p>Strategy's Expected Result/Impact: Students' basic needs will be met, which will allow them to focus on other needs, such as academics.</p> <p>Staff Responsible for Monitoring: counselor, teachers, nurse, administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 2: Increase student performance by engaging parents and the community in events at least four times per year.

Evaluation Data Sources: Event sign-in sheets, monthly newsletters, Facebook, Twitter, school website, campus marquee sign, Zoom and Google Meet attendance

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will host Meet the Teacher Night- Virtual (Fall) and Texas Public Schools Week: Open House (Spring) activities. Strategy's Expected Result/Impact: Through virtual sites parents will be able to meet staff, ask questions, and see student artifacts, strong rapport will be built between school and community. Staff Responsible for Monitoring: Principal, teachers, staff, counselor Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Parent-Teacher Organization (PTO) will continue to grow in active membership from teachers and families. Events may include a spring and fall book fair, Christmas talent show, playground work day, and family-involvement nights. Events may be virtual due to COVID-19 restrictions. Strategy's Expected Result/Impact: With increased membership, the PTO will be able to coordinate more events and be able to donate more resources (time, money, and materials) to the school. Staff Responsible for Monitoring: PTO, principal Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 3: Increase parent knowledge and engagement of school activities by posting on Facebook and the school website weekly.

Evaluation Data Sources: Event sign-sheets and social media counts

Summative Evaluation: Met Objective





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Update the school website and social media sites every week so that parents are aware of what is happening in the school.</p> <p>Strategy's Expected Result/Impact: Parents are more informed and the office will not receive as many calls about parents missing events or not receiving information about events.</p> <p>Staff Responsible for Monitoring: Office staff, principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 1: Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Evaluation Data Sources: discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model. Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP. Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1</p>	Formative		
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Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>

Goal 3: Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 2: Rains ISD will lower the turnover rate by 10% by the year 2021-2022, by recruiting and retaining highly-qualified teachers.

Evaluation Data Sources: Position Control spreadsheet

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be recognized, honored, and celebrated for their many contributions to the learning community at Rains Intermediate. Strategy's Expected Result/Impact: Staff morale will increase, and turnover will decrease. Staff Responsible for Monitoring: administrators, counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus administration will work with the Director of Curriculum to attend job fairs and follow-up with highly-qualified teaching candidates for Rains Intermediate. Strategy's Expected Result/Impact: Highly-qualified teachers will seek employment at RISD. Staff Responsible for Monitoring: administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 2: Rains Intermediate isn't able to retain highly qualified staff members. Root Cause: Local districts within a 30-mile radius of RISD offer competitive pay at \$5,000-\$10,000 more annually.</p>





Goal 3: Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 3: Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.

Evaluation Data Sources: EOY SHAC report, discipline report, Stop-It app log, emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures.</p> <p>Strategy's Expected Result/Impact: Teachers, staff, and community will be able to react quickly and easily in the event of a lock-down.</p> <p>Staff Responsible for Monitoring: Director of Operations, principal, CPOC staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus.</p> <p>Strategy's Expected Result/Impact: Students will only be released to authorized adults and 100% of staff and students will be safe on school grounds.</p> <p>Staff Responsible for Monitoring: Teachers, staff, counselor, principal, RISD Chief of Police</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The school counselor and teachers will collaborate to incorporate relevant social skills, character development, and safety curriculum throughout the school year.</p> <p>Strategy's Expected Result/Impact: Awareness of these issues increases the likelihood that the issues will be noticed and addressed.</p> <p>Staff Responsible for Monitoring: Counselor, teachers, principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The RISD police department will scheduled and impromptu visits on campus throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased visibility of law enforcement creates a feeling of safety and familiarity with staff and students.</p> <p>Staff Responsible for Monitoring: RISD Chief of Police, administrators</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Rains Intermediate will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the district webpage.</p> <p>Strategy's Expected Result/Impact: Students will have a safe and confidential means to reporting bullying.</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Students will be able to quickly and effectively perform safety drills.</p> <p>Staff Responsible for Monitoring: administrators, RISD Police Department, office staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying.</p> <p>Strategy's Expected Result/Impact: When students are aware of the ramifications of bullying and have been taught explicit strategies to build community, then incidents of bullying will decrease.</p> <p>Staff Responsible for Monitoring: Counselor, principal, teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			→
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

Perceptions

Problem Statement 1: It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. **Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

Goal 3: Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 4: Students will participate in required physical activities to promote and track fitness and health.

Evaluation Data Sources: Fitness Gram, School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE

Summative Evaluation: Exceeded Objective

Goal 3: Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 5: Teachers will support students who are struggling in literacy and math.

Evaluation Data Sources: MAP, DMAC, BAS, 9 weeks tests, grades

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who are identified with reading difficulties will be tested with the BAS. If the BAS score indicates that remediation is needed, the student will receive reading intervention using Leveled Literacy Intervention as one of their WIN time assignments. Students in ESL and special education reading classes will also utilize LLI for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased literacy skills Staff Responsible for Monitoring: RLA department head, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 5, 6, 7, 8, 9 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who are identified with math difficulties will be scheduled for remediation and accelerated learning during WIN time.</p> <p>Strategy's Expected Result/Impact: increased math skills Staff Responsible for Monitoring: math department head, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: English Learners will receive both pull-out instruction for ESL and have an RLA teacher who is ESL-certified. Both teachers will provide an enhanced learning experience through differentiation. During ESL classes, students will increase vocabulary and literacy through the implementation of LLI curriculum.</p> <p>Strategy's Expected Result/Impact: Students will be provided with language supports in the classroom that will carry over to each class and provide them with the necessary tools to be successful in all learning settings. Staff Responsible for Monitoring: ESL teacher, RLA teacher, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3, 4, 6 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.</p> <p>Strategy's Expected Result/Impact: All instruction will be tightly connected to student assessment data so that the quality and quantity of targeted support is greatly increased. Teacher lessons for the daily intervention period will include specific plans to address student needs.</p> <p>Staff Responsible for Monitoring: Principal, department heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Jan	Mar
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an intervention program called ExactPath and Leveled Literacy Intervention.</p> <p>Strategy's Expected Result/Impact: Students' individual learning needs will be met via a diagnostic tool that assesses, provides independent instruction/tutoring, and monitors student mastery. The program will help fill instructional gaps for students who are at least one year below grade level. Students can access the program at home, which will increase parent/community engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p>Problem Statement 2: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p>Problem Statement 3: Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p>Problem Statement 4: English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p>Problem Statement 5: No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Many students enter grades 3-5 below grade level in achievement.</p>

Demographics

Problem Statement 6: 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 7: 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 8: 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

Problem Statement 9: 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

Student Learning

Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

Goal 4: Recognize demographic changes of the district and provides support to facilitate student growth.

Performance Objective 1: Staff members will attend cultural awareness training to grow with the changing demographic.

Evaluation Data Sources: Agenda, Sign-In Sheets

Summative Evaluation: No progress made toward meeting Objective





Goal 4: Recognize demographic changes of the district and provides support to facilitate student growth.

Performance Objective 2: With increased numbers of students receiving special services, such as ESL, dyslexia, 504, and special education, Rains Intermediate will ensure these populations receive quality Tier I instruction that aligns to state assessments.

Evaluation Data Sources: TAPR, grades

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The curriculum will be evaluated during implementation. Teachers who need PD to implement the curriculum will receive it throughout the school year. Data walks will be used to ensure student success.</p> <p>Strategy's Expected Result/Impact: Gaps in the curriculum will be identified and fixed appropriately.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 7, 9 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The master schedule will allow time during the regular school day for intervention in reading and/or math for all students who indicate a need.</p> <p>Strategy's Expected Result/Impact: Intervention will help remediate missing math and reading skills that are foundational to the Tier I instruction.</p> <p>Staff Responsible for Monitoring: counselor, principal, interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 8, 10 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a pull-out program that gives ESL students approximately 30 minutes extra time in a program that implements Leveled Literacy Intervention. This support complements the fact that the majority of RLA teachers are ESL-certified and implementing ELPS in the Tier I RLA instruction.</p> <p>Strategy's Expected Result/Impact: Through consistent monitoring of student's progress, EL students will make extensive progress in literacy.</p> <p>Staff Responsible for Monitoring: Administrators, ESL program teacher, RLA teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 4, 5, 6, 7 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate an extended intervention time in the 20-21 master schedule to include up to two intervention opportunities for each student during a 60-minute period each day.</p> <p>Strategy's Expected Result/Impact: Increased intervention time and opportunities will increase student success toward meeting state standards.</p> <p>Staff Responsible for Monitoring: Principal, counselor, intervention teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p>Problem Statement 2: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p>Problem Statement 3: Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p>Problem Statement 4: English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>

Demographics

Problem Statement 5: No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

Problem Statement 6: 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 7: 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 8: 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

Problem Statement 9: 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

Problem Statement 10: 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

Student Learning

Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

Goal 4: Recognize demographic changes of the district and provides support to facilitate student growth.

Performance Objective 3: If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.





Evaluation Data Sources: enrollment forms verified by Region 7

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 1: Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

Evaluation Data Sources: Lesson plans, staff development records, Google Classroom participation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus staff will seek their own training opportunities through the availability of free PD through Region 7, Region 10, and other providers.</p> <p>Strategy's Expected Result/Impact: PD will support teachers in the implementation of effective instruction.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, teachers, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will provide on-the-job training for teachers with specific professional development needs.</p> <p>Strategy's Expected Result/Impact: The training will be relevant to the teacher's job assignment and easily implemented.</p> <p>Staff Responsible for Monitoring: Principal, department heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

School Processes & Programs

Problem Statement 3: Most classrooms only have a class set of seven online capable devices. **Root Cause:** There is a lack of available funding for technology.

Perceptions







Problem Statement 1: It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. **Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 2: The district will provide enough devices to Rains Intermediate so that each student receives one for in-class and at-home instruction through the learning management system, Google Classroom.

Evaluation Data Sources: Campus inventory

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be assigned devices that can be used at home or at school to complete instructional assignments and investigations. Strategy's Expected Result/Impact: Homework assignments will be completed at a higher rate. In the case of a school closure due to COVID-19, students will have instructional continuity. Staff Responsible for Monitoring: Principal, teachers, CFO</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 3: Most classrooms only have a class set of seven online capable devices. Root Cause: There is a lack of available funding for technology.</p>
Perceptions
<p>Problem Statement 1: It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. Root Cause: COVID-19 has created the need/choice for some students to participate in remote learning.</p>

Goal 6: Allocate funds to prepare all student while maintaining effective and efficient operations.

Performance Objective 1: The campus budget will be carefully scrutinized and allocated according to instructional needs.

Evaluation Data Sources: Campus budget

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized spending plan to address those needs.</p> <p>Strategy's Expected Result/Impact: High priority objectives will receive the appropriate funding.</p> <p>Staff Responsible for Monitoring: CPOC, principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p> <p>Problem Statement 2: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>

Goal 6: Allocate funds to prepare all student while maintaining effective and efficient operations.

Performance Objective 2: Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Evaluation Data Sources: Surveys

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) and from 5th grade to 6th grade (Rains Intermediate to Rains Jr. High) will participate in a 2-hour tour and seminar to help students transition from one campus to the other.</p> <p>Strategy's Expected Result/Impact: Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p>Staff Responsible for Monitoring: counselor, teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

Goal 7: Improve student achievement.

Performance Objective 1: Raise the Intermediate School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p>Strategy's Expected Result/Impact: The campus will receive a B rating for the STAAR Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6, 7, 8, 9, 10 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 6: 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. Root Cause: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p>Problem Statement 7: 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. Root Cause: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p>Problem Statement 8: 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. Root Cause: Not enough small group instruction and below grade level reading comprehension.</p>
<p>Problem Statement 9: 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. Root Cause: Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>
<p>Problem Statement 10: 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. Root Cause: Not enough small group instruction and below grade level reading comprehension.</p>
Student Learning
<p>Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

Goal 7: Improve student achievement.

Performance Objective 2: Raise the Intermediate Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p>Strategy's Expected Result/Impact: The campus will receive a B rating for the Relative Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 5, 9 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p>Strategy's Expected Result/Impact: The campus will receive a B rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p>Problem Statement 2: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p>Problem Statement 3: Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>

Demographics

Problem Statement 5: No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

Problem Statement 9: 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

Student Learning







Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

Goal 7: Improve student achievement.

Performance Objective 3: Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Raise the Closing the Gaps rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p>Strategy's Expected Result/Impact: The campus will receive a B rating for the Grade Level Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 7, 8, 9, 10 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Raise the Closing the Gaps rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88.</p> <p>Strategy's Expected Result/Impact: The campus will receive an A rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p>Strategy's Expected Result/Impact: The campus will receive an B rating for the English Language Proficiency category.</p> <p>Staff Responsible for Monitoring: ESL teacher, RLA teachers, TELPAS raters, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 4, 6, 7</p>	Formative		
	Nov	Jan	Mar
	0%		→

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.</p> <p>Strategy's Expected Result/Impact: The campus will receive an B rating for the Student Achievement category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p>Problem Statement 2: None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p>Problem Statement 3: Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p>Problem Statement 4: English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p>Problem Statement 5: No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Many students enter grades 3-5 below grade level in achievement.</p>
<p>Problem Statement 6: 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. Root Cause: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p>Problem Statement 7: 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. Root Cause: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p>Problem Statement 8: 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. Root Cause: Not enough small group instruction and below grade level reading comprehension.</p>
<p>Problem Statement 9: 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. Root Cause: Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>

Demographics

Problem Statement 10: 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

Student Learning

Problem Statement 1: There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Rains Intermediate is a school-wide Title I campus with the focus on increasing math and literacy for all students.

Daily intervention time is planned outside of core curriculum for all students to receive the additional instruction needed to make gains and meet state standards. This intervention is called WIN (What I Need) time, and students are assigned 60 minutes each day to specific teachers and programs that accelerate and remediate based on student data. WIN Time interventions include GT, dyslexia, ESL, special education, math, and reading.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This campus improvement plan was completed with input from appropriate stakeholders in the fall of 2020.

2.2: Regular monitoring and revision

Rains Intermediate evaluates the Title I program at least 4 times per year at the end of each nine weeks. Data is collected, disaggregated, and shared during data and CPOC meetings. At the end of the school year, the campus evaluates program implementation and design. Improvements and adjustments that are needed will be planned for the following school year.

2.3: Available to parents and community in an understandable format and language

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

2.4: Opportunities for all children to meet State standards

Rains Intermediate is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. All students have additional opportunities to grow academically through WIN Time, which is scheduled 60 minutes a day outside of the core curriculum. As part of a well-rounded education, students also receive 60 minutes a day of PE, art, music, computer, and/or library time.

2.6: Address needs of all students, particularly at-risk

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held periodically throughout the school year as part of PTO, CPOC, DEIC, Meet the Teacher, Open House, etc.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	J.C. Vance	Principal
Administrator	Amy Holmes	Asst. Principal
Classroom Teacher	Elizabeth Donley	4th Grade Teacher
Classroom Teacher	Tami Maberry	3rd Grade Teacher
Classroom Teacher	Carla Weddle	Math Interventionist
Non-classroom Professional	Dusty Asbill	Counselor
Business Representative	Darrell Dodd	Business Owner
Community Representative	Kristen McNew	Community Member
Parent	Kody Wallace	Parent

Addendums

Rain Independent School District
Rains Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 9, 2020

Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

Goals








Revised/Approved: October 5, 2020

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 1: Uses a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community at least once a week.

Evaluation Data Sources: PTO Teacher Support Helpers (Monday thru Thursday) with masks and flow tracing taking place, Principal Roundtable Meetings, Facebook Live for Friday Meetings, Facebook Live Captain's Corner

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain and recruit parents to participate in PTO activities (Volunteering, Parent/Principal Coffees). Strategy's Expected Result/Impact: Increased parent involvement and higher attendance on Family Nights Staff Responsible for Monitoring: Administrators, teachers, PTO board members</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Bilingual staff will be available to assist Spanish-speaking parents during parent/community involvement activities. Strategy's Expected Result/Impact: Parents will be comfortable to discuss concerns/ask questions, and attend campus activities. Staff Responsible for Monitoring: Principal, Dean of Students, ESL Teacher, ESL Paraprofessional</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 4 Funding Sources: Salaries - 199 State Bilingual/ESL - \$15,000</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate with parents and families at least once a week through social media, notes home, email, phone calls, and/or conferences. Strategy's Expected Result/Impact: Increased communication creates awareness, which creates support for learning. Staff Responsible for Monitoring: Principal, Dean of Students, teachers, office staff</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
	0%		100%

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide parent information nights, Face Book videos, and mail outs.</p> <p>Strategy's Expected Result/Impact: 3 Mailouts per 9 weeks and 7 Facebook Videos per 9 weeks. 3 Parent Nights per year including Meet the Teacher, Principal Round Tables, and going to community meetings when COVID restrictions are discontinued.</p> <p>Staff Responsible for Monitoring: Principal Dean of Students Office Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>

Goal 1: Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

Performance Objective 2: Increase the attendance rate from 96.2% to 97.5% by the end of 20-21.

Evaluation Data Sources: attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p>Strategy's Expected Result/Impact: increased attendance</p> <p>Staff Responsible for Monitoring: administrators, teachers, RISD Police Department</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.</p> <p>Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>

Goal 2: Develop partnerships within the community to support our students' well-being.

Performance Objective 1: Connect with the community to support students at school and outside of school in a variety of areas, from free school supplies to meals over the weekend. We will provide community engagement activities at least twice a semester.

Evaluation Data Sources: PTO, Lake Country Neighbors, Emory Baptist Church, Back Pack Buddy, Funny Frogs, Good Samaritans, Brookshire's, Miracle Faith Baptist Church, Believers Baptist Church, Austin Bank, All the parents sending snacks and supplies

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide school supplies and food to students with district and community support.</p> <p>Strategy's Expected Result/Impact: Students will have the food they need, and teachers receiving school supplies and other items to provide instruction.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Open up the school early at 7:00 a.m. and provide after-school care to families for free or at a reduced rate for students in PK-2.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and support from home</p> <p>Staff Responsible for Monitoring: administrators, program directors</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
No Progress Accomplished Continue/Modify Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 1: Continue to monitor and improve procedures for student drop-off, campus visitors, and afternoon release procedures.





Evaluation Data Sources: Amount of time to load 120 to 200 vehicles during release, accident reports, documented COVID-19 cases on the campus

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Color coded tags will be used to identify transportation option and pair students with the appropriate afternoon transportation. Information will also be included to identify who has permission to pick up the child.</p> <p>Strategy's Expected Result/Impact: Bus release procedures will be more efficient & safe. Car pick-up will decrease exit time by more than a half.</p> <p>Staff Responsible for Monitoring: Dean of Students, Staff, Director of Operations, RISD Police Dept.</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To improve safety and efficiency of student arrival and dismissal: Add a Drive Line Application to parent pick up process; increase lanes used from 2 to 3; use all seven colors.</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: No parents will be allowed on campus unless they have an office visit.</p> <p>Strategy's Expected Result/Impact: Thill will limit exposure to COVID-19.</p> <p>Staff Responsible for Monitoring: office staff, administrators</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 2: Retain our quality staff who do an awesome job for students: The campus will retain 90% of the current staff for 21-22, not including retirements. Quality staff will also be recruited to join us. We will provide a safe and supportive learning environment.

Evaluation Data Sources: Utilize our campus mentoring program, supporting our new staff by entire grade level team, utilizing First Year Teacher Academy, Principal covered days for new staff to go and observe other teachers, Superintendent Blue Jean Week Pass every semester, National Teacher Day.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide 3 extra surprise days per 9 weeks including Muffins, Coffee, Rootbeer Floats, Donuts, Breakfast, etc.</p> <p>Strategy's Expected Result/Impact: increased staff morale</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Office staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6</p>	Formative		
	Nov	Jan	Mar
	0%	0%	100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 6: More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. Root Cause: The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 3: Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.





Evaluation Data Sources: EOY SHAC report, discipline report, emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log

Strategy 1 Details	Formative Reviews		
Strategy 1: All doors on campus will remained closed and locked to protect students from an active shooter. Strategy's Expected Result/Impact: violence prevention Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The school counselor and teachers will collaborate to incorporate relevant social skills, bullying, character development, and safety curriculum throughout the school year. Strategy's Expected Result/Impact: Students will handle conflict and crisis in an age-appropriate manner. Staff Responsible for Monitoring: counselor, teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: The RISD police department will scheduled and impromptu visits on campus throughout the school year. Strategy's Expected Result/Impact: Increased visibility of law enforcement creates a feeling of safety and familiarity with staff and students. Staff Responsible for Monitoring: RISD Chief of Police, administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan. Strategy's Expected Result/Impact: Students will be able to quickly and effectively perform safety drills. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 4: Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

Evaluation Data Sources: discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model. Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP. Staff Responsible for Monitoring: administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
School Processes & Programs
<p>Problem Statement 1: The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. Root Cause: Most consequences involve a removal from the classroom.</p>

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.






Performance Objective 5: Students will participate in required physical activities to promote and track fitness and health.

Evaluation Data Sources: Fitness Gram, School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE

Goal 3: Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Performance Objective 6: Plan for rigorous, consistent instruction in Grades PK-2 that aligns with PK Standards/TEKS through weekly PLC/data meetings.

Evaluation Data Sources: MAP growth results, 9 week assessments, report cards, and observations. Assessment tools will be based on the Five Components of Reading with emphasis on phonics. Additional assessment tools will include LLI, BAS, Rigby, ESGI, Local assessments, Interim TEA assessments from 3rd grade questions, and HMH. Potential further tools will come from TEA mandate list of TX-KEA or M Class in kindergarten and M Class or TPRI in first grade. Potential use of TPRI or Dibels may be looked at.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly PLCs will be used to disaggregate data, evaluate the implications of the data, and plan for ongoing, job-embedded support to make instructional changes that will impact the data.</p> <p>Strategy's Expected Result/Impact: Staff will have more instructional strategies to address all levels of learners.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Asst. Superintendent of Curriculum/Instruction</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p>Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 4, 5, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p>Problem Statement 2: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p>Problem Statement 4: English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p>Problem Statement 7: Alignment has been limited within and across grade levels in regard to curriculum and resources. Root Cause: Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>

Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.

Performance Objective 1: Student groups such as ESL, dyslexia, 504, special education, at-risk, and students in MTSS will be evaluated and monitored for academic growth that is comparable to their peers. Any student who needs accelerated instruction will receive it.

Evaluation Data Sources: MAP, ESGI, dyslexia screener, CBA, formative assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will provide literacy support for all student groups who are eligible during WIN Time using Leveled Literacy Intervention (LLI).</p> <p>Strategy's Expected Result/Impact: Students in LLI will grow in their reading ability at an accelerated rate.</p> <p>Staff Responsible for Monitoring: interventionists, administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 4, 5, 6, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will provide math support for all student groups who are eligible during WIN Time.</p> <p>Strategy's Expected Result/Impact: Students in math intervention will grow in their math ability at an accelerated rate.</p> <p>Staff Responsible for Monitoring: interventionists, administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3, 5, 6, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p>Problem Statement 2: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>

Student Learning

Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

Problem Statement 2: Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

Demographics

Problem Statement 3: Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. **Root Cause:** Math vocabulary is difficult for students with limited English and learning disabilities.

Problem Statement 4: English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% **Root Cause:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

Problem Statement 6: More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. **Root Cause:** The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.

Problem Statement 7: Alignment has been limited within and across grade levels in regard to curriculum and resources. **Root Cause:** Teacher leadership teams have not been developed and involved with fidelity and commitment.

Student Learning

Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

Problem Statement 2: Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.

Performance Objective 2: Head Start Program funding \$75,000 for 4 year old students.

Evaluation Data Sources: Head Start budget

Goal 4: Recognize demographic changes of the district and provide support to facilitate student growth.





Performance Objective 3: If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

Evaluation Data Sources: enrollment forms verified by Region 7

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 1: Provide access to state-of-the-art technology by assigning every student at Rains Elementary 1 device for a 1:1 ratio.

