

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, February 8, 2021, beginning at 6:30 PM in the Rains High School Library, 1651 W. US Hwy. 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
 - A. TAPR- Texas Assessment Progress Report
- III. WILDCAT ROAR
- IV. OPEN FORUM
- V. ITEMS FOR DISCUSSION AND/OR ACTION
 - A. Consent Agenda
 1. Minutes of the Previous Meeting
 2. Quarterly Investment Report
 3. Financial Reports
 4. Permanent School Fund Report
 5. High School & Jr. High Cheerleading Constitutions, 2021-2022
 - B. Business and Finance
 1. WAG Report
 - C. Curriculum & Instruction
 1. Semester Grade Report
 2. Curriculum Update
 3. Waiver- 40% Campus Hybrid Instruction for 9th-12th Grade Students
 - D. Superintendent Reports
 1. District Activities & Projects
 2. COVID 19- Update
 3. Report of Disbursements
 4. Consider and Hire Athletic Director/Head Football Coach
 5. Resolution on Travel Outside the United States
 6. March Board Meeting
 7. 2021 Superintendent/Board Goals & Objectives
 - E. Order Trustee Election- May 1, 2021, Places 1, 2, and 3

F. Set Board Meeting to Canvass May 1, 2021 Election

VI. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION

A. Personnel Changes/Update

B. Contracts (Board Action): Assistant Superintendent of Finance, Director of Curriculum/Instruction, Principals, Coordinator of Health Services/School Nurse, Director of Special Educations, Director of Technology

C. Contracts (Report): Assistant Principal(s), Counselors, Dean of Students, Director of Federal Programs

VII. CLOSED SESSION

A. Personnel, Texas Government Code § 551.074

VIII. BOARD CORRESPONDENCE, HANDOUTS (As Available)

A. 2020-22 Advocacy Agenda

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(LEGAL)]

Posted on 2/5/2021 for the Rains ISD Board of Trustees.

Texas Academic Performance Report



2019-2020 School Year

Presented to the RISD School Board on February 8, 2021

CERTIFICATION PAGE

RAINS INDEPENDENT SCHOOL DISTRICT
P. O. BOX 247
EMORY, TEXAS 75440-0247

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, February 8, 2021. Documentation of this hearing is found in the official Board Minutes.

This is to certify that the Texas Assessment Performance Report for Rains ISD is available for staff and public inspection on each campus in the District, at the Rains ISD's Administration Office and other public places in the community.

Philip Alexander, President
Rains ISD Board of Trustees

Jennifer Johnson
Rains ISD Superintendent

Date

Date



Rains Independent School District

P. O. Box 247
1759 West US Highway 69
Emory, Texas 75440-0247

Jennifer Johnson, Superintendent
G.F. "Jeff" Fisher, CPA, RTSBA, Assistant Superintendent of Finance
Rachel Bounds, Director of Curriculum/Instruction

Main Number 903/473-2222
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<http://www.rainsisd.org>

January 4, 2021

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 2019-20 school year.

These reports represent the performance of Rains I.S.D. comparative to other districts in the state. Our goal is, and will 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

P.O. Box 247, Emory, Texas 75440

ADMINISTRATIVE STAFF

Jennifer Johnson	Superintendent of Schools
Jeff Fisher	Assistant Superintendent of Finance
Rachel Traylor	Director of Curriculum and Instruction
Holly Wasson	Director of Federal Programs/Accountability
Jennifer Melton	Director of Special Education
Randell Wellman	High School Principal
Jackie Russell	High School Assistant Principal
Nicole Timmons	High School Dean of Students
Gina Hildebrandt	Junior High Principal
Amy Holmes	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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Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

Rounding of STAAR results. STAAR performance shown on the TAPR 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/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR 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 (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR 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 (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure)

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

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

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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.

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

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:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

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.

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

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.

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:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. 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 substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) 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)

- **Included in Accountability:** scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- **Not included in Accountability:** answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ **Mobile:** answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ **Other Exclusions.** The following answer documents were excluded from the rating determination:
 - ❖ 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 an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- **Absent:** answer documents with score code A
- **Other:** answer documents with score code O, except for substitute assessments.

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*)

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Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 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, 2018–19* 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 *2019 Accountability Manual (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)*

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2019**

number of students in the 2019 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2019

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 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 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 2019 cohort who received a high school diploma by August 31,
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

number of students in the 2019 cohort*

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{aligned}}{\text{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

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- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 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 TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2019 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort**

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- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. (Data source: TSDS 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 2019) 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 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 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 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

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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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see

[https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

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

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS 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: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS 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: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

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Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the 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: TSDS 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: TSDS 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’s Degree:** A graduate earning an associate’s degree prior to graduation from high school. (*Data source: TSDS 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: TSDS 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: TSDS PEIMS 40203*)
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the 2020 Accountability Manual and the 2019 Accountability Manual. (*Data source: TSDS PEIMS 43415 and 40110 [summer]*)
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (*Data source: TSDS PEIMS 40203*)
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

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11) **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*)

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 eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 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, 9, 10, or 11 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, 9, 10, or 11 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, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS 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

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The percentages are calculated as follows:

English Language Arts.

number of 2018–19 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 2018–19 annual graduates

Mathematics.

number of 2018–19 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 2018–19 annual graduates

Both Subjects.

number of 2018–19 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 2018–19 annual graduates

Either Subject.

number of 2018–19 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 2018–19 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: TSDS PEIMS 43415*)

number of 2018–19 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 2018–19 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 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 annual graduates

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Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 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 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2018–19 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, 9, 10, or 11 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 *2020 Accountability Manual*. (*Data source: TSDS PEIMS 48011*)

number of 2018–19 annual graduates who earned an approved industry-based certification

number of 2018–19 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 *2020 Accountability Manual*. (*Data source: TSDS PEIMS 40203*)

number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2018–19 annual graduates

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

number of 2018–19 annual graduates

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U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 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 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

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 2018–19 annual graduates who took the TSIA

number of 2018–19 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 annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

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

number of 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 TSDS PEIMS 40203)

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

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

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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: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 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: TSDS PEIMS 43415)*

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 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 2015–16 to 2018–19 school years. *(Data source: TSDS PEIMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 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 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

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English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 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 2018–19 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 2018–19 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 TSDS 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 2018–19 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 2018–19 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 2018–19 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 2018–19 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

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Social Studies

number of 11th and 12th graders in 2018–19 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 TSDS 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 2018–19 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 2018–19 graduates who took either the SAT or the ACT

number of 2018–19 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 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduating examinees taking either the SAT or the ACT

- (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:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 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.

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- (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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS 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.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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)*

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number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Other Postsecondary Indicators

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS 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: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS 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 B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS 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: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

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

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 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 2017–18 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 2017–18 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 the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

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: TSDS PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: TSDS 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: TSDS PEIMS 40100, 30040, 30050, 30090*)

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

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

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

total number of students

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

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

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

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

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2019–20, 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: TSDS PEIMS 44425*)

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

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

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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: TSDS PEIMS 40100)

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

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

$$\frac{\text{number of students in the 2019–20 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR 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 (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

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- 13—Traumatic Brain Injury (TBI)

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

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS 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 2018–19

**number of students who were in membership at any time during the
2018–19 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 English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

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Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. 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 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

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

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2018–19, available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS 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 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; TSDS 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).

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.
(Data source: TSDS PEIMS 30090)

Staff Information

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: TSDS 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 TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. (Data source: TSDS 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 A for all TSDS PEIMS Role IDs. (Data source: TSDS PEIMS 30090)

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS 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: TSDS 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, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS 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: TSDS 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: TSDS 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: TSDS 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, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS 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.

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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: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS 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 A for lists of the TSDS 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.

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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 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS 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 TSDS 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: TSDS 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.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

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types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS Helpline	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

Comprehensive Glossary

2019–20 Texas Academic Performance Report

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
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

Comprehensive Glossary

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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

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.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Advanced Academic Courses

- All courses shown were for the 2018–19 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
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

Comprehensive Glossary

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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

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
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, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
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

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
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

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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
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 LVL
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

Comprehensive Glossary

2019–20 Texas Academic Performance Report

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - 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

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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
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

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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
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

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

2019-20 Texas Academic Performance Report

District Name: **RAINS ISD**

District Number: **190903**

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

2020 Special Education Determination Status:

Needs Intervention

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District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	72%	*	52%	76%	*	*	-	*	33%	*	74%	68%	64%	60%
	2018	77%	77%	70%	*	56%	74%	-	-	-	*	35%	*	68%	77%	63%	50%
At Meets Grade Level or Above	2019	45%	42%	34%	*	14%	39%	*	*	-	*	13%	*	35%	32%	24%	20%
	2018	43%	42%	31%	*	11%	35%	-	-	-	*	12%	*	28%	39%	24%	10%
At Masters Grade Level	2019	27%	25%	15%	*	5%	17%	*	*	-	*	0%	*	16%	15%	8%	10%
	2018	25%	23%	16%	*	4%	19%	-	-	-	*	0%	*	14%	23%	7%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	70%	*	52%	73%	*	*	-	*	33%	*	68%	73%	64%	70%
	2018	78%	78%	75%	*	78%	75%	-	-	-	*	42%	*	73%	81%	67%	70%
At Meets Grade Level or Above	2019	49%	47%	29%	*	5%	34%	*	*	-	*	4%	*	27%	32%	19%	10%
	2018	47%	44%	29%	*	15%	29%	-	-	-	*	16%	*	29%	28%	20%	15%
At Masters Grade Level	2019	25%	23%	11%	*	0%	14%	*	*	-	*	0%	*	12%	10%	5%	0%
	2018	23%	20%	12%	*	0%	15%	-	-	-	*	5%	*	10%	16%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	65%	*	52%	71%	*	-	-	40%	30%	*	59%	79%	59%	42%
	2018	73%	72%	70%	40%	59%	74%	*	-	-	*	37%	*	71%	67%	63%	33%
At Meets Grade Level or Above	2019	44%	43%	34%	*	22%	38%	*	-	-	20%	15%	*	28%	49%	25%	21%
	2018	46%	43%	32%	0%	23%	36%	*	-	-	*	26%	*	29%	37%	28%	11%
At Masters Grade Level	2019	22%	20%	14%	*	4%	16%	*	-	-	20%	10%	*	12%	21%	9%	0%
	2018	24%	21%	12%	0%	5%	13%	*	-	-	*	11%	*	13%	9%	12%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	74%	*	70%	76%	*	-	-	60%	40%	*	73%	77%	70%	58%
	2018	78%	79%	76%	40%	63%	81%	*	-	-	*	43%	*	74%	80%	69%	55%
At Meets Grade Level or Above	2019	48%	46%	43%	*	30%	45%	*	-	-	60%	20%	*	39%	54%	40%	32%
	2018	49%	47%	36%	0%	33%	38%	*	-	-	*	24%	*	38%	32%	25%	18%
At Masters Grade Level	2019	28%	26%	18%	*	11%	20%	*	-	-	20%	10%	*	16%	23%	14%	16%
	2018	27%	23%	15%	0%	8%	17%	*	-	-	*	14%	*	14%	16%	13%	0%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	63%	*	59%	64%	*	-	-	40%	20%	*	62%	64%	60%	58%
	2018	63%	60%	50%	20%	50%	51%	*	-	-	*	19%	*	49%	51%	43%	27%
At Meets Grade Level or Above	2019	35%	31%	27%	*	19%	28%	*	-	-	40%	10%	*	24%	36%	20%	16%
	2018	39%	35%	28%	20%	17%	30%	*	-	-	*	19%	*	22%	40%	27%	0%
At Masters Grade Level	2019	11%	8%	6%	*	0%	6%	*	-	-	20%	5%	*	8%	3%	5%	0%
	2018	11%	8%	4%	0%	4%	3%	*	-	-	*	14%	*	5%	2%	4%	0%

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 the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	45%	83%	88%	80%	78%	64%
	2018	84%	83%	90%	*	82%	91%	*	-	-	*	82%	*	89%	92%	88%	71%
At Meets Grade Level or Above	2019	54%	50%	44%	0%	26%	51%	*	-	-	*	20%	50%	50%	33%	32%	9%
	2018	54%	50%	55%	*	41%	58%	*	-	-	*	36%	*	56%	55%	46%	29%
At Masters Grade Level	2019	29%	26%	23%	0%	19%	25%	*	-	-	*	5%	0%	27%	16%	20%	9%
	2018	26%	23%	24%	*	12%	28%	*	-	-	*	18%	*	26%	18%	13%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	88%	20%	81%	93%	*	-	-	*	50%	100%	89%	87%	83%	73%
	2018	91%	91%	97%	*	100%	97%	*	-	-	*	85%	*	97%	97%	99%	100%
At Meets Grade Level or Above	2019	58%	56%	53%	0%	48%	57%	*	-	-	*	30%	33%	56%	47%	43%	18%
	2018	58%	56%	69%	*	56%	71%	*	-	-	*	31%	*	68%	69%	62%	50%
At Masters Grade Level	2019	36%	34%	28%	0%	15%	32%	*	-	-	*	15%	0%	33%	18%	21%	18%
	2018	30%	28%	29%	*	39%	29%	*	-	-	*	15%	*	30%	26%	19%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	71%	20%	52%	79%	*	-	-	*	40%	67%	70%	73%	63%	55%
	2018	76%	75%	85%	*	78%	86%	*	-	-	*	58%	*	84%	87%	82%	63%
At Meets Grade Level or Above	2019	49%	46%	45%	0%	33%	52%	*	-	-	*	30%	17%	42%	51%	39%	18%
	2018	41%	38%	37%	*	28%	41%	*	-	-	*	17%	*	34%	42%	29%	13%
At Masters Grade Level	2019	24%	21%	20%	0%	15%	22%	*	-	-	*	15%	0%	25%	11%	16%	0%
	2018	17%	14%	23%	*	22%	26%	*	-	-	*	17%	*	25%	21%	18%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	66%	*	65%	66%	*	-	-	*	20%	60%	65%	70%	64%	50%
	2018	69%	66%	61%	*	65%	61%	*	*	-	*	20%	*	63%	58%	53%	*
At Meets Grade Level or Above	2019	37%	34%	29%	*	29%	31%	*	-	-	*	10%	20%	30%	26%	25%	13%
	2018	39%	34%	26%	*	12%	29%	*	*	-	*	13%	*	28%	23%	17%	*
At Masters Grade Level	2019	18%	15%	8%	*	6%	10%	*	-	-	*	10%	0%	8%	11%	8%	0%
	2018	19%	15%	12%	*	0%	15%	*	*	-	*	7%	*	15%	7%	9%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	80%	85%	*	71%	87%	*	-	-	*	50%	80%	82%	93%	83%	50%
	2018	77%	75%	73%	*	78%	72%	*	*	-	*	44%	*	80%	61%	64%	80%
At Meets Grade Level or Above	2019	47%	44%	44%	*	47%	45%	*	-	-	*	10%	0%	48%	33%	39%	38%
	2018	44%	40%	35%	*	39%	33%	*	*	-	*	13%	*	36%	32%	27%	20%
At Masters Grade Level	2019	21%	17%	13%	*	12%	14%	*	-	-	*	10%	0%	14%	11%	10%	0%
	2018	18%	15%	5%	*	0%	6%	*	*	-	*	0%	*	5%	5%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	72%	*	81%	71%	*	*	-	*	16%	-	75%	67%	63%	60%
	2018	74%	73%	71%	*	81%	70%	*	-	-	*	25%	*	69%	76%	70%	85%

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		Region			African American			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
		State	07	District	Hispanic	White	Indian	Asian										
At Meets Grade Level or Above	2019	49%	46%	40%	*	38%	43%	*	*	-	*	5%	-	41%	38%	30%	20%	
	2018	48%	45%	41%	*	33%	43%	*	-	-	*	17%	*	38%	47%	34%	31%	
	2019	29%	27%	27%	*	25%	29%	*	*	-	*	0%	-	29%	24%	19%	0%	
At Masters Grade Level	2018	29%	25%	26%	*	10%	28%	*	-	-	*	17%	*	24%	29%	16%	15%	
	Grade 7 Mathematics																	
	At Approaches Grade Level or Above	2019	75%	74%	77%	*	100%	74%	*	*	-	*	21%	-	83%	67%	70%	100%
2018		72%	72%	66%	*	68%	67%	*	-	-	*	43%	*	64%	72%	61%	64%	
2019		43%	41%	38%	*	31%	40%	*	*	-	*	11%	-	43%	29%	22%	20%	
At Masters Grade Level	2018	40%	38%	29%	*	23%	30%	*	-	-	*	7%	*	27%	33%	22%	36%	
	2019	17%	16%	10%	*	6%	11%	*	*	-	*	5%	-	12%	7%	6%	0%	
	2018	18%	16%	12%	*	18%	10%	*	-	-	*	7%	*	11%	13%	7%	21%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2019	70%	70%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%	
	2018	69%	68%	67%	*	59%	69%	*	-	-	*	21%	*	66%	72%	63%	57%	
	2019	42%	39%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%	
At Masters Grade Level	2018	43%	40%	35%	*	32%	35%	*	-	-	*	14%	*	36%	33%	29%	36%	
	2019	18%	15%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%	
	2018	15%	11%	6%	*	9%	3%	*	-	-	*	7%	*	5%	8%	2%	14%	
Grade 8 Reading^																		
At Approaches Grade Level or Above	2019	86%	84%	91%	*	91%	90%	*	-	-	*	44%	*	93%	86%	90%	86%	
	2018	86%	86%	90%	100%	94%	88%	-	-	-	*	69%	-	92%	84%	89%	100%	
	2019	55%	51%	53%	*	41%	57%	*	-	-	*	19%	*	55%	46%	47%	29%	
At Masters Grade Level	2018	49%	48%	46%	40%	50%	46%	-	-	-	*	23%	-	49%	38%	38%	44%	
	2019	28%	25%	26%	*	14%	28%	*	-	-	*	0%	*	25%	29%	16%	0%	
	2018	27%	25%	20%	20%	22%	20%	-	-	-	*	8%	-	20%	22%	14%	11%	
Grade 8 Mathematics^																		
At Approaches Grade Level or Above	2019	88%	86%	86%	*	89%	85%	*	-	-	*	44%	*	89%	78%	87%	100%	
	2018	86%	86%	84%	100%	80%	85%	-	-	-	*	50%	-	86%	79%	80%	86%	
	2019	57%	54%	39%	*	28%	38%	*	-	-	*	6%	*	40%	33%	39%	14%	
At Masters Grade Level	2018	51%	50%	34%	40%	20%	37%	-	-	-	*	25%	-	37%	25%	29%	0%	
	2019	17%	15%	4%	*	0%	4%	*	-	-	*	0%	*	2%	7%	3%	0%	
	2018	15%	15%	2%	0%	0%	3%	-	-	-	*	17%	-	1%	4%	0%	0%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	78%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%	
	2018	76%	75%	72%	100%	56%	73%	-	-	-	*	57%	-	71%	73%	64%	44%	
	2019	51%	46%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%	
At Masters Grade Level	2018	52%	49%	41%	20%	39%	43%	-	-	-	*	21%	-	46%	27%	31%	22%	
	2019	25%	21%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%	
	2018	28%	24%	18%	0%	22%	18%	-	-	-	*	14%	-	17%	18%	10%	11%	

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%
	2018	65%	61%	54%	80%	50%	54%	-	-	-	*	36%	-	54%	55%	46%	22%
At Meets Grade Level or Above	2019	37%	33%	28%	*	27%	26%	*	-	-	*	7%	*	27%	29%	21%	14%
	2018	36%	31%	22%	20%	22%	22%	-	-	-	*	14%	-	20%	27%	17%	0%
At Masters Grade Level	2019	21%	18%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%
	2018	21%	17%	12%	0%	6%	14%	-	-	-	*	7%	-	10%	15%	9%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	79%	50%	74%	81%	-	-	-	*	29%	-	80%	76%	75%	82%
	2018	65%	67%	67%	*	62%	68%	*	-	-	80%	22%	*	71%	51%	56%	50%
At Meets Grade Level or Above	2019	50%	48%	50%	33%	33%	55%	-	-	-	*	19%	-	50%	51%	43%	9%
	2018	44%	43%	46%	*	38%	49%	*	-	-	60%	22%	*	49%	37%	40%	13%
At Masters Grade Level	2019	11%	10%	9%	0%	7%	9%	-	-	-	*	5%	-	10%	5%	6%	0%
	2018	7%	6%	5%	*	8%	5%	*	-	-	0%	4%	*	6%	3%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	68%	75%	*	71%	77%	*	-	-	80%	43%	*	76%	74%	72%	75%
	2018	67%	68%	75%	60%	59%	78%	*	*	-	80%	29%	*	77%	71%	70%	44%
At Meets Grade Level or Above	2019	49%	48%	59%	*	36%	64%	*	-	-	80%	35%	*	59%	58%	48%	13%
	2018	48%	48%	54%	0%	55%	56%	*	*	-	60%	14%	*	58%	42%	48%	44%
At Masters Grade Level	2019	8%	6%	7%	*	4%	9%	*	-	-	0%	17%	*	7%	6%	11%	0%
	2018	8%	7%	4%	0%	5%	3%	*	*	-	20%	5%	*	4%	2%	5%	11%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	88%	100%	78%	90%	*	-	-	*	59%	-	87%	92%	83%	70%
	2018	83%	83%	83%	*	78%	86%	*	-	-	100%	44%	*	89%	68%	80%	70%
At Meets Grade Level or Above	2019	61%	53%	60%	50%	52%	63%	*	-	-	*	35%	-	62%	55%	49%	30%
	2018	55%	50%	54%	*	59%	54%	*	-	-	60%	28%	*	60%	39%	45%	50%
At Masters Grade Level	2019	37%	31%	36%	50%	26%	38%	*	-	-	*	18%	-	36%	37%	25%	0%
	2018	32%	27%	25%	*	33%	24%	*	-	-	0%	12%	*	26%	21%	20%	30%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
	2018	87%	88%	88%	*	78%	89%	*	-	-	100%	68%	*	89%	83%	86%	71%
At Meets Grade Level or Above	2019	62%	60%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%
	2018	59%	56%	47%	*	52%	47%	*	-	-	60%	32%	*	48%	45%	45%	29%
At Masters Grade Level	2019	25%	21%	14%	40%	14%	13%	*	-	-	*	6%	-	14%	14%	13%	0%
	2018	24%	19%	11%	*	9%	13%	*	-	-	0%	16%	*	10%	17%	12%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	94%	*	88%	95%	*	-	-	100%	86%	*	95%	92%	89%	71%
	2018	92%	91%	89%	*	83%	90%	*	*	-	*	40%	*	91%	82%	84%	75%
At Meets Grade Level or Above	2019	73%	70%	67%	*	69%	66%	*	-	-	100%	50%	*	73%	53%	61%	57%
	2018	70%	67%	56%	*	56%	56%	*	*	-	*	27%	*	60%	46%	48%	38%