Evaluation Data Sources: Internet availability, internet speed, chrome book and chargers as we go one to one, continued development of infrastructure, possible creation of personnel or a system for instructional technology or instructional technologist, and on campus technology problem solver

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will purchase, inventory, and assign a Chromebook (grades 1-2) or iPad (kindergarten) for every student at Rains Elementary.</p> <p>Strategy's Expected Result/Impact: available for at home instruction if needed; immediate ability to access Google Classroom or any instructional technology</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Technology Director, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Nov	Jan	Mar
	0%	0%	100%
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
School Processes & Programs
<p>Problem Statement 2: With the advent of the COVID 19 impact, many devices are on line at the same time. Internet speed and reliability is a problem on campus. Root Cause: Limited technology staff to quickly resolve connectivity issues.</p>

Goal 5: Provide access to state-of-the-art technology, current training, and awareness of available resources.

Performance Objective 2: Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

Evaluation Data Sources: Lesson plans, staff development records, Google Classroom participation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and staff will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need.</p> <p>Strategy's Expected Result/Impact: Staff instructional technology skills will improve.</p> <p>Staff Responsible for Monitoring: administrators, teachers, Curriculum Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 7 - Student Learning 2</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 7: Alignment has been limited within and across grade levels in regard to curriculum and resources. Root Cause: Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
Student Learning
<p>Problem Statement 2: Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. Root Cause: Schedules and PLC times were not consistent, which limited teacher planning.</p>

Goal 6: Allocate funds to prepare all students while maintaining effective and efficient operations.

Performance Objective 1: Instructional material will be adequately funded. All approved material will be implemented with fidelity and consistency. Material will be evaluated as to whether the material is grade-level appropriate and if it represents the Five Components of Reading. 100% of the campus instructional materials funds will provide resources for required content.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus/district will purchase another Second Grade LLI kit to meet the needs of students. Strategy's Expected Result/Impact: Full implementation of LLI will result in students improved literacy at an accelerated rate. Staff Responsible for Monitoring: Principal, Dean of Students, C & I Director, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 6 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%	0%	0% 100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Alternative assessments will be evaluated and purchased for the 21-22 school year that focus on the Five Components of Reading and easily show instructional changes that are needed. Example includes TPRI or other state-approved early reading screener. Strategy's Expected Result/Impact: Data will be easily interpreted for immediate instructional applications. Staff Responsible for Monitoring: intervention staff, administration, teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 5</p>	Formative		
	Nov	Jan	Mar
	0%		100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p> <p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>

Demographics

Problem Statement 6: More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. **Root Cause:** The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.





Student Learning

Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

Goal 6: Allocate funds to prepare all students while maintaining effective and efficient operations.

Performance Objective 2: Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

Evaluation Data Sources: surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) will participate in a tour/seminar to help students transition from one campus to the other.</p> <p>Strategy's Expected Result/Impact: Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p>Staff Responsible for Monitoring: counselor, teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
	0%		100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

Goal 7: Improve student achievement.

Performance Objective 1: Raise the Intermediate/Elementary School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p>Strategy's Expected Result/Impact: K-5 will receive a B rating for the STAAR Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			









Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.</p> <p>Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

Goal 7: Improve student achievement.

Performance Objective 2: Raise the Intermediate/Elementary Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

Evaluation Data Sources: The campus will receive a B rating for the Relative Performance category.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p>Strategy's Expected Result/Impact: The campus will receive a B rating for the Relative Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 5 - Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p>Strategy's Expected Result/Impact: K-5 will receive a B rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p> <p>Problem Statement 2: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>

Demographics

Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

Student Learning





Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

Goal 7: Improve student achievement.

Performance Objective 3: Raise the Intermediate/Elementary Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

Evaluation Data Sources: TAPR, www.txschools.gov

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Raise the Closing the Gaps rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p>Strategy's Expected Result/Impact: K-5 will receive a B rating for the Grade Level Performance category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Raise the Closing the Gaps rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88, which is good. Only 2 student groups did not meet Academic Growth targets.</p> <p>Strategy's Expected Result/Impact: K-5 will receive an A rating for the Academic Growth category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Jan	Mar
	0%		→
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p>Strategy's Expected Result/Impact: K-5 will receive an B rating for the English Language Proficiency category.</p> <p>Staff Responsible for Monitoring: ESL teacher, RLA teachers, TELPAS raters, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 4</p>	Formative		
	Nov	Jan	Mar
	0%		→

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.</p> <p>Strategy's Expected Result/Impact: K-5 will receive an B rating for the Student Achievement category.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 5</p>	Formative		
	Nov	Jan	Mar
	0%		→
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p>Problem Statement 2: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p>Problem Statement 3: Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p>Problem Statement 4: English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% Root Cause: EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>






Goal 7: Improve student achievement.

Performance Objective 4: Student Achievement: By the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Reading.

Evaluation Data Sources: MAP Growth Reading Report, but also look at the whole child including HMH, LLI, BAS, Rigby, and ESGI assessment growth from beginning to middle to end. LLI, BAS, and Rigby lead to instructional change. With Covid 19 impact, an achievable percentage may be 70%. Emphasis will be on growth during the year. utilize RTI/Care Team to make data driven decisions.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-2 teachers will provide remediation after 1st administration MAP Growth Reading and BAS using detailed reports outlining needed remediation areas. "Wildcat Time" will be a scheduled intervention time for ALL students.</p> <p>Strategy's Expected Result/Impact: K-2 teachers will incorporate specific skills/strategies into literacy stations daily. Strategies will be aligned with phonics curriculum, and nine week assessments will measure growth.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 5, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-2 teachers will review/revise 9 week assessments to ensure TEKS are effectively presented and mastered. TEKS Resource System, TExGUIDES, and Pacing Tools will be used as curriculum guides.</p> <p>Strategy's Expected Result/Impact: Nine week assessments will check for understanding of skills covered and allow teachers to provide interventions for skills not mastered.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 6, 7 - Student Learning 1, 2</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide additional instructional support for all students through the use of interventionists. Support will be offered for Reading instruction at all academic levels. Intervention team will work with classroom teachers to provide effective intervention strategies.</p> <p>Strategy's Expected Result/Impact: Intervention attendance will be kept to show evidence that students are attending. Ongoing progress/documentation will be evaluated by the RTI Committee.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders, RTI Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A - \$50,000, - 199 State Compensatory Education (SCE) - \$130,000</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 1: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p>Problem Statement 6: More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. Root Cause: The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.</p>
<p>Problem Statement 7: Alignment has been limited within and across grade levels in regard to curriculum and resources. Root Cause: Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
<p>Problem Statement 2: Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. Root Cause: Schedules and PLC times were not consistent, which limited teacher planning.</p>

Goal 7: Improve student achievement.

Performance Objective 5: To improve student achievement by the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Math.

Evaluation Data Sources: MAP Growth Math report, but also look at the whole child including ESGI and local observation of skills mastered. With Covid 19 impact, an achievable level may be 70%. Emphasis will be on growth during the year and the gaining of skills through out the year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-2 teachers will provide remediation after administration of MAP Growth Math K-2. Teachers will plan weekly as a team to align lessons to TEKS and create common lessons and assessments. Resources used as curriculum guides are TEKS Resource System, TExGUIDES, and Pacing Tools.</p> <p>Strategy's Expected Result/Impact: The effectiveness of team planning will be evident in the lesson plans and by the performance of students in grades K-2 on Numeracy Tests.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 5, 7 - Student Learning 1, 2</p> <p>Funding Sources: TEKS Resource System - 270 Title V, Part B, Rural Low Income - \$2,439</p>	Formative		
	Nov	Jan	Mar
			100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-2 teachers will review/revise 9 week assessments to ensure Readiness Standards are addressed.</p> <p>Strategy's Expected Result/Impact: Nine week assessments will check for understanding of skills covered and allow teachers to provide interventions for skills not mastered.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 5, 7 - Student Learning 2</p>	Formative		
	Nov	Jan	Mar
			100%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Education Galaxy computer program in computer lab and on iPad will assess students' knowledge and reteach when necessary. iPads will increase math fact fluency and help practice skills needed to master TEKS.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Numeracy and 9 weeks assessments</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3</p>	Formative		
	Nov	Jan	Mar
			100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p>Problem Statement 3: Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. Root Cause: Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p>Problem Statement 5: No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. Root Cause: Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p>Problem Statement 7: Alignment has been limited within and across grade levels in regard to curriculum and resources. Root Cause: Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
Student Learning
<p>Problem Statement 1: The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. Root Cause: Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
<p>Problem Statement 2: Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. Root Cause: Schedules and PLC times were not consistent, which limited teacher planning.</p>

State Compensatory

Budget for Rains Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$130,000.00
	6100 Subtotal:	\$130,000.00

Personnel for Rains Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Austin Griffin	Intervention		
Candice Mooring	Intervention		
Debra Luker	Intervention		
Joy Beard	Content Mastery/Art		
Julie Smith	Content Mastery		
Paula Williams	Content Mastery		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We are school wide Title One addressing reading and reading in math. We are utilizing HMH, LLI, BAS, Rigby, ESGI, and teacher observations.

We have WINTIME in place which is a 30 to 45 minute intervention plan for each class.

We have a separate dyslexia program that runs in coordination with the intervention.

We have a Fall and Spring parent meeting to talk about this program.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

We have a committee of teachers and staff from all levels of the school. We meet and discuss the improvements we seek. We pass this information on to the district wide team as well.

2.2: Regular monitoring and revision

We monitor increases in performance weekly in quick observation and mini assessments. We monitor long term increases and success with beginning of the year, middle of the year, and end of the year assessments.

Teachers are all highly qualified and certified.

2.3: Available to parents and community in an understandable format and language

Parents and community receive letters on testing results with notes on how to read results.

Parents and community are invited to the Principal Roundtable where the principal and department heads talk about their programs.

Facebook videos are posted on testing and data.

2.4: Opportunities for all children to meet State standards

We are placing an emphasis on front end learning with standards and TEKS used to create lesson plans to reach goals.

Goals and assessments at the 9 week periods are created prior to lesson plan construction.

2.5: Increased learning time and well-rounded education

This year the school day starts at 7:45 am and ends at 3:30 pm. An additional 20 minutes a day has been added.

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when there are violations of the Student Code of Conduct.

2.6: Address needs of all students, particularly at-risk

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy and Compact has already been created and is revised annually with stakeholder input.

This will be passed out at each Principal Roundtable.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held periodically throughout the school year as part of PTO, CPOC, DEIC, Meet the Teacher, Open House, etc.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine McAllister	Kindergarten		
Pam Cole	ESL		
Wendy Thurman	Intervention		

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Bill Morgan	Principal
Administrator	Lori Dickens	Dean of Students
Classroom Teacher	Stephanie Hurley	Kindergarten Teacher
Classroom Teacher	Christine McAllister	Kindergarten teacher
Classroom Teacher	Teresa Burns	Dyslexia Teacher
Classroom Teacher	Jennifer Pederson	2nd grade teacher
Classroom Teacher	Diane Coffman	PK teacher
Classroom Teacher	Lori Sheppard	2nd grade teacher
Non-classroom Professional	Stacey Whitehead	Counselor
Classroom Teacher	Holly Thomas	1st grade teacher
Business Representative	Eric Velasquez	Business Owner
Community Representative	Christopher Bennett	Community Member
Parent	Kailee Bennett	Parent

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	4	3			\$130,000.00
Sub-Total					\$130,000.00
Budgeted Fund Source Amount					\$130,000.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	4	3			\$50,000.00
Sub-Total					\$50,000.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$0.00
Grand Total					\$180,000.00

Addendums

**RAINS INDEPENDENT SCHOOL DISTRICT
2020-2021 Violent / Criminal Incidents**

Campus	Reason Type Code	Number of Incidents
Elementary School (425 students)	None	0
Intermediate School (388 students)	26	1
Junior High School (397 students)	04	1
	26	1
	41	6
High School (457 students)	04	13
	05	2
	18	1
	26	1
	41	7

Reason Code Description:

- 04 = Marijuana or other Substances**
- 05 = Alcohol**
- 18 = Indecency with a Child**
- 26 = Terroristic Threat**
- 41 = Fighting/Mutual Combat**

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
RIVER ROAD ISD								
	188902001 RIVER ROAD H S							
	Four-Year Public University	10	5	1	2	0	2	0
	Two-Year Public Colleges	25	3	3	3	10	5	1
	Independent Colleges & Universities	2						
	Not Trackable	0						
	Not Found	44						
	Total High School Graduates	81						
PRESIDIO								
PRESIDIO ISD								
	189902001 PRESIDIO H S							
	Four-Year Public University	35	6	7	5	8	9	0
	Two-Year Public Colleges	15	6	2	0	5	2	0
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	47						
	Total High School Graduates	98						
RAINS								
RAINS ISD								
	190903001 RAINS H S							
	Four-Year Public University	22	2	2	5	7	6	0
	Two-Year Public Colleges	22	7	4	4	3	3	1
	Independent Colleges & Universities	1						
	Not Trackable	1						
	Not Found	53						
	Total High School Graduates	99						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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



RISING ABOVE

School Board Recognition Month

January 2022

**Non Payroll
Expenditures
December 2021**

Account Number Fnd	2021-22 Revised Budget	2021-22 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	382,631.00	346,021.12	36,609.88
199 E 11 --- INSTRUCTION	701,503.00	357,899.65	343,603.35
199 E 12 --- INST. RESOURCES & MEDIA SVCS	51,380.00	20,389.26	30,990.74
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	102,413.00	20,840.93	81,572.07
199 E 21 --- INSTRUCTIONAL LEADERSHIP	63,650.00	14,662.53	48,987.47
199 E 23 --- SCHOOL LEADERSHIP	33,450.00	12,058.99	21,391.01
199 E 31 --- GUIDANCE & COUNSELING	56,845.00	40,723.30	16,121.70
199 E 32 --- SOCIAL WORK SERVICES	74,000.00	70,000.00	4,000.00
199 E 33 --- HEALTH SERVICES	4,550.00	9,931.79	-5,381.79
199 E 34 --- PUPIL TRANSPORTATION	339,200.00	77,881.30	261,318.70
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	160,313.00	85,011.07	75,301.93
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,103,525.00	432,079.72	671,445.28
199 E 52 --- SECURITY & MONITORING SERVICES	63,000.00	21,726.14	41,273.86
199 E 53 --- DATA PROCESSING SERVICES	105,500.00	113,138.68	-7,638.68
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT SERVICE	0.00	0.00	0.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	316,003.00	154,042.01	161,960.99
		0.00	0.00
240 E 35 --- FOOD SERVICES	424,000.00	422,854.66	1,145.34
	3,981,963.00	2,199,261.15	55.2% 1,782,702
			33.3% of year

**Payroll
Expenditures
December 2021**

Account Number Fnd	2021-22 Revised Budget	2021-22 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	463,158.00	143,541.56	319,616
199 E 11 --- INSTRUCTION	8,924,208.00	2,929,206.57	5,995,001
199 E 12 --- INST. RESOURCES & MEDIA SVCS	146,166.00	49,364.21	96,802
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	102,197.00	57,940.16	44,257
199 E 21 --- INSTRUCTIONAL LEADERSHIP	283,851.00	91,383.91	192,467
199 E 23 --- SCHOOL LEADERSHIP	967,513.00	333,149.84	634,363
199 E 31 --- GUIDANCE & COUNSELING	577,181.00	194,086.26	383,095
199 E 32 --- SOCIAL WORK SERVICES	0.00	823.97	-824
199 E 33 --- HEALTH SERVICES	115,028.00	38,557.51	76,470
199 E 34 --- PUPIL TRANSPORTATION	687,093.00	219,027.21	468,066
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	507,801.00	160,055.49	347,746
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,195,999.00	389,633.74	806,365
199 E 52 --- SECURITY & MONITORING SERVICES	47,166.00	15,625.81	31,540
199 E 53 --- DATA PROCESSING SERVICES	0.00	0.00	0
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0
199 E 99 --- Other Intergovernmental	0.00	0.00	0
240 E 35 --- FOOD SERVICES	368,852.00	135,054.99	233,797
	14,386,213.00	4,757,451.23	33.1% 9,628,762 33.3% of year

Expenditures
December 2021

Account Number Fnd	2021-22 Revised Budget	2021-22 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	845,789.00	265,654.51	580,134.49
199 E 11 --- INSTRUCTION	9,625,711.00	3,287,106.22	6,338,604.78
199 E 12 --- INST. RESOURCES & MEDIA SVCS	197,546.00	69,753.47	127,792.53
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	204,610.00	78,781.09	125,828.91
199 E 21 --- INSTRUCTIONAL LEADERSHIP	347,501.00	106,046.44	241,454.56
199 E 23 --- SCHOOL LEADERSHIP	1,000,963.00	345,208.83	655,754.17
199 E 31 --- GUIDANCE & COUNSELING	634,026.00	234,809.56	399,216.44
199 E 32 --- SOCIAL WORK SERVICES	74,000.00	70,823.97	3,176.03
199 E 33 --- HEALTH SERVICES	119,578.00	48,489.30	71,088.70
199 E 34 --- PUPIL TRANSPORTATION	1,026,293.00	296,908.51	729,384.49
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	668,114.00	245,066.56	423,047.44
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	2,299,524.00	821,713.46	1,477,810.54
199 E 52 --- SECURITY & MONITORING SERVICES	110,166.00	37,351.95	72,814.05
199 E 53 --- DATA PROCESSING SERVICES	105,500.00	113,138.68	-7,638.68
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT PAYMENT	0.00	0.00	0.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	316,003.00	154,042.01	161,960.99
240 E 35 --- FOOD SERVICES	792,852.00	364,706.60	428,145.40
	18,368,176.00	6,539,601.16	35.6% 11,828,574.84
			33.3% of year

Rains High School Course Catalog 2022-2023



**Responsible Hardworking Students Create Adults That
Succeed!**

Rains High School
1755 W. U.S. Highway 69
Emory, TX 75440
(903) 473-2222

RHS Course Catalog 2022-2023

Rains High School Students,

We are very pleased to present the Rains High School Course Catalog. Please use it as a guide for designing a successful academic path at RHS. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the Armed Forces, or move directly into a chosen career upon your graduation from Rains? You will need to be enrolled in the courses our state has mandated, but you may choose electives that will lead you to your future goals.

Rains Independent School District is committed to guiding you in making your future goals a reality. We are extremely fortunate to have the staff and course offerings that will provide you with an endorsement in the area(s) of your choosing. Additionally, as you are charting your course for your future, take a close look at our honors and dual credit offerings. Numerous pathways and honors options are available over the course of your high school career. We also strongly encourage you to become and remain an active member of our campus life. Consider one of our many clubs, organizations, and/or extracurricular activities!

We look forward to the coming school year and want it to be a positive building block for your future, and we take our partnership in your educational success very seriously. We are committed to excellence and your academic success, now and in the future!

Jennifer Moore, M. Ed.
RHS Dean of Students

Lindsay Morgan, Ed. D.
RHS Principal

Jeana Penny, M.Ed.
RHS Counselor

Rains ISD Shared Mission

*Rains ISD provides a **safe and innovative learning environment** that nurtures a **growth mindset**, offers resources and opportunities that **maximize each student's potential**, and inspires **life-long learners** in an ever-changing world.*

RISD Vision

In the pursuit of excellence:

- *We value community **partnerships**.*
- *We encourage **communication**.*
- *We embrace **challenges**.*
- *We celebrate **growth and success**.*

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GENERAL INFORMATION

Grade Classification

A student in grades 9-12 will be advanced with their cohort based on the number of course credits earned. Students who accelerate or intend on graduating early will be reclassified as a senior upon successful completion of the appropriate number of credits.

Earned Credits	Earned Classification
6.5	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

Class Load

All students must take a full class load each semester. Options for work study will be considered upon completion of appropriate application.

Scheduling

Rains High School operates on a traditional 8-period schedule.

Schedule Changes

Course selections made during pre-registration are considered final. Any request for a change in course(s) after spring registration must be made in writing. Changes at the beginning of the school year will be limited due to the effect those changes have on classroom enrollment and the disruption of classroom instruction.

Testing Requirements

Students will be required to demonstrate success on the following STAAR End-of-Course (EOC) Exams to meet graduation requirements: Algebra I, Biology, English I, English II, and U.S. History.

Registration Information

- The RHS Counselor will schedule academic conferences with students and parents to ensure proper academic placement. These conferences take place late January through early February.
- After academic counseling has been completed, students will select their desired courses.
- Teachers/staff are hired (as needed) and the master schedule is set, with careful attention to class sizes. Staffing needs are dependent upon the integrity of the course selection process.
- Courses listed in this catalog are subject to student selection patterns and staffing availability, and though offered may not actually become part of the final master schedule.

ESSENTIALS FOR GRADUATION

I. ATTENDANCE

Students must comply with all local and state laws regarding attendance and awarding of credit.

II. COURSE REQUIREMENTS

For students entering the ninth grade in the fall of 2014 or later, the Foundation Plan with a selected endorsement is the default graduation plan. (Committee and parent approval after completion of 10th grade will be required for a student to graduate on the Foundation Plan.) *See Graduation Credit Requirements on p. 2

All students shall complete a minimum of:

26 units of credit to receive a high school diploma on the **Foundation High School Plan,**

or

28 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement,**

or

28 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement and Distinguished Achievement**

III. TEST REQUIREMENTS

Students entering the ninth grade in 2011 and later must successfully complete the required measures of the State of Texas Assessments of Academic Readiness (STAAR) for high school graduation.

GRADE REPORTING

Each year is divided into two semesters. Report cards will be issued at nine-week intervals during the school year. A student may earn credit for each semester if the passing semester average is a 70 or higher. A student may earn yearly credit for courses in which the first and second semester average to a 70 or higher (for students completing first semester courses at Rains High School).

FOUR YEAR PLANS

Prior to entering high school, each student will meet with the high school counselor to develop a 4-year Personal Graduation Plan (PGP) that outlines the courses the student will take throughout high school. The PGP serves as a guide for the student and may be changed as needed from year to year.

GRADUATION CREDIT REQUIREMENTS

Course	Foundation Plan	Foundation Plan w/Endorsement	Foundation Plan w/Endorsement & Distinguished Achievement
English	4 Credits	4 Credits	4 Credits
Mathematics Algebra I & Geometry Required	3 Credits	4 Credits	4 Credits Algebra II Required
Science Biology Required	3 Credits	4 Credits	4 Credits
Social Studies World Geography OR World History, US History & Government/Economics Required	4 Credits	4 Credits	4 Credits
Languages other than English (LOTE)	2 Credits	2 Credits	2 Credits
Physical Education	1 Credit	1 Credit	1 Credit
Fine Arts	1 Credit	1 Credit	1 Credit
Electives *Next Step (Required Elective)	8 Credit	8 Credit	8 Credit
TOTAL Credits Required	26 Credits	28 Credits	28 Credits

Available Endorsements:

STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary

CAREER AND TECHNICAL PROGRAMS- Career and Technical Education programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

ENDORSEMENTS- Under House Bill 5, students may graduate, not only with a high school diploma, but they may also earn an endorsement. An endorsement is a formal acknowledgement that a student has completed a program of studies in a specific discipline. A student may choose one of the endorsement-focused plan that RHS has to offer. Each specific plan satisfies the requirement of one of the five endorsement areas:

- Business and Industry
- Public Service
- Science, Technology, Engineering and Mathematics (STEM)
- Arts and Humanities
- Multidisciplinary

Endorsements Pathways

(**Indicates future courses offered)

Business & Industry

Sequence	Required Courses
Animal Science	Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Livestock Production Level 3: Advanced Animal Science Level 4: Practicum in Agriculture, Food, & Natural Resources
Applied Agricultural Engineering	Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Agriculture Mechanics and Metal Technologies Level 3: Agriculture Power Systems OR Agriculture Equipment Design & Fabrication Level 4: Practicum in Agriculture, Food, & Natural Resources
Digital Communications	Level 1: Principles of Arts, A/V Technology and Communication Level 2: Audio/Video Production I/Lab Level 3: Audio Video Production II/Lab Level 4: **Practicum of Audio/Video Production
Information Technology Support and Services	Level 1: Principles of Information Technology- Tech Squad I Level 2: Computer Maintenance Lab- Tech Squad II Level 3: **Computer Technician Practicum- Tech Squad III Level 4: **Computer Technician Practicum (Second Time Taken)- Tech Squad IV

Plant Science	<p>Level 1: Principles of Agriculture, Food, & Natural Resources</p> <p>Level 2: Greenhouse Operation & Production</p> <p>Level 3: Floral Design/Lab</p> <p>Level 4: Practicum in Agriculture, Food, & Natural Resources OR Advanced Floral Design</p>
Plumbing and Pipefitting	<p>Level 1: Principles of Construction</p> <p>Level 2: **Plumbing Technology I</p> <p>Level 3: **Plumbing Technology II</p> <p>Level 4: Practicum in Construction Technology</p>
Design & Multimedia Arts	<p>Level 1: Digital Media</p> <p>Level 2: Graphic Design & Illustration I</p> <p>Level 3: Graphic Design & Illustration II/Lab</p> <p>Level 4: Practicum in Graphic Design</p>
Accounting & Financial Services	<p>Grade 9: Principles of Business, Marketing, & Finance</p> <p>Grade 10: Financial Mathematics</p> <p>Grade 11: Accounting I</p> <p>Grade 12: Accounting II and/or Practicum of Business Management</p>

Public Services

Sequence	Required Courses
Teaching & Training	<p>Level 1: Principles of Human Services</p> <p>Level 2: Child Development</p> <p>Level 3: Instructional Practices</p> <p>Level 4: Practicum in Education</p>
Culinary Arts	<p>Level 1: Introduction to Culinary Arts</p> <p>Level 2: Culinary Arts</p> <p>Level 3: Advanced Culinary Arts</p> <p>Level 4: Practicum in Culinary Arts</p>
Cosmetology	<p>Level 1: Introduction to Cosmetology</p> <p>Level 2: Cosmetology I or I w/Lab</p> <p>Level 3: Cosmetology II or II w/Lab</p> <p>Level 4: Practicum in Human Services</p>

Healthcare Diagnostics	Level 1: Principles of Health Science Level 2: Medical Terminology Level 3: Health Science Theory and/or Anatomy & Physiology Level 4: Practicum in Health Science and Anatomy & Physiology (if not previously taken)
Emergency Medical Technician	Level 1: Principles of Health Science Level 2: Medical Terminology Level 3: Emergency Medical Technician – Basic, (Anatomy and Physiology recommended) Level 4: **Emergency Medical Technician –Basic OR Practicum in Health Science (EMT), and Anatomy & Physiology (if not previously taken)

Science, Technology, Engineering, and Mathematics (STEM)

Sequence	Required Courses
Science	Level 1: Biology Level 2: Chemistry AND Physics Level 3: Advanced Science Course Level 4: Advanced Science Course
Math	Level 1: Algebra I AND Geometry Level 2: Algebra II Level 3: Advanced Math Course Level 4: Advanced Math Course *Chemistry AND Physics must also be taken for STEM Math endorsement.
Engineering	Level 1- Engineering Essentials Level 2- Engineering Design and Development Level 3- Engineering Science Level 4- Engineering Design and Problem-Solving

Arts and Humanities

Sequence	Required Courses
Fine Arts	Level 1: Art, Theater, or Band I Level 2: Art, Theater, or Band II

	Level 3: Art, Theater, or Band III Level 4: Art, Theater, or Band IV
Social Studies	Level 1: World Geography Level 2: World History or College History Level 3: US History Level 4: Government & Economics *Additionally: Psychology & Sociology (Dual Credit w/TVCC)

Multidisciplinary Studies

Sequence	Required Courses
Advanced Courses	Any four advanced courses
Core Courses	Four credits in foundational subject areas and includes Chemistry and/or Physics AND English IV
Advanced Placement & Dual Credit	Four credits in any Advanced Placement & Dual Credit courses

Certifications

CTE Endorsement	Certification earned	Class to earn certification
Animal Science	Certified Vet Assistant	Livestock Prod/Adv Animal Sci
	OSHA 30 Hour General Industry	Principles of Ag
Applied Agricultural Engineering	NCCER Core Curriculum	Ag Mechanics
	NCCER Welding 1	Ag Power/Ag Fab
	OSHA 30 Hour General Industry	Principles of Ag
Digital Communication	Adobe Certified Associate (ACA)-After Effects	Principles of A/V Tech and Communication II or Practicum of A/V Tech
Information Technology Support and Services	CompTIA IT Fundamentals	Practicum of Information Technology (Tech Squad IV)

Plant Science	TX State Floral Assoc. Basic Skills	Floral Design
	TX State Floral Assoc. Level 1	Floral Design/Practicum
	OSHA 30 Hour General Industry	Principles of Ag
Plumbing and Pipefitting	Tradesman Plumber – Limited License	Practicum in Construction Technology
Design & Multimedia	Adobe Certified Assoc.-Photoshop	Graphic Design 2 or Practicum in Graphic Design
	Adobe Certified Assoc.-Illustrator	Graphic Des 2 or Practicum in Graphic Design
Accounting & Financial Services	Intuit QuickBooks Certified User	Accounting 1 or Accounting 2
Teaching and Training	Educational Aide 1	Practicum in Education and Training
Culinary Arts	Certified Fundamentals Cook	Culinary Arts
	ServSafe Manager	Advanced Culinary Arts or Practicum in Culinary Arts
Cosmetology	Cosmetology Operator License	Practicum in Human Services
Healthcare Diagnostics	CPR, First Aid	Principles of Health Science
	Phlebotomy Tech	Practicum in Health Science
EMT (Health Science)	Emergency Medical Technician - Basic	EMT- Basic or Practicum in Health Science
Law Enforcement	Non-Commissioned Security Officer Level II	Law Enforcement II or Practicum in Law
	Emergency Telecommunicator	Law Enforcement II or Practicum in Law

**Certifications are not guaranteed and are contingent upon student completion of the certification requirements, i.e., trainings and exams.*

CREDIT BY EXAM

Students may receive credit for some courses through Credit by Exam as outlined in the Student Handbook and in accordance with state and local policy. Please refer to the RHS Student Handbook and/or school board policy EHDB (LOCAL) and EHDC for more information.

ADVANCED PLACEMENT & HONORS COURSES

Recommended Enrollment Requirements:

1. Grades: Overall average of 90 or above in the previous course in the same academic area as the advanced course for which the request is being made (85 or above if the previous course was an advanced course).

2. STAAR: Achieved at least “Meets Grade Level” on the most recent state assessment in the same academic area as the advanced course for which the request is being made.

3. Teacher Approval: the teacher of record in the enrolled course will complete a review at the 3-week grade mark during the first 9 weeks of the semester. At this time, any student not being successful in the course, who may lose credit due to a failing grade point average, may be removed from the course, at the teacher’s discretion and with approval from an administrator.

**Advanced courses currently offered at RHS:
(These courses will be considered honors weighted on the GPA scale)**

LANGUAGE ARTS

Honors English I
Honors English II
Honors English III
Advanced Placement English IV

SCIENCE

Honors Biology
Honors Chemistry
Honors Physics
Anatomy & Physiology
Advanced Animal Science

MATHEMATICS

Honors Algebra I
Honors Geometry
Honors Algebra II
Pre-Calculus (Class of 2025 and beyond)
AP Calculus AB

SOCIAL STUDIES

Honors U.S. History
Honors World History
Honors World Geography

OTHER

Honors Spanish III
Honors Spanish IV

DUAL CREDIT PROGRAM

Students may take college courses and receive dual credit through our partner schools, Texas A&M University-Commerce (TAMU-C) and Trinity Valley Community College (TVCC). All courses taken through TAMU-C are face-to-face with an instructor on campus at least two days a week, while most courses taken through TVCC are online. Students who choose to take online courses will be given an “online” and/or “study hall” class period to complete these dual credit courses. The student is responsible for all tuition fees to the partner school in which the student is enrolled. Rains ISD purchases the required textbooks for each course. Please visit the RHS Counseling Center for more information.

Dual Credit Course Sequence

There are 3 Dual Credit pathways that a student can follow while at Rains High School.

- **Dual Credit Basic**-a student takes just a few courses during their high school to transfer to their college of choice after graduation.
- **Dual Credit Core Complete**-a student can complete 42 semester hours that will transfer to any public college or university in the state of Texas.
- **Dual Credit Associates degree**-a student can complete 60 semester hours and will receive an Associate of Arts degree, Liberal Arts major (AA), or the Associate of Arts degree, Teaching major (AAT) from TVCC.

What does it mean to be core complete?

To receive a bachelor's degree from a public university, Texas law requires that students complete a core curriculum of 42 credit hours. Each college or university identifies which of its courses fit into the core curriculum.

- Bachelor degree programs consist of two components: core curricular coursework and coursework required for major area of study.

What are the Benefits?

- If you complete the core curriculum with grades of "C" or better and transfer, **the entire core curriculum transfers and substitutes for the core curriculum you would have taken at your state college or university.**
- Many courses within the "core" also meet high school graduation requirements.
- Students can complete coursework that also may be required for bachelor's degree programs.
- Saves students/parents money on college tuition.
- Significantly reduces the amount of time required to receive a bachelor's degree.

Core Curriculum from TVCC

To see description of courses at TVCC click [here](#) or <https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/>

Core Curriculum:

Core Component Area	College Course Number	College Course Name	High School Course	HS Credit
Communications (6 semester hours)	ENGL 1301 & ENGL 1302	English Composition 1 English Composition 2	English 3	1
Mathematics (3 semester hours)	MATH 1314	College Algebra	Independent Study in Math	1
Life & Physical Science (8 semester hours)	BIOL1406 BIOL 1407 OR	Biology for Science Majors I Biology for Science Majors II	Scientific Research and Design	1

	BIOL 1408 BIOL 1409	Biology for Non-Science Majors I Biology for Non-Science Majors II		
Creative Arts (3 hours)	ARTS 1301	Art Appreciation	Art 1	½
Language/Philosophy/ Culture (choose 1 course- 3 semester hours)	HUMA 1301 SPAN 2311 ENGL 2322	Introduction to Humanities Intermediate Spanish I British Literature I	Humanities 1 Spanish 3 English 4	½ 1 ½
History (6 semester hours)	HIST 1301 & HIST 1302	United States History to 1877 United States History from 1877	US History	1
Government (6 semester hours)	GOVT 2305 GOVT 2306	US Government and Constitution Texas Government and Constitution	US Government Special Topics in Social Studies	½ ½
Social/Behavioral Science (choose 1 course-3 semester hours)	ECON 2301 PSYC 2301 SOCL 1301	Principles of Macroeconomics General Psychology Introduction to Sociology	Economics Psychology Sociology	½ ½ ½
Component Area Requirement (choose 2 courses)		**see below for other suggestions or visit https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/		
Other course offerings for High School credit: **Speak with your counselor before taking additional courses not on the list**	BCIS 1305 ARTS 1303 SPCH 1315 MATH 2312 ENGL 2323	Business Computer Applications Art History 1 Public Speaking Pre-Calculus Math British Literature II	Bus. Information Mangt. Art 1 (required for full art credit) Communication Application Pre-Calculus English 4 (required for full Eng. credit)	1 ½ ½ 1 ½

Recommended Sequence: *courses are 3 semester course hours unless otherwise noted.

	Dual Credit- Basic	Dual Credit-Core (42 HOURS)	Dual Credit- Associates (60 HOURS)
9th grade			BCIS 1305 ARTS 1301 & ARTS 1303# EDUC/PSYC 1300
10th grade		ARTS 1301 & ARTS 1303**	SOCI 1301# PSYC 2301#

		SPCH 1315 GOVT 2306 EDUC/PSYC 1300	SPCH 1315 GOVT 2306
11th grade	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE)	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE)	HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE)
12th grade	SPCH 1315 GOVT 2306 & GOVT 2305 ECON 2301 MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE)	MATH 1314 (TAMU-C COURSE) MATH 2312*** (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323**	MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323#
Summer school or online	HUMA 1301 OR SPAN 2311	HUMA 1301 OR SPAN 2311	HUMA 1301 OR SPAN 2311
	POSSIBLE 27 HOURS	42 HOURS + 9 HOURS ELECTIVE **COURSES ARE NOT PART OF CORE BUT REQUIRED FOR HS CREDIT	65 hours # COUNT TOWARDS ELECTIVE HOURS

Other TVCC pathways:

For additional information about other pathways click [here](https://coursecatalog.tvcc.edu/pathways/) or <https://coursecatalog.tvcc.edu/pathways/>

Pathway	Dual Credit Opportunity
Cybersecurity	ITNW 1358, ITNW 1325, ITSY 1300, ITSY 1342
Cloud Computing	ITNW 1308, ITSC 1316, BCIS 1305, ITNW 1309, ITNW 1336, ITSC 1315, ISW 1307, COSC 1336, ITNW 2327, ITNW 2329

Robotic Technology	RBTC 1241, RBTC 1243, RBTC 1245, RBTC 1305, RBTC 2239
Accounting	ACNT 1303, ACNT 1304, ACNT 1313, ITSW 1304, BCIS 1305, PSYC 1300, BUSG 1301, POFT 1301, ENGL 2322, ECON 2301, MATH 1332, ENGL 1301
Business Management	BCIS 1305, BUSG 1301, POFI 2301, ITSW 1304, POFT 2312, BUSG 2309, PSYC 1300, ACNT 1303, ACNT 1311, MATH 1332, POFT 1301, ECON 2301, ENGL 2322, ENGL 1301
Law Enforcement	CJSA 1322, CJSA 1312, CJCR 1307, CJSA 1348, CJSA 1342, CJSA 1327, ENGL 1301, PSYC 1300, CJSA 1317, CJSA 1313, MATH 1332, ENGL 2322, GOVT 2305/2306, CJSA 1359, POFT 2312, PSYC 2301

Dual Credit Requirements:

1. Acceptance to the college/university
2. Complete TSI Assessment (TSIA2) (limit of 3 attempts), unless exempt through ACT/SAT/EOC or Texas College Bridge
3. Approval from high school counselor and/or Dean of Students
4. Meet ALL scheduled deadlines for dual credit advising and enrollment

TSIA2 Testing

Testing or proof of testing is required for registration for academic dual credit classes. Students must meet the requirements of the Texas Success Initiative (TSIA2) for the subject(s) that correspond to the course. (ie. math course=pass math TSI). RHS is a TSIA testing site and will offer 2 FREE tests per subject (math, ELA). If an additional test is required in order to pass, the cost is \$10 (each).

Passing scores administered AFTER January 11, 2021

Mathematics	Greater than or equal to 950 OR Less than 950 PLUS a diagnostic = 6
English Language Arts	Greater than or equal to 945 AND essay greater than or equal to 5 OR Less than 945 AND essay greater than or equal to 5 AND diagnostic greater than or equal to 5.

To learn more about the TSIA2 click [here](https://accuplacer.collegeboard.org/accuplacer/pdf/tsia2-interpreting-your-scores.pdf) or <https://accuplacer.collegeboard.org/accuplacer/pdf/tsia2-interpreting-your-scores.pdf>

Texas College Bridge

The Texas College Bridge Program is a free program for juniors and seniors that have not demonstrated college readiness in math and/or English. Students are invited to take this

online, personalized college prep course. Students may work at their own pace and will be monitored by a staff member that can provide assistance, if needed. When complete, the student will earn course credit and possibly a TSI exemption, depending on their intended college.

For more information about Texas College Bridge: <https://texascollegebridge.org/student/>

A list of participating college/universities can be found on the Texas College Bridge website:

<https://drive.google.com/file/d/1vjrmg2O4NdCfCtFtl-JSxzefto9rKsyd/view>
College Transfer Concerns: Things to Consider Regarding Credit Transfer

College Transfer Concerns: Things to Consider Regarding Credit Transfer

1. It is the student's responsibility to check with the institution they plan to transfer to, concerning the transferability of a course before they register for the course. Some private universities will not accept college credit if used for high school credit.
2. Texas public colleges and universities generally transfer courses which have common course numbers and designations. For example: ENGL 1301 is a common course that all Texas public colleges and universities carry. If a course does not carry the same number or designation at the transferring institution it may or may not transfer. The student should contact the receiving institution with concerns regarding transferability.
3. When a course transfers from one institution to another, the course may not count toward the courses needed for completion of a particular major. Transfer guides for most Texas institutions are available through the TVCC or TAMU-C advisors. The student is responsible for checking with the receiving institution regarding required courses for particular majors.
4. Private and out-of-state institutions will decide which courses will transfer individually. The student must contact the private or out-of-state institution to determine if a course will transfer.

COURSE DESCRIPTIONS

All courses listed in this guide will be open for students to request in the spring when choosing classes for the next school year. However, due to the number of student requests and available staffing, every course listed may not make the final schedule of classes.

ENGLISH LANGUAGE ARTS

ENGLISH I

Service ID: 03220100

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

English I studies include grammar and various types of literature, i.e. the novel, short story, drama, poetry. Students will read and study at least one novel per semester in class and also work to improve writing skills and oral communication. While various forms of writing may be explored, this course focuses on expository writing techniques. Preparation for the English I STAAR EOC is an integral part of this course.

Honors ENGLISH I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English I, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH I for Speakers of Other Languages

Service ID: 03200600

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

ESOL I is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English I with a focus on developing students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH II

Service ID: 03220200

Grade Level: 10

Prerequisite(s): English I

Credit: 1 English Language Arts credit

English II studies involve students assimilating information, drawing conclusions, and expressing ideas in both oral and written composition for effective communication. In order to enhance composition, a sound vocabulary is stressed in readings of various prose and poetry selections from the adopted textbook and supplemental novels. Increased comprehension of figurative, literal and implied meanings is facilitated. Grammar and writing mechanics are stressed to strengthen writing skills. While various forms of writing may be explored, this course focuses on persuasive writing techniques. Preparation for the English II STAAR EOC is an integral part of this course.

Honors ENGLISH II

Grade Level: 10

Prerequisite(s): English I, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English II, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH II for Speakers of Other Languages

Service ID: 03200700

Grade Level: 10

Prerequisite(s): English I or ESOL I

Credit: 1 English Language Arts credit

ESOL II is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English II with a focus on the continued development of students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH III

Service ID: 03220300

Grade Level: 11

Prerequisite(s): English II

Credit: 1 English Language Arts credit

English III covers American Literature from the Colonial era through the present, with emphasis on analytical structure appropriate for understanding each genre, i.e. prose, poetry, short fiction, the novel, etc. This course is designed to introduce students to various American authors and literary movements. Students are presumed to have basic knowledge of English grammar, mechanics, and rhetoric, and the course focuses on refining and expanding these skills. Emphasis will be on coherence, ideas, elaboration, and organization. While various forms of writing may be explored, this course focuses on analytical writing techniques.

Honors ENGLISH III

Grade Level: 11

Prerequisite(s): English II, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English III, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study.

ENGLISH IV

Service ID: 03220400

Grade Level: 12

Prerequisite(s): English III

Credit: 1 English Language Arts credit

English IV prepares students to make personal progress in speaking, listening, reading, and writing. British literature, from its origins to the present, is a major area of study in this course. Oral discussion and written composition related to the literature enables the student to understand characters and conflicts, as well as improve upon communication skills. Literary analysis and argumentative writing are emphasized, and preparation for college English is an integral part of this course.

Advanced Placement (AP) ENGLISH Literature and Composition

Service ID: A3220200

Grade Level: 12

Prerequisite(s): English III, approval needed

Credit: 1 English Language Arts credit

The AP English Literature and Composition course is aligned with introductory, college-level literary analysis and writing. Students are engaged in various forms of writing opportunities, including reading response journals, reaction writing, timed writings, expository/argumentative writings, critical analyses, and additional creative writing. This course allows students to read a mixture of British, American, and World Literature. The readings engage students in the study of major authors, periods, genres, and themes—with a focus on drama, fiction, poetry, and prose. Students will be expected to closely read selections and examine the use of language, structure, style, and theme, as well as smaller elements like figurative language, imagery, symbolism, tone, attitude, diction, and mood and analyze how it affects a literary work.

READING I-II

Service ID:

03270700

03270800

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Elective credit

Reading I-II offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. These courses are designed to help struggling students be successful on their English STAAR EOC's.

COLLEGE ENGLISH PREP

Service ID: CP110100

Grade Level: 11-12

Prerequisite- None

Credit: 1 Elective credit

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s).

MATHEMATICS

ALGEBRA I

Service ID: 03100500

Grade Level: 9

Prerequisite(s): None

Credit: 1 Mathematics credit

Algebra I provides students a foundation for advanced mathematics courses in high school. This course focuses on algebraic thinking and symbolic reasoning that can be used to generalize mathematical situations; the relationship between equations and functions, and function concepts; representations, tools, and technology for expressing functions; and equations and the underlying mathematical processes of Algebra. Preparation for the Algebra I STAAR EOC is an integral part of this course.

Honors ALGEBRA I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra I, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness. Preparation for the Algebra I STAAR EOC is an integral part of this course.

GEOMETRY

Service ID: 03100700

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Mathematics credit

Geometry provides students the opportunity to study concepts and skills involving the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. Students will connect algebraic concepts to geometric ideals and real-world applications.

Honors GEOMETRY

Grade Level: 9-10

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Geometry, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

ALGEBRA II

Service ID: 03100600

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

Algebra II allows students to build on knowledge and skills learned in Algebra I and Geometry. Students will further their study of quadratic functions, exponential functions, and systems of equations, as well as study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Connections between functions and their inverses and associated equations and solutions will be made mathematically and applied to real-world situations.

Honors ALGEBRA II

Grade Level: 10-12

Prerequisite(s): Algebra I, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra II, as well as prepare students for future advanced level courses such as Pre-Calculus and College Math. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

MATHEMATICAL MODELS WITH APPLICATIONS

Service ID: 03102400

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

Math Models is a course designed to allow students to continue to build on their K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. This course requires students to use problem solving, language and communication, mathematical connections, and reasoning skills and involves practical applications in banking, credit cards, taxes, 1040 Forms, and investments concepts. This course **must be taken prior to Algebra II** if a student plans to complete their fourth year of math in Algebra II.

PRE-CALCULUS

Service ID: 03101100

Grade Level: 11-12

Prerequisite(s): Algebra I, Geometry & Algebra II

Credit: 1 Mathematics credit

In Pre-Calculus, the student will explore advanced mathematical concepts. The course will include a study of the properties and applications of circular and trigonometric functions; Cartesian and polar coordinates; vectors; conic sections; advanced properties of points, lines and planes; functions and matrices will be considered. The course will conclude with an introduction to integral and differential calculus. Logic and analytic thinking will be emphasized. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college level mathematics courses.

AP CALCULUS AB

Service ID: A3100101

Grade Level: 12

Prerequisite(s): Pre-Calculus or College Math

Credit: 1 Mathematics Credit

In AP Calculus AB, the concepts, methods, and applications of differential and integral calculus are explored. Students will determine expressions and values using mathematical procedures and rules, connect representations, justify reasoning and solutions, and use correct notation, language, and mathematical conventions to communicate results or solutions. This course is in line with a first semester college calculus course, and college credit may be earned upon successful completion of the AP Calculus AB exam, which all students in the course will be expected to take.

COLLEGE MATH PREP

Service ID: CP111200

Grade Level: 12

Prerequisite(s): Algebra II

Credit: 1 Mathematics credit

College Math Prep is a course designed to prepare students for college math. Students in this course will continue to build on their Algebra II knowledge as they study factoring rules, rational expressions, rational exponents, radicals, complex numbers, inequalities, inequalities containing absolute values, quadratic equations, linear equations, and equations with radicals, rational expressions, exponents, and functions. An average of C or better indicates student readiness for a college math course.

SCIENCE

BIOLOGY

Service ID: 03010200

Grade Level: 9

Prerequisite(s): None

Credit: 1 Science credit

Biology includes useful terms, vocabulary, facts, basic laws, and theories of living organisms. It also develops an understanding of the relationships of man to his environment, of one organism to another, of structures to their functions, and of biological laws and principals to their applications. Biology provides extensive individual laboratory experiences. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors BIOLOGY

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Science credit

This course will address the same objectives as Biology, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

INTEGRATED PHYSICS AND CHEMISTRY

Service ID: 03060201

Grade Level: 9-10

Prerequisite(s): none

Credit: 1 Science credit

IPC is the foundational study of chemistry and physics concepts, which includes the study of the relationship between matter and energy, the study of actions and reactions, atomic structure, physical laws and chemical processes. Laboratory work and demonstrations are performed in this class to improve ability to distinguish experimental facts from theoretical concepts. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

CHEMISTRY

Service ID: 03040000

Grade Level: 10-12

Prerequisite(s): Biology & Algebra I

Credit: 1 Science credit

Chemistry is an introduction to the study of the properties and changes in matter. Students will study the characteristics and classification of matter, use of the Periodic Table, development of atomic theory and structure, the mole, chemical bonding, nomenclature, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors CHEMISTRY

Grade Level: 10-12

Prerequisite(s): Biology, Algebra I, approval needed

Credit: 1 Science credit

This course will address the same objectives as Chemistry, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

PRINCIPLES OF TECHNOLOGY

Service ID: 13037100

Grade Level: 10-12

Prerequisite(s): Biology and Algebra I

Credit: 1 Science credit

Principles of Technology is a practical laboratory-based course where students learn how to apply traditional physics concepts to technological situations and focuses more on the use of physics concepts in the workplace. Students will study traditional physics concepts in the context of their relationship to four energy systems - mechanical, fluid, electrical, and thermal.