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At Masters Grade Level	2019	45%	38%	31%	*	35%	31%	*	-	-	20%	32%	*	31%	29%	31%	14%
	2018	40%	35%	30%	*	17%	32%	*	-	-	*	27%	*	31%	26%	22%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	77%	71%	70%	79%	76%	100%	-	78%	40%	73%	77%	77%	72%	64%
	2018	77%	76%	75%	62%	70%	76%	91%	*	-	82%	42%	62%	76%	73%	70%	61%
At Meets Grade Level or Above	2019	50%	47%	43%	32%	33%	46%	45%	40%	-	45%	19%	24%	44%	42%	35%	21%
	2018	48%	45%	40%	25%	34%	42%	55%	*	-	43%	21%	31%	41%	38%	33%	24%
At Masters Grade Level	2019	24%	21%	17%	14%	12%	18%	34%	0%	-	11%	8%	4%	17%	15%	12%	4%
	2018	22%	19%	14%	1%	11%	16%	41%	*	-	8%	10%	0%	15%	14%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	76%	64%	69%	78%	70%	*	-	74%	33%	71%	76%	75%	71%	62%
	2018	74%	74%	74%	59%	68%	75%	88%	*	-	79%	36%	64%	75%	72%	69%	61%
At Meets Grade Level or Above	2019	48%	45%	43%	20%	30%	48%	50%	*	-	35%	18%	29%	44%	41%	35%	16%
	2018	46%	44%	42%	19%	32%	45%	38%	*	-	50%	20%	27%	43%	40%	35%	24%
At Masters Grade Level	2019	21%	18%	16%	8%	10%	18%	40%	*	-	9%	6%	6%	16%	16%	12%	3%
	2018	19%	17%	14%	4%	8%	16%	38%	*	-	13%	7%	0%	14%	13%	10%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	81%	71%	77%	82%	78%	*	-	83%	41%	81%	81%	80%	77%	70%
	2018	81%	81%	79%	59%	77%	80%	86%	*	-	80%	48%	56%	80%	77%	74%	72%
At Meets Grade Level or Above	2019	52%	49%	44%	33%	35%	46%	44%	*	-	56%	17%	19%	45%	41%	36%	24%
	2018	50%	47%	41%	32%	35%	42%	71%	*	-	45%	21%	22%	42%	38%	32%	27%
At Masters Grade Level	2019	26%	24%	18%	17%	11%	19%	33%	*	-	11%	8%	0%	18%	17%	12%	7%
	2018	24%	21%	14%	0%	15%	15%	43%	*	-	5%	10%	0%	14%	14%	10%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	67%	66%	83%	67%	66%	*	*	-	57%	23%	*	67%	65%	61%	67%
	2018	66%	64%	59%	17%	54%	60%	*	*	-	*	20%	*	58%	61%	53%	44%
At Meets Grade Level or Above	2019	38%	35%	32%	33%	21%	34%	21%	*	-	43%	8%	*	31%	33%	22%	25%
	2018	41%	38%	32%	17%	24%	33%	*	-	-	*	17%	*	29%	37%	28%	20%
At Masters Grade Level	2019	14%	12%	9%	17%	5%	10%	*	*	-	14%	5%	*	11%	6%	5%	4%
	2018	13%	9%	5%	0%	7%	3%	*	-	-	*	11%	*	5%	5%	3%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	79%	69%	63%	83%	*	-	-	86%	56%	63%	77%	82%	73%	59%
	2018	80%	79%	82%	100%	71%	83%	*	-	-	91%	62%	*	82%	81%	77%	58%
At Meets Grade Level or Above	2019	54%	51%	46%	38%	34%	49%	*	-	-	29%	24%	25%	43%	53%	40%	19%
	2018	51%	48%	42%	22%	41%	44%	*	-	-	27%	24%	*	44%	38%	35%	21%
At Masters Grade Level	2019	25%	21%	16%	15%	13%	16%	*	-	-	14%	8%	0%	17%	12%	13%	0%
	2018	23%	19%	17%	0%	17%	18%	*	-	-	0%	16%	*	16%	19%	13%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	79%	76%	100%	67%	77%	*	-	-	89%	64%	*	77%	75%	70%	50%
	2018	78%	76%	73%	67%	67%	74%	*	*	-	83%	38%	*	74%	69%	65%	47%

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Texas Education Agency Texas Academic Performance Report 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	51%	48%	60%	50%	47%	*	-	-	67%	33%	*	50%	42%	40%	36%
	2018	53%	49%	40%	33%	39%	41%	*	*	-	33%	21%	*	42%	38%	33%	18%
At Masters Grade Level	2019	33%	28%	23%	20%	27%	23%	*	-	-	11%	19%	*	23%	24%	21%	7%
	2018	31%	26%	21%	0%	11%	24%	*	*	-	17%	17%	*	22%	21%	16%	12%

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	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

District Name: RAINS ISD
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**Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Prior Year and Student Success Initiative**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	43%	60%	34%	45%	*	-	-	50%	17%	37%	20%
	2018	38%	39%	43%	*	57%	39%	*	-	-	*	23%	46%	58%
Mathematics	2019	45%	45%	57%	*	60%	57%	*	-	-	67%	26%	57%	47%
	2018	47%	48%	50%	*	43%	52%	*	-	-	*	33%	49%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	75%	0%	59%	83%	*	-	-	*	25%	65%	40%
Students Requiring Accelerated Instruction														
	2019	22%	24%	25%	100%	41%	17%	*	-	-	*	75%	35%	60%
STAAR Cumulative Met Standard														
	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	31%	78%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	86%	-	*	*	-	-	-	-	-	80%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	63%	55%	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	83%	20%	74%	89%	*	-	-	*	31%	75%	60%
Students Requiring Accelerated Instruction														
	2019	17%	17%	17%	80%	26%	11%	*	-	-	*	69%	25%	40%
STAAR Cumulative Met Standard														
	2019	90%	89%	88%	20%	81%	93%	*	-	-	*	38%	82%	70%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	80%	*	86%	77%	*	*	-	*	31%	75%	83%
Students Requiring Accelerated Instruction														
	2019	22%	24%	20%	*	14%	23%	*	*	-	*	69%	25%	17%
STAAR Cumulative Met Standard														
	2019	85%	84%	91%	*	91%	90%	*	*	-	*	44%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	98%	*	-	-	*	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	12%	*	-	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	81%	81%	*	83%	80%	*	*	-	*	44%	81%	83%
Students Requiring Accelerated Instruction														
	2019	18%	19%	19%	*	17%	20%	*	*	-	*	56%	19%	17%

District Name: RAINS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	88%	86%	86%	*	89%	85%	*	*	-	*	44%	87%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	98%	*	-	-	*	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	38%	*	-	-	*	-	-	-	-	-	*	-

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	77%	77%	-	-	-	-	-	61%	-	61%	80%	61%	61%
	2018	77%	76%	75%	-	-	-	-	-	54%	57%	48%	*	54%	54%
At Meets Grade Level or Above	2019	50%	47%	43%	-	-	-	-	-	19%	-	19%	0%	19%	19%
	2018	48%	45%	40%	-	-	-	-	-	13%	17%	6%	*	13%	13%
At Masters Grade Level	2019	24%	21%	17%	-	-	-	-	-	5%	-	5%	0%	5%	5%
	2018	22%	19%	14%	-	-	-	-	-	2%	4%	0%	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	76%	-	-	-	-	-	57%	-	57%	*	57%	58%
	2018	74%	74%	74%	-	-	-	-	-	51%	47%	57%	*	51%	52%
At Meets Grade Level or Above	2019	48%	45%	43%	-	-	-	-	-	13%	-	13%	*	13%	13%
	2018	46%	44%	42%	-	-	-	-	-	14%	13%	14%	*	14%	13%
At Masters Grade Level	2019	21%	18%	16%	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	19%	17%	14%	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	81%	-	-	-	-	-	68%	-	68%	*	68%	67%
	2018	81%	81%	79%	-	-	-	-	-	68%	73%	60%	*	68%	69%
At Meets Grade Level or Above	2019	52%	49%	44%	-	-	-	-	-	23%	-	23%	*	23%	22%
	2018	50%	47%	41%	-	-	-	-	-	18%	25%	5%	*	18%	18%
At Masters Grade Level	2019	26%	24%	18%	-	-	-	-	-	8%	-	8%	*	8%	8%
	2018	24%	21%	14%	-	-	-	-	-	5%	8%	0%	*	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	67%	66%	-	-	-	-	-	64%	-	64%	*	64%	65%
	2018	66%	64%	59%	-	-	-	-	-	27%	20%	40%	-	27%	27%
At Meets Grade Level or Above	2019	38%	35%	32%	-	-	-	-	-	23%	-	23%	*	23%	22%
	2018	41%	38%	32%	-	-	-	-	-	0%	0%	0%	-	0%	0%
At Masters Grade Level	2019	14%	12%	9%	-	-	-	-	-	5%	-	5%	*	5%	4%
	2018	13%	9%	5%	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	79%	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	80%	79%	82%	-	-	-	-	-	55%	73%	33%	-	55%	55%
At Meets Grade Level or Above	2019	54%	51%	46%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	51%	48%	42%	-	-	-	-	-	10%	18%	0%	-	10%	10%
At Masters Grade Level	2019	25%	21%	16%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	19%	17%	-	-	-	-	-	5%	9%	0%	-	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	79%	76%	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	78%	76%	73%	-	-	-	-	-	20%	*	13%	-	20%	20%
At Meets Grade Level or Above	2019	55%	51%	48%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	53%	49%	40%	-	-	-	-	-	0%	*	0%	-	0%	0%
At Masters Grade Level	2019	33%	28%	23%	-	-	-	-	-	9%	-	9%	-	9%	9%
	2018	31%	26%	21%	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	69%	-	-	-	-	-	63%	-	63%	*	63%	63%
	2018	69%	69%	65%	-	-	-	-	-	66%	71%	60%	-	66%	66%
All Grades ELA/Reading	2019	68%	67%	68%	-	-	-	-	-	62%	-	62%	*	62%	63%
	2018	69%	67%	64%	-	-	-	-	-	58%	60%	56%	-	58%	58%
All Grades Mathematics	2019	70%	69%	70%	-	-	-	-	-	64%	-	64%	*	64%	63%

District Name: RAINS ISD
 County Name: RAINS
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	2018	State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	66%	-	-	-	-	-	72%	79%	65%	-	72%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	43%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	38%	39%	43%	-	-	-	-	-	58%	*	100%	-	58%	58%
Mathematics	2019	45%	45%	57%	-	-	-	-	-	47%	-	47%	-	47%	47%
	2018	47%	48%	50%	-	-	-	-	-	*	*	*	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	95%	90%	97%	95%	100%	56%	-	82%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	6%	5%	10%	3%	5%	0%	0%	-	18%	4%	5%	6%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	44%	-	0%	0%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	96%	99%	100%	100%
Included in Accountability	94%	95%	96%	99%	94%	97%	100%	*	-	78%	96%	95%	97%
Not Included in Accountability													
Mobile	4%	4%	4%	1%	6%	3%	0%	*	-	18%	3%	4%	2%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	*	-	0%	1%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	4%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	4%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD

County Name: RAINS

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
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%
2017-18	95.4%	95.7%	94.7%	94.3%	95.7%	94.6%	91.5%	*	*	94.6%	93.6%	94.4%	96.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.4%	0.0%	0.0%	0.5%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	2.6%	0.0%	1.4%	2.8%	*	*	-	7.7%	6.8%	3.6%	0.0%
2017-18	1.9%	0.9%	3.1%	14.3%	2.6%	2.7%	20.0%	*	*	0.0%	4.9%	1.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	90.0%	93.3%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	3.8%	2.8%	1.8%	0.0%	7.1%	1.2%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	5.7%	3.5%	11.5%	16.7%	7.1%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	90.4%	93.7%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	94.3%	96.5%	88.5%	83.3%	92.9%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-
Class of 2017													
Graduated	92.0%	94.7%	91.5%	*	94.1%	90.0%	*	*	*	*	84.2%	96.7%	*
Received TxCHSE	0.6%	0.7%	0.9%	*	0.0%	1.1%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.1%	0.4%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.3%	4.2%	7.7%	*	5.9%	8.9%	*	*	*	*	15.8%	3.3%	*
Graduates and TxCHSE	92.6%	95.4%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	95.8%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*

6-Year Extended Longitudinal Rate (Gr 9-12)

Texas Education Agency
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District Name: RAINS ISD
County Name: RAINS
District Number: 190903

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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 Graduates, TxCHSE, and Continuers	93.2%	95.8%	92.3%	*	94.1%	91.1%	*	*	*	*	84.2%	96.7%	*
93.7%	96.0%	92.3%	*	94.1%	91.1%	*	*	*	*	*	84.2%	96.7%	*
Class of 2016													
Graduated	92.1%	94.5%	95.2%	*	90.0%	96.8%	*	-	-	*	92.3%	93.5%	*
Received TxCHSE	0.8%	0.9%	0.8%	*	0.0%	1.1%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.1%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	4.4%	4.0%	*	10.0%	2.1%	*	-	-	*	7.7%	6.5%	*
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.9%	95.4%	96.0%	*	90.0%	97.9%	*	-	-	*	92.3%	93.5%	*
93.4%	95.6%	96.0%	*	90.0%	97.9%	*	-	-	-	*	92.3%	93.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.4%	86.7%	*	93.3%	84.8%	*	-	-	*	50.0%	86.9%	*
Class of 2018	90.0%	93.3%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	45.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	4.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Class of 2018	5.0%	5.6%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.2%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
Class of 2018	82.0%	83.9%	94.9%	60.0%	100.0%	96.0%	-	-	*	100.0%	50.0%	92.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	88.7%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
Class of 2018	86.8%	89.0%	94.9%	60.0%	100.0%	96.0%	-	-	*	100.0%	50.0%	92.0%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	25.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	4.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	4.9%	5.2%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.1%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
2017-18	81.5%	83.5%	94.9%	60.0%	100.0%	95.9%	-	-	*	100.0%	50.0%	92.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	87.3%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
2017-18	85.1%	87.8%	94.9%	60.0%	100.0%	95.9%	-	-	*	100.0%	50.0%	92.2%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: RAINS ISD
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	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	99	100.0%	355,615	100.0%
By Ethnicity:				
African American	3	3.0%	43,953	12.4%
Hispanic	13	13.1%	180,673	50.8%
White	81	81.8%	105,577	29.7%
American Indian	1	1.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	1.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	9	9.1%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	90	90.9%	285,538	80.3%
Special Education Graduates	8	8.1%	27,598	7.8%
Economically Disadvantaged Graduates	52	52.5%	186,364	52.4%
LEP Graduates	1	1.0%	25,189	7.1%
At-Risk Graduates	30	30.3%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: RAINS ISD

County Name: RAINS

District Number: 190903

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	72.7%	*	69.2%	73.5%	*	-	-	*	56.3%	69.2%	*
2017-18	65.5%	64.5%	58.2%	10.0%	38.5%	63.7%	-	-	*	83.3%	75.0%	51.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.5%	43.4%	*	38.5%	45.7%	*	-	-	*	12.5%	34.6%	*
2017-18	50.0%	42.8%	37.8%	0.0%	23.1%	39.7%	-	-	*	83.3%	10.0%	27.5%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	51.5%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
2017-18	58.2%	48.1%	54.1%	20.0%	38.5%	57.5%	-	-	*	83.3%	30.0%	49.0%	-
Mathematics													
2018-19	48.6%	40.3%	40.4%	*	38.5%	42.0%	*	-	-	*	0.0%	34.6%	*
2017-18	46.0%	37.5%	39.8%	0.0%	38.5%	39.7%	-	-	*	83.3%	10.0%	31.4%	-
Both Subjects													
2018-19	44.2%	35.9%	35.4%	*	38.5%	35.8%	*	-	-	*	0.0%	28.8%	*
2017-18	42.1%	32.7%	35.7%	0.0%	23.1%	37.0%	-	-	*	83.3%	10.0%	25.5%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.1%	31.3%	*	15.4%	34.6%	*	-	-	*	12.5%	21.2%	*
2017-18	20.7%	27.7%	23.5%	0.0%	15.4%	24.7%	-	-	*	50.0%	0.0%	9.8%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	3.0%	*	0.0%	3.7%	*	-	-	*	0.0%	1.9%	*
2017-18	20.4%	7.6%	6.1%	0.0%	15.4%	2.7%	-	-	*	33.3%	0.0%	5.9%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.0%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	50.2%	51.0%	*	50.0%	50.6%	*	-	-	*	56.3%	51.0%	*
2017-18	28.7%	37.3%	28.1%	10.0%	23.1%	32.9%	-	-	*	0.0%	75.0%	32.4%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	11.6%	2.0%	*	7.7%	1.2%	*	-	-	*	0.0%	3.8%	*
2017-18	4.8%	7.8%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.1%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.7%	1.9%	1.0%	0.0%	0.0%	1.4%	-	-	*	0.0%	10.0%	2.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	74.0%	89.9%	*	84.6%	90.1%	*	-	-	*	62.5%	86.5%	*
2017-18	38.7%	52.6%	25.5%	20.0%	15.4%	30.1%	-	-	*	0.0%	10.0%	25.5%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.3%	6.1%	*	7.7%	4.9%	*	-	-	*	0.0%	5.8%	*
2017-18	4.3%	4.9%	11.2%	0.0%	15.4%	12.3%	-	-	*	0.0%	10.0%	9.8%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.3%	3.0%	*	0.0%	3.7%	*	-	-	*	37.5%	3.8%	*
2017-18	2.6%	3.0%	5.1%	0.0%	7.7%	5.5%	-	-	*	0.0%	50.0%	9.8%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-

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2019-20 District CCMR-Related Indicators

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	36.2%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
2017-18	32.1%	33.5%	51.0%	20.0%	30.8%	54.8%	-	-	*	83.3%	30.0%	47.1%	-
Mathematics													
2018-19	24.7%	25.8%	38.4%	*	38.5%	39.5%	*	-	-	*	0.0%	32.7%	*
2017-18	23.7%	24.5%	36.7%	0.0%	23.1%	38.4%	-	-	*	83.3%	10.0%	27.5%	-
Both Subjects													
2018-19	18.8%	20.3%	33.3%	*	38.5%	33.3%	*	-	-	*	0.0%	26.9%	*
2017-18	18.1%	19.0%	31.6%	0.0%	15.4%	32.9%	-	-	*	83.3%	10.0%	21.6%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	76.1%	90.9%	*	92.3%	90.1%	*	-	-	*	62.5%	88.5%	*
2017-18	58.4%	76.2%	40.8%	20.0%	23.1%	47.9%	-	-	*	16.7%	10.0%	35.3%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	2.0%	2.2%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Mathematics													
2018-19	7.3%	5.5%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	3.9%	3.6%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Both Subjects													
2018-19	2.6%	2.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	11.7%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	n/a	11.5%	n/a
2018	25.8%	11.6%	10.7%	0.0%	11.1%	10.1%	*	-	*	42.9%	n/a	7.7%	n/a
English Language Arts													
2019	14.5%	6.6%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	n/a	11.5%	n/a
2018	15.3%	6.6%	10.7%	0.0%	11.1%	10.1%	*	-	*	42.9%	n/a	7.7%	n/a
Mathematics													
2019	7.4%	2.4%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	7.3%	2.7%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
Science													
2019	10.4%	3.9%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	10.8%	4.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
Social Studies													
2019	13.9%	5.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	14.5%	5.4%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.8%	10.7%	-	*	12.5%	*	-	-	-	n/a	7.1%	n/a
2018	50.7%	42.4%	26.1%	-	*	11.8%	-	-	-	*	n/a	37.5%	n/a
English Language Arts													
2019	41.2%	35.2%	10.7%	-	*	12.5%	*	-	-	-	n/a	7.1%	n/a
2018	42.5%	40.4%	26.1%	-	*	11.8%	-	-	-	*	n/a	37.5%	n/a

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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	42.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	40.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	40.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	32.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	31.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	34.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	54.2%	52.5%	*	46.2%	53.1%	*	-	-	*	n/a	42.3%	n/a
2017-18	74.6%	55.7%	50.0%	80.0%	30.8%	50.7%	-	-	*	66.7%	n/a	30.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	33.6%	36.5%	*	16.7%	39.5%	*	-	-	-	n/a	27.3%	n/a
2017-18	37.9%	32.6%	28.6%	*	*	24.3%	-	-	-	*	n/a	25.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1046	1103	-	*	1123	-	-	-	-	n/a	*	n/a
2017-18	1036	1051	1142	-	-	1142	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	530	578	-	*	596	-	-	-	-	n/a	*	n/a
2017-18	521	532	590	-	-	590	-	-	-	-	n/a	*	n/a
Mathematics													
2018-19	510	516	526	-	*	527	-	-	-	-	n/a	*	n/a
2017-18	515	519	552	-	-	552	-	-	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.0	21.4	*	19.8	21.8	*	-	-	-	n/a	21.0	n/a
2017-18	20.6	19.9	21.0	*	*	20.6	-	-	-	*	n/a	20.6	n/a
English Language Arts													
2018-19	20.3	19.8	21.3	*	19.8	21.7	*	-	-	-	n/a	21.0	n/a
2017-18	20.3	19.5	20.9	*	*	20.4	-	-	-	*	n/a	20.7	n/a
Mathematics													
2018-19	20.4	19.7	20.8	*	19.0	21.3	*	-	-	-	n/a	20.0	n/a
2017-18	20.6	19.6	20.5	*	*	20.2	-	-	-	*	n/a	20.2	n/a
Science													
2018-19	20.8	20.4	21.7	*	20.2	22.0	*	-	-	-	n/a	21.3	n/a
2017-18	20.9	20.2	21.5	*	*	21.4	-	-	-	*	n/a	20.5	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: RAINS ISD

County Name: RAINS

District Number: 190903

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	40.5%	41.3%	20.0%	26.5%	44.0%	*	*	-	53.8%	20.0%	37.4%	14.3%
2017-18	43.4%	39.5%	37.4%	41.7%	26.8%	39.5%	40.0%	*	*	33.3%	15.1%	34.5%	18.2%
English Language Arts													
2018-19	17.8%	16.0%	13.7%	0.0%	4.5%	15.9%	*	*	-	8.3%	2.0%	10.0%	0.0%
2017-18	17.3%	15.0%	12.4%	0.0%	8.5%	13.3%	*	*	*	17.6%	0.0%	8.5%	0.0%
Mathematics													
2018-19	20.4%	19.3%	27.1%	0.0%	21.5%	27.8%	*	*	-	46.2%	14.3%	23.6%	14.3%
2017-18	20.7%	19.5%	29.2%	50.0%	22.4%	29.9%	*	*	*	26.7%	17.4%	28.5%	18.2%
Science													
2018-19	21.7%	21.3%	30.8%	22.2%	17.2%	33.7%	*	*	-	23.1%	14.6%	28.4%	7.1%
2017-18	21.2%	21.1%	24.3%	30.0%	17.9%	24.9%	*	*	*	25.0%	2.1%	20.7%	0.0%
Social Studies													
2018-19	23.6%	14.9%	3.5%	0.0%	0.0%	4.5%	*	*	-	0.0%	0.0%	0.4%	0.0%
2017-18	22.8%	15.2%	1.6%	0.0%	2.9%	1.5%	0.0%	*	*	0.0%	0.0%	0.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.1%	53.1%	60.0%	46.2%	52.1%	-	-	*	83.3%	60.0%	51.9%	-
2016-17	54.6%	52.6%	50.4%	*	58.8%	47.8%	*	*	*	*	17.6%	45.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.8%	53.1%	*	40.0%	52.8%	-	-	-	100.0%	16.7%	40.0%	-
2016-17	59.2%	53.9%	59.6%	*	50.0%	64.3%	*	*	*	*	*	53.6%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: RAINS ISD