PHYSICS

Service ID: 03050000

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Science credit

Physics is a course designed to give students the opportunity to study concepts in the area of physical science. Students will learn about the interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge. This course requires students to engage in thinking about physical relationships thoroughly, such as consequences of a physical interaction, and experimenting and interpreting the results of a physical interaction, as well as develop a basic knowledge of the structure of matter and the nature of energy. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors PHYSICS

Grade Level: 10-12

Prerequisite(s): Algebra I, approval needed

Credit: 1 Science credit

This course will address the same objectives as Physics, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ANATOMY & PHYSIOLOGY

Service ID: 13020600 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology and one additional science course, approval needed

Credit: 1 Science credit

A&P is the study of the structure and function of the human body. This course is designed to prepare students for careers in the Health Science field. Students will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ENVIRONMENTAL SYSTEMS

Service ID: 03020000

Grade Level: 11-12

Prerequisite(s): Biology & Physics or IPC

Credit: 1 Science credit

Environmental Systems is a course that extends on life and physical science topics, including factors in habitats; ecosystems and biomes; interrelationships among resources and an environment system; sources of energy through an environmental system; relationship between carrying capacity and changes in populations; and changes in environments. Students will make predictions and examine alternative solutions to environmental issues of today. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FORENSIC SCIENCE

Service ID: 13029500 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology & Chemistry

Credit: 1 Science credit

Forensic science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures to solve crimes, as well as the history, legal aspects, and career options for forensic science. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

Service ID: 03320100

Grade Level: 9

Prerequisite(s): None

Credit: 1 Social Studies credit

World Geography Studies is a course designed around the general study of the nature of physical and cultural geography and the interactions of humans to their physical environments in major regions and settings. Students will learn about physical, political, and cultural geographical concepts through basic geographical themes such as location, place, human-environment interaction, movement, and region.

Honors WORLD GEOGRAPHY STUDIES

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as World Geography Studies, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES HISTORY

Service ID: 03340100

Grade Level: 11

Prerequisite(s): None

Credit: 1 Social Studies credit

U.S. History covers the time and events between 1877 and the present. Students will study historical content involving the political, economic, and social events and issues throughout various eras including the Industrial Revolution, World War I and II, the civil rights movement, and the War on Terror. This course also delves into topics in American citizenship and culture, as well as American advancements in science and technology.

Honors UNITED STATES HISTORY

Grade Level: 11

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as United States History, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

WORLD HISTORY STUDIES

Service ID: 03340400

Grade Level: 10

Prerequisite(s): None

Credit: 1 Social Studies credit

World History is a global study of humankind's achievements from the beginning of written records to the present. Special emphasis is given to cultural patterns that have arisen as a result of the interrelation of geographic, social, economic and political factors, specifically since the 17th century. Attention to current world affairs is provided in an attempt to understand the past in terms of present-day forces and problems.

Honors WORLD HISTORY STUDIES

Grade Level: 10

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as World History Studies, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES GOVERNMENT

Service ID: 03330100

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

United States Government provides an opportunity to explore the political and governing processes, elements of political theories and governmental structures included in the social studies at previous levels. Students will study state government and local governing bodies, and the rights and responsibilities of American citizenship.

ECONOMICS

Service ID: 03310300

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

Economics is designed to provide opportunities to study basic principles and theories of production, consumption and distribution of goods and services. This course includes a study of other economics systems.

PERSONAL FINANCIAL LITERACY

Service ID: 03380082

Grade Level: 10-12

Prerequisite(s): None

Credit: ½ Social Studies credit

Personal Financial Literacy is a course designed to help students obtain the knowledge and skills needed to make responsible and informed financial decisions. Students will learn how the economy is impacted by citizens who are and who are not financially responsible.

LANGUAGES OTHER THAN ENGLISH (LOTE)

SPANISH I

Service ID: 03440100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Foreign Language credit

This is an introductory course to the Spanish language and the cultures of its speakers. The purpose of Spanish I is to facilitate the practical application of the language in everyday oral and written communication at the beginning novice level. Emphasis is also placed on learning basic vocabulary as a building block to oral speech, communication and grammar. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible.

SPANISH II

Service ID: 03440200

Grade Level: 10-12

Prerequisite(s): Spanish I

Credit: 1 Foreign Language credit

This course completes the introduction to the basic grammar of Spanish and is designed for persons with essential knowledge of Spanish. Emphasis will be on proficiency in basic communication, listening, speaking, reading and writing. Students will become more aware of the culture that speaks the language through selected readings and discussions and through active participation in selected projects.

Honors SPANISH III

Service ID: 03440300

Grade Level: 11-12

Prerequisite(s): Spanish II, approval needed

Credit: 1 Foreign Language credit

Spanish III is a course emphasizing the use of Spanish for active communication; it involves aural/oral skills, reading comprehension, grammar and composition. This course explores the arts, history, current events, literature, culture and music of Spanish speaking countries. Students will be expected to routinely practice advanced listening, speaking, reading, and writing skills in Spanish.

Honors SPANISH IV

Service ID: 03440400

Grade Level: 12

Prerequisite(s): Spanish III, approval needed

Credit: 1 Foreign Language credit

Spanish IV extends the skills acquired in Spanish III through a variety of exercises, including guided conversations, games, songs, role-playing, and informal and formal presentations. While emphasis is on oral communication, students are expected to read, write, listen, and speak in Spanish fluently.

PHYSICAL EDUCATION

***Fall semester of marching band counts as a ½ credit of physical education.**

FOUNDATIONS OF PERSONAL FITNESS (PE)

Service ID: PES00052

Grade Level: 9-12

Prerequisite(s): None

Credit: ½ credit per semester

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

ATHLETICS

Service ID:

PES00000 (Athletics 1)

PES00001 (Athletics 2)

PES00002 (Athletics 3)

PES00003 (Athletics 4)

Grade Level: 9-12

Prerequisite(s): Physical examination each school year & Athletic Director approval

Credit: ½ credit per semester

Athletics involves participation in a series of competitive events throughout the year. Students may earn their physical education graduation requirement through this course. Participation in athletics develops the bodies and minds of young people to higher levels of efficiency, as well as self-confidence and a sense of personal accomplishment. Competition in athletics teaches commitment, dedication, and goal setting skills. Also, athletics will develop work ethic, physical skills, and athletic ability. The athlete will develop the ability to compete physically and mentally.

FINE ARTS

ART I

Service ID: 03500100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

Art I is a course designed to give beginner level art students experience in basic techniques in drawing, painting, design, and sculpture, as well as a foundational understanding of terminology. Students explore a variety of art media in this foundational course that emphasizes the elements of art.

ART II

Service ID: 03500200

Grade Level: 10-12

Prerequisite(s): Art I

Credit: 1 Fine Arts credit

Art II is a continuation of various art processes, procedures, and experiences acquired in Art I. Students explore the principles of design in order to strengthen technical and creative skills in art.

ART III

Service ID: 03500300

Grade Level: 11-12

Prerequisite(s): Art II

Credit: 1 Fine Arts credit

Art III is a continuation of various art processes, procedures, and experiences acquired in both Art I and Art II. Students use their knowledge while exploring new ideas and concepts to strengthen their work and creative imagination. Students will begin in creating a working portfolio, demonstrating a more in-depth study and concentration in their areas of interest.

ART IV

Service ID: 03500400

Grade Level: 12

Prerequisite(s): Art III

Credit: 1 Fine Arts credit

This program allows the advanced student to have concentrated experiences in areas of special interest. This course is primarily designed for those students interested in art as a career, support for related fields, or personal satisfaction. Students create a working portfolio based on their special interest in art media and subject matter.

BAND I-IV

Service ID:

03150100 (Band 1)

03150200 (Band 2)

03150300 (Band 3)

03150400 (Band 4)

Grade Level: 9-12

Prerequisite(s): 2 years of JH Band and/or Band Director approval

Credit: 1 Fine Arts credit (each level) and/or ½ PE credit for fall semester

This course will consist of marching band in the fall semester and concert band in the spring semester. Students taking band will be required to attend extra rehearsals in preparation for the various activities and contests they will be entering. Much of their grade will be dependent on their participation. Varsity football players and cheerleaders who wish to take band may do so and marching status will be reviewed on a case by case basis. However, junior varsity members who wish to do both will still be required to march. After school rehearsals will be worked out with the director. Students taking band during the fall semester will be given physical education credit. Two semesters of marching band will satisfy the physical education requirement.

INSTRUMENTAL ENSEMBLE I-IV

Service ID:

03151700 (Instrumental Ensemble I)

03151800 (Instrumental Ensemble II)

03151900 (Instrumental Ensemble III)

03152000 (Instrumental Ensemble IV)

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Band

Credit: 1 Fine Arts credit (each level)

This is an upper-level project driven class which explores and expands a student's knowledge and experiences in instrumental music. Students will develop instrumental technique, music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies.

MUSIC APPRECIATION

Service ID:

03155600 (Music Appreciation I)

03155700 (Music Appreciation II)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

This is a non-performance class that explores music of various styles through listening experiences. All styles of music are covered (classical, folk, music theater, jazz, popular, etc.). Investigations of composers and performers integral to the styles are included in the class. Activities include listening, discussions, projects, and presentations on each style of music.

THEATRE ARTS I

Service ID: 03250100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

In Theatre I, students are introduced to the basic concepts and experiences of theatre. Students will learn individual and group acting skills and will be introduced to the primary elements of live theatre and drama: improvisation, pantomime, theatre terms, theatre history, diction, vocal production, dramatic structure, technical design, and much more.

THEATRE ARTS II

Service ID: 03250200

Grade Level: 9-12

Prerequisite(s): Theatre Arts I

Credit: 1 Fine Arts credit

In Theatre II, students learn even more about the concepts and experiences of theatre. In addition to exploring improvisation, theatre history, dramatic structure, diction, and many of the other concepts to which students were introduced in Theatre Arts I, students spend much time focusing on Acting Theory, exploring the history of acting styles and practicing both traditional and modern techniques geared toward developing their acting ability.

THEATRE ARTS III, IV

Service ID:

03250300

03250400

Grade Level: 9-12

Prerequisite(s): Theatre Arts II or Theater Arts III

Credit: 1 Fine Arts credit (each level)

In Theatre Arts III and IV, students will further explore individual and group acting skills. Students will learn even more about dramatic structure, diction, script analysis, and other theatrical concepts and skills as they explore acting styles, technical design, and actual direction and production in an advanced and practical setting. Students will be given the opportunity to develop and enhance their acting skills so that they can be well-prepared for collegiate or professional study.

THEATRE PRODUCTION I-IV

Service ID:

03250700 (Theatre Production I)

03250800 (Theatre Production II)

03250900 (Theatre Production III)

03251000 (Theatre Production IV)

Grade Level: 9-12

Prerequisite(s): JH Theater or Theater Arts or concurrent enrollment in Theater Arts

Credit: 1 Fine Arts credit (each level)

Theater Production is a culmination of all the different areas of theater. Students will work on all elements of actual theatrical production including lighting and sound design, costume creation, set design, and prop development. Students will also help with publicity for plays, including programs and hanging posters/flyers. Most of the work of this class will center on major and minor theatrical productions in the high school. Students will focus on acting, designing, and even some directing.

ELECTIVES-AGRICULTURE & CONSTRUCTION

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID: 13000200 (1 credit)

Grade Level: 8-12

Prerequisite(s): None

Credit: 1 Elective credit

Principles of Ag is a basic course designed to provide an introduction to global agriculture. The course includes agricultural units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture. Students will develop a basic agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

LIVESTOCK PRODUCTION

Service ID:

13000300 (1 credit)

13000310 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals. Students will develop an understanding of topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

ADVANCED ANIMAL SCIENCE

Service ID: 13000700 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology, Chemistry or IPC, Algebra I, Geometry, & Livestock Production

Credit: 1 Elective or additional Science credit

Advanced Animal Science is a course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of animals. Students will explore the relationships amongst human, scientific, and technological aspects of livestock production. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FLORAL DESIGN or FLORAL DESIGN w/LAB

Service ID:

13001800 (1 credit)

13001810 (2 credits)

Grade Level: 9-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective or Fine Arts credit (2 Elective Credits if taken w/Lab)

In this course students will be trained on careers in floral design. Students will attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

ADVANCED FLORAL DESIGN

Service ID: N1300270 (1 credit)

Grade Level: 11-12

Prerequisite: Floral Design/Lab

Credit: 1 Elective Credit

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

GREENHOUSE OPERATIONS & PRODUCTION

Service ID:

13002050 (1 credit)

13002060 (2 credits)

Grade Level 9-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit (2 Electives possible if taken w/lab)

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. Students will attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

Service ID:

13002200 (1 credit)

13002210 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop skills in selection, operation, and maintenance of small air-cooled engines, multi-cylinder engines, hydraulic motors, electric motors, and agricultural machinery and tractors. Students will develop skills in the maintenance, evaluation, design, and building of agricultural structures using approved construction techniques.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION

Service ID:

13002350 (1 credit)

13002360 (2 credits)

Grade Level: 11-12

Prerequisite(s): Ag Mechanics and Metal Technologies

Credit: 1 Elective credit

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. Students will attain knowledge and skills related to agricultural structures design and fabrication.

AGRICULTURAL POWER SYSTEMS

Service ID:

13002400 (2 credits)

13002410 (3 credits)

Grade Level: 11-12

Prerequisite(s): Agriculture Mechanics and Metal Technologies

Credit: 2 Elective credits

This course is a comprehensive pre-employment laboratory-oriented course designed to develop skills in the maintenance, repair, and recondition of agricultural vehicles and machinery. The course emphasizes basic principles of operation, while including modern, high-tech components, systems monitors, on-board computers, etc.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID:

13002500 (2 credits)

13002505 (3 credits)

13002510 (2 credits)

13002515 (3 credits)

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in any Ag/Food/NatRes coherent sequence

Credit: 2 Elective credits

This course is a work-site learning course designed to provide training in specific agribusiness careers. Classroom learning and work-site learning provide career and related training by alternating group and individual instruction in the classroom with the work-site training experiences at an approved agribusiness training station in the local community. *Students must enter this course within the first 7 days of school.*

PRINCIPLES OF CONSTRUCTION

Service ID: 13004220 (1 credit)

Grade Level: 9-12

Prerequisite: None

Credit: 1 elective credit

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

PRACTICUM IN CONSTRUCTION TECHNOLOGY

Service ID:

13005250 (2 credits)

13005255 (3 credits)

13005260 (2 credits)

13005265 (3 credits)

Grade Level: 12

Prerequisite: Construction Technology II or Plumbing Technology I

Credit: 2 Elective credits

In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

ELECTIVES-COMMUNICATIONS

PRINCIPLES OF AUDIO AND VIDEO TECHNOLOGY

SERVICE ID: 13008200 (1 credit)

Grade Level: 9

Prerequisite: None

Credit: 1 Elective credit

The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

AUDIO AND VIDEO PRODUCTION I or AUDIO AND VIDEO PRODUCTION I W/LAB

Service ID:

13008500 (1 credit)

13008510 (2 credits)

Grade Level: 10-12

Prerequisite(s): None

Credit: 1 Elective credit

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student led productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects.

AUDIO AND VIDEO PRODUCTION II or AUDIO AND VIDEO PRODUCTION II W/LAB

Service ID:

13008600 (1 credit)

13008610 (2 credits)

Grade Level: 10-12

Prerequisite: Audio and Video Production I

Credit: 1 Elective Credit

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

ELECTIVES-FOOD SERVICES

INTRO TO CULINARY ARTS

Service ID: 13022550 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students will develop basic food production skills, industry management skills, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry.

CULINARY ARTS

Service ID: 13022600 (2 credits)

Grade Level: 10-12

Prerequisite(s): Intro to Culinary Arts

Credit: 2 Elective credits

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students will develop advanced skills in reading, writing, mathematics, and science for the food service industry, as well as principles in time management, decision making, effective communication, and prioritizing. In addition, students will be expected to use technology and computer applications to manage food service operations.

ADVANCED CULINARY ARTS

Service ID: 13022650 (2 credits)

Grade Level: 11-12

Prerequisite(s): Culinary Arts

Credit: 2 Elective credits

This course provides students with advanced level skills in the areas of food service and hospitality. Students will apply the knowledge and skills developed in Culinary Arts while planning, costing, preparing, and serving meals through project-based learning. Upon completion of this course, students will be prepared for entry-level positions in the food industry.

PRACTICUM IN CULINARY ARTS

Service ID:

13022700 (2 credits)

13022705 (3 credits)

13022710 (2 credits)

13022715 (3 credits)

Grade Level:12

Prerequisite: Advanced Culinary Arts

Credit: 2 Elective Credits

Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions, with the goal of further enhancing the knowledge, skills, and industry-based experiences that students receive through workplace application.

ELECTIVES-DIGITAL ARTS

DIGITAL MEDIA

Service ID: 13027800 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

In this course, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will learn the basics of graphic design and animation, including Color Theory, photo editing, digital publishing, and stop motion animation. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

GRAPHIC DESIGN AND ILLUSTRATION I or GRAPHIC DESIGN AND ILLUSTRATION w/LAB

Service ID: 13008800 (1 credit)

Service ID: 13008810 (2 credits)

Grade Level: 10-12

Prerequisite(s): Digital Media

Credit: 1 or 2 Elective credits

This course allows students to explore careers in graphic design and illustration, which span all aspects of the advertising and visual communications industries. Within this context, students will develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

GRAPHIC DESIGN AND ILLUSTRATION II or GRAPHIC DESIGN AND ILLUSTRATION II w/LAB

Service ID:

13008900 (1 credit)

13008910 (2 credits)

Grade Level: 11-12

Prerequisite(s): Graphic Design & Illustration I

Credit: 1 Elective credit (or 2 Elective credits if taken w/lab)

This course is a continuation of Graphic Design and Illustration I. Students will develop advanced skills in visual design concepts, color theory, drawing, typography, print production, advertising, corporate design, publications design, packaging design, website design and photography.

Graphic Design and Illustration II

Service ID:

13009000 (2 credits)

13009005 (3 credits)

13009010 (2 credits)

13009015 (3 credits)

Grade Level: 12

Prerequisite(s): Graphic Design II

Credit: 2 or 3 Elective credits

In this course, students develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career prep opportunities.

ELECTIVES-FINANCIAL SERVICES

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Service ID: 13011200

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

FINANCIAL MATHEMATICS

Service ID: 13018000

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Elective or Mathematics credit

Financial Mathematics is a course that allows students to deal with personal money management and apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. This course integrates career and postsecondary education planning into financial decision making.

ACCOUNTING I

Service ID: 13016600

Grade Level: 10-12

Prerequisite(s): Principles of Business, Marketing, and Finance

Credit: 1 Elective credit

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information, as well as formulate and interpret financial information for use in management decision making.

ACCOUNTING II

Service ID: 13016700

Grade Level: 11-12

Prerequisite(s): Accounting I

Credit: 1 Elective or Mathematics credit

In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Additionally, students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Practicum in Business Management

Service ID:

13012200 (2 credits)

13012205 (3 credits)

Grade Level: 11-12

Prerequisite(s): None

Credit: 2 or 3 Elective credits

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

ELECTIVES-HUMAN SERVICES & EDUCATION

PRINCIPLES OF HUMAN SERVICES

Service ID: 13024200 (1 credit)

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Elective credit

This course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and wage earner roles are included.

CHILD DEVELOPMENT

Service ID: 13024700 (1 credit)

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: 1 Elective credit

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

INSTRUCTIONAL PRACTICES

Service ID: 13014400 (2 credits)

Grade Level: 11-12

Prerequisite(s): Child Development

Credit: 2 Elective credits

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

PRACTICUM IN EDUCATION

Service ID:

13014500 (2 credits)

13014505 (3 credits)

13014510 (2 credits)

13014515 (3 credits)

Grade Level: 12

Prerequisite(s): Instructional Practices

Credit: 2 Elective credits

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

INTRODUCTION TO COSMETOLOGY

Service ID: 13025100

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Principles of Human Services

Credits: 1 Elective credit

Students will explore such areas as hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring and facial makeup. The students will develop dexterity, a sense of style lines and an eye for color tones. Upon completion of this course, the student will have a better understanding of the art and science of beauty care. Students may begin to earn hours toward state licensing requirements.

COSMETOLOGY I or COSMETOLOGY I w/LAB

Service ID:

Cos I- 13025200 (2 credits)

Cos Lab I- 13025210 (3 credit)

Grade Level: 10-12

Prerequisite(s): Intro to Cosmetology

Credits: 2-3 Elective credits

Cosmetology services include the knowledge and application of the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will learn the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

COSMETOLOGY II or COSMETOLOGY II w/LAB

Service ID:

Cos II- 13025300

Cos Lab- 13025310

Grade Level: 11-12

Prerequisite(s): Cosmetology I or Cosmetology I w/Lab

Credits: 2-3 Elective credits

Cosmetology Services II includes the application of knowledge learned in the prerequisite courses including the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will practice the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

PRACTICUM IN HUMAN SERVICES

Service ID:

13025000 (First Time Taken)

13025010 (Second Time Taken)

Grade Level: 12

Prerequisite(s): Must have completed 2-3 courses in any Public Services coherent sequence

Credit: 2 Elective credits

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

ELECTIVES-HEALTH SCIENCES

PRINCIPLES OF HEALTH SCIENCE

Service ID: 13020200 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective Credit

Principles of Health Science provides an overview of career exploration through systems of the healthcare industry. The course focuses on ethics, leadership, cultural diversity, communication skills and an introduction to medical math and research, with an emphasis on past and current healthcare trends. Students will also be introduced to new topics specific to the healthcare industry to expand upon previous knowledge. Key topics include: public health, community education, nutrition, health and wellness across life stages and infection control. Students must demonstrate competency in medical skills as well as master medical terminology. This course will help prepare students for the transition into clinical or work-based experiences.

HEALTH SCIENCE THEORY

Service ID: 13020400 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology and Principles of Health Science

Credit: 1 Elective credit

Health Science Theory is a course designed to develop advanced knowledge and skills related to a wide variety of health careers. Students will learn how to reason, think critically, make decisions, solve problems, communicate effectively, and employ professional integrity while studying topics in CPR & First Aid certification, safety guidelines, infection control, ethics/confidentiality/HIPAA, vital signs, disease prevention, nutrition/wellness, anatomy/physiology, medical terminology, pathology, occupationally specific skills, and employability skills/professionalism.

MEDICAL TERMINOLOGY

Service ID: 13020300 (1 credit)

Grade Level: 10-12

Prerequisite(s): Biology

Credit: 1 Elective credit

A course designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

EMERGENCY MEDICAL TECHNICIAN- BASIC

Service ID:

N1303015 (2 credits)

Grade Level: 11-12

Prerequisite: Biology and A&P (A&P can be taken with EMT-Basic)

Credit: 2 Elective credits

(EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be

capable of performing the job expectations of an EMT safely and effectively after the completion of this course. This course ties into the Law, Public Safety, Corrections, and Security Career Cluster.

ENGINEERING

Engineering Essentials

Service ID: N1303760

Grade Level: 9-10

Credit: 1 Elective credit

The purpose of the Engineering Essentials (EES) course is to provide a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems. Goals and outcomes for students include developing a strategic, systematic design and inquiry processes to guide development of an effective solution to a problem. In EES, students discover that successful STEM professionals exhibit personal and professional characteristics that lend themselves to the creative, collaborative, and solution-driven nature of their professions. Students investigate engineering career fields and determine the technical literacy and career-specific knowledge and skills to support professional practice. They incorporate computational thinking, modeling, systems thinking, professional practices and communication, project management, collaboration, professionalism, and ethics as critical parts of a problem-solving process that supports the ability to interpret complex, open-ended problems across disciplines.