County Name: RAINS

District Number: 190903

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,723	100.0%	5,479,173	100.0%	1,727	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	1	0.1%	16,848	0.3%	4	0.2%	25,883	0.5%
Pre-Kindergarten	65	3.8%	248,413	4.5%	65	3.8%	249,226	4.5%
Kindergarten	132	7.7%	383,585	7.0%	132	7.6%	384,114	7.0%
Grade 1	132	7.7%	391,175	7.1%	132	7.6%	391,449	7.1%
Grade 2	135	7.8%	388,370	7.1%	135	7.8%	388,675	7.1%
Grade 3	121	7.0%	391,565	7.1%	121	7.0%	391,795	7.1%
Grade 4	136	7.9%	399,883	7.3%	136	7.9%	400,111	7.3%
Grade 5	142	8.2%	417,272	7.6%	142	8.2%	417,444	7.6%
Grade 6	145	8.4%	422,605	7.7%	145	8.4%	422,740	7.7%
Grade 7	116	6.7%	423,421	7.7%	116	6.7%	423,545	7.7%
Grade 8	124	7.2%	411,170	7.5%	124	7.2%	411,272	7.5%
Grade 9	137	8.0%	448,929	8.2%	137	7.9%	449,122	8.2%
Grade 10	110	6.4%	406,785	7.4%	110	6.4%	407,044	7.4%
Grade 11	118	6.8%	376,894	6.9%	118	6.8%	377,208	6.9%
Grade 12	109	6.3%	352,258	6.4%	110	6.4%	354,312	6.4%
Ethnic Distribution:								
African American	46	2.7%	691,582	12.6%	46	2.7%	692,925	12.6%
Hispanic	304	17.6%	2,892,928	52.8%	304	17.6%	2,899,504	52.8%
White	1,309	76.0%	1,477,699	27.0%	1,313	76.0%	1,483,688	27.0%
American Indian	10	0.6%	19,999	0.4%	10	0.6%	20,062	0.4%
Asian	7	0.4%	250,065	4.6%	7	0.4%	250,463	4.6%
Pacific Islander	1	0.1%	8,466	0.2%	1	0.1%	8,481	0.2%
Two or More Races	46	2.7%	138,434	2.5%	46	2.7%	138,817	2.5%
Sex:								
Female	798	46.3%	2,673,270	48.8%	800	46.3%	2,678,619	48.8%
Male	925	53.7%	2,805,903	51.2%	927	53.7%	2,815,321	51.2%
Economically Disadvantaged	1,079	62.6%	3,303,974	60.3%	1,082	62.7%	3,309,610	60.2%
Non-Educationally Disadvantaged	644	37.4%	2,175,199	39.7%	645	37.3%	2,184,330	39.8%
Section 504 Students	210	12.2%	376,734	6.9%	210	12.2%	376,956	6.9%
English Learners (EL)	118	6.8%	1,112,674	20.3%	118	6.8%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	58	3.1%	82,551	1.5%				
Students w/ Dyslexia	188	10.9%	224,619	4.1%	188	10.9%	224,741	4.1%
Foster Care	16	0.9%	17,393	0.3%	16	0.9%	17,451	0.3%
Homeless	22	1.3%	78,178	1.4%	22	1.3%	78,296	1.4%
Immigrant	8	0.5%	126,747	2.3%	8	0.5%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	1,723	100.0%	3,568,526	65.1%	1,727	100.0%	3,576,850	65.1%
Military Connected	98	5.7%	105,751	1.9%	98	5.7%	105,787	1.9%
At-Risk	918	53.3%	2,773,390	50.6%	918	53.2%	2,776,481	50.5%

District Name: RAINS ISD

County Name: RAINS

District Number: 190903

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	112	6.5%	1,128,904	20.6%	112	6.5%	1,129,558	20.6%
Career & Technical Education	466	27.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	295	62.2%	805,496	50.8%	295	62.1%	806,117	50.8%
Gifted & Talented Education	134	7.8%	444,125	8.1%	134	7.8%	444,196	8.1%
Special Education	229	13.3%	577,868	10.5%	233	13.5%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	229		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	86	37.6%	245,216	42.4%				
Students with Physical Disabilities	46	20.1%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	72	31.4%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	191	11.8%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	6.8%	1.6%	14.3%	5.5%
Grade 1	6.0%	2.9%	4.5%	4.9%
Grade 2	3.8%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.8%	0.4%	0.0%	0.6%
Grade 9	5.2%	7.8%	0.0%	13.1%

Data Quality:	District		State	
	Count	Percent	Count	Percent
Underreported Students	0	0.0%	5,686	0.2%

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.9	19.0
Grade 1	18.9	18.9
Grade 2	22.5	18.8
Grade 3	19.2	19.0
Grade 4	18.9	19.2
Grade 5	22.6	20.9
Grade 6	21.4	20.4
Secondary:		
English/Language Arts	15.8	16.4
Foreign Languages	16.1	18.7
Mathematics	16.0	17.8
Science	18.2	18.8
Social Studies	20.6	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: RAINS ISD

County Name: RAINS

District Number: 190903

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	282.4	100.0%	734,726.4	100.0%
Professional Staff:	156.0	55.2%	468,132.4	63.7%
Teachers	123.8	43.8%	363,121.3	49.4%
Professional Support	22.2	7.9%	74,698.8	10.2%
Campus Administration (School Leadership)	6.0	2.1%	21,960.1	3.0%
Central Administration	4.0	1.4%	8,352.3	1.1%
Educational Aides:	49.8	17.6%	78,096.8	10.6%
Auxiliary Staff:	76.6	27.1%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	4.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	31.1	11.0%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	4.4	3.5%	39,132.5	10.8%
Hispanic	4.0	3.2%	102,099.7	28.1%
White	111.4	90.0%	209,453.0	57.7%
American Indian	2.0	1.6%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	2.0	1.6%	4,165.2	1.1%
Males	22.4	18.1%	86,302.4	23.8%
Females	101.5	81.9%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.6%	4,859.9	1.3%
Bachelors	103.8	83.8%	266,596.3	73.4%
Masters	18.0	14.5%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.0	7.3%	26,878.7	7.4%
1-5 Years Experience	30.4	24.5%	101,305.8	27.9%
6-10 Years Experience	21.0	16.9%	70,305.4	19.4%
11-20 Years Experience	38.5	31.1%	106,767.7	29.4%
Over 20 Years Experience	25.0	20.2%	57,863.9	15.9%
Number of Students per Teacher	13.9	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.0	6.2
Average Years Experience of Principals with District	6.8	5.3
Average Years Experience of Assistant Principals	4.7	5.3
Average Years Experience of Assistant Principals with District	4.7	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers	12.2	11.1
Average Years Experience of Teachers with District	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$40,924	\$49,868
1-5 Years Experience	\$39,432	\$52,823
6-10 Years Experience	\$44,227	\$55,756
11-20 Years Experience	\$51,596	\$59,308
Over 20 Years Experience	\$59,414	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$48,166	\$57,091
Professional Support	\$57,182	\$67,352
Campus Administration (School Leadership)	\$80,715	\$82,512
Central Administration	\$93,786	\$108,367
Instructional Staff Percent:	61.6%	64.6%
Turnover Rate for Teachers:	23.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	5.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: RAINS ISD
 County Name: RAINS
 District Number: 190903

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	1.3%	23,626.0	6.5%
Career & Technical Education	9.2	7.4%	18,120.4	5.0%
Compensatory Education	9.0	7.3%	10,147.3	2.8%
Gifted & Talented Education	0.1	0.1%	7,053.3	1.9%
Regular Education	86.4	69.8%	257,548.7	70.9%
Special Education	14.5	11.7%	33,620.4	9.3%
Other	3.0	2.5%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **RAINS ISD**

Campus Name: **RAINS H S**

Campus Number: **190903001**

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

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District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	79%	79%	50%	74%	81%	-	-	-	*	29%	-	80%	76%	75%	82%
	2018	65%	67%	67%	*	62%	68%	*	-	-	80%	22%	*	71%	51%	56%	50%
At Meets Grade Level or Above	2019	50%	50%	50%	33%	33%	55%	-	-	-	*	19%	-	50%	51%	43%	9%
	2018	44%	46%	46%	*	38%	49%	*	-	-	60%	22%	*	49%	37%	40%	13%
At Masters Grade Level	2019	11%	9%	9%	0%	7%	9%	-	-	-	*	5%	-	10%	5%	6%	0%
	2018	7%	5%	5%	*	8%	5%	*	-	-	0%	4%	*	6%	3%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	75%	75%	*	71%	77%	*	-	-	80%	43%	*	76%	74%	72%	75%
	2018	67%	75%	75%	60%	59%	78%	*	*	-	80%	29%	*	77%	71%	70%	44%
At Meets Grade Level or Above	2019	49%	59%	59%	*	36%	64%	*	-	-	80%	35%	*	59%	58%	48%	13%
	2018	48%	54%	54%	0%	55%	56%	*	*	-	60%	14%	*	58%	42%	48%	44%
At Masters Grade Level	2019	8%	7%	7%	*	4%	9%	*	-	-	0%	17%	*	7%	6%	11%	0%
	2018	8%	4%	4%	0%	5%	3%	*	*	-	20%	5%	*	4%	2%	5%	11%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	88%	86%	100%	74%	87%	-	-	-	*	59%	-	84%	90%	81%	70%
	2018	83%	83%	81%	*	75%	84%	*	-	-	100%	44%	*	88%	64%	78%	63%
At Meets Grade Level or Above	2019	61%	60%	51%	50%	42%	54%	-	-	-	*	35%	-	55%	43%	43%	30%
	2018	55%	54%	48%	*	54%	48%	*	-	-	60%	28%	*	55%	30%	39%	38%
At Masters Grade Level	2019	37%	36%	27%	50%	16%	28%	-	-	-	*	18%	-	25%	30%	19%	0%
	2018	32%	25%	18%	*	25%	17%	*	-	-	0%	12%	*	20%	12%	14%	13%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	91%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
	2018	87%	88%	88%	*	78%	89%	*	-	-	100%	68%	*	89%	83%	86%	71%
At Meets Grade Level or Above	2019	62%	60%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%
	2018	59%	47%	47%	*	52%	47%	*	-	-	60%	32%	*	48%	45%	45%	29%
At Masters Grade Level	2019	25%	14%	14%	40%	14%	13%	-	-	-	*	6%	-	14%	14%	13%	0%
	2018	24%	11%	11%	*	9%	13%	*	-	-	0%	16%	*	10%	17%	12%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	94%	*	88%	95%	*	-	-	100%	86%	*	95%	92%	89%	71%
	2018	92%	89%	89%	*	83%	90%	*	*	-	*	40%	*	91%	82%	84%	75%
At Meets Grade Level or Above	2019	73%	67%	67%	*	69%	66%	*	-	-	100%	50%	*	73%	53%	61%	57%
	2018	70%	56%	56%	*	56%	56%	*	*	-	*	27%	*	60%	46%	48%	38%
At Masters Grade Level	2019	45%	31%	31%	*	35%	31%	*	-	-	20%	32%	*	31%	29%	31%	14%
	2018	40%	30%	30%	*	17%	32%	*	*	-	*	27%	*	31%	26%	22%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	85%	80%	76%	87%	*	-	-	92%	58%	*	84%	85%	81%	73%

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency Texas Academic Performance Report 2019-20 Campus STAAR Performance

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	75%	80%	47%	71%	82%	100%	*	-	92%	39%	86%	83%	70%	74%	60%
	2019	50%	43%	58%	50%	45%	60%	*	-	-	77%	35%	*	59%	54%	49%	27%
	2018	48%	40%	50%	11%	50%	51%	40%	*	-	58%	24%	86%	54%	40%	44%	33%
At Masters Grade Level	2019	24%	17%	17%	25%	15%	17%	*	-	-	8%	16%	*	17%	17%	15%	2%
	2018	22%	14%	13%	0%	12%	14%	20%	*	-	8%	11%	0%	14%	12%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	77%	43%	73%	79%	*	-	-	83%	36%	*	78%	75%	74%	79%
	2018	74%	74%	71%	44%	60%	74%	*	*	-	80%	25%	*	74%	63%	63%	47%
At Meets Grade Level or Above	2019	48%	43%	54%	29%	35%	59%	*	-	-	83%	27%	*	54%	54%	45%	11%
	2018	46%	42%	50%	0%	46%	53%	*	*	-	60%	19%	*	54%	40%	44%	29%
At Masters Grade Level	2019	21%	16%	8%	0%	5%	9%	*	-	-	0%	11%	*	9%	6%	8%	0%
	2018	19%	14%	5%	0%	6%	4%	*	*	-	10%	4%	*	5%	3%	6%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	86%	100%	74%	87%	-	-	-	*	59%	-	84%	90%	81%	70%
	2018	81%	79%	81%	*	75%	84%	-	-	-	100%	44%	*	88%	64%	78%	63%
At Meets Grade Level or Above	2019	52%	44%	51%	50%	42%	54%	-	-	-	*	35%	-	55%	43%	43%	30%
	2018	50%	41%	48%	*	54%	48%	*	-	-	60%	28%	*	55%	30%	39%	38%
At Masters Grade Level	2019	26%	18%	27%	50%	16%	28%	-	-	-	*	18%	-	25%	30%	19%	0%
	2018	24%	14%	18%	*	25%	17%	*	-	-	0%	12%	*	20%	12%	14%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	79%	91%	100%	73%	95%	-	-	-	*	75%	-	90%	94%	88%	67%
	2018	80%	82%	88%	*	78%	89%	*	-	-	100%	68%	*	89%	83%	86%	71%
At Meets Grade Level or Above	2019	54%	46%	60%	80%	45%	62%	-	-	-	*	38%	-	57%	66%	53%	33%
	2018	51%	42%	47%	*	52%	47%	*	-	-	60%	32%	*	48%	45%	45%	29%
At Masters Grade Level	2019	25%	16%	14%	40%	14%	13%	-	-	-	*	6%	-	14%	14%	13%	0%
	2018	23%	17%	11%	*	9%	13%	*	-	-	0%	16%	*	10%	17%	12%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	76%	94%	*	88%	95%	*	-	-	100%	86%	*	95%	92%	89%	71%
	2018	78%	73%	89%	*	83%	90%	*	*	-	*	40%	*	91%	82%	84%	75%
At Meets Grade Level or Above	2019	55%	48%	67%	*	69%	66%	*	-	-	100%	50%	*	73%	53%	61%	57%
	2018	53%	40%	56%	*	56%	56%	*	*	-	*	27%	*	60%	46%	48%	38%
At Masters Grade Level	2019	33%	23%	31%	*	35%	31%	*	-	-	20%	32%	*	31%	29%	31%	14%
	2018	31%	21%	30%	*	17%	32%	*	*	-	*	27%	*	31%	26%	22%	25%

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	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

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	*	*	-	-	*	-	-	-	-	*	-
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	*	*	-	-	*	-	-	-	-	*	-

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 474
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	77%	85%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	77%	75%	80%	-	-	-	-	-	43%	82%	18%	-	43%	43%
At Meets Grade Level or Above	2019	50%	43%	58%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	48%	40%	50%	-	-	-	-	-	11%	27%	0%	-	11%	11%
At Masters Grade Level	2019	24%	17%	17%	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	22%	14%	13%	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	77%	-	-	-	-	-	76%	-	76%	-	76%	76%
	2018	74%	74%	71%	-	-	-	-	-	18%	*	0%	-	18%	18%
At Meets Grade Level or Above	2019	48%	43%	54%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	42%	50%	-	-	-	-	-	0%	*	0%	-	0%	0%
At Masters Grade Level	2019	21%	16%	8%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	14%	5%	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	86%	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	81%	79%	81%	-	-	-	-	-	57%	*	*	-	57%	57%
At Meets Grade Level or Above	2019	52%	44%	51%	-	-	-	-	-	30%	-	30%	-	30%	30%
	2018	50%	41%	48%	-	-	-	-	-	29%	*	*	-	29%	29%
At Masters Grade Level	2019	26%	18%	27%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	14%	18%	-	-	-	-	-	0%	*	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	79%	91%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	80%	82%	88%	-	-	-	-	-	67%	*	*	-	67%	67%
At Meets Grade Level or Above	2019	54%	46%	60%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	51%	42%	47%	-	-	-	-	-	17%	*	*	-	17%	17%
At Masters Grade Level	2019	25%	16%	14%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	11%	-	-	-	-	-	0%	*	*	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	76%	94%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	78%	73%	89%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	55%	48%	67%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	53%	40%	56%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	33%	23%	31%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	31%	21%	30%	-	-	-	-	-	*	*	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	72%	-	-	-	-	-	65%	-	65%	-	65%	65%
	2018	69%	65%	69%	-	-	-	-	-	36%	*	*	-	36%	36%
All Grades ELA/Reading	2019	68%	68%	69%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	64%	66%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	70%	76%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	70%	66%	73%	-	-	-	-	-	*	*	*	-	*	*

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 460
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	100%	97%	97%	*	-	-	76%	100%	97%	91%
Not Included in Accountability													
Mobile	4%	5%	3%	0%	0%	3%	*	-	-	24%	0%	2%	0%
Other Exclusions	1%	0%	1%	0%	3%	0%	*	-	-	0%	0%	0%	9%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	96%	99%	100%	100%
Included in Accountability	94%	96%	95%	95%	90%	97%	100%	*	-	86%	94%	97%	90%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	9%	3%	0%	*	-	11%	5%	2%	6%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	*	-	0%	0%	0%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	4%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	4%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.1%	94.3%	94.4%	95.4%	94.1%	*	*	-	93.8%	94.0%	93.9%	97.1%
2017-18	95.4%	94.7%	93.6%	90.3%	93.8%	93.7%	*	*	*	94.0%	92.2%	92.8%	93.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.6%	2.6%	0.0%	1.4%	2.8%	*	*	-	7.7%	6.8%	3.6%	0.0%
2017-18	1.9%	3.1%	3.1%	14.3%	2.6%	2.7%	20.0%	*	*	0.0%	4.9%	1.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	90.0%	86.7%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Continued HS	3.8%	1.8%	1.8%	0.0%	7.1%	1.2%	*	-	*	0.0%	0.0%	0.0%	-
Dropped Out	5.7%	11.5%	11.5%	16.7%	7.1%	10.6%	*	-	*	16.7%	9.1%	3.8%	-
Graduates and TxCHSE	90.4%	86.7%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
Graduates, TxCHSE, and Continuers	94.3%	88.5%	88.5%	83.3%	92.9%	89.4%	*	-	*	83.3%	90.9%	96.2%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-
Class of 2017													
Graduated	92.0%	91.5%	91.5%	*	94.1%	90.0%	*	*	*	*	84.2%	96.7%	*
Received TxCHSE	0.6%	0.9%	0.9%	*	0.0%	1.1%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.1%	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	92.6%	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%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	91.5%	91.5%	*	94.1%	90.0%	*	*	*	*	84.2%	96.7%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	*
Class of 2016													
Graduated	92.1%	95.2%	95.2%	*	90.0%	96.8%	*	-	-	*	92.3%	93.5%	*
Received TxCHSE	0.8%	0.8%	0.8%	*	0.0%	1.1%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	4.0%	4.0%	*	10.0%	2.1%	*	-	-	*	7.7%	6.5%	*
Graduates and TxCHSE	92.9%	96.0%	96.0%	*	90.0%	97.9%	*	-	-	*	92.3%	93.5%	*
Graduates, TxCHSE, and Continuers	93.4%	96.0%	96.0%	*	90.0%	97.9%	*	-	-	*	92.3%	93.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.7%	86.7%	*	93.3%	84.8%	*	-	-	*	50.0%	86.9%	*
Class of 2018	90.0%	86.7%	86.7%	83.3%	85.7%	88.2%	*	-	*	83.3%	90.9%	96.2%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	92.9%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
Class of 2018	82.0%	94.9%	94.9%	60.0%	100.0%	96.0%	-	-	*	100.0%	50.0%	92.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	92.9%	92.9%	*	78.6%	96.2%	*	-	-	*	37.5%	86.8%	*
Class of 2018	86.8%	94.9%	94.9%	60.0%	100.0%	96.0%	-	-	*	100.0%	50.0%	92.0%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.9%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
2017-18	81.5%	94.9%	94.9%	60.0%	100.0%	95.9%	-	-	*	100.0%	50.0%	92.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.9%	90.9%	*	76.9%	93.8%	*	-	-	*	37.5%	84.6%	*
2017-18	85.1%	94.9%	94.9%	60.0%	100.0%	95.9%	-	-	*	100.0%	50.0%	92.2%	-

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	99	100.0%	99	355,615
By Ethnicity:				
African American	3	3.0%	3	43,953
Hispanic	13	13.1%	13	180,673
White	81	81.8%	81	105,577
American Indian	1	1.0%	1	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	1	1.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	9	9.1%	9	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,160
Foundation H.S. Program (DLA)	90	90.9%	90	285,538
Special Education Graduates	8	8.1%	8	27,598
Economically Disadvantaged Graduates	52	52.5%	52	186,364
LEP Graduates	1	1.0%	1	25,189
At-Risk Graduates	30	30.3%	30	146,432

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.7%	72.7%	*	69.2%	73.5%	*	-	-	*	56.3%	69.2%	*
2017-18	65.5%	58.2%	58.2%	10.0%	38.5%	63.7%	-	-	*	83.3%	75.0%	51.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	43.4%	43.4%	*	38.5%	45.7%	*	-	-	*	12.5%	34.6%	*
2017-18	50.0%	37.8%	37.8%	0.0%	23.1%	39.7%	-	-	*	83.3%	10.0%	27.5%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.7%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
2017-18	58.2%	54.1%	54.1%	20.0%	38.5%	57.5%	-	-	*	83.3%	30.0%	49.0%	-
Mathematics													
2018-19	48.6%	40.4%	40.4%	*	38.5%	42.0%	*	-	-	*	0.0%	34.6%	*
2017-18	46.0%	39.8%	39.8%	0.0%	38.5%	39.7%	-	-	*	83.3%	10.0%	31.4%	-
Both Subjects													
2018-19	44.2%	35.4%	35.4%	*	38.5%	35.8%	*	-	-	*	0.0%	28.8%	*
2017-18	42.1%	35.7%	35.7%	0.0%	23.1%	37.0%	-	-	*	83.3%	10.0%	25.5%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.3%	31.3%	*	15.4%	34.6%	*	-	-	*	12.5%	21.2%	*
2017-18	20.7%	23.5%	23.5%	0.0%	15.4%	24.7%	-	-	*	50.0%	0.0%	9.8%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	3.0%	3.0%	*	0.0%	3.7%	*	-	-	*	0.0%	1.9%	*
2017-18	20.4%	6.1%	6.1%	0.0%	15.4%	2.7%	-	-	*	33.3%	0.0%	5.9%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.0%	51.0%	*	50.0%	50.6%	*	-	-	*	56.3%	51.0%	*
2017-18	28.7%	28.1%	28.1%	10.0%	23.1%	32.9%	-	-	*	0.0%	75.0%	32.4%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	2.0%	*	7.7%	1.2%	*	-	-	*	0.0%	3.8%	*
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	1.7%	1.0%	1.0%	0.0%	0.0%	1.4%	-	-	*	0.0%	10.0%	2.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	89.9%	89.9%	*	84.6%	90.1%	*	-	-	*	62.5%	86.5%	*
2017-18	38.7%	25.5%	25.5%	20.0%	15.4%	30.1%	-	-	*	0.0%	10.0%	25.5%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.1%	6.1%	*	7.7%	4.9%	*	-	-	*	0.0%	5.8%	*
2017-18	4.3%	11.2%	11.2%	0.0%	15.4%	12.3%	-	-	*	0.0%	10.0%	9.8%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.0%	3.0%	*	0.0%	3.7%	*	-	-	*	37.5%	3.8%	*
2017-18	2.6%	5.1%	5.1%	0.0%	7.7%	5.5%	-	-	*	0.0%	50.0%	9.8%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: RAINS ISD
Campus Name: RAINS H S
Campus Number: 190903001

Total Students: 474
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	68.7%	68.7%	*	38.5%	75.3%	*	-	-	*	25.0%	59.6%	*
2017-18	32.1%	51.0%	51.0%	20.0%	30.8%	54.8%	-	-	*	83.3%	30.0%	47.1%	-
Mathematics													
2018-19	24.7%	38.4%	38.4%	*	38.5%	39.5%	*	-	-	*	0.0%	32.7%	*
2017-18	23.7%	36.7%	36.7%	0.0%	23.1%	38.4%	-	-	*	83.3%	10.0%	27.5%	-
Both Subjects													
2018-19	18.8%	33.3%	33.3%	*	38.5%	33.3%	*	-	-	*	0.0%	26.9%	*
2017-18	18.1%	31.6%	31.6%	0.0%	15.4%	32.9%	-	-	*	83.3%	10.0%	21.6%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	90.9%	90.9%	*	92.3%	90.1%	*	-	-	*	62.5%	88.5%	*
2017-18	58.4%	40.8%	40.8%	20.0%	23.1%	47.9%	-	-	*	16.7%	10.0%	35.3%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	12.9%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	n/a	11.5%	n/a
2018	25.8%	10.7%	10.7%	0.0%	11.1%	10.1%	*	-	*	42.9%	n/a	7.7%	n/a
English Language Arts													
2019	14.5%	12.9%	12.9%	*	10.0%	13.8%	*	*	-	0.0%	n/a	11.5%	n/a
2018	15.3%	10.7%	10.7%	0.0%	11.1%	10.1%	*	-	*	42.9%	n/a	7.7%	n/a
Mathematics													
2019	7.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
Science													
2019	10.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
Social Studies													
2019	13.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	14.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	10.7%	10.7%	-	*	12.5%	*	-	-	-	n/a	7.1%	n/a
2018	50.7%	26.1%	26.1%	-	*	11.8%	-	-	-	*	n/a	37.5%	n/a
English Language Arts													
2019	41.2%	10.7%	10.7%	-	*	12.5%	*	-	-	-	n/a	7.1%	n/a
2018	42.5%	26.1%	26.1%	-	*	11.8%	-	-	-	*	n/a	37.5%	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	52.5%	52.5%	*	46.2%	53.1%	*	-	-	*	n/a	42.3%	n/a
2017-18	74.6%	50.0%	50.0%	80.0%	30.8%	50.7%	-	-	*	66.7%	n/a	30.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	36.5%	36.5%	*	16.7%	39.5%	*	-	-	-	n/a	27.3%	n/a
2017-18	37.9%	28.6%	28.6%	*	*	24.3%	-	-	-	*	n/a	25.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1103	1103	-	*	1123	-	-	-	-	n/a	*	n/a
2017-18	1036	1142	1142	-	-	1142	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	578	578	-	*	596	-	-	-	-	n/a	*	n/a
2017-18	521	590	590	-	-	590	-	-	-	-	n/a	*	n/a
Mathematics													
2018-19	510	526	526	-	*	527	-	-	-	-	n/a	*	n/a
2017-18	515	552	552	-	-	552	-	-	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.4	21.4	*	19.8	21.8	*	-	-	-	n/a	21.0	n/a
2017-18	20.6	21.0	21.0	*	*	20.6	-	-	-	*	n/a	20.6	n/a
English Language Arts													
2018-19	20.3	21.3	21.3	*	19.8	21.7	*	-	-	-	n/a	21.0	n/a
2017-18	20.3	20.9	20.9	*	*	20.4	-	-	-	*	n/a	20.7	n/a
Mathematics													
2018-19	20.4	20.8	20.8	*	19.0	21.3	*	-	-	-	n/a	20.0	n/a
2017-18	20.6	20.5	20.5	*	*	20.2	-	-	-	*	n/a	20.2	n/a
Science													
2018-19	20.8	21.7	21.7	*	20.2	22.0	*	-	-	-	n/a	21.3	n/a
2017-18	20.9	21.5	21.5	*	*	21.4	-	-	-	*	n/a	20.5	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	41.3%	41.3%	20.0%	26.5%	44.0%	*	*	-	53.8%	20.0%	37.4%	14.3%
2017-18	43.4%	37.4%	37.4%	41.7%	26.8%	39.5%	40.0%	*	*	33.3%	15.1%	34.5%	18.2%
English Language Arts													
2018-19	17.8%	13.7%	13.7%	0.0%	4.5%	15.9%	*	*	-	8.3%	2.0%	10.0%	0.0%
2017-18	17.3%	12.4%	12.4%	0.0%	8.5%	13.3%	*	*	*	17.6%	0.0%	8.5%	0.0%
Mathematics													
2018-19	20.4%	27.1%	27.1%	0.0%	21.5%	27.8%	*	*	-	46.2%	14.3%	23.6%	14.3%
2017-18	20.7%	29.2%	29.2%	50.0%	22.4%	29.9%	*	*	*	26.7%	17.4%	28.5%	18.2%
Science													
2018-19	21.7%	30.8%	30.8%	22.2%	17.2%	33.7%	*	*	-	23.1%	14.6%	28.4%	7.1%
2017-18	21.2%	24.3%	24.3%	30.0%	17.9%	24.9%	*	*	*	25.0%	2.1%	20.7%	0.0%
Social Studies													
2018-19	23.6%	3.5%	3.5%	0.0%	0.0%	4.5%	*	*	-	0.0%	0.0%	0.4%	0.0%
2017-18	22.8%	1.6%	1.6%	0.0%	2.9%	1.5%	0.0%	*	*	0.0%	0.0%	0.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.1%	53.1%	60.0%	46.2%	52.1%	-	-	*	83.3%	60.0%	51.9%	-
2016-17	54.6%	50.4%	50.4%	*	58.8%	47.8%	*	*	*	*	17.6%	45.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.1%	53.1%	*	40.0%	52.8%	-	-	-	100.0%	16.7%	40.0%	-
2016-17	59.2%	59.6%	59.6%	*	50.0%	64.3%	*	*	*	*	*	53.6%	-

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	474	100.0%	1,723	5,479,173	475	100.0%	1,727	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.5%	0	0.0%	3.8%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.9%	7.3%	0	0.0%	7.9%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.7%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	137	28.9%	8.0%	8.2%	137	28.8%	7.9%	8.2%
Grade 10	110	23.2%	6.4%	7.4%	110	23.2%	6.4%	7.4%
Grade 11	118	24.9%	6.8%	6.9%	118	24.8%	6.8%	6.9%
Grade 12	109	23.0%	6.3%	6.4%	110	23.2%	6.4%	6.4%
Ethnic Distribution:								
African American	13	2.7%	2.7%	12.6%	13	2.7%	2.7%	12.6%
Hispanic	78	16.5%	17.6%	52.8%	78	16.4%	17.6%	52.8%
White	363	76.6%	76.0%	27.0%	364	76.6%	76.0%	27.0%
American Indian	5	1.1%	0.6%	0.4%	5	1.1%	0.6%	0.4%
Asian	1	0.2%	0.4%	4.6%	1	0.2%	0.4%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	3.0%	2.7%	2.5%	14	2.9%	2.7%	2.5%
Sex:								
Female	214	45.1%	46.3%	48.8%	215	45.3%	46.3%	48.8%
Male	260	54.9%	53.7%	51.2%	260	54.7%	53.7%	51.2%
Economically Disadvantaged								
Non-Educationally Disadvantaged	277	58.4%	62.6%	60.3%	278	58.5%	62.7%	60.2%
Section 504 Students	197	41.6%	37.4%	39.7%	197	41.5%	37.3%	39.8%
English Learners (EL)	56	11.8%	12.2%	6.9%	56	11.8%	12.2%	6.9%
Students w/ Disciplinary Placements (2018-19)	15	3.2%	6.8%	20.3%	15	3.2%	6.8%	20.3%
Students w/ Dyslexia	39	7.9%	3.1%	1.5%				
Foster Care	49	10.3%	10.9%	4.1%	49	10.3%	10.9%	4.1%
Homeless	4	0.8%	0.9%	0.3%	4	0.8%	0.9%	0.3%
Immigrant	9	1.9%	1.3%	1.4%	9	1.9%	1.3%	1.4%
Migrant	1	0.2%	0.5%	2.3%	1	0.2%	0.5%	2.3%
Title I	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Military Connected	474	100.0%	100.0%	65.1%	475	100.0%	100.0%	65.1%
At-Risk	8	1.7%	5.7%	1.9%	8	1.7%	5.7%	1.9%
	199	42.0%	53.3%	50.6%	199	41.9%	53.2%	50.5%

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	15	3.2%	6.5%	20.6%	15	3.2%	6.5%	20.6%
Career & Technical Education	466	98.3%	27.0%	27.6%				
Career & Technical Education (9-12 grades only)	295	62.2%	62.2%	50.8%	295	62.1%	62.1%	50.8%
Gifted & Talented Education	53	11.2%	7.8%	8.1%	53	11.2%	7.8%	8.1%
Special Education	54	11.4%	13.3%	10.5%	55	11.6%	13.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	54							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	40.7%	37.6%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	21	38.9%	31.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	66	13.4%	11.8%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	4	0.8%						
White	59	12.0%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	49	13.4%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	6.8%	1.6%	-	14.3%	5.5%
Grade 1	-	6.0%	2.9%	-	4.5%	4.9%
Grade 2	-	3.8%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.8%	0.4%	-	0.0%	0.6%
Grade 9	5.2%	5.2%	7.8%	0.0%	0.0%	13.1%

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Class Size Information

	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.9	19.0
Grade 1	-	18.9	18.9
Grade 2	-	22.5	18.8
Grade 3	-	19.2	19.0
Grade 4	-	18.9	19.2
Grade 5	-	22.6	20.9
Grade 6	-	21.4	20.4
Secondary:			
English/Language Arts	14.9	15.8	16.4
Foreign Languages	16.1	16.1	18.7
Mathematics	17.7	16.0	17.8
Science	15.9	18.2	18.8
Social Studies	21.4	20.6	19.3

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	55.8	100.0%	100.0%	100.0%
Professional Staff:	43.8	78.4%	55.2%	63.7%
Teachers	37.9	68.0%	43.8%	49.4%
Professional Support	2.8	5.1%	7.9%	10.2%
Campus Administration (School Leadership)	3.0	5.4%	2.1%	3.0%
Educational Aides:	12.0	21.6%	17.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	9.2	16.5%	11.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	7.9%	3.5%	10.8%
Hispanic	2.4	6.4%	3.2%	28.1%
White	32.0	84.5%	90.0%	57.7%
American Indian	0.0	0.0%	1.6%	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	0.4	1.2%	1.6%	1.1%
Males	14.1	37.1%	18.1%	23.8%
Females	23.9	62.9%	81.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	5.3%	1.6%	1.3%
Bachelors	27.5	72.5%	83.8%	73.4%
Masters	8.4	22.2%	14.5%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.6%	7.3%	7.4%
1-5 Years Experience	10.3	27.1%	24.5%	27.9%
6-10 Years Experience	6.3	16.7%	16.9%	19.4%
11-20 Years Experience	10.0	26.4%	31.1%	29.4%
Over 20 Years Experience	7.3	19.3%	20.2%	15.9%
Number of Students per Teacher	12.5	n/a	13.9	15.1

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.5	7.0	6.2
Average Years Experience of Principals with District	7.0	6.8	5.3
Average Years Experience of Assistant Principals	12.0	4.7	5.3
Average Years Experience of Assistant Principals with District	12.0	4.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.4	12.2	11.1
Average Years Experience of Teachers with District:	5.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,289	\$40,924	\$49,868
1-5 Years Experience	\$40,454	\$39,432	\$52,823
6-10 Years Experience	\$44,354	\$44,227	\$55,756
11-20 Years Experience	\$53,143	\$51,596	\$59,308
Over 20 Years Experience	\$57,224	\$59,414	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$48,094	\$48,166	\$57,091
Professional Support	\$60,472	\$57,182	\$67,352
Campus Administration (School Leadership)	\$83,868	\$80,715	\$82,512
Instructional Staff Percent:			
	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):			
	1.5	5.0	6,309.0

District Name: RAINS ISD
 Campus Name: RAINS H S
 Campus Number: 190903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 474
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.9%	1.3%	6.5%
Career & Technical Education	9.2	24.2%	7.4%	5.0%
Compensatory Education	0.0	0.0%	7.3%	2.8%
Gifted & Talented Education	0.1	0.2%	0.1%	1.9%
Regular Education	21.9	57.6%	69.8%	70.9%
Special Education	3.9	10.3%	11.7%	9.3%
Other	2.6	6.8%	2.5%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **RAINS ISD**

Campus Name: **RAINS J H**

Campus Number: **190903041**

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

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District Name: RAINS ISD
Campus Name: RAINS J H
Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 385
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	66%	*	65%	66%	*	-	-	*	20%	60%	65%	70%	64%	50%
	2018	69%	61%	61%	*	65%	61%	*	*	-	*	20%	*	63%	58%	53%	*
At Meets Grade Level or Above	2019	37%	29%	29%	*	29%	31%	*	-	-	*	10%	20%	30%	26%	25%	13%
	2018	39%	26%	26%	*	12%	29%	*	*	-	*	13%	*	28%	23%	17%	*
At Masters Grade Level	2019	18%	8%	8%	*	6%	10%	*	-	-	*	10%	0%	8%	11%	8%	0%
	2018	19%	12%	12%	*	0%	15%	*	*	-	*	7%	*	15%	7%	9%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	85%	85%	*	71%	87%	*	-	-	*	50%	80%	82%	93%	83%	50%
	2018	77%	73%	73%	*	78%	72%	*	*	-	*	44%	*	80%	61%	64%	80%
At Meets Grade Level or Above	2019	47%	44%	44%	*	47%	45%	*	-	-	*	10%	0%	48%	33%	39%	38%
	2018	44%	35%	35%	*	39%	33%	*	*	-	*	13%	*	36%	32%	27%	20%
At Masters Grade Level	2019	21%	13%	13%	*	12%	14%	*	-	-	*	10%	0%	14%	11%	10%	0%
	2018	18%	5%	5%	*	0%	6%	*	*	-	*	0%	*	5%	5%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	72%	72%	*	81%	71%	*	*	-	*	16%	-	75%	67%	63%	60%
	2018	74%	71%	71%	*	81%	70%	*	-	-	*	25%	*	69%	76%	70%	85%
At Meets Grade Level or Above	2019	49%	40%	40%	*	38%	43%	*	*	-	*	5%	-	41%	38%	30%	20%
	2018	48%	41%	41%	*	33%	43%	*	-	-	*	17%	*	38%	47%	34%	31%
At Masters Grade Level	2019	29%	27%	27%	*	25%	29%	*	*	-	*	0%	-	29%	24%	19%	0%
	2018	29%	26%	26%	*	10%	28%	*	-	-	*	17%	*	24%	29%	16%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	77%	*	100%	74%	*	*	-	*	21%	-	83%	67%	70%	100%
	2018	72%	66%	66%	*	68%	67%	*	-	-	*	43%	*	64%	72%	61%	64%
At Meets Grade Level or Above	2019	43%	38%	38%	*	31%	40%	*	*	-	*	11%	-	43%	29%	22%	20%
	2018	40%	29%	29%	*	23%	30%	*	-	-	*	7%	*	27%	33%	22%	36%
At Masters Grade Level	2019	17%	10%	10%	*	6%	11%	*	*	-	*	5%	-	12%	7%	6%	0%
	2018	18%	12%	12%	*	18%	10%	*	-	-	*	7%	*	11%	13%	7%	21%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	70%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%
	2018	69%	67%	67%	*	59%	69%	*	-	-	*	21%	*	66%	72%	63%	57%
At Meets Grade Level or Above	2019	42%	36%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%
	2018	43%	35%	35%	*	32%	35%	*	-	-	*	14%	*	36%	33%	29%	36%
At Masters Grade Level	2019	18%	13%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%
	2018	15%	6%	6%	*	9%	3%	*	-	-	*	7%	*	5%	8%	2%	14%

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	91%	*	91%	90%	*	-	-	*	44%	*	93%	86%	90%	86%
	2018	86%	90%	90%	100%	94%	88%	-	-	-	*	69%	-	92%	84%	89%	100%
At Meets Grade Level or Above	2019	55%	53%	53%	*	41%	57%	*	-	-	*	19%	*	55%	46%	47%	29%
	2018	49%	46%	46%	40%	50%	46%	-	-	-	*	23%	-	49%	38%	38%	44%
At Masters Grade Level	2019	28%	26%	26%	*	14%	28%	*	-	-	*	0%	*	25%	29%	16%	0%
	2018	27%	20%	20%	20%	22%	20%	-	-	-	*	8%	-	20%	22%	14%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	86%	86%	*	89%	85%	*	-	-	*	44%	*	89%	78%	87%	100%
	2018	86%	84%	84%	100%	80%	85%	-	-	-	*	50%	-	86%	79%	80%	86%
At Meets Grade Level or Above	2019	57%	39%	39%	*	28%	38%	*	-	-	*	6%	*	40%	33%	39%	14%
	2018	51%	34%	34%	40%	20%	37%	-	-	-	*	25%	-	37%	25%	29%	0%
At Masters Grade Level	2019	17%	4%	4%	*	0%	4%	*	-	-	*	0%	*	2%	7%	3%	0%
	2018	15%	2%	2%	0%	0%	3%	-	-	-	*	17%	-	1%	4%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	75%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%
	2018	76%	72%	72%	100%	56%	73%	-	-	-	*	57%	-	71%	73%	64%	44%
At Meets Grade Level or Above	2019	51%	34%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%
	2018	52%	41%	41%	20%	39%	43%	-	-	-	*	21%	-	46%	27%	31%	22%
At Masters Grade Level	2019	25%	13%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%
	2018	28%	18%	18%	0%	22%	18%	-	-	-	*	14%	-	17%	18%	10%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	57%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%
	2018	65%	54%	54%	80%	50%	54%	-	-	-	*	36%	-	54%	55%	46%	22%
At Meets Grade Level or Above	2019	37%	28%	28%	*	27%	26%	*	-	-	*	7%	*	27%	29%	21%	14%
	2018	36%	22%	22%	20%	22%	22%	-	-	-	*	14%	-	20%	27%	17%	0%
At Masters Grade Level	2019	21%	16%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%
	2018	21%	12%	12%	0%	6%	14%	-	-	-	*	7%	-	10%	15%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	88%	100%	-	*	100%	*	-	-	-	-	-	100%	100%	100%	-
	2018	83%	83%	100%	-	*	100%	-	-	-	-	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	60%	100%	-	*	100%	*	-	-	-	-	-	100%	100%	100%	-
	2018	55%	54%	100%	-	*	100%	-	-	-	-	-	-	100%	100%	100%	*
At Masters Grade Level	2019	37%	36%	82%	-	*	82%	*	-	-	-	-	-	93%	63%	78%	-
	2018	32%	25%	75%	-	*	69%	-	-	-	-	-	-	73%	80%	75%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	76%	82%	76%	75%	79%	*	-	88%	33%	78%	77%	74%	72%	68%
	2018	77%	75%	71%	76%	70%	71%	82%	*	-	65%	40%	50%	72%	70%	66%	66%
At Meets Grade Level or Above	2019	50%	43%	39%	27%	34%	40%	37%	*	-	42%	8%	28%	41%	36%	32%	22%

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2018	48%	40%	35%	24%	31%	36%	55%	*	-	25%	16%	13%	36%	33%	28%	28%
	2019	24%	17%	16%	5%	13%	17%	32%	*	-	8%	3%	11%	16%	16%	11%	2%
	2018	22%	14%	14%	4%	12%	14%	45%	*	-	5%	9%	0%	13%	14%	9%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	77%	86%	80%	76%	67%	*	-	88%	27%	71%	78%	74%	74%	65%
	2018	74%	74%	74%	71%	80%	73%	*	*	-	67%	38%	*	75%	72%	71%	85%
	2019	48%	43%	41%	14%	36%	44%	33%	*	-	13%	11%	29%	43%	38%	35%	20%
At Meets Grade Level or Above	2018	46%	42%	38%	29%	32%	39%	*	*	-	33%	18%	*	39%	35%	30%	35%
	2019	21%	16%	21%	0%	15%	23%	33%	*	-	13%	2%	14%	21%	22%	15%	0%
	2018	19%	14%	20%	14%	11%	21%	*	*	-	17%	10%	*	20%	19%	13%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	84%	71%	87%	83%	83%	*	-	100%	36%	86%	86%	79%	81%	80%
	2018	81%	79%	75%	71%	76%	75%	*	*	-	57%	45%	*	77%	71%	69%	75%
	2019	52%	44%	44%	29%	40%	44%	33%	*	-	75%	9%	14%	47%	37%	36%	25%
At Meets Grade Level or Above	2018	50%	41%	35%	29%	31%	36%	*	*	-	29%	14%	*	36%	34%	28%	29%
	2019	26%	18%	14%	0%	11%	14%	33%	*	-	0%	4%	0%	14%	13%	9%	0%
	2018	24%	14%	10%	0%	12%	9%	*	*	-	0%	7%	*	9%	10%	6%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	70%	*	81%	69%	*	*	-	*	26%	-	72%	67%	63%	100%
	2018	66%	59%	67%	*	59%	69%	*	-	-	*	21%	*	66%	72%	63%	57%
	2019	38%	32%	36%	*	25%	39%	*	*	-	*	5%	-	39%	31%	25%	60%
At Meets Grade Level or Above	2018	41%	32%	35%	*	32%	35%	*	-	-	*	14%	*	36%	33%	29%	36%
	2019	14%	9%	13%	*	13%	14%	*	*	-	*	5%	-	14%	10%	6%	20%
	2018	13%	5%	6%	*	9%	3%	*	-	-	*	7%	*	5%	8%	2%	14%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	79%	75%	*	68%	75%	*	-	-	*	57%	*	72%	82%	68%	57%
	2018	80%	82%	72%	100%	56%	73%	-	-	-	*	57%	-	71%	73%	64%	44%
	2019	54%	46%	34%	*	23%	34%	*	-	-	*	0%	*	31%	41%	28%	0%
At Meets Grade Level or Above	2018	51%	42%	41%	20%	39%	43%	-	-	-	*	21%	-	46%	27%	31%	22%
	2019	25%	16%	13%	*	9%	14%	*	-	-	*	0%	*	14%	12%	11%	0%
	2018	23%	17%	18%	0%	22%	18%	-	-	-	*	14%	-	17%	18%	10%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	76%	57%	*	41%	58%	*	-	-	*	29%	*	58%	56%	52%	29%
	2018	78%	73%	54%	80%	50%	54%	-	-	-	*	36%	-	54%	55%	46%	22%
	2019	55%	48%	28%	*	27%	26%	*	-	-	*	7%	-	27%	29%	21%	14%
At Meets Grade Level or Above	2018	53%	40%	22%	20%	22%	22%	-	-	-	*	14%	-	20%	27%	17%	0%
	2019	33%	23%	16%	*	18%	15%	*	-	-	*	0%	*	15%	18%	11%	0%
	2018	31%	21%	12%	0%	6%	14%	-	-	-	*	7%	-	10%	15%	9%	0%