ELECTIVES-COLLEGE & CAREER READINESS

NEXT STEP

Service ID: N1270153

Grade Level: 12

Prerequisite(s): None

Credit: 1 Elective credit *REQUIRED for Class of 2024 and beyond*

This course provides students with the opportunity to explore a multitude of options for post-secondary life (college, career, and military). Students will obtain knowledge of the skills needed for employment and how to obtain those skills, as well as how to adapt to life beyond high school. Employability skills that are necessary to be productive in any career will be developed. This course will guide students to making the best post-secondary choice for them based on investigative measures and skill development activities. This course is a local graduation requirement for all students entering their 9th grade year in 2020.

CAREER PREPARATION I-II (Work Program)

Service ID:

12701300 (CAREERP1) 2 credits

12701305 (EXCAREE1) 3 credits

12701400 (CAREERP2) 2 credits

12701405 (EXCAREE2) 3 credits

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in a CTE coherent sequence

Credit: 2 Elective credits (each level)

Career Preparation I and II provide opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. *Students must enter this course within the first 7 days of school.*

ELECTIVES-TECHNOLOGY APPLICATIONS

FUNDAMENTALS OF COMPUTER SCIENCE

Service ID: 03580140

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Technology credit

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in computer science.

PRINCIPLES OF INFORMATION TECHNOLOGY (TECH SQUAD 1)

Service ID: 13027200 (1 credit)

Grade Level: 9-10

Prerequisite: None

Credit: 1 Elective credit

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

COMPUTER MAINTENANCE or COMPUTER MAINTENANCE W/LAB (Tech Squad 2)

Service ID:

13027300 (1 credit)

13027310 (2 credits)

Grade Level: 9-10

Prerequisite: Principles of Information Technology

Credit: 1 or 2 Elective Credits

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

SPECIAL COURSE OFFERINGS

COMMUNICATION APPLICATIONS

Service ID: 03241400

Grade Level: 9-12

Prerequisite(s): None

Credit: ½ Speech credit

Students will learn the concepts and skills required for successful communication in the workplace, interpersonal relations, debate and persuasion. Students will demonstrate these skills in class interactions and in a variety of classroom presentations.

ATHLETIC TRAINER

Service ID: N1302104

Grade Level: 9-12

Prerequisite:

Credit: local credit

Application process with Instructor approval

PSYCHOLOGY

Service ID: 03350100

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: ½ Social Studies credit

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

INTERPERSONAL STUDIES

Service ID: 13024400

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: ½ Elective credit

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

NEWSPAPER/YEARBOOK I

Service ID: 03580400

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

Students study the basic principles of print as they examine the role of news media in our society while exploring topics in broadcasting, newspaper reporting, and yearbook production. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles while demonstrating creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others, as well as independently. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect and will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

NEWSPAPER/YEARBOOK II

Service ID: 13009100

Grade Level: 9-12

Prerequisite: Newspaper/Yearbook I

Credit: 1 Elective credit

This course introduces students to the print production process with emphasis on newspaper reporting with a focus on creating quality photographs. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students utilize works of professional journalists, technology, and visual and electronic media, tools for learning, as students create, clarify, critique, write, and produce effective communications.

NEWSPAPER/YEARBOOK III

Service ID: 13009200

Grade Level: 10 -12

Prerequisite(s): Newspaper/Yearbook II

Credit: 1 Elective credit

This course is a study of the advanced principles of journalism. Students continue to practice the different types of written news and visual communications, photography with a focus on producing, promoting, and presenting professional quality photographs, and practicing editing techniques. Students master the computer programs necessary for desktop publishing and

have increasing responsibility for newspaper production and photographs, editing, and layout.

NEWSPAPER/YEARBOOK IV

Service ID:

13009250 (First Time Taken)

13009260 (Second Time Taken)

Grade Level: 11 -12

Prerequisite(s): Newspaper/Yearbook III

Credit: 2 Elective credits

This course is a continuation of Newspaper/Yearbook skills with an advanced technical understanding of photography, with a focus on producing and presenting professional quality photographs for newspaper and yearbook production. Students are expected to become analytical consumers of media and technology to enhance their communication skills, as well as demonstrate advanced practices in journalistic reporting and writing.

Course Guide Amendments for 2022-2023

1. **Page 1: Introduction Letter, Rains ISD Mission and Vision Statements**

2. **Page 2: Table of Contents**

3. **Page 6-8: New Additions for Endorsement Pathways Offered:**

- Digital Communications
- Information Technology Support and Services
- Plumbing and Pipefitting
- Emergency Medical Technician- Basic
- Engineering

*A Practicum was added to each pathway, replacing Career Prep

*Levels 1-4 replaced Grades 9-12

4. **Page 6-8: Pathways to Remove:**

- Environmental & Natural Resources
- Carpentry
- Communications
- Nursing Science

5. **Page 6: Social Studies Courses (Change of Grade Level)**

World History- 10th Grade

US History- 11th Grade

6. **Page 9: New Additions for Certifications**

- Digital Communications
- Information Technology Support and Services
- Plumbing and Pipefitting
- Emergency Medical Technician- Basic

7. **Page 9: Certifications to Remove**

- Environmental & Natural Resources
- Carpentry
- Nursing Science

8. **Page 11: Additional Dual Credit Information Added**

9. **Page 15: TSIA2 Testing Information Added**

10. **Page 15: Texas College Bridge Information Added**

Course Description Additions and Removals:

PEIMS CODING WAS ADDED TO ALL COURSE DESCRIPTIONS

11. **Page 20:** College English Prep
12. **Page 34:** Advanced Floral Design
13. **Page 36:** Principles of Construction
14. **Page 37:** Practicum in Construction Technology
15. **Page 37:** Principles of Audio and Video Technology
16. **Page 37:** Audio and Video Production I or Audio and Video Production I w/Lab
17. **Page 38:** Audio and Video Production II or Audio and Video Production II w/Lab
18. **Page 39:** Practicum in Culinary Arts
19. **Page 41:** Practicum in Business Management
20. **Page 45:** Emergency Medical Technician- Basic
21. **Page 47:** Principles of Information Technology (Tech Squad I)
22. **Page 47:** Computer Maintenance or Computer Maintenance w/Lab (Tech Squad II)
23. **Page 48:** Athletic Trainer
24. **Page 48:** Psychology
25. **Page 49:** Newspaper/Yearbook I, II, III, and IV

Courses to Remove:

- Choral Music
- Wildlife, Fisheries, and Ecology Management
- Construction Technology I
- Construction Technology II
- Food Science
- Dollars and Sense
- Computer Science I
- Computer Science II
- Web Design
- Sports Med I, II, III



Service Agreement

Rains Intermediate School

Lifetouch ID: 276487

Account Representative Email: conners@lifetouch.com

School Year(s): 2022-2023

Agreement Length: 1

Account Information

Rains Intermediate School
1755 W US Highway 69
Emory, TX 75440

Main Phone: 903-473-2222
Enrollment: 361
Grades: 3 - 5

Summary of Programs Provided

- | | | | |
|--|---|--|--|
| <input checked="" type="checkbox"/> Fall Individuals | <input type="checkbox"/> Yearbook | <input checked="" type="checkbox"/> Groups | <input type="checkbox"/> Commencements |
| <input checked="" type="checkbox"/> Spring Individuals | <input type="checkbox"/> Prestige Seniors | <input type="checkbox"/> Dance | <input type="checkbox"/> Other/Misc |
| <input type="checkbox"/> Underclass Grads | <input type="checkbox"/> Sports | <input type="checkbox"/> Special Events | <input type="checkbox"/> Service |

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	10/05/2022	10/05/2022	6:30 AM	7:30 AM	11:00 AM		
Fall Individual - Retake (Fall Individuals)	11/15/2022	11/15/2022	9:45 AM	10:00 AM	11:30 AM		
Spring Individuals - Original							
Classroom Groups - Original							

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Storefront
- Lifetouch Portal

Storefront Contact:

Lifetouch Portal Contact: Renee Dudley

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Principal Album - Hard Cover Binder

Additional Details

Description	Incentive Details
Fall Individual	20% Commission paid on net sales calculated 45 days after original Picture Day(s).
Spring Individual	10% Commission paid on net sales calculated 45 days after original Picture Day(s).

Contact information

Contact Name	Title	Phone	Email
Stepanie Wiley	Adviser	903-473-2222	wileys@rainsisd.org

Agreement Terms

During the Agreement Term, Shutterfly Lifetouch, LLC. is designated as the Account's exclusive professional photographer and authorized hereby (i) to photograph all students and staff who participate in "Picture Day" events and (ii) to produce and deliver photographs and services for the programs identified above. The Account is solely responsible for obtaining any parental consents necessary and/or for enabling parents to opt out of participation in Picture Day activities or inclusion in class photographs or yearbooks (as the case may be). In exchange for the services, the Account will allow access to students, staff and use of Account property and information for Account-authorized purposes, including Picture Day administration, fulfillment and distribution of deliverables to the Account, delivery of Picture Day notices, and to provide parents of students photographed opportunities to purchase individual and class pictures and yearbooks as applicable. Lifetouch will not disclose confidential information provided by the Account (the Account Data) or use it for any purpose except to fulfill the services requested to be performed by Lifetouch. The school remains in control of the Account Data at all times, and Lifetouch will retain the Account Data only as necessary to fulfill its obligations under this Agreement.

The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:

Conner Smith

07CFB719EFEC495...

12/8/2021

Conner Smith

Account Manager

Stepanie Wiley

Adviser



Service Agreement

Rains Junior High School

Lifetouch ID: 67108

Account Representative Email: conners@lifetouch.com

School Year(s): 2022-2023

Agreement Length: 1

Account Information

Rains Junior High School
1751 W Highway 69
Emory, TX 75440

Main Phone: 903-473-2222
Enrollment: 373
Grades: 6 - 8

Summary of Programs Provided

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Fall Individuals | <input type="checkbox"/> Yearbook | <input type="checkbox"/> Groups | <input type="checkbox"/> Commencements |
| <input checked="" type="checkbox"/> Spring Individuals | <input type="checkbox"/> Prestige Seniors | <input type="checkbox"/> Dance | <input type="checkbox"/> Other/Misc |
| <input type="checkbox"/> Underclass Grads | <input checked="" type="checkbox"/> Sports | <input type="checkbox"/> Special Events | <input type="checkbox"/> Service |

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individuals - Original							
Spring Individuals - Original							
Sports - Original							

*Proposed details or TBD if blank

Account Services

- | | |
|---|---|
| <input checked="" type="checkbox"/> Yearbook - Media CD/DMD | |
| <input type="checkbox"/> Storefront | Storefront Contact: |
| <input checked="" type="checkbox"/> Lifetouch Portal | Lifetouch Portal Contact: Stephanie Wiley |

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Digital Media Download
8x10 Team Print - Coaches with Border
16x20 Team Print - With Border

Additional Details

Description	Incentive Details
Fall Individual	20% Commission paid on net sales calculated 45 days after original Picture Day(s).
Spring Individual	10% Commission paid on net sales calculated 45 days after original Picture Day(s).

Contact information

Contact Name	Title	Phone	Email
Stephanie Wiley	Administrator	903-473-2222	wileys@rainsisd.org

Agreement Terms

During the Agreement Term, Shutterfly Lifetouch, LLC. is designated as the Account's exclusive professional photographer and authorized hereby (i) to photograph all students and staff who participate in "Picture Day" events and (ii) to produce and deliver photographs and services for the programs identified above. The Account is solely responsible for obtaining any parental consents necessary and/or for enabling parents to opt out of participation in Picture Day activities or inclusion in class photographs or yearbooks (as the case may be). In exchange for the services, the Account will allow access to students, staff and use of Account property and information for Account-authorized purposes, including Picture Day administration, fulfillment and distribution of deliverables to the Account, delivery of Picture Day notices, and to provide parents of students photographed opportunities to purchase individual and class pictures and yearbooks as applicable. Lifetouch will not disclose confidential information provided by the Account (the Account Data) or use it for any purpose except to fulfill the services requested to be performed by Lifetouch. The school remains in control of the Account Data at all times, and Lifetouch will retain the Account Data only as necessary to fulfill its obligations under this Agreement.

The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:

Conner Smith

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12/8/2021

Conner Smith

Account Manager

Stephanie Wiley

Administrator



Service Agreement

Rains Elementary School

Lifetouch ID: 67106

Account Representative Email: conners@lifetouch.com

School Year(s): 2022-2023

Agreement Length: 1

Account Information

Rains Elementary School
409 FM 3299
Emory, TX 75440

Main Phone: 903-473-2222
Enrollment: 475
Grades: Pre-K - 3

Summary of Programs Provided

- | | | | |
|--|---|--|--|
| <input checked="" type="checkbox"/> Fall Individuals | <input type="checkbox"/> Yearbook | <input checked="" type="checkbox"/> Groups | <input type="checkbox"/> Commencements |
| <input checked="" type="checkbox"/> Spring Individuals | <input type="checkbox"/> Prestige Seniors | <input type="checkbox"/> Dance | <input type="checkbox"/> Other/Misc |
| <input checked="" type="checkbox"/> Underclass Grads | <input type="checkbox"/> Sports | <input type="checkbox"/> Special Events | <input type="checkbox"/> Service |

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	10/04/2022	10/04/2022	6:30 AM	7:30 AM	11:00 AM		
Fall Individual - Retake (Fall Individuals)	11/15/2022	11/15/2022	6:45 AM	7:45 AM	9:30 AM		
Spring Individuals - Original							
Underclass Grads - Original							
Classroom Groups - Original							

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Storefront
- Lifetouch Portal

Storefront Contact:

Lifetouch Portal Contact: Courtney Small

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Photo Labels

Additional Details

Description	Incentive Details
Fall Individual	20% Commission paid on net sales calculated 45 days after original Picture Day(s).
Spring Individual	10% Commission paid on net sales calculated 45 days after original Picture Day(s).
Special Event	Folios

Contact information

Contact Name	Title	Phone	Email
Stephanie Wiley	Administrator	903-473-2222	wileys@rainsisd.org

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Signatures

DocuSigned by:

Conner Smith

07CFB719EFEC495...

12/8/2021

Conner Smith

Account Manager

Stephanie Wiley

Administrator



Service Agreement

Rains High School

Lifetouch ID: 67107

Account Representative Email: conners@lifetouch.com

School Year(s): 2022-2023

Agreement Length: 1

Account Information

Rains High School
1759 W Highway 69
Emory, TX 75440

Main Phone: 903-473-2222
Enrollment: 510
Grades: 9 - 12

Summary of Programs Provided

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Fall Individuals | <input type="checkbox"/> Yearbook | <input type="checkbox"/> Groups | <input type="checkbox"/> Commencements |
| <input type="checkbox"/> Spring Individuals | <input type="checkbox"/> Prestige Seniors | <input type="checkbox"/> Dance | <input type="checkbox"/> Other/Misc |
| <input checked="" type="checkbox"/> Underclass Grads | <input checked="" type="checkbox"/> Sports | <input type="checkbox"/> Special Events | <input type="checkbox"/> Service |

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Sports - Original (Sports)	08/08/2022	08/08/2022	3:00 PM	3:30 PM	9:00 PM		
Special Event - Original (Underclass Grads)	08/30/2022	08/30/2022	6:30 AM	7:30 AM	11:00 AM		
Fall Individual - Original (Fall Individuals)	09/13/2022	09/13/2022	6:30 AM	7:30 AM	11:30 AM		
Fall Individual - Retake (Fall Individuals)	11/29/2022	11/29/2022	7:00 AM	8:00 AM	11:30 AM		

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
 Storefront
 Lifetouch Portal

Storefront Contact:

Lifetouch Portal Contact: Stephanie Wiley

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Digital Media Download - Medium Res - Yearbook
Lab Media Download - Wall Composite
Digital Media Download

Additional Details

Description	Incentive Details
Fall Individual	20% Commission paid on net sales calculated 45 days after original Picture Day(s).

Contact information

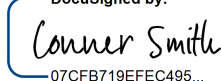
Contact Name	Title	Phone	Email
Stephanie Wiley	Adviser	903-473-2222	wileys@rainsisd.org

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07CFB719EFEC495...

12/8/2021

Conner Smith

Account Manager

Stephanie Wiley

Adviser



Taylor Publishing Company dba Balfour is hereby authorized as the official publisher of the publication described below.

(Please Print)

Production Year 2023	Title of Book		Date 11-30-2021	Cust# 09384
School Rains High School	Address 1651 West US Highway 69		Phone # 903-473-2222	Ext.
City Emory	State TX	Zip 75440	Email Address wileys@rainsisd.org	Check here to receive email news & tips from Balfour <input checked="" type="checkbox"/>
Mr., Ms., Dr.	First Name Stephanie	Last Name Wiley	Title Adviser	
Copies 200	Pages 184	Trim Size 8	Cover Type <input type="checkbox"/> Softcover <input checked="" type="checkbox"/> Hardcover	Delivery Season <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Sum-Fall
Requested Ship Date 08-14-2023		Cust Type <input type="checkbox"/> HS <input type="checkbox"/> JHS/MS <input type="checkbox"/> Elem	<input checked="" type="checkbox"/> K-12 <input type="checkbox"/> Univ <input type="checkbox"/> Fine Book	

COPY PREPARATION (Check one)

- BalfourTools® for Adobe InDesign®
 StudioWorks+®
 Encore®
 BalfourTools® with BalfourGO®
 StudioWorks+® with BalfourGO®
 myYear®

BAL4.TV	eYEARBOOK
Activate Yearbook Project for BAL4.TV Codes: (add codes at studio.balfour.com) <input type="checkbox"/> Yes	Purchase: <input type="checkbox"/> School (one subscription for each printed yearbook) <input type="checkbox"/> Consumer (parent/student orders online, 50 minimum)
Price Per Code	(School purchase only) Price per eYearbook
	Estimated eYearbook Distribution Date

The completed books will be shipped on a standard delivery schedule after the final copy shipment is received. Standard delivery schedules vary with product line. Failure to meet deadline requirements or to return proofs within the designated time will result in adjustments to the delivery schedule (ask your representative for other exceptions.) The company will make every effort to return submitted photographs and artwork, however the Company assumes no responsibility for their loss or damage. The company exercises no editorial control over the content of the book, and under Texas Law has no responsibility for its content.

This Contract is contingent upon Government regulations, strikes, fires, or acts of Providence. Prices shown are estimates based on the contract specifications. Changes in specifications can affect the final billing price. The Total Estimated Price shown above is based upon the Company's current price list, which in turn is based upon current material, labor, and other costs. To compensate for cost increases that will be incurred by the Company in the event of delay in the production schedule, the following shall apply: If final copy is received by the Company after December 31 of the Production Year, the total price shall increase by an amount equal to 5 percent of the Total Estimated Price. Prices are contingent on the Company's ability to obtain materials at a reasonable price. Should our suppliers increase their prices by an unexpected amount, the Company may be required to adjust prices accordingly. The Company will notify the Customer prior to manufacture of any such price adjustments.

Applicable sales taxes will be added to the final invoice unless the Customer furnishes evidence of tax-exempt status. The Customer agrees to pay the final invoice within 30 days of the invoice date or pay a late payment fee of 1 1/2% per month of the unpaid balance. Costs associated with collections, including reasonable attorney fees and court costs if it becomes necessary to place this account for collection, will be borne by the Customer. By the authorized signature below, Customer hereby waives notice of acceptance, default and exemption.

The parties acknowledge that Customer will provide, or Balfour/Iconic may otherwise obtain, information during the term of this Agreement that is considered "Personal Information" as defined by this Agreement and/or the CCPA. Such information is referred to for purposes of this Agreement as "Personal Information." The Parties acknowledge that Personal Information is necessary for Balfour/Iconic to provide services to Customer under this Agreement. The parties agree that Balfour/Iconic shall not (a) sell Personal Information; (b) retain, use or disclose Personal Information for any purpose other than the specific purpose of performing the services requested by Customer pursuant to the Agreement; (c) retain, use or disclose Personal Information for a commercial purpose other than providing the services requested by Customer pursuant to the Agreement; or (d) retain, use, or disclose Personal Information outside of the direct business relationship between Customer and Balfour/Iconic. Notwithstanding the foregoing, Balfour/Iconic may use subcontractors in its performance of the business services and such subcontractors shall comply with the CCPA and other applicable data privacy laws and regulations. Balfour/Iconic certifies that it understands these restrictions and will comply with them. Balfour/Iconic Group shall retain Personal Information as long as it is reasonably required for a business purpose. In addition, Customer represents that it has provided notice that Personal Information is being used by Balfour/Iconic as required by the CCPA.

Pursuant to V.T.C.A., Government Code §2270.002, the Company affirms that it does not boycott Israel and will not boycott Israel during the term of this contract. The Print Trade Customs of the Printing Industry of America, Inc. are incorporated into the terms of this Contract, except as specifically otherwise stated herein, and are reprinted on the back of this Contract. This contract is subject to acceptance by Taylor Publishing Company dba Balfour in Dallas, Texas, and will be governed by the laws of the State of Texas.

1st Deposit: \$	4,485.00 <small>(30% of Total Est. Price)</small>	Date: 02-01-2023	Total Estimated Price: \$
2nd Deposit: \$	6,727.50 <small>(45% of Total Est. Price)</small>	Date: 06-15-2023 <small>(Final Copy Deadline)</small>	14,950.00

I [we] have read, understand and accept the terms and conditions of this Contract. I further stipulate that I am an authorized representative of the customer named herein and, as such, am authorized to sign this Contract.

Signature (Circle one: Administrator / Adviser / Editor / Manager)	Please Print Name	Is a Purchase Order Required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No P.O. #: _____
Signature (Circle one: Administrator / Adviser / Editor / Manager)	Please Print Name	
Sales Representative (Please Print) Debbie Vaughn	Rep # 938001	Accepted at Balfour LD

PRINTING TRADE CUSTOMS

Trade Customs have been in general use in the printing industry throughout the United States and Canada for more than 90 years.

- 1. QUOTATIONS/ESTIMATES** A quotation not accepted within 30 days may be changed.
- 2. ORDERS** Acceptance of orders is subject to credit approval and contingencies such as fire, water, strikes, theft, vandalism, act of God, and other causes beyond the provider's control. Canceled orders require compensation for incurred costs and related obligations.
- 3. EXPERIMENTAL WORK** Experimental or preliminary work performed at the customer's request will be charged to the customer at the provider's current rates. This work may not be used without the provider's written consent.
- 4. CREATIVE WORK** Sketches, copy, dummies, and all other creative work developed or furnished by the provider are the provider's exclusive property. The provider must give written approval for all use of this work and for any derivation of ideas from it.
- 5. ACCURACY OF SPECIFICATIONS** Quotations are based on the accuracy of the specifications provided. The provider can quote a job at the time of submission if copy, film, tapes, disks, or other input materials do not conform to the information on which the original quotation was based.
- 6. VENUE** In the event of suit regarding this contract, then venue and jurisdiction therefore shall be in either the District, State or Municipal Court, as appropriate, of the county of Dallas, State of Texas. The parties agree and stipulate that the essential terms of this contract are to be performed in said Dallas County.
- 7. ELECTRONIC MANUSCRIPTS/IMAGES** It is the customer's responsibility to maintain a copy of the original file. The provider is not responsible for accidental damage to media supplied by the customer or for the accuracy of furnished input or final input. Until digital input can be evaluated by the provider, no claims or promises are made about the provider's ability to work with jobs submitted in digital format, and no liability is assumed for problems that may arise. Any additional translating, editing, or programming needed to utilize customer-supplied files will be charged at prevailing rates.
- 8. ALTERATIONS/CORRECTIONS** Customer alterations include all work performed in addition to the original specifications. All such work will be charged at the provider's current rates.
- 9. PREPRESS PROOFS** The provider will submit prepress proofs along with original copy for the customer's review and approval. Corrections will be returned to the provider on a "master set" marked "O.K.," "O.K. With Corrections" or "Revised Proof Required" and signed by the customer. Until the master set is received, no additional work will be performed. The provider will not be responsible for undetected production errors if:
 - Proofs are not required by the customer.
 - The work is printed per the customer's OK.
 - Requests for changes are communicated verbally.
- 10. PRESS PROOFS** Press proofs will not be furnished unless they have been required in writing in the provider's quotation. A press sheet can be submitted for the customer's approval as long as the customer is present at the press during makeready. Any press time lost or alterations/corrections made because of the customer's delay or change of mind will be charged at the provider's current rates.
- 11. COLOR PROOFING** Because of differences in equipment, paper, inks, and other conditions between color proofing and production pressroom operations, a reasonable variation in color between color proofs and the completed job is to be expected. When a variation of this kind occurs, it will be considered acceptable performance.
- 12. OVERRUNS/UNDERRUNS** Overruns or underruns will not exceed 10 percent of the quantity ordered. The provider will bill for the actual quantity delivered within this tolerance. If the customer requires a guaranteed quantity, the percentage of tolerance must be stated at the time of quotation.
- 13. CUSTOMER'S PROPERTY** The provider will only maintain fire and extended coverage on property belonging to the customer while the property is in the provider's possession. The provider's liability for such property will not exceed the amount recoverable from the insurance. Additional insurance coverage may be obtained if it is requested in writing and in the premium is paid to the provider.
- 14. DELIVERY** Unless otherwise specified, the price quoted is for a single shipment, without storage, F.O.B. the provider's address. Proposals are based on continuous and uninterrupted delivery of the complete order. If the specifications state otherwise, the provider will charge accordingly at current rates. Charges for delivery of materials and supplies from the customer to the provider or from the customer's supplier to the provider are not included in quotations unless specified. Title for finished work passes to the customer upon delivery to the carrier at the shipping point or upon mailing of invoices for the finished work or a portion thereof, whichever occurs first.
- 15. PRODUCTION SCHEDULES** Production schedules will be established and followed by both the customer and the provider. There will be no liability or penalty for delays due to a state of war, riot, civil disorder, fire, strikes, accidents, action of government or civil authority, acts of God, or other cases beyond the control of the provider. In such cases, schedules will be extended by an amount of time equal to the delay incurred.
- 16. CUSTOMER-FURNISHED MATERIAL** Materials furnished by customers or their suppliers are verified by delivery tickets. The provider bears no responsibility for discrepancies between delivery tickets and actual counts. Customer supplied paper must be delivered according to specifications furnished by the provider. These specifications will include correct weight, thickness, pick resistance, and other technical requirements. Artwork, film, color separations, special dies, tapes, disks, or other materials furnished by the customer must be usable by the provider without alteration or repair. Items not meeting this requirement will be repaired by the customer or by the provider at the provider's current rates.
- 17. OUTSIDE PURCHASES** Unless otherwise agreed in writing, all outside purchases as requested or authorized by the customer, are chargeable.
- 18. TERMS/CLAIMS/LIENS** Payment is net cash 30 calendar days from date of invoice. Claims for defects, damages, or shortages must be made by the customer in writing no later than 10 calendar days after delivery. If no such claim is made, the provider and the customer will understand that the job has been accepted. By accepting the job, the customer acknowledges that the provider's performance has fully satisfied all terms, conditions, and specifications. The Provider's Liability will be limited to the quoted selling price of defective goods without additional charge for special or consequential damages. As security for payment of any sum due under the terms of an agreement, the provider has the right to hold and place a lien on all customer property in the provider's possession. This right applies even if credit has been extended, notes have been accepted, trade acceptances have been made, or payment has been guaranteed. If payment is not made, the customer is liable for all collection costs incurred.
- 19. LIABILITY**
 - 1. Disclaimer of Express Warranties.** The provider warrants that the work is as described in the purchase order. The customer understands that all sketches, copy, dummies, and preparatory work shown to the customer are intended only to illustrate the general type and quality of the work. They are not intended to represent the actual work performed.
 - 2. Disclaimer of Implied Warranties.** The Provider warrants only that the work will conform to the description contained in the purchase order. The provider's maximum liability, whether by negligence, contract, or otherwise, will not exceed the return of the amount invoiced for the work in the dispute. Under no circumstances will the provider be liable for specific, individual, or consequential damages.
- 20. INDEMNIFICATION** The customer agrees to protect the provider from economic loss and any other harmful consequences that might arise in connection with the work. This means the customer will hold the provider harmless and save, indemnify, and otherwise defend the provider against claims, demands, actions, and proceedings on any and all grounds. This will apply regardless of responsibility for negligence.
 - 1. Copyrights.** The customer also warrants that the subject matter to be printed is not copyrighted by a third party. The customer also recognizes that because subject matter does not have to bear a copyright notice to be protected by copyright law, absence of such notice does not necessarily assure a right to reproduce. The customer further warrants that no copyright notice has been removed from any material used in preparing the subject matter for reproduction. To support these warranties, the customer agrees to indemnify and hold the provider harmless for all liability, damages, and attorney fees that may be incurred in any legal action connected with copyright infringement involving the work produced or provided.
 - 2. Personal or Economic Rights.** The customer also warrants that the work does not contain anything that is libelous or scandalous or anything that threatens anyone's right to privacy or other personal or economic rights. The customer will, at the customer's sole expense, promptly and thoroughly defend the provider in all legal actions on these grounds as long as the provider:
 - Promptly notifies the customer of legal action.
 - Gives the customer reasonable time to undertake and conduct a defense.
 - The provider reserves the right to use its sole discretion in refusing to print anything the provider deems libelous, scandalous, improper, or infringing on copyright law.
- 21. STORAGE** The provider will retain intermediate materials used until the related end product has been accepted by the customer. If requested by the customer, intermediate materials will be stored for an additional period at an additional charge. The provider is not liable for any loss or damage to stored material beyond what is recoverable by the provider's fire and extended insurance coverage.
- 22. TAXES** All taxes and assessments levied by any governmental authority are the responsibility of the customer. All amounts due for taxes and assessments will be added to the customer's invoice. No tax exemption will be granted unless the customer's "Exemption Certificate" (or other official proof of exemption) accompanies the purchase order. If, after the customer has paid the invoice, it is determined that more tax is due, then the customer must promptly remit the required taxes to the taxing authority or immediately reimburse the provider for any additional taxes paid.
- 23. TELECOMMUNICATIONS** Unless otherwise agreed, the customer will pay for all transmission charges. The provider is not responsible for any errors, omissions, or extra costs resulting from faults in transmission.
- 24. PREPARATORY MATERIAL** Artwork, type, plates, negatives, positives, tapes, disks, and other items supplied by the provider shall remain the provider's exclusive property.

Originally formally promulgated, Annual Convention, United Typothetae of America, 1922. Revised and updated and repromulgated, Printing Industries of America, Inc., 1945, 1974, 1985 & 1994. Updated and adopted by the Printing Industries of America, National Association of Printers and Lithographers and Graphic Arts Technical Foundation, 2003.

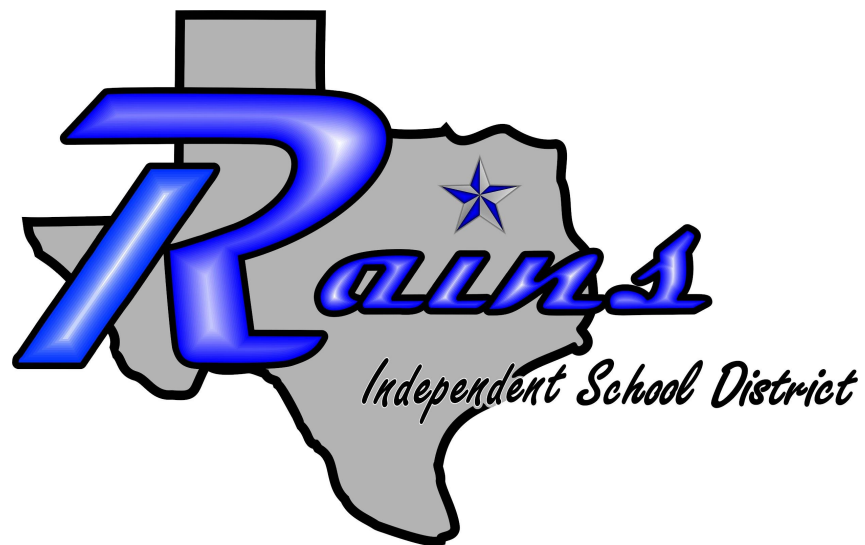
Printing Industries of America, Inc.

Adopted by Taylor Publishing Company 2012

WAG Report FY 2020-21

	ADA	WADA	
Budget Revenue 8/21	1580	2332	\$ 18,385,128
Current estimated ADA variance	7		
WADA Variance from budget		10.33	\$ 67,165
			\$ -
			\$ -
			\$ -
Projected Revenue			\$ 18,452,293
<hr style="border-top: 1px dashed black;"/>			
Budget Expenditures adopted 8/21			\$ 18,368,176
<i>To date adjustments</i>			
Track			\$ 115,000
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
To date adjustments			\$ 115,000
Projected Expenditures			\$ 18,483,176
<hr style="border-top: 1px dashed black;"/>			
Fund Balance			
August 31, 2020 Fund Balance per Audit			\$ 2,683,248
Unaudited adjustment per books			\$ 127,752
August 31, 2021 Fund Bal after Commitments			\$ 2,811,000
			\$ -
			\$ -
Projected change in Fund Balance			\$ (30,883)
Projected Fund Balance as of 8-31-2022			\$ 2,780,117
State Minimum Recommended			\$ 2,910,855
State Recommended			\$ 4,366,282

12/8/2021 These numbers assume 100% of the budget is spent and all budget assumptions are 100% accurate. It does not include accruals or any state adjustments from prior years and should not be compared to year end Audit numbers.



**Rains ISD Return to School Guidance
2021-2022**

Introduction

This guide has been designed to provide information to parents, students, and staff. Leaders across the country have faced a trying situation trying to structure a return plan that will maximize learning for students in a safe environment. Regular updates will be made to this document as they become available from the CDC, as well as applicable federal, state, and local agencies.

Rains ISD will review this plan every six months at school board meetings. Prior to those board meetings, stakeholders will be given the opportunity to offer input concerning the plan. Stakeholders invited to give input concerning all aspects of this plan as well as plans for uses of ESSER funds include, but are not limited to, staff, students, parents, community members, and board members.

COVID-19 Response Team – Rains ISD has developed a COVID-19 Response Team to respond to concerns and communicate district decisions. Members of the team and email addresses are noted below:

Jennifer Johnson	Superintendent	johnsonj@rainsisd.org
Jeff Fisher	Assistant Supt. of Finance	fisherj@rainsisd.org
Rachel Bounds	Director of Curriculum & Instruction	boundsr@rainsisd.org
Trinity Edwards	Director of Health Services	edwardst@rainsisd.org
Donna Morgan	Director of Special Education	morgand@rainsisd.org
Lindsay Morgan	High School Principal	morganl@rainsisd.org
Jennifer Melton	Junior High Principal	meltonj@rainsisd.org
JC Vance	Intermediate Principal	vancej@rainsisd.org
Bill Morgan	Elementary Principal	morganb@rainsisd.org
Lisa Clark	Director of Technology	ljclark@rainsisd.org
Charlie Coker	Athletic Director	cokerc@rainsisd.org

Prevention and Mitigation

Health and Safety Guidance

- **Social and Emotional Well-Being** – Students’ social and emotional well-being are a top priority for Rains ISD. Together, schools and families can support students throughout the year. Counselors and staff will:
 - Work to keep routines predictable
 - Have Staff Development and Work Days every few weeks for staff support
 - Share age-appropriate facts about communicable diseases, including COVID-19
 - Make time to listen to students and giving them opportunities to share feelings
 - Reach out to support students in their learning setting
 - Provide a social worker for extra counseling and support
 - Enter into an MOU with Andrews Center to provide support to students, staff, and families
- **Masks** – According to Governor Greg Abbott’s Executive Order GA-36, masks are to be optional in all school facilities.

- **Hand Washing/Sanitizing**
 - Alcohol-based hand sanitizer will be available at various locations throughout the campuses.
 - Teachers will provide hand sanitizer in the classrooms and will periodically remind students during the instructional day.
 - Staff and students are expected to frequently wash or sanitize their hands.
- **Disinfecting Expectations**
 - Staff will have access to disinfectant spray to sanitize working surfaces and shared objects during breaks in instruction.
 - Each classroom and restroom will be disinfected daily.
 - Cleaning cloths will be changed for each classroom and common area to maximize room-to-room cleanliness.
- **Social Distancing**
 - Staff and students will work to maintain social distancing in indoor and outdoor settings, to the extent possible.
 - Classrooms will be arranged to allow for as much space as possible between seating areas.
- **Staff and Student Training**
 - Staff will be trained by the Director of Health Services and campus administrators to ensure understanding and preparedness to align with this manual.
 - Students will receive instruction on appropriate hygiene practices.
 - All employees and students must understand the safety requirements, protocols, and expectations to ensure safety and the prevention and spread of communicable diseases.
- **Improving Ventilation**
 - Rains ISD will be replacing the HVAC system in the Junior High to improve ventilation.

Campuses and Classrooms

- **Learning Environments**
 - When possible, students will be grouped into cohorts.
 - The use of outdoor space for learning will be considered when possible.
- **Visitors, Drop-off, and Pick-Up**
 - Rains ISD will restrict visitors to the school in an effort to assist in decreasing risks of exposure, as well as to increase safety on campuses.
 - All visits/meetings between staff and parents/visitors should be scheduled via an appointment.
 - The number of visitors in the school will be limited to ensure that students are safe; therefore, alternative meeting options may be scheduled, including virtual meetings.
 - Each school will have procedures in place for daily student drop-off and pick-up routines that are specific to that campus.
 - Parents/guardians will not be able to leave their cars or enter the buildings during drop-off and pick-up.

- Parents who wish to pick up their child prior to the end of the school day will need to call ahead, so students can be accompanied to parent vehicles upon arrival for sign-out.
- **Restrooms and Water Fountains**
 - Students' physical needs are extremely important. Social distancing and hand washing will remain priorities during restroom breaks.
 - Students will be allowed to carry water bottles, which may be refilled at water-filling stations located next to water fountains.
- **Additional Instructors in Classrooms**
 - In certain instances, additional staff members may be assigned to classrooms to instruct specific students.
 - These individuals will sanitize prior to entering and exiting the classroom.
- **Screening Protocols**
 - Staff will be required to self-screen for symptoms of communicable diseases such as COVID-19 prior to reporting to work each day.
 - Teachers and staff must report to the school system if they have any communicable disease or COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry.
 - Teachers and staff must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19.
 - Parents/guardians are expected to screen their children each day prior to sending their student to school.
 - Parents must ensure they do not send a child to school if the child has any communicable disease or COVID-19 symptoms or is lab-confirmed with COVID-19.
 - Teachers will monitor students and send them to the nurse if symptoms are present throughout the day.
 - Before visitors are allowed on campuses, they will be screened in the campus office to determine if they have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they will not be allowed on campus.

Response

- Students or staff who present with COVID-19 symptoms will be evaluated by the school nurse/nurse aide.
- If COVID-19 symptoms are present: Staff members will be sent home, and students will be isolated and asked to put on face covering until the parent/guardian arrives to take them home.
- Parents will be asked to stay in their vehicle and call the campus office upon arrival to notify the nurse/nurse aide. Students will be escorted to the parent's vehicle upon parent/guardian arrival. High school students who drive must have parent permission to drive home before leaving campus.

Nurse aides/nurse are staffed at each campus, and Rains ISD also employs a Director of Health Services, Trinity Edwards, RN. These individuals have been trained to support and assist with health and safety matters.

- **Per TEA/CDC Guidance on Individuals Confirmed or Suspected with COVID-19** – Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the

infection period, and cannot return to campus until the below conditions for campus re-entry have been met:

- In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - the individual has improvement in symptoms (e.g., cough, shortness of breath); **and**
 - at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.
- Students or staff who come into close contact (within 6 feet for 15 or more minutes while not wearing a face covering) or direct contact (being directly exposed to infectious secretions-e.g., being coughed on); with a lab-confirmed case of COVID-19 will be asked to follow **the CDC guidance issued as of December 2, 2020. The CDC amended their guidance to allow two shorter options for the stay at-home period. Based on current CDC guidance, the stay-at-home period can end for individuals experiencing no symptoms:**
 - **On Day 10 after close contact exposure without testing,**
 - **On Day 7 after close contact exposure and after receiving a negative test result.**
 - District communication will be provided to the staff and students who come into contact with anyone who tests positive for COVID-19.
 - Rains ISD will sanitize all areas that had exposure from someone who tested positive as soon as possible.
 - Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on-campus activities. If an individual is determined to have had close contact, he/she or the parent/guardian will be individually contacted.

Instructional Models

Rains ISD will offer traditional in-person learning for instructional delivery for our students:

Traditional In-Person Learning: (face-to-face, on campus) Students attend school daily, as with a regular school year, and follow safety, sanitation, and social distancing expectations.

The campuses MUST provide instruction in the Texas Essential Knowledge and Skills (TEKS) for the required grade level/subject/course. Monitoring student learning and progress remains integral to the success of the students. This includes attendance, grades, formative/summative assessments, and other monitoring systems that help teachers know how students are making progress.

The following pages of this document address the specifics of school procedures for the 2021-2022 school year.

- **Attendance**
 - District funding and resources are linked to attendance.
 - Attendance will be taken each day for face-to-face learning.
 - Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered in order to be awarded credit for the course and/or to be promoted to the next grade.

- **Grading**
 - State law requires each district to adopt its own grading policies. This policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
 - Rains ISD grading policies are published annually in the campus Student Handbook.
 - Progress reports and report cards, along with parent conferences, will be used to communicate each student's progress and performance.

- **State and Local Testing** – All students are expected to follow state and local testing requirements.

Roles, Responsibilities, and Resources

Students:

- Come to school with supplies, completed assignments, and ready to learn.
- Complete class/course by district/teacher deadlines.
- Be on time and ready to learn when entering the classroom.
- Attend class daily.
- Collaborate with teachers and peers during class discussions.
- Ask for clarification if you do not understand how to use learning tools such as Google Classroom.
- Practice digital citizenship.
- Seek guidance from a trusted school employee or adult when feeling anxious or struggling with feelings of depression, anger, etc.

Parents:

- Daily prepare your child for learning by helping your child organize materials/backpack.
- Access teacher expectations/syllabus for students as well as Google classroom information.
- Designate a routine and specific place in the home for academics.
- Obtain Skyward access.
- Obtain Google Classroom access.
- Discuss with your child what was learned at school each day.
- Partner with your child's teacher to collaborate in order to produce the best educational experience for your child.

- Create and maintain open communication with your child’s teacher via Remind, email, phone calls, and/or face-to-face conferences.
- Teach your child responsibility to take ownership of his/her own learning.
- Be a good listener for your child, and learn what to listen for if and when your child cries out for help.
- Reach out to the school counselor if you need/want to visit about any concerns you have about your child.

Teachers:

- Plan with grade-level team/department team and principals concerning instructional goals and strategies for all students.
- Follow the curriculum scope and sequence.
- Upload instructional materials and resources into Google Classroom.
- Instruct students on Google Classroom accessibility and maneuvering as they utilize learning materials for assignments.
- Assess students’ assignments in a timely manner to give feedback and address next steps if tutorials or interventions are necessary.
- Post grades in a timely manner; at least weekly.
- Classroom teachers provide instruction and interventions as data determines.
- Intervention teachers provide intervention aligned to classroom needs, campus and district schedules.
- Teachers must follow student IEP/504 accommodations.
- Provide services for all special programs.
- Monitor student progress continuously (with documentation)
- Provide a mental, social, and emotional safe place within the classroom.
- Watch for warning signs for mental health struggles.
- Report all concerns to campus counselors or administration.
- Complete all required professional learning for mental health.
- Self-check yourself mentally, socially, and emotionally.
- Reach out to a school counselor, administrator or trusted adult if you need/want to visit about any concerns you have about yourself.

Special Programs (Special Education, ESL, 504, Dyslexia, GT)

- **Program Participation and Services** – Students currently participating in special program services, such as special education, 504, ESL, GT, and dyslexia will continue to receive services, including monitoring and intervention as established in program handbooks. Parent meetings may be held using in-person or virtual meeting platforms.
- **Evaluations and Testing** – District protocols have been established to evaluate students who have been referred for special programs. Social distancing and/or personal protective equipment (PPE) will be used, as appropriate.

Staff and Student Support

- A safe learning environment will be provided.
- The district will provide: bullying prevention, suicide prevention, child abuse prevention, dating violence prevention, sexual harassment prevention.
- Certified counselors will be provided at each campus.
- A multi-tiered system of support (MTSS) will be provided.
- Interventions will be provided at all grade levels.

- Tutorials will be provided.