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	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

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Prior Year and Student Success Initiative**

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	43%	44%	*	54%	42%	*	-	-	*	18%	41%	20%
	2018	38%	43%	41%	*	80%	33%	*	-	-	*	*	48%	100%
Mathematics	2019	45%	57%	65%	*	100%	59%	*	-	-	*	22%	68%	*
	2018	47%	50%	45%	*	*	44%	*	-	-	*	26%	46%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	80%	*	86%	77%	*	*	-	*	31%	75%	83%
Students Requiring Accelerated Instruction														
	2019	22%	20%	20%	*	14%	23%	*	*	-	*	69%	25%	17%
STAAR Cumulative Met Standard														
	2019	85%	91%	91%	*	91%	90%	*	*	-	*	44%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	81%	81%	*	83%	80%	*	*	-	*	44%	81%	83%
Students Requiring Accelerated Instruction														
	2019	18%	19%	19%	*	17%	20%	*	*	-	*	56%	19%	17%
STAAR Cumulative Met Standard														
	2019	88%	86%	86%	*	89%	85%	*	*	-	*	44%	87%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	*	*	-	-	*	-	-	-	-	-	*	-

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 385
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR Performance Rate by Subject and Performance Level	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	77%	76%	-	-	-	-	64%	-	64%	-	64%	64%
	2018	77%	75%	71%	-	-	-	-	57%	*	58%	-	57%	57%
At Meets Grade Level or Above	2019	50%	43%	39%	-	-	-	-	16%	-	16%	-	16%	16%
	2018	48%	40%	35%	-	-	-	-	9%	*	9%	-	9%	9%
At Masters Grade Level	2019	24%	17%	16%	-	-	-	-	2%	-	2%	-	2%	2%
	2018	22%	14%	14%	-	-	-	-	0%	*	0%	-	0%	0%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	77%	-	-	-	-	53%	-	53%	-	53%	53%
	2018	74%	74%	74%	-	-	-	-	86%	*	85%	-	86%	86%
At Meets Grade Level or Above	2019	48%	43%	41%	-	-	-	-	13%	-	13%	-	13%	13%
	2018	46%	42%	38%	-	-	-	-	21%	*	23%	-	21%	21%
At Masters Grade Level	2019	21%	16%	21%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	14%	20%	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	81%	84%	-	-	-	-	73%	-	73%	-	73%	73%
	2018	81%	79%	75%	-	-	-	-	69%	*	67%	-	69%	69%
At Meets Grade Level or Above	2019	52%	44%	44%	-	-	-	-	13%	-	13%	-	13%	13%
	2018	50%	41%	35%	-	-	-	-	6%	*	7%	-	6%	6%
At Masters Grade Level	2019	26%	18%	14%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	14%	10%	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	66%	70%	-	-	-	-	*	-	*	-	*	*
	2018	66%	59%	67%	-	-	-	-	40%	-	40%	-	40%	40%
At Meets Grade Level or Above	2019	38%	32%	36%	-	-	-	-	*	-	*	-	*	*
	2018	41%	32%	35%	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	14%	9%	13%	-	-	-	-	*	-	*	-	*	*
	2018	13%	5%	6%	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	79%	75%	-	-	-	-	60%	-	60%	-	60%	60%
	2018	80%	82%	72%	-	-	-	-	33%	*	40%	-	33%	33%
At Meets Grade Level or Above	2019	54%	46%	34%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	42%	41%	-	-	-	-	0%	*	0%	-	0%	0%
At Masters Grade Level	2019	25%	16%	13%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	18%	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	76%	57%	-	-	-	-	40%	-	40%	-	40%	40%
	2018	78%	73%	54%	-	-	-	-	0%	*	0%	-	0%	0%
At Meets Grade Level or Above	2019	55%	48%	28%	-	-	-	-	20%	-	20%	-	20%	20%
	2018	53%	40%	22%	-	-	-	-	0%	*	0%	-	0%	0%
At Masters Grade Level	2019	33%	23%	16%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	21%	12%	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	69%	66%	-	-	-	-	58%	-	58%	-	58%	58%
	2018	69%	65%	59%	-	-	-	-	68%	*	66%	-	68%	68%
All Grades ELA/Reading	2019	68%	68%	66%	-	-	-	-	57%	-	57%	-	57%	57%
	2018	69%	64%	61%	-	-	-	-	68%	*	65%	-	68%	68%
All Grades Mathematics	2019	70%	70%	66%	-	-	-	-	60%	-	60%	-	60%	60%

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 385
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	2018	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	66%	57%	-	-	-	-	-	69%	*	67%	-	69%	69%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	43%	44%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	38%	43%	41%	-	-	-	-	-	100%	*	*	-	100%	100%
Mathematics	2019	45%	57%	65%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	50%	45%	-	-	-	-	-	*	-	*	-	*	*

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 371
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	81%	94%	96%	100%	43%	-	79%	93%	93%	80%
Not Included in Accountability													
Mobile	4%	5%	4%	19%	6%	3%	0%	0%	-	21%	5%	6%	13%
Other Exclusions	1%	0%	1%	0%	0%	0%	0%	57%	-	0%	1%	0%	7%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	93%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	95%	97%	100%	*	-	74%	98%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	5%	3%	0%	*	-	19%	2%	4%	4%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	7%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	7%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.1%	95.3%	96.0%	96.0%	95.1%	*	*	-	95.6%	93.8%	94.9%	96.8%
2017-18	95.4%	94.7%	95.0%	95.4%	97.0%	94.6%	*	*	-	93.9%	93.6%	95.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.4%	0.4%	0.0%	0.0%	0.5%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	94.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	99	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	13	180,673
White	-	-	81	105,577
American Indian	-	-	1	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	9	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	90	285,538
Special Education Graduates	-	-	8	27,598
Economically Disadvantaged Graduates	-	-	52	186,364
LEP Graduates	-	-	1	25,189
At-Risk Graduates	-	-	30	146,432

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	37.8%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	40.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	39.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	35.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	35.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	25.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	51.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	40.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	12.9%	-	-	-	-	-	-	-	-	-	-	n/a
2018	25.8%	10.7%	-	-	-	-	-	-	-	-	-	-	n/a
English Language Arts													
2019	14.5%	12.9%	-	-	-	-	-	-	-	-	-	-	n/a
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics													
2019	7.4%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	-	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	10.7%	-	-	-	-	-	-	-	-	-	-	n/a
2018	50.7%	26.1%	-	-	-	-	-	-	-	-	-	-	n/a
English Language Arts													
2019	41.2%	10.7%	-	-	-	-	-	-	-	-	-	-	n/a
2018	42.5%	26.1%	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	-	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SATI/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	52.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	36.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1103	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1142	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	578	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	590	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	526	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	552	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	41.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	37.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	29.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	30.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	385	100.0%	1,723	5,479,173	385	100.0%	1,727	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.5%	0	0.0%	3.8%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.9%	7.3%	0	0.0%	7.9%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	145	37.7%	8.4%	7.7%	145	37.7%	8.4%	7.7%
Grade 7	116	30.1%	6.7%	7.7%	116	30.1%	6.7%	7.7%
Grade 8	124	32.2%	7.2%	7.5%	124	32.2%	7.2%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	7.9%	8.2%
Grade 10	0	0.0%	6.4%	7.4%	0	0.0%	6.4%	7.4%
Grade 11	0	0.0%	6.8%	6.9%	0	0.0%	6.8%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	11	2.9%	2.7%	12.6%	11	2.9%	2.7%	12.6%
Hispanic	71	18.4%	17.6%	52.8%	71	18.4%	17.6%	52.8%
White	291	75.6%	76.0%	27.0%	291	75.6%	76.0%	27.0%
American Indian	3	0.8%	0.6%	0.4%	3	0.8%	0.6%	0.4%
Asian	1	0.3%	0.4%	4.6%	1	0.3%	0.4%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	2.1%	2.7%	2.5%	8	2.1%	2.7%	2.5%
Sex:								
Female	175	45.5%	46.3%	48.8%	175	45.5%	46.3%	48.8%
Male	210	54.5%	53.7%	51.2%	210	54.5%	53.7%	51.2%
Economically Disadvantaged	238	61.8%	62.6%	60.3%	238	61.8%	62.7%	60.2%
Non-Educationally Disadvantaged	147	38.2%	37.4%	39.7%	147	38.2%	37.3%	39.8%
Section 504 Students	63	16.4%	12.2%	6.9%	63	16.4%	12.2%	6.9%
English Learners (EL)	23	6.0%	6.8%	20.3%	23	6.0%	6.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	16	4.1%	3.1%	1.5%				
Students w/ Dyslexia	44	11.4%	10.9%	4.1%	44	11.4%	10.9%	4.1%
Foster Care	1	0.3%	0.9%	0.3%	1	0.3%	0.9%	0.3%
Homeless	6	1.6%	1.3%	1.4%	6	1.6%	1.3%	1.4%
Immigrant	2	0.5%	0.5%	2.3%	2	0.5%	0.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	385	100.0%	100.0%	65.1%	385	100.0%	100.0%	65.1%
Military Connected	30	7.8%	5.7%	1.9%	30	7.8%	5.7%	1.9%
At-Risk	211	54.8%	53.3%	50.6%	211	54.8%	53.2%	50.5%

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	23	6.0%	6.5%	20.6%	23	6.0%	6.5%	20.6%
Career & Technical Education	0	0.0%	27.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.2%	50.8%	0		62.1%	50.8%
Gifted & Talented Education	40	10.4%	7.8%	8.1%	40	10.4%	7.8%	8.1%
Special Education	53	13.8%	13.3%	10.5%	53	13.8%	13.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	53							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	45.3%	37.6%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	24	45.3%	31.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	42	10.7%	11.8%	15.3%				
By Ethnicity:								
African American	4	1.0%						
Hispanic	5	1.3%						
White	32	8.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	22	9.4%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	6.8%	1.6%	-	14.3%	5.5%
Grade 1	-	6.0%	2.9%	-	4.5%	4.9%
Grade 2	-	3.8%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.8%	0.8%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	5.2%	7.8%	-	0.0%	13.1%

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.9	19.0
Grade 1	-	18.9	18.9
Grade 2	-	22.5	18.8
Grade 3	-	19.2	19.0
Grade 4	-	18.9	19.2
Grade 5	-	22.6	20.9
Grade 6	21.4	21.4	20.4
Secondary:			
English/Language Arts	17.8	15.8	16.4
Foreign Languages	-	16.1	18.7
Mathematics	13.8	16.0	17.8
Science	23.9	18.2	18.8
Social Studies	18.0	20.6	19.3

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	38.9	100.0%	100.0%	100.0%
Professional Staff:	30.7	79.0%	55.2%	63.7%
Teachers	26.9	69.1%	43.8%	49.4%
Professional Support	2.4	6.0%	7.9%	10.2%
Campus Administration (School Leadership)	1.5	3.9%	2.1%	3.0%
Educational Aides:	8.2	21.0%	17.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.7	9.6%	11.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.4	1.4%	3.5%	10.8%
Hispanic	0.6	2.1%	3.2%	28.1%
White	24.4	90.7%	90.0%	57.7%
American Indian	1.0	3.7%	1.6%	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	0.6	2.0%	1.6%	1.1%
Males	6.3	23.4%	18.1%	23.8%
Females	20.6	76.6%	81.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	24.3	90.4%	83.8%	73.4%
Masters	2.6	9.6%	14.5%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	7.3%	7.4%
1-5 Years Experience	7.1	26.5%	24.5%	27.9%
6-10 Years Experience	5.6	21.0%	16.9%	19.4%
11-20 Years Experience	7.5	27.7%	31.1%	29.4%
Over 20 Years Experience	5.7	21.1%	20.2%	15.9%
Number of Students per Teacher	14.3	n/a	13.9	15.1

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.0	6.2
Average Years Experience of Principals with District	5.0	6.8	5.3
Average Years Experience of Assistant Principals	1.0	4.7	5.3
Average Years Experience of Assistant Principals with District	1.0	4.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers	12.0	12.2	11.1
Average Years Experience of Teachers with District	7.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,150	\$40,924	\$49,868
1-5 Years Experience	\$39,217	\$39,432	\$52,823
6-10 Years Experience	\$44,055	\$44,227	\$55,756
11-20 Years Experience	\$51,798	\$51,596	\$59,308
Over 20 Years Experience	\$56,940	\$59,414	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$47,424	\$48,166	\$57,091
Professional Support	\$57,045	\$57,182	\$67,352
Campus Administration (School Leadership)	\$76,123	\$80,715	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above)	1.5	5.0	6,309.0

District Name: RAINS ISD
 Campus Name: RAINS J H
 Campus Number: 190903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 385
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.9%	1.3%	6.5%
Career & Technical Education	0.0	0.0%	7.4%	5.0%
Compensatory Education	0.0	0.0%	7.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	22.7	84.5%	69.8%	70.9%
Special Education	3.4	12.8%	11.7%	9.3%
Other	0.5	1.8%	2.5%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **RAINS ISD**

Campus Name: **RAINS INT**

Campus Number: **190903051**

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

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District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	72%	72%	*	52%	76%	*	*	-	*	33%	*	74%	68%	64%	60%
	2018	77%	70%	70%	*	56%	74%	-	-	-	*	35%	*	68%	77%	63%	50%
At Meets Grade Level or Above	2019	45%	34%	34%	*	14%	39%	*	*	-	*	13%	*	35%	32%	24%	20%
	2018	43%	31%	31%	*	11%	35%	-	-	-	*	12%	*	28%	39%	24%	10%
At Masters Grade Level	2019	27%	15%	15%	*	5%	17%	*	*	-	*	0%	*	16%	15%	8%	10%
	2018	25%	16%	16%	*	4%	19%	-	-	-	*	0%	*	14%	23%	7%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	70%	70%	*	52%	73%	*	*	-	*	33%	*	68%	73%	64%	70%
	2018	78%	75%	75%	*	78%	75%	-	-	-	*	42%	*	73%	81%	67%	70%
At Meets Grade Level or Above	2019	49%	29%	29%	*	5%	34%	*	*	-	*	4%	*	27%	32%	19%	10%
	2018	47%	29%	29%	*	15%	29%	-	-	-	*	16%	*	29%	28%	20%	15%
At Masters Grade Level	2019	25%	11%	11%	*	0%	14%	*	*	-	*	0%	*	12%	10%	5%	0%
	2018	23%	12%	12%	*	0%	15%	-	-	-	*	5%	*	10%	16%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	65%	65%	*	52%	71%	*	-	-	40%	30%	*	59%	79%	59%	42%
	2018	73%	70%	70%	40%	59%	74%	*	-	-	*	37%	*	71%	67%	63%	33%
At Meets Grade Level or Above	2019	44%	34%	34%	*	22%	38%	*	-	-	20%	15%	*	28%	49%	25%	21%
	2018	46%	32%	32%	0%	23%	36%	*	-	-	*	26%	*	29%	37%	28%	11%
At Masters Grade Level	2019	22%	14%	14%	*	4%	16%	*	-	-	20%	10%	*	12%	21%	9%	0%
	2018	24%	12%	12%	0%	5%	13%	*	-	-	*	11%	*	13%	9%	12%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	74%	*	70%	76%	*	-	-	60%	40%	*	73%	77%	70%	58%
	2018	78%	76%	76%	40%	63%	81%	*	-	-	*	43%	*	74%	80%	69%	55%
At Meets Grade Level or Above	2019	48%	43%	43%	*	30%	45%	*	-	-	60%	20%	*	39%	54%	40%	32%
	2018	49%	36%	36%	0%	33%	38%	*	-	-	*	24%	*	38%	32%	25%	18%
At Masters Grade Level	2019	28%	18%	18%	*	11%	20%	*	-	-	20%	10%	*	16%	23%	14%	16%
	2018	27%	15%	15%	0%	8%	17%	*	-	-	*	14%	*	14%	16%	13%	0%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	63%	63%	*	59%	64%	*	-	-	40%	20%	*	62%	64%	60%	58%
	2018	63%	50%	50%	20%	50%	51%	*	-	-	*	19%	*	49%	51%	43%	27%
At Meets Grade Level or Above	2019	35%	27%	27%	*	19%	28%	*	-	-	40%	10%	*	24%	36%	20%	16%
	2018	39%	28%	28%	20%	17%	30%	*	-	-	*	19%	*	22%	40%	27%	0%
At Masters Grade Level	2019	11%	6%	6%	*	0%	6%	*	-	-	20%	5%	*	8%	3%	5%	0%
	2018	11%	4%	4%	0%	4%	3%	*	-	-	*	14%	*	5%	2%	4%	0%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	45%	83%	88%	80%	78%	64%
	2018	84%	90%	90%	*	82%	91%	*	-	-	*	82%	*	89%	92%	88%	71%
At Meets Grade Level or Above	2019	54%	44%	44%	0%	26%	51%	*	-	-	*	20%	50%	50%	33%	32%	9%
	2018	54%	55%	55%	*	41%	58%	*	-	-	*	36%	*	56%	55%	46%	29%
At Masters Grade Level	2019	29%	23%	23%	0%	19%	25%	*	-	-	*	5%	0%	27%	16%	20%	9%
	2018	26%	24%	24%	*	12%	28%	*	-	-	*	18%	*	26%	18%	13%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	88%	20%	81%	93%	*	-	-	*	50%	100%	89%	87%	83%	73%
	2018	91%	97%	97%	*	100%	97%	*	-	-	*	85%	*	97%	97%	99%	100%
At Meets Grade Level or Above	2019	58%	53%	53%	0%	48%	57%	*	-	-	*	30%	33%	56%	47%	43%	18%
	2018	58%	69%	69%	*	56%	71%	*	-	-	*	31%	*	68%	69%	62%	50%
At Masters Grade Level	2019	36%	28%	28%	0%	15%	32%	*	-	-	*	15%	0%	33%	18%	21%	18%
	2018	30%	29%	29%	*	39%	29%	*	-	-	*	15%	*	30%	26%	19%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	71%	71%	20%	52%	79%	*	-	-	*	40%	67%	70%	73%	63%	55%
	2018	76%	85%	85%	*	78%	86%	*	-	-	*	58%	*	84%	87%	82%	63%
At Meets Grade Level or Above	2019	49%	45%	45%	0%	33%	52%	*	-	-	*	30%	17%	42%	51%	39%	18%
	2018	41%	37%	37%	*	28%	41%	*	-	-	*	17%	*	34%	42%	29%	13%
At Masters Grade Level	2019	24%	20%	20%	0%	15%	22%	*	-	-	*	15%	0%	25%	11%	16%	0%
	2018	17%	23%	23%	*	22%	26%	*	-	-	*	17%	*	25%	21%	18%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	73%	58%	62%	78%	63%	*	-	60%	36%	68%	73%	75%	67%	58%
	2018	77%	75%	76%	59%	69%	78%	100%	-	-	86%	46%	57%	75%	79%	71%	57%
At Meets Grade Level or Above	2019	50%	43%	38%	23%	25%	43%	63%	*	-	32%	17%	24%	37%	42%	30%	19%
	2018	48%	40%	39%	34%	26%	42%	67%	-	-	43%	22%	14%	37%	43%	32%	16%
At Masters Grade Level	2019	24%	17%	17%	13%	9%	19%	50%	*	-	16%	7%	0%	18%	14%	12%	6%
	2018	22%	14%	16%	0%	10%	19%	50%	-	-	10%	11%	0%	17%	16%	11%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	74%	64%	59%	79%	*	*	-	56%	36%	67%	73%	76%	67%	53%
	2018	74%	74%	76%	64%	64%	79%	*	-	-	88%	47%	60%	75%	79%	70%	50%
At Meets Grade Level or Above	2019	48%	43%	37%	18%	21%	42%	*	*	-	22%	16%	33%	37%	38%	27%	18%
	2018	46%	42%	39%	27%	23%	43%	*	-	-	50%	23%	0%	37%	44%	32%	14%
At Masters Grade Level	2019	21%	16%	17%	18%	9%	19%	*	*	-	11%	5%	0%	18%	17%	12%	5%
	2018	19%	14%	17%	0%	6%	20%	*	-	-	13%	9%	0%	17%	16%	11%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	77%	55%	69%	80%	*	*	-	67%	41%	78%	76%	79%	72%	65%
	2018	81%	79%	82%	64%	78%	84%	*	-	-	88%	53%	80%	80%	86%	77%	72%
At Meets Grade Level or Above	2019	52%	44%	41%	27%	29%	45%	*	*	-	44%	17%	22%	40%	44%	34%	23%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2018	50%	41%	43%	45%	32%	46%	*	-	-	50%	23%	20%	43%	43%	34%	23%
	2019	26%	18%	19%	9%	9%	21%	*	*	-	22%	8%	0%	20%	17%	13%	13%
	2018	24%	14%	18%	0%	13%	20%	*	-	-	13%	11%	0%	17%	19%	12%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	63%	*	59%	64%	*	-	-	40%	20%	*	62%	64%	60%	58%
	2018	66%	59%	50%	20%	50%	51%	*	-	-	*	19%	*	49%	51%	43%	27%
At Meets Grade Level or Above	2019	38%	32%	27%	*	19%	28%	*	-	-	40%	10%	*	24%	36%	20%	16%
	2018	41%	32%	28%	20%	17%	30%	*	-	-	*	19%	*	22%	40%	27%	0%
At Masters Grade Level	2019	14%	9%	6%	*	0%	6%	*	-	-	20%	5%	*	8%	3%	5%	0%
	2018	13%	5%	4%	0%	4%	3%	*	-	-	*	14%	*	5%	2%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	79%	71%	20%	52%	79%	*	-	-	*	40%	67%	70%	73%	63%	55%
	2018	80%	82%	85%	*	78%	86%	*	-	-	*	58%	*	84%	87%	82%	63%
At Meets Grade Level or Above	2019	54%	46%	45%	0%	33%	52%	*	-	-	*	30%	17%	42%	51%	39%	18%
	2018	51%	42%	37%	*	28%	41%	*	-	-	*	17%	*	34%	42%	29%	13%
At Masters Grade Level	2019	25%	16%	20%	0%	15%	22%	*	-	-	*	15%	0%	25%	11%	16%	0%
	2018	23%	17%	23%	*	22%	26%	*	-	-	*	17%	*	25%	21%	18%	13%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	43%	41%	*	23%	50%	*	-	-	*	16%	34%	20%
	2018	38%	43%	47%	*	*	50%	-	-	-	*	33%	44%	*
Mathematics	2019	45%	57%	47%	*	41%	53%	*	-	-	*	29%	46%	27%
	2018	47%	50%	54%	*	38%	61%	-	-	-	-	40%	52%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	75%	75%	0%	59%	83%	*	-	-	*	25%	65%	40%
Students Requiring Accelerated Instruction														
	2019	22%	25%	25%	100%	41%	17%	*	-	-	*	75%	35%	60%
STAAR Cumulative Met Standard														
	2019	86%	85%	85%	60%	70%	90%	*	-	-	*	31%	78%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	86%	86%	-	*	*	-	-	-	-	-	80%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	63%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	83%	20%	74%	89%	*	-	-	*	31%	75%	60%
Students Requiring Accelerated Instruction														
	2019	17%	17%	17%	80%	26%	11%	*	-	-	*	69%	25%	40%
STAAR Cumulative Met Standard														
	2019	90%	88%	88%	20%	81%	93%	*	-	-	*	38%	82%	70%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 399
 Grade Span: 03 - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	77%	73%	-	-	-	-	-	56%	-	56%	80%	56%	57%
	2018	77%	75%	76%	-	-	-	-	-	55%	55%	*	*	55%	56%
At Meets Grade Level or Above	2019	50%	43%	38%	-	-	-	-	-	21%	-	21%	0%	21%	20%
	2018	48%	40%	39%	-	-	-	-	-	16%	16%	*	*	16%	15%
At Masters Grade Level	2019	24%	17%	17%	-	-	-	-	-	7%	-	7%	0%	7%	7%
	2018	22%	14%	16%	-	-	-	-	-	4%	5%	*	*	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	74%	-	-	-	-	-	49%	-	49%	*	49%	51%
	2018	74%	74%	76%	-	-	-	-	-	47%	45%	*	*	47%	49%
At Meets Grade Level or Above	2019	48%	43%	37%	-	-	-	-	-	19%	-	19%	*	19%	18%
	2018	46%	42%	39%	-	-	-	-	-	15%	15%	*	*	15%	14%
At Masters Grade Level	2019	21%	16%	17%	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	19%	14%	17%	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	77%	-	-	-	-	-	65%	-	65%	*	65%	64%
	2018	81%	79%	82%	-	-	-	-	-	70%	69%	*	*	70%	71%
At Meets Grade Level or Above	2019	52%	44%	41%	-	-	-	-	-	24%	-	24%	*	24%	23%
	2018	50%	41%	43%	-	-	-	-	-	22%	22%	*	*	22%	21%
At Masters Grade Level	2019	26%	18%	19%	-	-	-	-	-	14%	-	14%	*	14%	13%
	2018	24%	14%	18%	-	-	-	-	-	8%	8%	*	*	8%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	63%	-	-	-	-	-	56%	-	56%	*	56%	58%
	2018	66%	59%	50%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Meets Grade Level or Above	2019	38%	32%	27%	-	-	-	-	-	17%	-	17%	*	17%	16%
	2018	41%	32%	28%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	14%	9%	6%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	5%	4%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	79%	71%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	82%	85%	-	-	-	-	-	63%	71%	*	-	63%	63%
At Meets Grade Level or Above	2019	54%	46%	45%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	51%	42%	37%	-	-	-	-	-	13%	14%	*	-	13%	13%
At Masters Grade Level	2019	25%	16%	20%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	17%	23%	-	-	-	-	-	13%	14%	*	-	13%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	71%	-	-	-	-	-	65%	-	65%	*	65%	65%
	2018	69%	65%	73%	-	-	-	-	-	70%	68%	*	-	70%	70%
All Grades ELA/Reading	2019	68%	68%	70%	-	-	-	-	-	64%	-	64%	*	64%	66%
	2018	69%	64%	67%	-	-	-	-	-	60%	57%	*	-	60%	60%
All Grades Mathematics	2019	70%	70%	72%	-	-	-	-	-	66%	-	66%	*	66%	64%
	2018	70%	66%	78%	-	-	-	-	-	78%	76%	*	-	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	43%	41%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	38%	43%	47%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	57%	47%	-	-	-	-	-	27%	-	27%	-	27%	27%
	2018	47%	50%	54%	-	-	-	-	-	*	*	*	-	*	*