<u>CHECK</u>	<u>INVOICE</u>	<u>CHECK</u>	<u>INVOICE</u>		
<u>NUMBER</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>DATE</u>	<u>AMOUNT</u>
3481	JEAN ANN SILLERS	CONDUCT REWARD FOR CLASS - REQUESTED BY JEAN ANN SILLERS - NOT TO EXCEED 20.00 KB	12/13/2021	12/13/2021	-21.65
3739	FISHER, JANICE	REIMBURSE JANCIE FISHER FOR MASON HECTORS SKY RANCH FIELD TRIP - REQUESTED BY JAYLA MOULDER KB	12/13/2021	12/13/2021	-6.70
3770	Pruitt, Rachael	Refund of lost library book (B. Address)	12/13/2021	12/13/2021	-16.00
3861	KOLB, JENNIFER	REFUND JENNIFER KOLB FOR PAID LOST LIBRARY BOOK LATER FOUND	12/13/2021	12/13/2021	-8.00
3937	DIXON, APRIL	REIMBURSE SAVANNAH STEWART'S MOTHER FOR LIBRARY BOOK THAT WAS FOUND AFTER SHE PAID FOR IT FROM LMC ACTIVITY FUND	12/13/2021	12/13/2021	-11.00
	TASC DISTRICT 19	Region 19 TASC:HS Stuco-to renew student council dues-per Matt Kirkpatrick	12/13/2021	12/13/2021	-25.00
3981	MCDONALDS MT VERNON	McDonalds:HS Boys Basketball-post game meals for Rivercrest Tour-per Jon Felmet	12/13/2021	12/13/2021	-57.41
3997	ELY, LISA	REIMBURSE FOR FOUND LIBRARY BOOK	12/13/2021	12/13/2021	-9.00
5576	HARVEY, ALYSSA	REIMBURSE FOR WIND SUIT FROM CHEERLEADER ACTIVITY ACCOUNT	12/13/2021	12/13/2021	-70.00
37001	COMMERCE BASKETBALL	Commerce Basketball Officials Assoc:HS GBB-to pay B Team tournament officials-per Cody Christenberry	12/13/2021	12/13/2021	-360.00
38380	URBAN AIR AND ESCAPO	BALANCE LEFT FOR UIL FIELD TRIP ON MAY 21ST	12/13/2021	12/13/2021	-850.00
38568	BARTH, CONNOR	NJHS KIDS REFUND	12/13/2021	12/13/2021	-3.00
38570	CHILDERS, GRACE	NJHS KIDS REFUND	12/13/2021	12/13/2021	-3.00
38573	SMALL, SARA	NJHS KIDS REFUND	12/13/2021	12/13/2021	-3.00
38639	VILLEGAS, JOSE	Prom Reimbursement	12/13/2021	12/13/2021	-65.00
38690	ALDERSON, JAMES JR.	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/12/2021	-25.75
38697	BLACK, TIMBER	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-3.00
38707	DROWN, MARLEE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-14.00
38713	KOERNER, KATHERINE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-7.00
38714	LANCE, JONATHAN	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-15.00
38715	LANCE, TANYA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-13.75
38718	PRINZ, DANIEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-12.00
38719	RODRIGUEZ, ANNABEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-1.50
38722	STOCKTON, REBECCA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	12/13/2021	12/13/2021	-23.00
38857	IMMANUEL BAPTIST CHU	MEAL TICKETS FOR UIL STUDENTS	12/02/2021	12/02/2021	380.00
38858	INTEGRITY PROMOTIONS	COOKIE DOUGH FUNDRAISER	12/02/2021	11/04/2021	16,409.00
38859	SCHOLASTIC BOOK FAIR	PAYMENT FOR SCHOLASTIC BOOK FAIR JH LIBRARY	12/02/2021	11/12/2021	2,116.96
38861	WALMART COMMUNITY	WALMART - LOUNGE SUPPLIES - COFFEE, FILTERS, CREAMER	12/10/2021	10/25/2021	26.05
	WALMART COMMUNITY	Hamburger and Hot dog items for Cosmo and FFA Cook-out	12/10/2021	10/28/2021	219.64
	WALMART COMMUNITY	SAM'S CLUB SUPPLIES FOR JH L/S	12/10/2021	10/17/2021	682.42
	WALMART COMMUNITY	AR party snacks and supplies for Library. Capri suns, and chips.	12/10/2021	11/01/2021	177.17
	WALMART COMMUNITY	FFA Meeting Supplies food, water, carving utensils.	12/10/2021	10/25/2021	325.67
	WALMART COMMUNITY	WALMART - BIRTHDAY SNACKS FOR STUDENTS	12/10/2021	12/10/2021	22.46
38862	BSN SPORTS/SPORT SUP	PUT IN WRONG PO GROUP - PREVIOUSLY APPROVED WITH PO 0412100765 -BACKPACKS FOR SOFTBALL - REQUESTED BY SCOTT DELOZIER KB	12/10/2021	12/03/2021	1,322.79
38863	KANDI OAKS DBA CIRCL	Uniform Embdoies	12/10/2021	11/15/2021	128.00
	KANDI OAKS DBA CIRCL	Pink Out shirts Previously PO 4652200007 closed in error	12/10/2021	10/14/2021	308.00
38864	FASST SPORTS	BASEBALL CAPS - REQUESTED BY BRANDON KAJIHIRO KB	12/10/2021	12/03/2021	1,482.00
38865	GLAZIER CLINIC	GLAZIER ONLINE FOOTBALL CLINICS - REQUESTED BY CHARLIE COKER KB	12/10/2021	12/02/2021	399.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
38866	SAMS CLUB DIRECT	Sam's:popcorn bags, popcorn kernels, oil, hot chocolate for Movie Day	12/10/2021	12/08/2021	54.56
38867	SEITZ FUNDRAISING DB	Meat Fundraiser	12/10/2021	12/02/2021	11,711.75
38868	KIEFER, ANTONIO	Student changing pathways, so wants reimbursement for Cosmo shirt already purchased but not received	12/16/2021	12/15/2021	104.00
61795	TYLER AREA BASKETBAL	OFFICIAL FOR GIRLS BB SCRIMMAGE ON 10/30/21 - REQUESTED BY LAURA JENKINS KB	12/03/2021	10/22/2021	-100.00
61946	IDEMIA IDENTITY & SE	FINGERPRINTING FOR CARLEY SALE FOR CDC	12/03/2021	11/18/2021	-39.75
61967	SAN ANGELO STOCK SHO	San Angelo Stock show entries	12/01/2021	11/30/2021	568.00
61968	ATSSB REGION 3	Check - ATSSB Entry Fees	12/02/2021	12/02/2021	570.00
61969	ATSSB REGION 3	Entry fees for All-Region auditions	12/02/2021	11/29/2021	300.00
61970	ByteSpeed LLC	Power supplies for vape sensors - high school	12/02/2021	11/10/2021	70.00
61971	CANTON ISD	UIL practice meet	12/02/2021	12/02/2021	350.00
61972	KANDI OAKS DBA CIRCL	SOFTBALL SUPPLIES - REQUESTED BY SCOTT DELOZIER KB	12/02/2021	12/02/2021	384.00
61973	KANDI OAKS DBA CIRCL	EMBROIDERY ONLY ON JACKETS - REQUESTED BY COACH DELOZIER KB	12/02/2021	12/02/2021	70.00
61974	KANDI OAKS DBA CIRCL	PRINT ONLY ON OFF SEASON SHIRTS - GIRLS SPORTS - REQUESTED BY SCOTT DELOZIER KB	12/02/2021	12/02/2021	180.00
61975	CITY OF EMORY	SERVICE THRU NOV 2021	12/02/2021	11/30/2021	10,659.06
61976	EVANS, MADALYN	Meal Money for Canton UIL practice meet	12/02/2021	12/02/2021	160.00
61977	FOOD SERVICE ASSISTA	CONSULTING FEES FOR SEPT 2021 BASED ON 21828 MEALS; ERROR ON ORIGINAL INVOICE	12/02/2021	11/29/2021	1,746.24
61978	HOLT, ASHLEY	Consultative svcs. for in-home parent training on 9/28/21 and 10/12/21 for implementation of IEP goals/obj.; details on file in Dist. SpEd Office	12/02/2021	11/29/2021	200.00
61979	HUNT REGIONAL MEDICA	INV 64657C9148 - HUNT REGIONAL MEDICAL PARTNERS - EMPLOYEE PHYSICAL - BARBETTE ARMSTRONG - FOOD SERVICE	12/02/2021	11/13/2021	70.00
61980	IDEMIA IDENTITY & SE	FINGERPRINTING FOR STORMY JUDGE FOR CDC	12/02/2021	12/02/2021	39.75
61981	Lone Star Communicat	INV #98381 REPAIR BELL SYSTEM AT JR. HIGH - OPERATIONS DEPT	12/02/2021	11/26/2021	432.00
61982	Magazine Subscription	Magazine renewals for Rains High School	12/02/2021	11/19/2021	543.08
61983	MEDCO SUPPLY	SUPPLIES FOR ATHLETIC TRAINER - REQUESTED BY CHASE STOLTENBERG KB	12/02/2021	09/28/2021	470.00
61984	NCS Pearson Inc., DB	Protocol for evaluations to determine SpEd eligibility	12/02/2021	11/16/2021	318.00
61985	NEWS-2-YOU INC.	Online curriculum for life skills students	12/02/2021	10/21/2021	539.55
61986	O'NEAL, SHALA	Off home campus visit for implementation of IEP goals/obj. DIP: G7, Obj. 4	12/02/2021	11/30/2021	195.04
61987	POTTS GAS COMPANY	INV 281238 - POTTS GAS CO - PROPANE FOR FLOOR BUFFER - CUSTODIAL DEPT	12/02/2021	11/29/2021	40.00
61988	QUITMAN ATHLETICS	QUITMAN HOLIDAY INVITATIONAL TOURNAMENT FEE FOR GIRLS HS BB ON DECEMBER 29 & 29, 2021- REQUESTED BY LAURA JENKINS KB	12/02/2021	12/02/2021	425.00
61989	RIVERSIDE ASSESSMENT	Protocols for evaluations to determine SpEd eligibility	12/02/2021	11/16/2021	523.60
61990	School Health Corpor	Rail for privacy curtain in cosmo	12/02/2021	10/13/2021	131.54
61991	SOUTH RAINS WATER SU	MO SERV FROM 10-18 TO 11-17-21; NOV 2021	12/02/2021	11/17/2021	25.13
61992	T & G Medical Billin	Professional services per contracted agreement for filing Medicaid claims per R&S reports	12/02/2021	12/01/2021	1,025.91
61993	TASB POLICY SERVICE	TASB Localized Update 118 Invoice#622312	12/02/2021	11/18/2021	1,610.00
61994	TATUM ISD	FEE FOR FRESHMAN & JV BOYS BB TOURNAMENT @ TATUM ISD - REQUESTED BY JERRY TIMMONS KB	12/02/2021	12/02/2021	400.00
61995	THE HOME DEPOT PRO	INV 651694564 - HOME DEPOT PRO - ROLL NATURAL	12/02/2021	11/08/2021	3,997.89

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		PAPER TOWEL, SINGLE ROLL TOILET TISSUE 2PLY, TRASH CAN LINERS - CUSTODIAL SUPPLIES - CUSTODIAL DEPT			
61996	VERIZON WIRELESS	OCT 20 - NOV 19, 2021; INVOICE 9893162237	12/02/2021	11/30/2021	75.98
61997	WATER EVENT-PURE WAT	NOV 2021 INVOICE #926826	12/02/2021	11/18/2021	24.50
61998	IDEMIA IDENTITY & SE	FINGERPRINTING FOR R. DECKER FOR CDC	12/03/2021	11/18/2021	39.75
61999	NORTHEAST TEXAS COMM	Check - Lunch @ UIL competition	12/09/2021	12/09/2021	540.00
62002	WALMART COMMUNITY	FOOD SERVICE SUPPLIES FOR CATERING NOT TO EXCEED \$300.00 PER C. SHORT	12/10/2021	12/10/2021	54.66
	WALMART COMMUNITY	Open PO for groceries for culinary & food science labs	12/10/2021	12/10/2021	112.25
	WALMART COMMUNITY	Food items for chicken fabrication and meals, trail-mix	12/10/2021	12/10/2021	148.52
	WALMART COMMUNITY	Laundry and Cleaning Supplies for the Cosmo uniforms and salon	12/10/2021	12/10/2021	141.03
	WALMART COMMUNITY	WALMART - WHAT A WILDCAT PRIZES; NICOLE TIMMONS	12/10/2021	12/10/2021	146.84
	WALMART COMMUNITY	WALMART SUPPLIES FOR JH ART CLASSES	12/10/2021	12/10/2021	33.93
	WALMART COMMUNITY	WALMART - SNACKS FOR TEACHERS, SODAS, WATER, TEA, FRUIT	12/10/2021	12/10/2021	97.69
	WALMART COMMUNITY	small pumpkins for floral	12/10/2021	12/10/2021	106.74
	WALMART COMMUNITY	PO 4002200132 closed in error: College and career event supplies: snacks, drinks, prizes for completing event's stations, items for vendors at the event as well	12/10/2021	12/10/2021	176.06
62003	JF PETROLEUM GROUP	QUOTE #8-MW-BNO2793-1 TO REPLACE EXISTING FUEL PUMPS	12/10/2021	08/31/2021	14,000.00
62005	ADAMS, ELIZABETH	Contracted services for Orientation and Mobility in Dec. 2021 for implementation of IEP goals/obj.; Details on file in district SpEd office	12/10/2021	12/01/2021	437.50
62006	BROWN, SHANNON	Physical Therapy services for November 2021 for implementation of goals/obj.; details on file in District SpEd office	12/10/2021	12/01/2021	980.00
62007	Carrier Enterprise,	INV #1463146 COMBUSTION FAN MOTORS FOR HIGH SCHOOL LOUNGE - MAINT DEPT	12/10/2021	12/01/2021	336.44
62008	CDW-G	SUPPLIES FOR SRO L. BRIMER	12/10/2021	09/20/2021	641.82
	CDW-G	CDW-G scanner and printer for JH office	12/10/2021	10/25/2021	1,125.25
62009	COACHES VIDEO LLC	TILT HEAD FOR ROVERCAM 19 - REQUESTED BY CHARLIE COKER KB	12/10/2021	12/02/2021	148.00
62010	COCA-COLA S.W. BEVER		12/10/2021	11/19/2021	145.66
	COCA-COLA S.W. BEVER		12/10/2021	11/19/2021	266.96
62011	CREATIVE EDGE	Student of the Month Yard Signs	12/10/2021	12/07/2021	700.00
62012	EDGEWOOD ISD	JV GIRLS BB TOURNAMENT @ EDGEWOOD ISD DECEMBER 9 - 11, 2021 - REQUESTED BY LAURA JENKINS KB	12/10/2021	12/07/2021	275.00
62013	EVART MATH RESOURCES	ALGEBRA MATH RESOURCES - REQUESTED BY RACHEL BOUNDS KB	12/10/2021	11/21/2021	400.00
62014	FIELDHOUSE SPORTS	SUPPLIES FOR GIRLS BASKET BALL - REQUESTED BY LAURA JENKINS KB	12/10/2021	11/29/2021	635.00
62015	GREENVILLE SUPPLY CO	INV #532721 JSC RUBBER SPANGE FOR JH GIRLS ATHLETIC LOCKROOM - MAINT DEPT	12/10/2021	11/12/2021	58.00
62016	HARDY, COOK & HARDY,	Professional Services for November 2021 and Monthly Retainer.	12/10/2021	12/03/2021	278.00
62017	HOLT, ASHLEY	Contracted svcs. for in-home parent training for implementation of IEP goals/obj.	12/10/2021	11/09/2021	125.00
62018	Hooten's Lawn & Tree	INV #26489 ELEANGNUS - GROUNDS DEPT	12/10/2021	11/18/2021	320.00
62019	BRAMDAK DBA INTERQUE	K-9 SNIFF 11-02-21; HALF DAY SERVICE	12/10/2021	11/30/2021	350.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
62020	MAILBOX EXPRESS	Shipping of replaced phones	12/10/2021	11/10/2021	33.66
62021	Movie Licensing USA	Movie License for viewing rights	12/10/2021	12/01/2021	517.00
62022	O'REILLY AUTO PARTS	INV #5658329024 DENT PULLER - TRANSPORTATION DEPT	12/10/2021	11/16/2021	12.99
62023	OMNIPRO LLC	Chromebook Damage Protection	12/10/2021	11/09/2021	11,250.00
62024	PEOPLES COMMUNICATIO	MO SER FOR DEC 2021	12/10/2021	12/07/2021	1,085.86
62025	PROSPER ATHLETICS	VOLLEYBALL PLAYOFF GAME HOSTED BY PROPER ISD BOYD / RAINS ON 11/4/2021 - REQUESTED BY CHARLIE COKER KB	12/10/2021	11/04/2021	651.02
62026	RAINS COUNTY CLERK'S	INVOICE FOR SPECIAL ELECTION- VATRE NOVEMBER 2, 2021	12/10/2021	12/03/2021	977.75
62027	RAINS ISD FOOD SERVI	Snacks for STAAR testing	12/10/2021	12/06/2021	82.57
	RAINS ISD FOOD SERVI	SALAD FOR FYTA DAY 3 11/17/21- NOT TO EXCEED 100.00 KB	12/10/2021	12/02/2021	8.00
	RAINS ISD FOOD SERVI	MEAL FOR IMPACT COACHING / T-TESS ON DECEMBER 1, 2021 - REQUESTED BY RACHEL BOUNDS KB	12/10/2021	12/06/2021	84.00
62028	RENTAL ONE	INV #1316568-0001 TELEHANDLER 5.5K 19' REACH; TEXAS UNIT PROPERTY TAX; DIESEL-MV-TAX; DELIVERY CHARGE; PICKUP CHARGE; DAMAGE WAIVER - MAINT DEPT	12/10/2021	11/30/2021	1,482.10
62029	School Health Corpor	ORDER #3987121-00; CURTAIN CUBICLES FOR INTERMEDIATE	12/10/2021	11/30/2021	694.96
	School Health Corpor	Rolled Gauze, chest wound dressing, pressure wrap	12/10/2021	11/16/2021	68.39
	School Health Corpor	LIFEPACK CR2 USB FULLY AUTOMATIC; QUOTE 3972527-00	12/10/2021	11/18/2021	6,568.20
62030	SHERWIN WILLIAMS CO	INV #0514-3 GARBO SILVER PAINT (HIGH SCHOOL); SUPPLY CHAIN CHR; ULTRA EMBASSY BLUE (HIGH SCHOOL); SUPPLY CHAIN CHR; ULTRA DEEP BASE EMBASSY BLUE (HIGH SCHOOL); SUPPLY CHAIN CHR - MAINT DEPT	12/10/2021	11/19/2021	660.28
62031	SOS: STRATEGIC OUT-S	Training monographs to deliver required professional development on compliance/strategies for state-required SpEd self-assessment	12/10/2021	12/08/2021	2,250.00
62032	Southwest Solutions	INVOICE 41043; ICE MACHINE INTERMEDIATE CAFETERIA REPAIR, PARTS, LABOR AND MILEAGE	12/10/2021	11/29/2021	702.13
62033	TASB POLICY SERVICE	TASB Policy Services - Policy Update * Local District Update 2021.07, Unique Policy Changes FNAB (E) Local District Update Invoice: 622678	12/10/2021	12/03/2021	36.00
62034	TCEA	TCEA Conference	12/10/2021	12/03/2021	3,788.00
62035	TEXAS ELECTION LAWS	Invoice #2031 - Softcover Copy of 2021-2022 Texas Election Laws	12/10/2021	11/29/2021	150.00
62036	THE HOME DEPOT PRO		12/10/2021	11/19/2021	1,581.25
62040	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	354.25
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	442.51
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	200.00
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	310.01
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	152.51
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	200.76
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	217.63
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	99.13
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	355.01
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	490.00
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	284.25
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	480.01
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	200.00
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	344.13
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	200.00

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
62040	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	342.51
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	141.63
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	215.64
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	187.13
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	203.50
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	132.50
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	97.51
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	182.63
	TURNER HOLDINGS DBA		12/10/2021	12/02/2021	167.51
62041	UNITED LABORATORIES,	INV #329656 WEED & BRUSH LOW-V; SHPG & HANDLING - GROUNDS DEPT	12/10/2021	09/28/2021	580.12
62042	UT HEALTH PHYSICIANS	INV #UTT1001592731 DOT PHYSICAL FOR BUS DRIVER EDWARD STEVENS - TRANSPORTATION DEPT	12/10/2021	11/23/2021	21.00
62059	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 11-06 TO 12-08-21	12/16/2021	12/08/2021	1,515.97
62060	ATSSB REGION 3	ATSSB Area Audition Fees for 5 students Check needed in hand by 01/07	12/16/2021	12/15/2021	125.00
62061	CC MATHIS LLC	Consultative services for evaluations; contract on file in Dist. SpEd. Office	12/16/2021	12/10/2021	880.00
62062	CDW-G	Replacement bulbs for projectors	12/16/2021	11/18/2021	1,152.11
62063	KANDI OAKS DBA CIRCL	CIRCLE C INK - TSHIRTS FOR TEACHER CHRISTMAS	12/16/2021	12/10/2021	558.00
62065	COMPLETE SUPPLY INC	INV 274853 - COMPLETE SUPPLY - GREEN CERTIFIED HAND FOAM SOAP - CUSTODIAL SUPPLIES - CUSTODIAL DEPT	12/16/2021	12/07/2021	1,593.50
	COMPLETE SUPPLY INC	INV 275809 - COMPLETE SUPPLY - GREEN CERTIFIED FOAM SOAP, DELUXE BOWL MOP WHITE SWAB, CONTOURED TOILET BOWL BRUSH - CUSTODIAL SUPPLIES - CUSTODIAL DEPT	12/16/2021	12/14/2021	1,737.74
	COMPLETE SUPPLY INC	INV 268587-2 - COMPLETE SUPPLY - PRO TEAM SUPER COACH PRO 6 BACKPACK VACUUM - CUSTODIAL EQUIPMENT - CUSTODIAL DEPT	12/16/2021	12/14/2021	874.92
62066	CORYELL ROOFING & CO	INVOICES 4916 & 4917	12/16/2021	10/31/2021	4,048.08
62068	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202110-225550 -- 10/01/2021-10/31/2021	12/16/2021	10/31/2021	29.00
	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202111-227506 -- 11/01/2021-11/30/2021	12/16/2021	11/30/2021	13.00
62069	DUKO OIL COMPANY	INV #D46148 CHEVRON DELO OIL 400 15W40; DEF BULK - TRANSPORTATION DEPT	12/16/2021	12/07/2021	779.36
	DUKO OIL COMPANY	INV #201680 CONVENTIONAL UNLEADED 87 OCTANE - TRANSPORTATION DEPT INV #201680 DYED DEISEL RDD - TRANSPORTATION DEPT	12/16/2021	12/03/2021	5,479.93
62070	EDGENUITY INC.	AMERICAN SIGN LANGUAGE COURSE - REQEUSTED BY RACHEL BOUNDS KB	12/16/2021	12/10/2021	99.00
62071	FOOD SERVICE ASSISTA	CONSULTING FEES FOR NOV 2021 BASED ON 36278 MEALS	12/16/2021	12/14/2021	2,902.24
	FOOD SERVICE ASSISTA	CONSULTING FEES FOR OCTOBER 2021 BASED ON 40209 MEALS	12/16/2021	12/10/2021	3,216.72
62072	FOUNDATION INNOVATIO	INVOICE #RA2021-4; NOVEMBER CONT SERVICES	12/16/2021	11/30/2021	1,625.00
62073	KATRINA MILLER ENTER	KATRINA MILLER ENTERPRISES; MTA ADVANCED TRAINING KITS 4, 5, AND 6/7 FOR STACY GIBSON; NOVEMBER 17-19	12/16/2021	12/07/2021	375.00
62074	LAWSON PRODUCTS, INC	INV #9039078859 55LB ASPHALT PAT TAMPER; AERODYNAMIC HALOGEN CAPS (BULBS - BUS BARN) - GROUNDS/ TRANSPORTATION DEPT	12/16/2021	12/08/2021	1,722.70
62075	LISA COWAN OTR, PC	Occupational Therapy svcs. for November 2021 for	12/16/2021	12/10/2021	2,452.50

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		implementation of IEP goals/obj.; details on file in district sped office			
62077	MORGAN, LINDSAY	Mileage Reimbursement @ .53 per mile: Farmersville football 84 miles, Grand Saline football 24 miles, Commerce volleyball 58 miles, Grand Saline volleyball 24 miles, Pottsboro football 166 miles, Mesquite band festival 98 miles, Commerce cross country 58 miles, Edgewood volleyball to Commerce football 89 miles, Denton band 162 miles, Kilgore training 118 miles, Greenville volleyball playoffs 60 miles	12/16/2021	12/14/2021	582.47
62078	PIPPIN, ALLEA	Reimbursement under PO 4222200069 forgot to grab the Walmart card and needed for project	12/16/2021	12/08/2021	32.46
62079	PLANK ROAD PUB. INC.	MUSIC SUPPLIES - PERFORMANCE KITS - ATTN KRISTEN MCMULLEN	12/16/2021	12/09/2021	552.98
62080	POTTS GAS COMPANY	INVOICE #303359 ACCOUNT #308703 11-04-21	12/16/2021	11/04/2021	457.50
	POTTS GAS COMPANY	INVOICE #12117195 ACCOUNT #308702 11-19-21	12/16/2021	11/19/2021	140.89
62081	QUILL CORPORATION	INV #21542355 LABELING TAPE TZe-2312PK BLACK PRINT ON WHITE TAPE 1/2" 2PK; AVERY ROUND COLOR CODING DOTS 3/4" - MAINT DEPT	12/16/2021	12/09/2021	42.49
62082	REGION 10	INSTRUCTIONAL PRACTICE PACKAGE FOR 2021-22; BALANCE ON PO 0412200058 CLOSED OUT IN ERROR	12/16/2021	12/13/2021	2,450.00
62083	REGION 7 EDUCATION S	REQUIRED DYSLEXIA ASSESSMENT TRAINING FOR STACY GIBSON; OCT 19-21 AT REGION 7; NEW FISCAL YEAR HAD TO BE GIVEN, REFER TO PO 3002100141, WHICH HAS ALREADY BEEN APPROVED	12/16/2021	11/19/2021	300.00
	REGION 7 EDUCATION S	REGION 7 LEGAL- SCHOOL BOARD ORIENTATION TO THE TEXAS EDUCATION CODE WORKSHOP #200883 FOR SCHOOL BOARD MEMBER JAYDE SUSTAIRE.	12/16/2021	12/09/2021	75.00
62084	ROBINSON, LANCE	REIMB FINGERPRINTING 11-02-21	12/16/2021	12/01/2021	49.26
62085	SAMS CLUB DIRECT	Items for Teacher Appreciation meal, decorations, and gift/Staff Development purchased under PO 4002200036 but used the Sam's card instead	12/16/2021	12/14/2021	182.18
62086	TATUM MUSIC CO, INC	Repairs: Ticket 402903 Mellophone, Ticket 405694 Sousaphone, Ticket 406918 french horn, Ticket 406932 french horn, Ticket 407081 french horn, Ticket 408797 flute, Ticket 409771 Tuba	12/16/2021	12/15/2021	297.50
62088	TERMINIX INTERNATION	INV #414941816 PEST CONTROL AT ELEMENTARY KITCHEN W/O #18236636879 - OPERATIONS DEPT INV #414941516 PEST CONTROL AT INTERMEDIATE KITCHEN W/O #18229299549 - OPERATIONS DEPT INV #414941706 PEST CONTROL AT JR. HIGH KITCHEN W/O #18236860232 - OPERATIONS DEPT INV #414941340 PEST CONTROL AT HIGH SCHOOL KITCHEN W/O #18229171102 - OPERATIONS DEPT	12/16/2021	12/03/2021	272.00
62089	TEXAS POLICE TRAINER	INVOICE# AS-35-2021; ACTIVE SHOOTER RESPONSE FOR SCHOOL BASED LAW ENFORCEMENT 12-11-21 FOR F. RUBIN	12/16/2021	12/13/2021	130.00
62090	THE HOME DEPOT PRO	INV #657998449 MERV 8 PLEATED 20X20X1 STANDARD CAPACITY SELF SUPPORTED AIR FILTERS; MERV 8 PLEATED 16X30X1 STANDARD CAPACITY SELF SUPPORTED ARE FILTERS - MAINT DEPT	12/16/2021	12/13/2021	477.88
62091	ACCELERATE LEARNING,	STEM SCOPES TEXAS - K-5 MATH ONLINE / RESOURCE KITS - REQUESTED BY RACHEL BOUNDS KB	12/16/2021	08/31/2021	48,907.55
62092	JF PETROLEUM GROUP	QUOTE #8-MW-BNO2793-1 TO REPLACE EXISTING FUEL PUMPS	12/16/2021	08/31/2021	2,852.94