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 410
 Grade Span: 03 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	91%	99%	93%	100%	*	-	89%	95%	94%	95%
Not Included in Accountability													
Mobile	4%	5%	6%	9%	1%	7%	0%	*	-	11%	5%	6%	5%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	-	-	100%	99%	100%	100%
Included in Accountability	94%	96%	95%	100%	95%	96%	100%	-	-	75%	95%	93%	100%
Not Included in Accountability													
Mobile	4%	4%	5%	0%	5%	4%	0%	-	-	25%	2%	6%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	2%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	-	-	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	1%	0%	0%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.1%	96.0%	95.5%	96.6%	95.9%	*	*	-	96.4%	95.5%	95.8%	97.3%
2017-18	95.4%	94.7%	95.9%	96.7%	96.5%	95.6%	*	-	-	96.8%	94.7%	95.4%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	94.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	99	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	13	180,673
White	-	-	81	105,577
American Indian	-	-	1	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	9	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	90	285,538
Special Education Graduates	-	-	8	27,598
Economically Disadvantaged Graduates	-	-	52	186,364
LEP Graduates	-	-	1	25,189
At-Risk Graduates	-	-	30	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	37.8%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	40.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	39.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	35.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	35.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	25.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	51.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	40.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	12.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	12.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	26.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	26.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
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2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	52.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
2018-19	36.1%	36.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1103	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1142	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	578	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	590	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	526	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	552	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

District Name: RAINS ISD
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Total Students: 399
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	41.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	37.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	29.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	30.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 399
 Grade Span: 03 - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	399	100.0%	1,723	5,479,173	399	100.0%	1,727	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.5%	0	0.0%	3.8%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.6%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	121	30.3%	7.0%	7.1%	121	30.3%	7.0%	7.1%
Grade 4	136	34.1%	7.9%	7.3%	136	34.1%	7.9%	7.3%
Grade 5	142	35.6%	8.2%	7.6%	142	35.6%	8.2%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.7%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	7.9%	8.2%
Grade 10	0	0.0%	6.4%	7.4%	0	0.0%	6.4%	7.4%
Grade 11	0	0.0%	6.8%	6.9%	0	0.0%	6.8%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	9	2.3%	2.7%	12.6%	9	2.3%	2.7%	12.6%
Hispanic	63	15.8%	17.6%	52.8%	63	15.8%	17.6%	52.8%
White	311	77.9%	76.0%	27.0%	311	77.9%	76.0%	27.0%
American Indian	1	0.3%	0.6%	0.4%	1	0.3%	0.6%	0.4%
Asian	3	0.8%	0.4%	4.6%	3	0.8%	0.4%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	3.0%	2.7%	2.5%	12	3.0%	2.7%	2.5%
Sex:								
Female	188	47.1%	46.3%	48.8%	188	47.1%	46.3%	48.8%
Male	211	52.9%	53.7%	51.2%	211	52.9%	53.7%	51.2%
Economically Disadvantaged	252	63.2%	62.6%	60.3%	252	63.2%	62.7%	60.2%
Non-Educationally Disadvantaged	147	36.8%	37.4%	39.7%	147	36.8%	37.3%	39.8%
Section 504 Students	67	16.8%	12.2%	6.9%	67	16.8%	12.2%	6.9%
English Learners (EL)	41	10.3%	6.8%	20.3%	41	10.3%	6.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.7%	3.1%	1.5%				
Students w/ Dyslexia	68	17.0%	10.9%	4.1%	68	17.0%	10.9%	4.1%
Foster Care	2	0.5%	0.9%	0.3%	2	0.5%	0.9%	0.3%
Homeless	2	0.5%	1.3%	1.4%	2	0.5%	1.3%	1.4%
Immigrant	2	0.5%	0.5%	2.3%	2	0.5%	0.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	399	100.0%	100.0%	65.1%	399	100.0%	100.0%	65.1%
Military Connected	35	8.8%	5.7%	1.9%	35	8.8%	5.7%	1.9%
At-Risk	242	60.7%	53.3%	50.6%	242	60.7%	53.2%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 399
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School Type: Elementary

District Name: RAINS ISD
Campus Name: RAINS INT
Campus Number: 190903051

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	39	9.8%	6.5%	20.6%	39	9.8%	6.5%	20.6%
Career & Technical Education	0	0.0%	27.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.2%	50.8%	0	-	62.1%	50.8%
Gifted & Talented Education	33	8.3%	7.8%	8.1%	33	8.3%	7.8%	8.1%
Special Education	68	17.0%	13.3%	10.5%	68	17.0%	13.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	47.1%	37.6%	42.4%				
Students with Physical Disabilities	**	**	20.1%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	19	27.9%	31.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	50	11.3%	11.8%	15.3%				
By Ethnicity:								
African American	2	0.5%						
Hispanic	2	0.5%						
White	45	10.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	34	12.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	6.8%	1.6%	-	14.3%	5.5%
Grade 1	-	6.0%	2.9%	-	4.5%	4.9%
Grade 2	-	3.8%	1.6%	-	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.8%	0.4%	-	0.0%	0.6%
Grade 9	-	5.2%	7.8%	-	0.0%	13.1%

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Texas Academic Performance Report
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Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.9	19.0
Grade 1	-	18.9	18.9
Grade 2	-	22.5	18.8
Grade 3	19.2	19.2	19.0
Grade 4	18.9	18.9	19.2
Grade 5	22.6	22.6	20.9
Grade 6	-	21.4	20.4
Secondary:			
English/Language Arts	-	15.8	16.4
Foreign Languages	-	16.1	18.7
Mathematics	-	16.0	17.8
Science	-	18.2	18.8
Social Studies	-	20.6	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: RAINS ISD
Campus Name: RAINS INT
Campus Number: 190903051

Total Students: 399
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Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	39.6	100.0%	100.0%	100.0%
Professional Staff:	28.8	72.7%	55.2%	63.7%
Teachers	27.3	68.9%	43.8%	49.4%
Professional Support	1.0	2.5%	7.9%	10.2%
Campus Administration (School Leadership)	0.5	1.3%	2.1%	3.0%
Educational Aides:	10.8	27.3%	17.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	2.0	5.0%	11.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.5%	10.8%
Hispanic	1.0	3.7%	3.2%	28.1%
White	26.3	96.3%	90.0%	57.7%
American Indian	0.0	0.0%	1.6%	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%	1.6%	1.1%
Males	1.0	3.7%	18.1%	23.8%
Females	26.3	96.3%	81.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	23.3	85.3%	83.8%	73.4%
Masters	4.0	14.7%	14.5%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	7.3%	7.4%
1-5 Years Experience	8.0	29.3%	24.5%	27.9%
6-10 Years Experience	4.0	14.7%	16.9%	19.4%
11-20 Years Experience	9.0	33.0%	31.1%	29.4%
Over 20 Years Experience	5.3	19.3%	20.2%	15.9%
Number of Students per Teacher	14.6	n/a	13.9	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.0	6.2
Average Years Experience of Principals with District	0.0	6.8	5.3
Average Years Experience of Assistant Principals	1.0	4.7	5.3
Average Years Experience of Assistant Principals with District	1.0	4.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers	12.5	12.2	11.1
Average Years Experience of Teachers with District	6.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,001	\$40,924	\$49,868
1-5 Years Experience	\$38,956	\$39,432	\$52,823
6-10 Years Experience	\$42,575	\$44,227	\$55,756
11-20 Years Experience	\$52,158	\$51,596	\$59,308
Over 20 Years Experience	\$61,234	\$59,414	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$48,117	\$48,166	\$57,091
Professional Support	\$53,000	\$57,182	\$67,352
Campus Administration (School Leadership)	\$70,000	\$80,715	\$82,512
Instructional Staff Percent:			
	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):			
	1.0	5.0	6,309.0

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Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.0%	1.3%	6.5%
Career & Technical Education	0.0	0.0%	7.4%	5.0%
Compensatory Education	3.0	11.0%	7.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	19.8	72.8%	69.8%	70.9%
Special Education	4.1	15.2%	11.7%	9.3%
Other	0.0	0.0%	2.5%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **RAINS ISD**

Campus Name: **RAINS EL**

Campus Number: **190903101**

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

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District Name: RAINS ISD
Campus Name: RAINS EL
Campus Number: 190903101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 465
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 465
Grade Span: EE - 02
School Type: Elementary

District Name: RAINS ISD
Campus Name: RAINS EL
Campus Number: 190903101

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: RAINS ISD
Campus Name: RAINS EL
Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 465
Grade Span: EE - 02
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: RAINS ISD
Campus Name: RAINS EL
Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 465
Grade Span: EE - 02
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Participation

Total Students: 474
 Grade Span: EE - 02
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	5%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.1%	94.7%	95.7%	95.7%	94.3%	-	*	-	95.5%	93.4%	94.4%	96.7%
2017-18	95.4%	94.7%	94.9%	95.3%	95.5%	94.7%	*	*	-	94.8%	93.8%	94.4%	95.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	94.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	99	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	13	180,673
White	-	-	81	105,577
American Indian	-	-	1	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	9	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	90	285,538
Special Education Graduates	-	-	8	27,598
Economically Disadvantaged Graduates	-	-	52	186,364
LEP Graduates	-	-	1	25,189
At-Risk Graduates	-	-	30	146,432

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	37.8%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	40.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	39.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	35.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	35.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	25.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	68.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	51.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	40.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	12.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	12.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	26.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	26.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	52.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	36.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1103	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1142	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	578	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	590	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	526	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	552	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	41.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	37.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	29.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	30.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	465	100.0%	1,723	5,479,173	468	100.0%	1,727	5,493,940
Students by Grade:								
Early Childhood Education	1	0.2%	0.1%	0.3%	4	0.9%	0.2%	0.5%
Pre-Kindergarten	65	14.0%	3.8%	4.5%	65	13.9%	3.8%	4.5%
Kindergarten	132	28.4%	7.7%	7.0%	132	28.2%	7.6%	7.0%
Grade 1	132	28.4%	7.7%	7.1%	132	28.2%	7.6%	7.1%
Grade 2	135	29.0%	7.8%	7.1%	135	28.8%	7.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.9%	7.3%	0	0.0%	7.9%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.7%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	7.9%	8.2%
Grade 10	0	0.0%	6.4%	7.4%	0	0.0%	6.4%	7.4%
Grade 11	0	0.0%	6.8%	6.9%	0	0.0%	6.8%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	13	2.8%	2.7%	12.6%	13	2.8%	2.7%	12.6%
Hispanic	92	19.8%	17.6%	52.8%	92	19.7%	17.6%	52.8%
White	344	74.0%	76.0%	27.0%	347	74.1%	76.0%	27.0%
American Indian	1	0.2%	0.6%	0.4%	1	0.2%	0.6%	0.4%
Asian	2	0.4%	0.4%	4.6%	2	0.4%	0.4%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	12	2.6%	2.7%	2.5%	12	2.6%	2.7%	2.5%
Sex:								
Female	221	47.5%	46.3%	48.8%	222	47.4%	46.3%	48.8%
Male	244	52.5%	53.7%	51.2%	246	52.6%	53.7%	51.2%
Economically Disadvantaged	312	67.1%	62.6%	60.3%	314	67.1%	62.7%	60.2%
Non-Educationally Disadvantaged	153	32.9%	37.4%	39.7%	154	32.9%	37.3%	39.8%
Section 504 Students	24	5.2%	12.2%	6.9%	24	5.1%	12.2%	6.9%
English Learners (EL)	39	8.4%	6.8%	20.3%	39	8.3%	6.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	3.1%	1.5%				
Students w/ Dyslexia	27	5.8%	10.9%	4.1%	27	5.8%	10.9%	4.1%
Foster Care	9	1.9%	0.9%	0.3%	9	1.9%	0.9%	0.3%
Homeless	5	1.1%	1.3%	1.4%	5	1.1%	1.3%	1.4%
Immigrant	3	0.6%	0.5%	2.3%	3	0.6%	0.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	465	100.0%	100.0%	65.1%	468	100.0%	100.0%	65.1%
Military Connected	25	5.4%	5.7%	1.9%	25	5.3%	5.7%	1.9%
At-Risk	266	57.2%	53.3%	50.6%	266	56.8%	53.2%	50.5%

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	35	7.5%	6.5%	20.6%	35	7.5%	6.5%	20.6%
Career & Technical Education	0	0.0%	27.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.2%	50.8%	0		62.1%	50.8%
Gifted & Talented Education	8	1.7%	7.8%	8.1%	8	1.7%	7.8%	8.1%
Special Education	54	11.6%	13.3%	10.5%	57	12.2%	13.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	54							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	14.8%	37.6%	42.4%				
Students with Physical Disabilities	30	55.6%	20.1%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	8	14.8%	31.4%	20.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	33	11.5%	11.8%	15.3%				
By Ethnicity:								
African American	2	0.7%						
Hispanic	4	1.4%						
White	26	9.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	56	16.1%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	6.8%	6.8%	1.6%	14.3%	14.3%	5.5%
Grade 1	6.0%	6.0%	2.9%	4.5%		4.9%
Grade 2	3.8%	3.8%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.8%	0.4%	-	0.0%	0.6%
Grade 9	-	5.2%	7.8%	-	0.0%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.9	18.9	19.0
Grade 1	18.9	18.9	18.9
Grade 2	22.5	22.5	18.8
Grade 3	-	19.2	19.0
Grade 4	-	18.9	19.2
Grade 5	-	22.6	20.9
Grade 6	-	21.4	20.4
Secondary:			
English/Language Arts	-	15.8	16.4
Foreign Languages	-	16.1	18.7
Mathematics	-	16.0	17.8
Science	-	18.2	18.8
Social Studies	-	20.6	19.3

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	53.5	100.0%	100.0%	100.0%
Professional Staff:	34.7	64.9%	55.2%	63.7%
Teachers	31.7	59.3%	43.8%	49.4%
Professional Support	2.0	3.7%	7.9%	10.2%
Campus Administration (School Leadership)	1.0	1.9%	2.1%	3.0%
Educational Aides:	18.8	35.1%	17.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.0	5.6%	11.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	3.2%	3.5%	10.8%
Hispanic	0.0	0.0%	3.2%	28.1%
White	28.7	90.5%	90.0%	57.7%
American Indian	1.0	3.2%	1.6%	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	3.2%	1.6%	1.1%
Males	1.0	3.2%	18.1%	23.8%
Females	30.7	96.8%	81.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	28.7	90.5%	83.8%	73.4%
Masters	3.0	9.5%	14.5%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	9.5%	7.3%	7.4%
1-5 Years Experience	5.0	15.8%	24.5%	27.9%
6-10 Years Experience	5.0	15.8%	16.9%	19.4%
11-20 Years Experience	12.0	37.8%	31.1%	29.4%
Over 20 Years Experience	6.7	21.2%	20.2%	15.9%
Number of Students per Teacher	14.7	n/a	13.9	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.0	6.2
Average Years Experience of Principals with District	8.0	6.8	5.3
Average Years Experience of Assistant Principals	0.0	4.7	5.3
Average Years Experience of Assistant Principals with District	0.0	4.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.9	12.2	11.1
Average Years Experience of Teachers with District:	8.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,334	\$40,924	\$49,868
1-5 Years Experience	\$38,400	\$39,432	\$52,823
6-10 Years Experience	\$45,580	\$44,227	\$55,756
11-20 Years Experience	\$49,759	\$51,596	\$59,308
Over 20 Years Experience	\$62,462	\$59,414	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$48,922	\$48,166	\$57,091
Professional Support	\$61,644	\$57,182	\$67,352
Campus Administration (School Leadership)	\$83,502	\$80,715	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	61.6%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	5.0	6,309.0

District Name: RAINS ISD
 Campus Name: RAINS EL
 Campus Number: 190903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 465
 Grade Span: EE - 02
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	2.3%	1.3%	6.5%
Career & Technical Education	0.0	0.0%	7.4%	5.0%
Compensatory Education	6.0	18.9%	7.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	22.0	69.3%	69.8%	70.9%
Special Education	3.0	9.5%	11.7%	9.3%
Other	0.0	0.0%	2.5%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report

Rain Independent School District

Rains Elementary

2020-2021 Goals/Performance Objectives/Strategies

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.

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Goals

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

<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 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 Reviews		
	Nov	Jan	Mar
<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 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 Reviews		
	Nov	Jan	Mar
<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 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 Reviews		
	Nov	Jan	Mar
	0%		
<p>Strategy 4: Provide parent information nights, Face Book videos, and mail outs. 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. Staff Responsible for Monitoring: Principal Dean of Students Office Staff 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 Reviews		
	Nov	Jan	Mar
	0%	0%	0%

0% No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

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.

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: Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. Strategy's Expected Result/Impact: increased attendance Staff Responsible for Monitoring: administrators, teachers, RISD Police Department Title I Schoolwide Elements: 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 3: Positive School Culture Problem Statements: Demographics 5	Formative Reviews		
	Nov	Jan	Mar
	0%		

0% No Progress
 100% Accomplished
 → Continue/Modify
 ✗ Discontinue





Performance Objective 2 Problem Statements:

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.

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: Provide school supplies and food to students with district and community support. Strategy's Expected Result/Impact: Students will have the food they need, and teachers receiving school supplies and other items to provide instruction. Staff Responsible for Monitoring: Principal, Dean of Students, Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative Reviews		
	Nov	Jan	Mar
	0%	0%	0%
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. Strategy's Expected Result/Impact: Increased student attendance and support from home Staff Responsible for Monitoring: administrators, program directors Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
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 No Progress  Accomplished  Continue/Modify  Discontinue			




Performance Objective 1 Problem Statements:

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 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





<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
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<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 Reviews		
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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: We will provide 3 extra surprise days per 9 weeks including Muffins, Coffee, Rootbeer Floats, Donuts, Breakfast, etc. Strategy's Expected Result/Impact: increased staff morale Staff Responsible for Monitoring: Principal, Dean of Students, Office staff 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 Problem Statements: Demographics 6	Formative Reviews		
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 No Progress
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Performance Objective 2 Problem Statements:

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.

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

<p>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</p>	Formative Reviews		
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<p>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</p>	Formative Reviews		
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<p>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</p>	Formative Reviews		
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	0%		
<p>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</p>	Formative Reviews		
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<p>0% No Progress  Accomplished  Continue/Modify  Discontinue</p>			

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

<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model.</p> <p>Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP.</p> <p>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</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative Reviews		
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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.

<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 - 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, 4, 5, 7 - Student Learning 1, 2</p>	Formative Reviews		
	Nov	Jan	Mar
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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>

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 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

<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 Reviews		
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<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 Reviews		
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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> <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>

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.

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

<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 Reviews		
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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

<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 Reviews		
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No Progress
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 Discontinue

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.

<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 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 Reviews		
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<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 TPR1 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 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 Reviews		
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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>
<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>




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

<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 Reviews		
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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

<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 Reviews		
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



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. 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.

<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 Reviews		
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<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 Reviews		
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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>
<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>

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

<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		

<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 Reviews		
	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: 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

<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, 7 - Student Learning 2</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		

0% No Progress
 100% Accomplished
 → Continue/Modify
 ✗ Discontinue




Performance Objective 4 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. 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 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: 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: TAPR, www.txschools.gov

<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: K-5 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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
<p>0% No Progress  Accomplished  Continue/Modify  Discontinue</p>			

Performance Objective 5 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 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>

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 6: 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

<p>Strategy 1: Raise the Closing the Gaps domain 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 Reviews		
	Nov	Jan	Mar
	0%		
<p>Strategy 2: Raise the Closing the Gaps domain 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: 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</p> <p>Problem Statements: Demographics 3</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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: 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 4</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		

<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 Reviews		
	Nov	Jan	Mar
	0%		

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 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 7: 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.

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 7 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 8: 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.

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 8 Problem Statements:

Demographics

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.

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 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 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.

Rain Independent School District

Rains Intermediate

2020-2021 Goals/Performance Objectives/Strategies

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.

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Goal 4: Recognize demographic changes of the district and provides support to facilitate student growth.	17
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Goal 6: Allocate funds to prepare all student while maintaining effective and efficient operations.	25
Goal 7: Improve student achievement.	27

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, Rains Intermediate school will increase parent and family engagement, despite the challenges presented by COVID-19.

Evaluation Data Sources: sign-in sheets, communication documents

<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: Perceptions 1</p>	Formative Reviews		
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<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, PTO meetings, Open House, campus improvement committee meetings, award ceremonies, 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: Student Learning 1 - Perceptions 1</p>	Formative Reviews		
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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>
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 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 96.69% to 97.5% by the end of 20-21.

Evaluation Data Sources: attendance reports

<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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Perceptions 1</p>	Formative Reviews		
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<p>Strategy 2: Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences for both in-person and online students.</p> <p>Strategy's Expected Result/Impact: Decreased chronic attendance issues from repeat offenders</p> <p>Staff Responsible for Monitoring: Principal, RISD Chief of Police, office staff, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
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<p>Strategy 3: Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances</p> <p>Strategy's Expected Result/Impact: Students who attend school 100% of the time are more successful with the curriculum than students who have excessive absences/tardies.</p> <p>Staff Responsible for Monitoring: Teachers, staff, principal</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</p>	Formative Reviews		
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Performance Objective 2 Problem Statements:

Demographics
<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>
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 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

<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 Reviews		
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<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 Reviews		
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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

<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 Reviews		
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<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 Reviews		
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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





<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 Reviews		
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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

<p>Strategy 1: Classroom management and student discipline will be handled through the Restorative Practices model.</p> <p>Strategy's Expected Result/Impact: Fewer students will be assigned ISS, OSS, and DAEP.</p> <p>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</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative Reviews		
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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

<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 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 Reviews		
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<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 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 Reviews		
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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

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
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<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 Reviews		
	Nov	Jan	Mar
<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>	Nov	Jan	Mar
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<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 Reviews		
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<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 Reviews		
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<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 Reviews		
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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 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 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

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

<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</p> <p>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:</p> <p>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</p> <p>Problem Statements: Demographics 1, 5, 6, 7, 8, 9 - Student Learning 1</p>	Formative Reviews		
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<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</p> <p>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</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 1</p>	Formative Reviews		
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<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.</p> <p>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</p> <p>Problem Statements: Demographics 3, 4, 6 - Student Learning 1</p>	Formative Reviews		
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<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 Reviews		
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<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 Reviews		
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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>
<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>

Demographics

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.

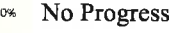



Evaluation Data Sources: Agenda, Sign-In Sheets

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

<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 Reviews		
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<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 Reviews		
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<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: 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, 4, 5, 6, 7 - Student Learning 1</p>	Formative Reviews		
	Nov	Jan	Mar

<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 Reviews		
	Nov	Jan	Mar
	0%		
   			

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>
<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>
<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

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

<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
<p>0% No Progress  Accomplished  Continue/Modify  Discontinue</p>			

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
<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





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

<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 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 Reviews		
	Nov	Jan	Mar
	0%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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 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

<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 Reviews		
	Nov	Jan	Mar
	0%		

No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

<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 Reviews		
	Nov	Jan	Mar
	0%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

<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 Reviews		
	Nov	Jan	Mar
	0%		

No Progress
 Accomplished
 Continue/Modify
 Discontinue





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

<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 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 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

<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		

<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 Reviews		
	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 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> <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

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 4: 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

<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 Reviews		
	Nov	Jan	Mar

No Progress
 Accomplished
 Continue/Modify
 Discontinue




Performance Objective 4 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 5: 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

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<p>0% No Progress  100% Accomplished  Continue/Modify  Discontinue</p>			

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 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 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 6: 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

<p>Strategy 1: Raise the the Closing the Gaps domain 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 Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Raise the Closing the Gaps domain 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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar

<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 Reviews		
	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 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> <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

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.

Rain Independent School District

Rains Junior High

2020-2021 Goals/Performance Objectives/Strategies

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.

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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

<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 Reviews		
	Nov	Jan	Mar
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<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 Reviews		
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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
<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 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

<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 - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5</p>	Formative Reviews		
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



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

<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 Reviews		
	Nov	Jan	Mar
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<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 Reviews		
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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>
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

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 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	Formative Reviews		
	Nov	Jan	Mar
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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	Formative Reviews		
	Nov	Jan	Mar
	0%		
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 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	Formative Reviews		
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



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

<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: 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: School Processes & Programs 1 - Perceptions 2</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
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<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: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative Reviews		
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	0%		
<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.</p> <p>Strategy's Expected Result/Impact: Students will be less likely to commit offenses and more likely to trust police officers.</p> <p>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</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative Reviews		
	Nov	Jan	Mar
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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 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	Formative Reviews		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 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 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.

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

<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 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 Reviews		
	Nov	Jan	Mar
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0% No Progress
 100% Accomplished
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 ✗ Discontinue

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

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

<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</p> <p>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</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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</p> <p>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</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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.</p> <p>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</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative Reviews		
	Nov	Jan	Mar
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 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

<p>Strategy 1: We will provide staff development to address information on modifications and content IEP's to meet student needs. Strategy's Expected Result/Impact: Teachers and staff will have up-to-date information on their students that can be used in the classroom. Staff Responsible for Monitoring: Special Education Department, administration 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 Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Remedial RLA and math courses will be provided for SPED students as indicated by assessment results. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: principal, counselor, diagnostician, SPED case worker 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, 2, 5 - Student Learning 1</p>	Formative Reviews		
	Nov	Jan	Mar
 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>
<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>




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

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<p>0% 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 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>
<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>




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

<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 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 Reviews		
	Nov	Jan	Mar
<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 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 Reviews		
	Nov	Jan	Mar
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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

Strategy 1: RJH will continue to provide a dyslexia assessment and evaluation for students who have been referred. Strategy's Expected Result/Impact: Data will determine whether students qualify or do not qualify for dyslexia services. Staff Responsible for Monitoring: Campus Counselor, Dyslexia Teacher Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative Reviews		
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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.

<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 Reviews		
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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




<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 Reviews		
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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

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 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	Formative Reviews		
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



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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

<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 Reviews		
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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

<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 Reviews		
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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

<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 Reviews		
	Nov	Jan	Mar
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 No Progress
  Accomplished
  Continue/Modify
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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

<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 Reviews		
	Nov	Jan	Mar
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<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 Reviews		
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



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

<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 Reviews		
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<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 Reviews		
	Nov	Jan	Mar
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<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 score is 22.</p> <p>Strategy's Expected Result/Impact: RJH will receive a 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, 2</p>	Formative Reviews		
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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.

Rain Independent School District

Rains High School

2020-2021 Goals/Performance Objectives/Strategies

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.

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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

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
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<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 Reviews		
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<p>Strategy 4: CPOC meetings will involve stakeholders and the public with campus decision making.</p> <p>Strategy's Expected Result/Impact: Strategies will be implemented, monitored, and evaluated, and the campus will improve.</p> <p>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</p> <p>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 Reviews		
	Nov	Jan	Mar

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 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	Formative Reviews		
	Nov	Jan	Mar

0% No Progress
 100% Accomplished
 Continue/Modify
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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> <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> <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> <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> <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>

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.

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

<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 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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 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 Reviews		
	Nov	Jan	Mar
<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. Staff Responsible for Monitoring: PEIMS, Principals, Dean of Students, High School Counselor Funding Sources: - 199 General Fund</p>	Formative Reviews		
	Nov	Jan	Mar
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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

<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 Reviews		
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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

<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: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 3</p>	Formative Reviews		
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<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: Lever 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 Reviews		
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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> <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> <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>

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

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar

<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
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Performance Objective 1 Problem Statements:

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.





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 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.

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

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 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	Formative Reviews		
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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 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	Formative Reviews		
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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

<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 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 Reviews		
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Performance Objective 3 Problem Statements:

Demographics
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.
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.
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 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.

Evaluation Data Sources: TAPR, master schedule

<p>Strategy 1: School administrators will be trained in alternatives to school suspension.</p> <p>Strategy's Expected Result/Impact: Fewer students will miss core instruction due to a disciplinary placement.</p> <p>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</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative Reviews		
	Nov	Jan	Mar
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<p>Strategy 2: RHS will implement Restorative Practices schoolwide.</p> <p>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.</p> <p>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</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative Reviews		
	Nov	Jan	Mar
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<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.</p> <p>Strategy's Expected Result/Impact: All student groups will improve in achievement.</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</p> <p>Problem Statements: Demographics 1, 2, 4, 5, 6 - Student Learning 1, 2</p>	Formative Reviews		
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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>

Demographics

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 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 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.

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 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

<p>Strategy 1: Progress will be monitored through data meetings to evaluate student growth in Special Education, ESL, and CTE.</p> <p>Strategy's Expected Result/Impact: instruction will be targeted, so achievement will increase</p> <p>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</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 2 - School Processes & Programs 2</p>	Formative Reviews		
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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

<p>Strategy 1: Monthly CTE department meetings will monitor and evaluate the number of enrollment and certifications.</p> <p>Strategy's Expected Result/Impact: More students will enroll in CTE courses and obtain certifications.</p> <p>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</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Use Perkins funds to make purchases for CTE classes.</p> <p>Strategy's Expected Result/Impact: Students get a better understanding about tools used in vocational trade.</p> <p>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</p> <p>Funding Sources: Supplies - 199 General Fund - \$17,133</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Purchase electronic technology textbooks and technology kits to be used with CTE curriculum.</p> <p>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.</p> <p>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</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: ICEV Curriculum - 199 General Fund</p>	Formative Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

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.
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 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

<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 Reviews		
	Nov	Jan	Mar
	0%	0%	0%

No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: Offer teacher tutorials and/or staff development regarding educational technology as needed. Strategy's Expected Result/Impact: Improve pedagogy, and reduce teacher stress Staff Responsible for Monitoring: Campus Administration 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 Problem Statements: Demographics 4 - Student Learning 2	Formative Reviews		
	Nov	Jan	Mar
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 No Progress
  Accomplished
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



Performance Objective 3 Problem Statements:

Demographics
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.
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 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: Complete grant applications/proposals. Strategy's Expected Result/Impact: Receive additional funds. Staff Responsible for Monitoring: Federal Programs Director, District Administration 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	Formative Reviews		
	Nov	Jan	Mar
	0%	0%	0%
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 Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1	Formative Reviews		
	Nov	Jan	Mar
	0%	0%	0%
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 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	Formative Reviews		
	Nov	Jan	Mar
	0%	0%	0%
 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.

Student Learning

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

<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.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A 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 - 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 - Student Learning 1, 2</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A rating for the CCMR category.</p> <p>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</p> <p>Problem Statements: Student Learning 3</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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.</p> <p>Strategy's Expected Result/Impact: RHS will receive an A rating for the Graduation Rate category.</p> <p>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</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 4</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		

<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: Lever 2: Effective, Well-Supported Teachers, Lever 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 Reviews		
	Nov	Jan	Mar
<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: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 3, 4</p>	Formative Reviews		
	Nov	Jan	Mar
<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: 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> <p>Funding Sources: See DIP - 199 General Fund</p>	Formative Reviews		
	Nov	Jan	Mar
<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 Reviews		
	Nov	Jan	Mar

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. Strategy's Expected Result/Impact: Student critical thinking will increase. Staff Responsible for Monitoring: Principals, teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 2, 3, 5 Funding Sources: See DIP - 270 Title V, Part B, Rural Low Income	Formative Reviews		
	Nov	Jan	Mar

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 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> <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> <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> <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> <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 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

<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: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 7 - Student Learning 1, 2</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
 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> <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 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

<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 Reviews		
	Nov	Jan	Mar
	0%		
<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 Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>	Formative Reviews		
	Nov	Jan	Mar
	0%		
<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 Reviews		
	Nov	Jan	Mar
	0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 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>

Demographics

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.

**2019 - 2020 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,723**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$6,300,000	40.65%	\$3,656	\$6,300,000	38.65%	\$3,656
State Operating Funds	\$8,606,808	55.53%	\$4,995	\$8,611,808	52.83%	\$4,998
Federal Funds	\$330,000	2.13%	\$192	\$937,000	5.75%	\$544
Other Local	\$261,400	1.69%	\$152	\$451,400	2.77%	\$262
Total Operating Revenue	\$15,498,208	100.00%	\$8,995	\$16,300,208	100.00%	\$9,460
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$1,089,699	100.00%	\$632
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	\$1,089,699	100.00%	\$632
Subtotal: Operating and Other Revenue	\$15,498,208	100.00%	\$8,995	\$17,389,907	100.00%	\$10,093
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	\$15,498,208	100.00%	\$8,995	\$17,389,907	100.00%	\$10,093
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$740,292	100.00%	\$430	\$740,292	100.00%	\$430
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$740,292	100.00%	\$430	\$740,292	100.00%	\$430
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$16,238,500	100.00%	\$9,425	\$18,130,199	100.00%	\$10,522
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$12,309,798	81.83%	\$7,144	\$12,651,598	79.77%	\$7,343
Professional & Contracted Services (Object 62xx)	\$1,424,073	9.47%	\$827	\$1,428,373	9.01%	\$829
Supplies & Materials (Object 63xx)	\$938,936	6.24%	\$545	\$1,407,936	8.88%	\$817

**2019 - 2020 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,723**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$370,115	2.46%	\$215	\$372,615	2.35%	\$216
Total Operating Expenditures by Object	\$15,042,922	100.00%	\$8,731	\$15,860,522	100.00%	\$9,205
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$89,000	15.85%	\$52	\$1,171,700	71.27%	\$680
Capital Outlay(Object 66xx)	\$472,400	84.15%	\$274	\$472,400	28.73%	\$274
Total Non-Operating Expenditures by Object	\$561,400	100.00%	\$326	\$1,644,100	100.00%	\$954
Grand Total: Operating and Non-Operating Expenditures by Object	\$15,604,322	100.00%	\$9,056	\$17,504,622	100.00%	\$10,159
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$8,660,075	57.57%	\$5,026	\$8,660,075	54.60%	\$5,026
Instructional Resources & Media Services (Function 12)	\$169,461	1.13%	\$98	\$169,461	1.07%	\$98
Curriculum & Staff Development (Function 13)	\$145,720	0.97%	\$85	\$145,720	0.92%	\$85
Instructional Leadership (Function 21)	\$235,783	1.57%	\$137	\$235,783	1.49%	\$137
School Leadership (Function 23)	\$862,335	5.73%	\$500	\$862,335	5.44%	\$500
Guidance Counseling Services (Function 31)	\$632,950	4.21%	\$367	\$632,950	3.99%	\$367
Social Work Services (Function 32)	\$4	0.00%	\$0	\$4	0.00%	\$0
Health Services (Function 33)	\$127,172	0.85%	\$74	\$127,172	0.80%	\$74
Transportation (Function 34)	\$782,063	5.20%	\$454	\$782,063	4.93%	\$454
Food Services (Function 35)	\$0	0.00%	\$0	\$817,600	5.15%	\$475
Extracurricular (Function 36)	\$781,928	5.20%	\$454	\$781,928	4.93%	\$454
General Administration (Function 41,92)	\$612,546	4.07%	\$356	\$612,546	3.86%	\$356
Facilities Maintenance & Operations (Function 51)	\$1,835,131	12.20%	\$1,065	\$1,835,131	11.57%	\$1,065
Security & Monitoring Services (Function 52)	\$99,754	0.66%	\$58	\$99,754	0.63%	\$58
Data Processing Services (Function 53)	\$98,000	0.65%	\$57	\$98,000	0.62%	\$57
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$15,042,922	100.00%	\$8,731	\$15,860,522	100.00%	\$9,205
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$89,000	15.85%	\$52	\$1,171,700	71.27%	\$680
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$472,400	84.15%	\$274	\$472,400	28.73%	\$274

**2019 - 2020 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,723**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$561,400	100.00%	\$326	\$1,644,100	100.00%	\$954
Grand Total: Operating and Non-Operating Expenditures by Function	\$15,604,322	100.00%	\$9,056	\$17,504,622	100.00%	\$10,159
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$6,232,401	41.43%	\$3,617	\$6,232,401	39.30%	\$3,617
Gifted and Talented (PIC 21)	\$12,776	0.08%	\$7	\$12,776	0.08%	\$7
Career and Technical (PIC 22)	\$633,482	4.21%	\$368	\$633,482	3.99%	\$368
Students with Disabilities (PICs 23,33)	\$2,177,491	14.48%	\$1,264	\$2,177,491	13.73%	\$1,264
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,355,791	9.01%	\$787	\$1,355,791	8.55%	\$787
Bilingual (PICs 25,35)	\$68,165	0.45%	\$40	\$68,165	0.43%	\$40
High School Allotment (PIC 31)	\$197,184	1.31%	\$114	\$197,184	1.24%	\$114
PreKindergarten (PIC 32)	\$204,483	1.36%	\$119	\$204,483	1.29%	\$119
Athletics/Related Activities (PIC 91)	\$693,586	4.61%	\$403	\$693,586	4.37%	\$403
Un-Allocated (PIC 99)	\$3,467,563	23.05%	\$2,013	\$4,285,163	27.02%	\$2,487
Total Operating Expenditures by Program Intent Code (PIC)	\$15,042,922	100.00%	\$8,731	\$15,860,522	100.00%	\$9,205
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$89,000	15.85%	\$52	\$1,171,700	71.27%	\$680
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$472,400	84.15%	\$274	\$472,400	28.73%	\$274
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$561,400	100.00%	\$326	\$1,644,100	100.00%	\$954
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$15,604,322	100.00%	\$9,056	\$17,504,622	100.00%	\$10,159
Disbursements						
Total Disbursements						
Operating Expenditures	\$15,042,922	94.75%	\$8,731	\$15,860,522	89.22%	\$9,205
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$272,000	1.71%	\$158	\$272,000	1.53%	\$158
Debt Service (Object 6500)	\$89,000	0.56%	\$52	\$1,171,700	6.59%	\$680

**2019 - 2020 Budgeted Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,723**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Capital Projects (Object 6600)	\$472,400	2.98%	\$274	\$472,400	2.66%	\$274
Total Disbursements	\$15,876,322	100.00%	\$9,214	\$17,776,622	100.00%	\$10,317

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

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 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. 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 2018, spring 2019, and summer 2019 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 2019 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 FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
RIVER ROAD ISD								
	188902001 RIVER ROAD H S							
	Four-Year Public University	9	2	3	0	1	2	1
	Two-Year Public Colleges	23	3	4	4	6	4	2
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	62						
	Total High School Graduates	94						
PRESIDIO								
PRESIDIO ISD								
	189902001 PRESIDIO H S							
	Four-Year Public University	30	8	2	9	4	7	0
	Two-Year Public Colleges	35	12	6	5	7	5	0
	Independent Colleges & Universities	0						
	Not Trackable	4						
	Not Found	32						
	Total High School Graduates	101						
RAINS								
RAINS ISD								
	190903001 RAINS H S							
	Four-Year Public University	18	1	1	2	4	10	0
	Two-Year Public Colleges	31	9	3	9	3	4	3
	Independent Colleges & Universities	3						
	Not Trackable	2						
	Not Found	44						
	Total High School Graduates	98						

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.

RAINS INDEPENDENT SCHOOL DISTRICT

2019-2020 Violent/Criminal Incidents

Campus	Reason Code Types	Number of Incidents
101 – Elementary (464 students)		0
051 – Intermediate (392 students)	26	1
041 – Junior High (378 students)	41	1
001 – High School (476 students)	04	8
	05	1
	26	1

Reason Code Description:

04= Marijuana

05= Alcoholic Beverage

26= Terroristic Threat

41 - Fighting/Mutual Combat



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / [Accreditation Status](#)

2019-2020 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show: 100 ▾ entries

Search: rains isd

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
190903	RAINS ISD	7	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next

The Rains ISD does not discriminate on the basis of race, religion, color, national origin, sex or handicap in providing education services. Mr. Jeff Fisher has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. Mrs. Bounds has been designated to coordinate compliance with the nondiscrimination requirements to Section 504 of the Rehabilitation Act.

Rains ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational programs.

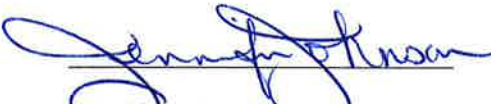
Mr. Fisher and Mrs. Bounds can be contacted at 903.473.2222, P.O. Box 247, Emory, Texas 75440.

Memo


To: Board of Trustees
From: Jennifer Johnson and Jeff Fisher
Date: 2/3/2021
Re: Investment Report 4th Quarter 2020

The Rains ISD has investments in two public investment pools meeting the requirements of Government Code 2256.016-2256.019. The public investment pools located in Austin, Texas are Lone Star Investment Pool and TexPool and a Money Market Account with Commercial Bank of Texas Emory. Time deposits are held at Commercial Bank of Texas Emory.