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
212200115	AMAZON CAPITAL SERVI	SUPPLIES REQUESTED BY HOLLY WASSON KB	12/02/2021	11/22/2021	38.88
212200116	CROSSROAD COMMUNICAT	INV #11797 DVR CAMERA FOR BUS - TRANSPORTATION DEPT INV #11798 RENT FOR BUS RADIO UNITS PER BUS; RENT FOR TK-3140 PORTABLE UNITS - TRANSPORTATION/OPERATIONS DEPT	12/02/2021	11/22/2021	2,334.00
212200117	DEALERS ELECTRIC CO	INV #4565007-00 ADV ICN3P32N351 120-277V ELECL (LIGHTS) - MAINT DEPT	12/02/2021	11/17/2021	307.20
212200118	DEMCO	Supplies for all 4 libraries. Labels, furniture, book trucks, book marks, tape, pencil sharpener, book jackets, makerspace activity (Stick it together tiles), sharpies, batteries, stamp pad, ink, book ends.	12/02/2021	11/19/2021	4,122.47
212200119	FLATT STATIONERS	FLATTS - PAPER, CARDSTOCK - ATTN RENEE DUDLEY	12/02/2021	11/24/2021	1,629.82
212200120	GALLS LAW ENFORCEMEN	SUPPLIES FOR SRO L. BRIMER	12/02/2021	11/09/2021	184.20
212200121	GASTON SANITATION SE	INV #1666 OPEN TOP 30-015 30 YARD TKT 1183682 - OPERATIONS DEPT	12/02/2021	11/23/2021	475.00
	GASTON SANITATION SE	INV # 1668 4 YARD DUMPSTER 12/01 - 12/31/2021 - OPERATIONS DEPT	12/02/2021	12/01/2021	101.00
212200122	LENNON, DEBORAH	REIMB SUPPLIES FOR BOARD ROOM/DISTRICT CHRISTMAS RECEPTION/CHRISTMAS TREE	12/02/2021	11/30/2021	109.12
212200123	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE ##0024573493	12/02/2021	11/15/2021	110.61
212200124	PRICE INTERNATIONAL	INV #361282F HEAT ACTUATOR SW; ENERGY SURC (BUS #4) - TRANSPORTATION DEPT	12/02/2021	11/18/2021	74.23
212200125	UNIFIRST CORPORATION	INV #826-1188546 3X5 MATS; 18X18 WIPERS; TOWELS MICROFIBER MU; KEVIN WALLACE PANTS & SHIRTS - OPERATIONS DEPT	12/02/2021	11/25/2021	47.84
212200126	BAYES ACHIEVEMENT CE	Residential placement svcs. for Dec. 2021. Speech and OT svcs. for Nov. 2021; for implementation of IEP goals/obj.	12/10/2021	12/01/2021	19,936.11
212200127	BROTHER'S PRODUCE		12/10/2021	11/19/2021	560.92
212200128	DEALERS ELECTRIC CO	INV #4563770-00 EIKO BAYC/200W/850/UD; EIKO BAY-REFRCTOR-BT-AL-90D; EIKO BAY-PA-3/4NPS-W-PIPE ADPT - MAINT DEPT	12/10/2021	11/19/2021	3,673.56
212200129	FARMERS ELECTRIC COO	ELECTRICITY 10-24 TO 11-21-21	12/10/2021	11/21/2021	25,007.35
	FARMERS ELECTRIC COO	ELECTRICITY 10-24 TO 11-21-21	12/10/2021	11/21/2021	65.78
	FARMERS ELECTRIC COO	ELECTRICITY 10-24 TO 11-21-21	12/10/2021	11/21/2021	352.22
	FARMERS ELECTRIC COO	ELECTRICITY 10-24 TO 11-21-21	12/10/2021	11/21/2021	21.55
212200130	FISHER, JEFF	REIMB MILEAGE TO VOLLEYBALL PLAYOFF GAMES; 11-01 TO GREEVILLE VS BLUE RIDGE, 11-04 TO PROSPER VS BOYD	12/10/2021	12/07/2021	107.59
212200131	KIRBY RESTAURANT SUP		12/10/2021	11/19/2021	275.40
	KIRBY RESTAURANT SUP		12/10/2021	11/19/2021	288.95
212200135	LABATT FOOD SERVICE		12/10/2021	11/19/2021	36.28
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	3,669.01
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	3,043.34
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	3,809.23
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	4,995.85
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	313.81
	LABATT FOOD SERVICE		12/10/2021	11/19/2021	30.71
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	3,733.42
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	52.10
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	4,124.62
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	3,516.96
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	3,149.65
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	2,660.76

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
212200135	LABATT FOOD SERVICE		12/10/2021	12/02/2021	2,400.85
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	3,741.26
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	3,887.72
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	4,006.83
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	6,273.35
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	5,621.03
	LABATT FOOD SERVICE		12/10/2021	12/02/2021	4,898.33
212200137	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #0024670225	12/10/2021	11/30/2021	64.35
	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #0024618969	12/10/2021	11/29/2021	198.95
	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #0024513753	12/10/2021	11/01/2021	53.13
	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #0024704447	12/10/2021	11/01/2021	75.20
212200138	Performance Equipmen	INV #45296 REWIRED ALL FIRE ALARM MONITOR MODULES IN FIRE PUMP HOUSE FOR ORRECTLABELING OR INITIATING DEVICES AT ELEMENTARY CAMPUS; SERVICE CALL - OPERATIONS DEPT	12/10/2021	11/14/2021	427.50
212200139	RAINS COUNTY LEADER	EMPLOYMENT AD FOR CUSTODIANS, BUS DRIVERS, FOOD SERVICE, CHILD DEVELOPMENT CENTER, AND MAINTENANCE. OCTOBER 2021-DECEMBER 2021. ORIGINAL PO 0412200002 CLOSED OUT IN ERROR.	12/10/2021	11/25/2021	67.00
212200140	UNIFIRST CORPORATION	INV #826-1189713 3X5 RUGS; 4X6 RUGS; 3X5 MATS; 18X18 WIPES; TOWELS MICROFIBER MU; KEVIN WALLACE PANTS & SHIRTS - OPERATIONS/TRANSPORTATION DEPTS	12/10/2021	12/02/2021	406.04
	UNIFIRST CORPORATION	INV #826-1190894 3X5 MATS; 18X18 WIPERS; TOWELS MICROFIBER MU; KENVIN WALLACE PANTS & SHIRTS - OPERATIONS DEPT	12/10/2021	12/09/2021	47.59
212200141	WALSH GALLEGOS TREVI	Professional Svcs. rendered through 11/15/2021	12/10/2021	12/01/2021	63.00
212200142	CYNERGY TECHNOLOGY	Linewize Subscription & Licensing (1 YEAR SUBSCRIPTION)	12/16/2021	11/11/2021	11,479.87
212200143	DIGITAL GRAPHICS LLC	VASE State Qualifier Picture for hallway	12/16/2021	12/10/2021	27.00
212200144	FLATT STATIONERS	2 PALLETS COPY PAPER FOR ADMIN, MAINT & SPED	12/16/2021	12/13/2021	2,879.20
	FLATT STATIONERS	Pallet of Paper (40 cases)	12/16/2021	12/13/2021	1,479.60
212200145	HARRIS SCHOOL SOLUTI	JDOX DEC 2021; INVOICE JR3MN0000548	12/16/2021	12/01/2021	1,026.00
212200146	MATHESON	INV #0024670227 AC SMVL ACETYLENE - LARGE; OX 200 HIGH PRESSURE - LARGE - MAINT DEPT INV #0024670226 AC SMVL ACETYLENE - LARGE; MX WM8381 HIGH PRESSURE; OX 200 HIGH PRESSURE - LARGE - TRANSPORTATION DEPT	12/16/2021	12/03/2021	216.45
212200148	PRICE INTERNATIONAL	INV #150568 HOOKED UP TO UP COMP FOUND DIFF PRESSURE CODES. REMOVED DIFF PRESSURE SENSOR FOUND HOSE PLUGGED. UNPLUGGED HOLES AND BLEW OUT. RESAAEMBLE AND TEST RUN.; SHOP CHARGE (BUS #3) - TRANSPORTATION DEPT INV #150569 HOOK UP COMP NO CODE FOUND, CUST STATED HAD DEF CODE AND LIGHT FLASHED. FOUND UPDATE FOR ECM REFLASH FROM90291.04 TO 90291.136 TEST RUN (BUS #1) - TRANSPORTATION DEPT	12/16/2021	12/06/2021	1,029.34
212200149	RAINS COUNTY APPRAIS	INVOICE #1-2022; FIRST QUARTER APPRAISAL AND COLLECTION FEES	12/16/2021	12/03/2021	85,270.89
212200150	SCHOOL SPECIALTY	SCHOOL SPECIALTY - PHONE MESSAGE BOOKS - ATTN RENEE DUDLEY	12/16/2021	12/03/2021	50.28
212200151	SHORT, COURTNEY	REIMBURSE MILEAGE; BANK TRIPS AUG - DEC 2021; 79 TRIPS @ 4 MILES PER TRIP	12/16/2021	12/15/2021	167.48

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
46196	AccuFlex Services In	Payroll accrual	12/17/2021	12/17/2021	311.48
46197	ASSOC OF TX PROFESSI	Payroll accrual	12/17/2021	12/17/2021	45.07
46198	RAINS ISD CHILD NUTR	Payroll accrual	12/17/2021	12/17/2021	1,455.50
	RAINS ISD CHILD NUTR	Payroll accrual	12/17/2021	12/17/2021	0.00
	RAINS ISD CHILD NUTR	Payroll accrual	12/17/2021	12/17/2021	0.00
46199	TEXAS CLASSROOM TEAC	Payroll accrual	12/17/2021	12/17/2021	183.40
46200	RAINS ISD	Payroll accrual	12/17/2021	12/03/2021	305.60
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	7,942.57
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	0.00
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	444.08
120321	INTERNAL REVENUE SER	Payroll accrual	12/03/2021	12/03/2021	737.59
	INTERNAL REVENUE SER	Payroll accrual	12/03/2021	12/03/2021	2,409.97
	INTERNAL REVENUE SER	Payroll accrual	12/03/2021	12/03/2021	170.38
	INTERNAL REVENUE SER	Payroll accrual	12/03/2021	12/03/2021	737.59
121721	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	15,219.58
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	61,049.25
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	3,940.18
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	15,219.58
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	-77.97
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	-349.82
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	-77.97
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	44.22
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	105.06
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual	12/17/2021	12/17/2021	44.22
	National Life Group	Payroll accrual	12/17/2021	12/03/2021	40.17
	National Life Group	Payroll accrual	12/17/2021	12/17/2021	1,976.49
	OFFICE OF THE ATTORN	Payroll accrual	12/17/2021	12/17/2021	2,185.28
	OMNI	Payroll accrual	12/17/2021	12/17/2021	3,840.00
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	13.13
	RAINS ISD	Payroll accrual	12/17/2021	12/03/2021	408.15
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	8,566.69
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	-42.39
	RAINS ISD	Payroll accrual	12/17/2021	12/17/2021	24.94
121722	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,079.87
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	1,072.01
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	6,622.87
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	3,318.12
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,203.55
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,467.50
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	186.32
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,308.33
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	414.00
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,016.15
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	1,442.73
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	418.60
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	2,334.50
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	-23.98
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	-27.75
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	-8.98
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	-1.30
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	-7.25
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	23.98
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	27.75
	Gentry Financial Gro	Payroll accrual	12/17/2021	12/17/2021	8.98

CHECK		INVOICE		CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION		DATE	DATE	
121722	Gentry Financial Gro	Payroll accrual		12/17/2021	12/17/2021	1.30
	Gentry Financial Gro	Payroll accrual		12/17/2021	12/17/2021	7.25
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	-2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	-2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	25.38
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	137.12
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	25.38
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	-2.90
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual		12/17/2021	12/17/2021	-2.90
Totals for checks						594,101.47

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
181	COCURRICULAR	0.00	0.00	5,880.52	5,880.52
199	GENERAL FUND	0.00	0.00	207,280.98	207,280.98
211	TITLE I	0.00	0.00	2,450.00	2,450.00
226	IDEA PART B DISCRETIONARY	0.00	0.00	19,936.11	19,936.11
240	FOOD SERVICE	0.00	0.00	81,948.48	81,948.48
281	ESSER II	0.00	0.00	38,732.92	38,732.92
282	ESSER III	0.00	0.00	48,907.55	48,907.55
385	State Suppl. Visually Impaired	0.00	0.00	235.00	235.00
410	STATE TEXTBOOK FUND	0.00	0.00	499.00	499.00
461	Campus Activity	0.00	1,440.00	32,805.71	34,245.71
494	Rains CDC/After School Program	0.00	0.00	40.75	40.75
863	PAYROLL CLEARING	153,944.45	0.00	0.00	153,944.45
***	Fund Summary Totals ***	153,944.45	1,440.00	438,717.02	594,101.47

***** End of report *****

Rains ISD

Superintendent Appraisal

Superintendent: Jennifer Johnson

Dates of Appraisal Period
From: Jan. 2021- Dec. 2021

I. Instructional Management

Instructional Management: Promotes the improvement of instruction through activities such as monitoring student achievement and attendance, diagnosing student needs, assisting teachers in designing learning experiences for students, encouraging the development and piloting of innovative instructional programs, and facilitating the planning and application of emerging technologies in the classroom.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

Below Expectation Meets Expectation Exceeds Expectation

Comments:

II. School/Organization Climate

School/organizational climate: Fosters a positive school/organizational climate through activities such as assessing and planning improvement of school/ district/community environment, reinforcing excellence, promoting a positive caring climate of learning and employing effective communication skills.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

Below Expectation Meets Expectation Exceeds
Expectation

Comments:

III. School/Organization Improvement

School/organizational improvement: Promotes leadership in school/organizational improvement efforts through activities such as collaborating in the development and articulation of a common vision of improvement, encouraging appropriate risk-taking, and ensuring continuous renewal of curriculum, policies and methods.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

Below Expectation Meets Expectation Exceeds
Expectation

Comments:

IV. Personnel Management

Personnel management: Manages personnel effectively through activities such as delegating appropriately, recognizing exemplary performance of teachers and staff, encouraging personal and professional growth and leadership among the staff, complying with applicable personnel policies and rules, securing the necessary personnel resources to meet objectives and evaluating the job performance of assigned personnel.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

Below Expectation Meets Expectation Exceeds
Expectation

Comments:

V. Administration and Fiscal/Facilities Management

Administration and fiscal/facilities management: Manages administrative, fiscal and facilities functions responsibly through activities such as obtaining board-based input for fiscal/financial analysis, compiling reasonable budgets and cost estimates, ensuring that facilities are maintained and upgraded as necessary and managing a broad range of school operation (e.g., attendance, accounting, payroll, transportation).

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

Below Expectation Meets Expectation Exceeds
Expectation

Comments:

VI. Student Management

Student management: Promotes positive student conduct through activities such as helping students develop a sense of self-worth, developing and communicating guidelines for student conduct, ensuring rules are observed uniformly, disciplining students for misconduct in an effective and fair measure, supporting collaboration by working with faculty and encouraging student/parent participation.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

- Below Expectation Meets Expectation Exceeds
Expectation

Comments:

VII. School Community Relations

School/community relations: Promotes a positive tone for school/community relations through activities such as fostering collaborative educational efforts among members of the total school community, articulating the school mission and needs to the community, seeking support for school programs and involving oneself in community activities that foster rapport between the district and the larger community.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

- Below Expectation Meets Expectation Exceeds
Expectation

Comments:

VIII. Professional Growth and Development

Professional growth and development: Provides leadership in professional growth and development through activities such as participating actively in professional associations, conducting oneself in an ethical and professional manner, disseminating ideas and information to other professionals and seeking and using evaluative information for improvements of performance.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

- Below Expectation Meets Expectation Exceeds
Expectation

Comments:

IX. Board/Superintendent Relations

Board/Superintendent relations (for superintendents only): Promotes and supports a positive relationship with the board of education through activities such as meeting the board's needs for information, interacting with the board members in a ethical, sensitive, and professional manner, demonstrating competence in written and verbal communications to the board and recommending policies to the board to enhance teaching and learning.

Based upon the objectives set for this appraisal period and the evaluative information made available, to what extent were the board's expectations met?

- Below Expectation Meets Expectation Exceeds
Expectation

Comments:

Superintendent **Date** **President, Board of Trustees** **Date**

RAINS INDEPENDENT SCHOOL DISTRICT
SUPERINTENDENT Jennifer Johnson - EVALUATION SCORE SHEET
 December 2021 Evaluation (Based on 2021 Superintendent/Board Goals & Objectives)

3-Exceeds Expectation 2-Meets Expectation 1-Below Expectation

	Alexander	Burns	Sustaire	Elliott	Potts	Sisk	Young	TOTALS (21 Maximum)
I. Instructional Management								
II. School/Organization Climate								
III. School/Organization Improvement								
IV. Personnel Management								
V. Administration and Fiscal/Facilities Management								
VI. Student Management								
VII. School Community Relations								
VIII. Professional Growth and Development								
IX. Board/Superintendent Relations								
Overall Performance (27 Maximum)								

Philip D. Alexander, Board President

Date

RISD Superintendent/Board Goals - 2021-2022

Vision Statement for Rains ISD

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

Shared Mission Statement for Rains ISD

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

Developed 1/23/2020

Goals-(Taken from RISD District Plan)

1. Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.
 - a. Use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news at least one time weekly.
 - i. Facebook live announcements
 - ii. Counselor news
 - iii. Communications assistant at central office
2. Develop partnerships within the community to support our students' well-being.
 - a. Increase student performance by involving parents and the community, along with teachers, in the learning process at least three times per year (parent engagement opportunities, special program meetings, virtual meetings when necessary).
 - i. Conferences
 - ii. Special programs meeting (G/T, Dyslexia, English Learners)
 - iii. School alert system, parent letters, positive contacts
 - iv. Virtual meetings if needed in lieu of in-person meetings.

3. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.
 - a. Lower the turnover rate by 10% by 2021-2022
 - i. First Year Teacher Academy
 - ii. Attend job fairs
 - iii. Increase visibility of job postings
 - iv. Pass the Voter-Approved Tax Ratification Election
 - b. Provide students, teachers, and staff awareness of safety, internet safety, violence prevention, suicide prevention, conflict resolution, and bullying/cyberbullying a minimum of 3 times per year.
 - i. Monitor and evaluate the Rains ISD Emergency Operations Plan for effectiveness (safety training)
 - ii. Practice Emergency Operations Plan (Building evacuation, shelter for weather, site evacuation, shelter in place)
 - iii. Provide school resource officer, canine searches, and random drug testing
 - iv. Provide all required staff development pertaining to safety and prevention.
 - v. Add a social worker for all campuses
 - vi. Monitor and adjust COVID-19 health and safety measures
 - c. Increase the visibility of law enforcement district-wide to include a minimum of 1 visit per day per campus.
 - i. Enlist the services of reserve peace officers
 - ii. Develop and train a threat assessment team
 - iii. Complete the state required safety audit
 - iv. Continue to add additional needed security cameras and keycards
4. Recognize demographic changes of the district and provide support to facilitate student growth.
 - a. Staff members will attend cultural awareness training annually to grow with the changing demographics of the district.
5. Provide access to state-of-the-art technology, current training, and awareness of available resources.
 - a. Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom.
 - i. Maintain computers/iPads/Chromebooks that are operational with current hardware/software in order to enhance course offerings
 - ii. Seek grant monies to purchase additional hardware and software
 - iii. Provide staff development to enhance technology skills and software knowledge; allow time for faculty and staff to improve and share skills
6. Improve student achievement.
 - a. Increase the level of student performance in Reading as measured by state assessment from 76% to 85% and Math from 81% to 90% in 20-21 for all grade levels.
 - i. Provide needed staff development on not only instructional practices, but also programs used to enhance instruction and remediation
 - ii. Provide curriculum tools necessary to evaluate and improve instruction

- iii. Disaggregate data from STAAR, curriculum-based assessments, grade reporting, CIRCLE, and MAP testing
 - iv. Provide tutorials, accelerated instruction, and summer school as needed
 - v. Use MTSS process to remediate students
 - vi. Test and monitor student performance 3 times per year using MAP testing
 - vii. Continue implementation of dyslexia program with reliability and fidelity
 - b. Reduce the dropout rate to <1%
 - i. Improve the credit recovery program used for students at risk of dropping out or failing
 - ii. Monitor and work to increase student attendance and lower truancy using home visits, meetings with parents, and online alternatives for instruction
 - c. Increase the district attendance above the state average of 95.8% for the 20-21 school year
 - i. Track absenteeism using campus clerks, campus administrators, and RISD police when necessary
 - ii. Offer online learning opportunities when needed
 - d. Create opportunities for students in special education, English as a second language, and career and technology to show measurable progress in RDA.
 - i. Provide all needed staff development addressing special programs
 - ii. Track progress using report cards each 9 weeks
 - iii. Encourage staff to pursue additional certifications-ESL, GT, Sped
 - iv. Provide opportunities for students to obtain industry certifications
 - v. Increase options for graduation plan endorsements
7. Provide and maintain a safe and orderly environment for students and staff.

Early Childhood Goals-As Required by HB3

The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 33% to 55% by August 2024.

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

The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 28% to 60% by August 2024.

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

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

- 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.

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 33% to 55% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	37%	42%	46%	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 (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	14%	37%	n/a	0%	n/a	n/a	13%	24%	13%	22%	35%	32%
2021	8%	21%	41%	n/a	8%	n/a	n/a	19%	29%	19%	28%	39%	36%
2022	15%	27%	45%	n/a	15%	n/a	n/a	25%	35%	26%	33%	44%	41%
2023	23%	33%	49%	n/a	23%	n/a	n/a	32%	40%	32%	39%	48%	45%
2024	38%	46%	57%	n/a	38%	n/a	n/a	45%	51%	45%	50%	57%	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 28% to 60% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	35%	41%	47%	60%

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 (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	5%	33%	n/a	0%	n/a	n/a	4%	19%	4%	11%	27%	32%
2021	9%	13%	39%	n/a	9%	n/a	n/a	13%	26%	13%	19%	33%	38%
2022	18%	22%	45%	n/a	18%	n/a	n/a	22%	34%	21%	27%	39%	43%
2023	28%	31%	51%	n/a	28%	n/a	n/a	30%	41%	30%	35%	45%	49%
2024	46%	48%	62%	n/a	46%	n/a	n/a	48%	55%	47%	51%	57%	60%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	67%	75%	83%	100%

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
2020	n/a	38%	64%	n/a	n/a	n/a	83%	75%	51%	xx%	n/a	xx%	xx%
2021	n/a	49%	72%	n/a	n/a	n/a	89%	82%	60%		n/a		
2022	n/a	59%	79%	n/a	n/a	n/a	95%	88%	69%		n/a		
2023	n/a	69%	87%	n/a	n/a	n/a	101%	95%	78%		n/a		
2024	n/a	90%	103%	n/a	n/a	n/a	113%	108%	96%	xx%	n/a	xx%	xx%

Finance Goals

To maintain long-term financial solvency.

- Achieve a FIRST rating of “A”.
- Clean audit.
- Present balanced budget.

Extracurricular Goals

To create and maintain an extracurricular program that promotes competitive excellence, unity, integrity, pride and a winning mentality in ALL students.

- Increase participation of total population in all UIL/extracurricular programs.
- Expand the number of programs and students represented by Rains ISD at State competitions.
- Increase character education opportunities as part of all programs.