We certify that the Rains ISD investment portfolio is in compliance with the District's investment strategy as expressed in the District's investment policy CDA (Legal)(Local) and with relevant provisions of law.



Jennifer Johnson, Superintendent



Jeff Fisher, Asst. Supt. of Finance

Expenditures January 2021

Account Number Fnd	2020-21 Revised Budget	2020-21 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURR./EXTRACURR.ACTIVITIES	794,099.00	305,604.74	488,494.26
199 E 11 --- INSTRUCTION	9,211,083.00	3,824,149.82	5,386,933.18
199 E 12 --- INST. RESOURCES & MEDIA SVCS	186,544.00	102,893.99	83,650.01
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	140,528.00	75,530.84	64,997.16
199 E 21 --- INSTRUCTIONAL LEADERSHIP	317,626.00	130,573.02	187,052.98
199 E 23 --- SCHOOL LEADERSHIP	886,414.00	353,028.02	533,385.98
199 E 31 --- GUIDANCE & COUNSELING	592,075.00	247,698.38	344,376.62
199 E 32 --- SOCIAL WORK SERVICES	37,000.00	35,162.00	1,838.00
199 E 33 --- HEALTH SERVICES	125,896.00	55,250.45	70,645.55
199 E 34 --- PUPIL TRANSPORTATION	1,030,864.00	522,962.64	507,901.36
199 E 36 --- COCURR./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	640,989.00	294,401.94	346,587.06
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	2,157,049.00	837,970.24	1,319,078.76
199 E 52 --- SECURITY & MONITORING SERVICES	94,269.00	30,515.42	63,753.58
199 E 53 --- DATA PROCESSING SERVICES	100,500.00	66,001.20	34,498.80
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT PAYMENT	89,000.00	0.00	89,000.00
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	302,000.00	147,372.34	154,627.66
240 E 35 --- FOOD SERVICES	816,209.00	386,277.88	429,931.12
	17,522,145.00	7,415,392.92	42.3% 10,106,752.08
			41.7% of year

**Non Payroll
Expenditures
January 2021**

Account Number Fnd	2020-21 Revised Budget	2020-21 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	449,487.00	170,249.16	279,237.84
199 E 11 --- INSTRUCTION	752,843.00	411,622.96	341,220.04
199 E 12 --- INST. RESOURCES & MEDIA SVCS	51,380.00	44,000.04	7,379.96
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	54,017.00	29,781.76	24,235.24
199 E 21 --- INSTRUCTIONAL LEADERSHIP	63,650.00	20,047.19	43,602.81
199 E 23 --- SCHOOL LEADERSHIP	33,200.00	19,909.86	13,290.14
199 E 31 --- GUIDANCE & COUNSELING	37,145.00	22,364.79	14,780.21
199 E 32 --- SOCIAL WORK SERVICES	37,000.00	35,162.00	1,838.00
199 E 33 --- HEALTH SERVICES	4,550.00	3,648.87	901.13
199 E 34 --- PUPIL TRANSPORTATION	395,335.00	270,276.33	125,058.67
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	172,002.00	109,398.74	62,603.26
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,100,500.00	394,548.32	705,951.68
199 E 52 --- SECURITY & MONITORING SERVICES	19,400.00	11,124.02	8,275.98
199 E 53 --- DATA PROCESSING SERVICES	100,500.00	66,001.20	34,498.80
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT SERVICE	89,000.00	0.00	89,000.00
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	302,000.00	147,372.34	154,627.66
		0.00	0.00
240 E 35 --- FOOD SERVICES	474,500.00	226,357.84	248,142.16
	4,136,509.00	1,981,865.42	47.9% 2,154,644
			41.7% of year

**Payroll
Expenditures
January 2021**

Account Number Fnd	2020-21 Revised Budget	2020-21 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURR./EXTRACURR.ACTIVITIES	344,612.00	135,355.58	209,256
199 E 11 --- INSTRUCTION	8,458,240.00	3,412,526.86	5,045,713
199 E 12 --- INST. RESOURCES & MEDIA SVCS	135,164.00	58,893.95	76,270
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	86,511.00	45,749.08	40,762
199 E 21 --- INSTRUCTIONAL LEADERSHIP	253,976.00	110,525.83	143,450
199 E 23 --- SCHOOL LEADERSHIP	853,214.00	333,118.16	520,096
199 E 31 --- GUIDANCE & COUNSELING	554,930.00	225,333.59	329,596
199 E 32 --- SOCIAL WORK SERVICES	0.00	0.00	0
199 E 33 --- HEALTH SERVICES	121,346.00	51,601.58	69,744
199 E 34 --- PUPIL TRANSPORTATION	635,529.00	252,686.31	382,843
199 E 36 --- COCURR./EXTRACURR.ACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	468,987.00	185,003.20	283,984
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,056,549.00	443,421.92	613,127
199 E 52 --- SECURITY & MONITORING SERVICES	74,869.00	19,391.40	55,478
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	341,709.00	159,920.04	181,789
	13,385,636.00	5,433,527.50	40.6% 7,952,109 41.7% of year



COUNTY OF RAINS

Teresa Northcutt
County Treasurer
220 West Quitman Street, Ste. A
Emory, Texas 75440

Tel: (903) 473-5000 ext 111

Fax: (903) 473-5065



January 29, 2021

AVAILABLE SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2020 \$119,292.94

PERMANENT SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2020 \$130,678.22

PERMANENT SCHOOL FUND INVESTMENTS

\$6,496,000.00

From October 2020 through December 2020, interest from CD's (Avail. Sch. Fd.)

\$18,678.93 – Tex Pool Year to Date Interest - \$5,293.76

Revenue from oil royalties (Permanent School Fund)

\$64,597.79

Paid \$43,016.45 to Cochran and Hockley County Tax Office for 2020 taxes from permanent school fund.

WAG Report FY 2020-21

	ADA	WADA	
Budget Revenue 8/19	1580	2332	\$ 17,535,625
Current estimated ADA variance	-10		
WADA Variance from budget		-14.76	\$ (95,950)
			\$ -
RCAD Audit Local Value			\$ 750,000
			\$ -
Projected Revenue			\$ 18,189,675
<hr style="border-top: 1px dashed black;"/>			
Budget Expenditures adopted 8/19			\$ 17,535,625
<i>To date adjustments</i>			
Fuel Tanks			\$ 153,000
ESSR Funds			\$ (350,000)
			\$ -
			\$ -
			\$ -
			\$ -
To date adjustments			\$ (197,000)
Projected Expenditures			\$ 17,338,625
<hr style="border-top: 1px dashed black;"/>			
Fund Balance			
August 31, 2020 Fund Balance per Audit			\$ 2,683,248
Unaudited adjustment per books			\$ -
August 31, 2020 Fund Bal after Commitments			\$ 2,683,248
			\$ -
			\$ -
Projected change in Fund Balance			\$ 851,050
Projected Fund Balance as of 8-31-2020			\$ 3,534,298
State Minimum Recommended			\$ 2,769,271
State Recommended			\$ 4,153,906

2/8/2021 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 GRADE REPORT

SEMESTER ONE GRADE REPORT

2020-21		"A" Honor Roll		"A-B" Honor Roll		Failing 1 or more Subjects/Courses	
Grade Level	Total Students	No.	0%	No.	0%	No.	0%
Gr. 1	134	38	29%	42	32%	25	19%
Gr. 2	125	38	31%	37	30%	11	9%
Gr. 3	128	26	20%	67	52%	6	5%
Gr. 4	113	30	27%	54	48%	6	5%
Gr. 5	143	21	15%	65	45%	10	7%
Gr. 6	141	10	7%	45	32%	26	18%
Gr. 7	149	4	2%	58	39%	7	5%
Gr. 8	111	14	13%	40	36%	21	19%
Gr. 9	129	18	13.95%	33	25.58%	21	16.28%
Gr. 10	132	14	10.61%	25	18.94%	46	34.85%
Gr. 11	112	18	16.07%	16	14.29%	27	24.11%
Gr. 12	107	23	21.50%	25	23.36%	19	17.76%

End of Semester One: December 18, 2020

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
38741	KANDI OAKS DBA CIRCL	ENTERED IN WRONG PO GROUP - CLONED TO CORRECT PO GROUP -SIGNS FOR SOFTBALL AND BASEBALL FIELDS - REQUESTED BY SCOTT DELOZIER KB	01/14/2021	01/06/2021	2,000.00
38742	SHUTTERFLY LIFETOUCH	Yearbook Invoice	01/14/2021	12/11/2020	1,133.04
38743	RAINS ISD FOOD SERVI	Ice Cream for current Seniors from 2019 Food Drive	01/29/2021	01/26/2021	52.50
	RAINS ISD FOOD SERVI	Ice Cream for current Seniors from 2019 Food Drive	01/29/2021	01/26/2021	-52.50
38744	WALMART COMMUNITY	WALMART - CLASS CHRISTMAS PARTY - DRINKS, CUPCAKES, PLATES, NAPKINS, PENS - NOT TO EXCEED \$125 - REQUESTED BY CARLA WEDDLE - APPROVED BY JC VANCE	01/14/2021	12/13/2020	54.98
38745	BALFOUR	Down payment for 2021 yearbooks 4002100226 placed in wrong PO group	01/26/2021	01/05/2021	1,500.55
38746	KANDI OAKS DBA CIRCL	HOODIES AND VISORS REQUESTED BY SCOTT DELOZIER KB	01/26/2021	01/19/2021	377.00
	KANDI OAKS DBA CIRCL	Yearbook t-shirts	01/26/2021	01/19/2021	121.00
38747	JENKINS, LAURA	Reimbursement for Homecoming Crown	01/26/2021	01/20/2021	71.43
38748	SAMS CLUB DIRECT	SAM'S - SNACK CABINET SUPPLIES - CHIPS, CANDY, PASTRIES - REQUESTED BY RENEE DUDLEY	01/26/2021	01/18/2021	259.66
38749	RAINS ISD FOOD SERVI	Ice Cream for current Seniors from 2019 Food Drive	01/29/2021	01/26/2021	52.50
60026	TEXAS DEPT OF LICENS	Cosmetology License	01/29/2021	10/06/2020	-300.00
60170	AREA VI FFA	Area and District Membership dues	01/07/2021	11/10/2020	-165.00
60172	BLACK, CRISTA	CRISTA BLACK CONSULTANT -WORK WITH STAFF ON THE IMPLEMENTATION OF FOUNTAS AND PINNELL RESOURCES ON NOVEMBER 19, 2020 - REQUESTED BY RACHEL TRAYLOR KB	01/28/2021	11/06/2020	-850.00
60382	AREA VI FFA	Area and District Membership dues	01/07/2021	11/10/2020	165.00
60383	A. BARGAS & ASSOCIAT	Tables for district: Palmer Hamilton 60T Mobile Stool Table. 12 Stool 29"H x 30"W x 12'L	01/07/2021	01/05/2021	10,035.24
60386	ADVANTAGE COPY SYSTE	BASIC CONTRACT PRICE NOV 2020	01/07/2021	12/01/2020	1,500.00
	ADVANTAGE COPY SYSTE	BASIC CONTRACT PRICE DEC 2020	01/07/2021	12/16/2021	1,500.00
	ADVANTAGE COPY SYSTE	COPY CHARGES FROM 11/12/20-12/11/20 - REQUESTED BY RENEE DUDLEY	01/07/2021	12/16/2020	143.65
	ADVANTAGE COPY SYSTE	COLOR PRINTER COPIES FOR JH PRINTER	01/07/2021	12/16/2021	22.00
	ADVANTAGE COPY SYSTE	INVOICE 118731; COLOR COPIER CHARGES SERIAL NUMBER JME06754 NOV 2020	01/07/2021	12/16/2021	91.60
	ADVANTAGE COPY SYSTE	December Copies Contract	01/07/2021	12/16/2020	95.10
60387	ALBA TRACTOR	INV #65781 SEAT (BLACK) FOR MASSY FERG TRACTOR - GROUNDS DEPT	01/07/2021	12/15/2020	99.73
	ALBA TRACTOR	INV #65780 PIN B315 FOR CASE TRACTOR - GROUNDS DEPT	01/07/2021	12/15/2020	37.42
60388	BROWN, SHANNON	Physical Therapy Svcs. for Dec. 2020 for implementation of IEP goals/obj.; Details on file in Dist. SpEd Ofc.	01/07/2021	12/31/2020	1,120.00
60389	CITY OF EMORY	SERV THRU DEC 2020	01/07/2021	12/16/2021	7,477.25
60390	COUNTRY FLOWERS & GI	Country Flowers and Gifts- Plant for Danny Calk from the District.	01/07/2021	12/05/2020	121.95
60391	CROWSON, KACIE	Reimbursement for required membership dues and licensures to maintain district compliance	01/07/2021	12/28/2020	353.00
60399	DUKO OIL COMPANY	196799,123302,123452,123458 INV #196799 REGULAR UNLEADED 87 OCTANE; DYED DIESEL RDD - TRANSPORTATION DEPT INV #123302 DYED DIESEL RDD FOR BUS #1 - TRANSPORTATION DEPT INV #123452 REGULAR UNLEADED 87 OCTANE FOR GAS CANS - GROUNDS DEPT INV #123458 REGULAR UNLEADED	01/07/2021	12/22/2020	5,262.65

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
	DUKO OIL COMPANY	87 OCTANE FOR GAS CANS - GROUNDS DEPT INVOICES: 123216,123220,123241,123260,123214,123215,123219,C M122896,CM122843,CM122842,123236, INV #123216 REGULAR UNLEADED 87 UCTANE FOR VEH #44 - TRANSPORTATION DEPT INV #123220 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INV #123241 REGULAR UNLEADED 87 OCTANE FOR VEH #57 - TRANSPORTATION DEPT INV #123260 REGULAR UNLEADED 87 OCTANE FRO BUS #10 - TRANSPORTATION DEPT INV #123214 DYED DIESEL RDD FOR BUS #4 - TRANSPORTATION DEPT INV #123215 DYED DIESEL RDD FOR BUS #9 - TRANSPORTATION DEPT INV #123219 DYED DIESEL RDD FOR BUS #12 - TRANSPORTATION DEPT INV #123236 DYED DIESEL RDD FOR VEH #38 - TRANSPORTATION DEPT INV #CM122968 DYED DIESEL RDD (DUPLICATE PMT) - TRANSPORTATION DEPT INV #CM122843 DYED DIESEL RDD (DUPLICATE PMT) - TRANSPORTATION DEPT INV #CM144842 DYED DIESEL RDD (DUPLICATE PMT) - TRANSPORTATION DEPT	01/07/2021	12/09/2020	475.15
	DUKO OIL COMPANY	INVOICES: 123264,123265,123288,D41044,123284,123285,123300,1 23305,123306 INV #123264 REUGULAR UNLEADED 87 OCTANE FOR BUS #31 - TRANSPORTATION DEPT INV #123265 REGULAR UNLEADED 87 OCTANE FOR VEH #42 - TRANSPORTATION DEPT INV #123288 REGULAR UNLEADED 87 OCTANE FOR VEH #49 - TRANSPORTATION DEPT INV #D41044 REGULAR UNLEADED 87 OCTANE FOR BUS #18 - TRANSPORTATION DEPT INV #123284 DYED DIESEL RDD FOR BUS #8 - TRANSPORTATION DEPT INV #123285 DYED DIESEL RDD FOR BUS #3 - TRANSPORTATION DEPT INV #123300 DYED DIESEL RDD FOR BUS #20 - TRANSPORTATION DEPT INV #123305 DYED DIESEL RDD FOR BUS #14 - TRANSPORTATION DEPT INV #123306 DYED DIESEL RDD FOR BUS #56 - TRANSPORTATION DEPT	01/07/2021	12/16/2020	589.07
	DUKO OIL COMPANY	INV #123576 REGULAR UNLEADED 87 OCTANE FOR VEH #42 - TRANSPORTATION DEPT INV #123574 RGULAR UNLEADED 87 OCTANE FOR VEH #50 - TRANSPORTATION DEPT INV #123573 REGULAR UNLEADED 87 OCTANE FOR VEH #54 - TRANSPORTATION DEPT	01/07/2021	12/29/2020	60.54
60400	FIELDHOUSE SPORTS	JACKET FOR SOFTBALL COACH - REQUESTED BY SCOTT DELOZIER KB	01/07/2021	01/05/2021	115.00
	FIELDHOUSE SPORTS	HS BOYS BASKETBALL JERSEYS	01/07/2021	01/05/2021	3,330.00
60401	FLOOR TECH SERVICES	INV #122320 SCHEDULED ANNUAL - SANDED FLOOR WITH 150 GRIT SANDING SCREENS, CLEANED, VACUUMED, TACK FLOOR WITH LIGUID CLEANER. APPLIED GYM FLOOR FINISH. ALL LABOR & MATERIALS - MAINT DEPT	01/07/2021	12/26/2020	2,095.00
60402	HERALD BANNER	Herald Banner 12 Month Subscription 1/19/2021 Acct: 1323	01/07/2021	12/24/2020	194.29
60403	HUNT REGIONAL MEDICA	INV 50649C9148 - HUNT REGIONAL MEDICAL PARTNERS - EMPLOYEE PHYSICALS - JENNIE FLORES MCCLURE, VICTORIA MATTISON CHILDERS - FOOD SERVICE -	01/07/2021	12/01/2020	140.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
60405	J & R AUTO SUPPLY	OPERATIONS INV #105650 FUEL PRESSURE REGULATOR FOR VEH #37 - TRANSPORTATION DEPT INV #105561 FUEL FILTER; BALL JOINT #K6539; BALL JOINT #K6540 FOR VEH #37 - TRANSPORTAION DEPT	01/07/2021	12/17/2020	381.02
	J & R AUTO SUPPLY	INV #105265 OIL FILTER FOR VEH #42 - TRANSPORTATION DEPT	01/07/2021	12/10/2020	14.24
	J & R AUTO SUPPLY	INV #106390 HEATER CORE FOR VEH #43; INTERIOR DOOR HANDLE 77570 (VEH #42); INTERIOR DOOR HANDLE 77571 (VEH #42) - TRANSPORTATIOND DEPT	01/07/2021	01/04/2021	77.39
60406	LAKESHORE LEARNING M	Seat storage for PK	01/07/2021	11/19/2020	452.20
60407	LINEBARGER GOGGAN BL	2019 PROPERTY VALUE STUDY FINAL BILLING	01/07/2021	12/15/2020	16,824.00
60408	MAILBOX EXPRESS	MAIL BOX EXPRESS - SHIPPING CHARGES TO SEND ITEMS BACK TO ATHLETIC SUPPLY - REQUESTED BY RANDY BARNES KB	01/07/2021	12/17/2020	66.30
60409	MEDPOST URGENT CARE	INV #122015702 DOT 5 PANEL DRUG SCR FOR TRACY TAYLOR - TRANSPORTATION DEPT	01/07/2021	12/07/2020	45.00
60410	O'NEAL, SHALA	Off home campus visit for implementation of IEP goals/obj. for Dec. 2020; G1:12	01/07/2021	12/31/2020	200.56
60411	O'Reilly Auto Parts	INV #105650 FUEL PRESSURE REGULATOR FOR VEH #37 - TRANSPORTATION DEPT INV #105561 FUEL FILTER; BALL JOINT #K6539; BALL JOINT #K6540 FOR VEH #37 - TRANSPORTAION DEPT	01/07/2021	12/16/2020	29.97
60412	POTTS GAS COMPANY	iINV #255420 PROPANE FOR JR HIGH FLOORS - CUSTODIAL DEPT	01/07/2021	12/14/2020	34.00
	POTTS GAS COMPANY	POTTS GAS CO: INVOICE #302596 ACCOUNT #308703 PROPANE	01/07/2021	01/05/2020	825.75
60413	RAINS COUNTY CLERK'S	INVOICE #4001 GENERAL ELECTION 11-03-20	01/07/2021	12/31/2020	6,861.23
60415	RAINS CNTY TAX ASSES	INV #12212020 VEHICLE RENEWAL REGISTRATION FOR THE FOLLOWING; VEH #39 VIN #2FAPF71W45X132789; VEH #47 VIN #2FABP7EV4BX174648; VEH #48 VIN #3C7WRSCLOEG141027; VEH #57 VIN #1FT7W2B61KED14952; BUS #4 VIN #4DRBUAAN8GB735364; BUS #10 VIN #4DRBUPWN6LB071524; BUS #11 VIN #4DRBUAAN65B985957; BUS #15 VIN #4DRBUAAN9BB261269; BUS #18 VIN #4DRBUPWN7LB101775; BUS #21 VIN #4DRBUAAN0CB397484; BUS #55 INV #4DRBUC8N9KB445211; BUS #56 INV #4DRBUC8N0KB445212 - TRANSPORTATION DEPT	01/07/2021	12/21/2020	206.00
60416	RENTAL ONE	INV #1165279-0001 TRACK SKID LOADER 1900#; 500 LB HYDRAULIC HAMMER; DIESEL-MV-TAX; DELIVERY CHARGE; PICKUP CHARGE; DAMAGE WAIVER (FOR BUS BARN NEW FUEL TANKS) - TRANSPORTATION DEPT	01/07/2021	11/20/2020	801.60
60417	SOUTH RAINS WATER SU	MO SERV FROM 11-17 TO 12-16-20; DEC 2020	01/07/2021	12/16/2021	25.13
60418	SOUTHERN TIRE MART,	INV #4170028633 255/70R16 XL OPN CTRY AT3 OWL TIRES FOR VEH # - TRANSPORTATION DEPT	01/07/2021	12/18/2020	448.48
60419	SUPER DUPER PUBLICAT	Oral stimulating tools for student with sensory input needs; for implementation of IEP goals/obj.	01/07/2021	12/14/2020	119.79
60421	THE HOME DEPOT PRO	INV 589653823 - HOME DEPOT PRO - RENOWN TOWEL ROLL NATURAL, SINGLE ROLL BATH TISSUE 2PLY, TRASH LINER 38X58 BLK, TRASH LINER 24X32 BLK, TIDE ORIGINAL HE, CLOROX, VINYL PWD-FREE GLOVES MEDIUM & LARGE, LEMON OIL GURNITURE POLISH - CUSTODIAL	01/07/2021	12/10/2020	5,719.52

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		SUPPLIES - CUSTODIAL DEPT			
60422	TYLER TECHNOLOGIES	INV #045-320579 YR 2 TRAVERSA SAAS AGREEMENT - 11/01/2020 - 10/31/2021 - TRANSPORTATION DEPT	01/07/2021	11/01/2020	2,500.00
60423	VERIZON WIRELESS	NOV 20 - DEC 19, 2020; INVOICE 9869451766	01/07/2021	12/16/2021	75.98
60424	WALMART COMMUNITY	baking supplies, like flour, sugar, milk, butter, chocolate chips, brown sugar, eggs, molasses	01/14/2021	12/05/2020	276.17
	WALMART COMMUNITY	WALMART SUPPLIES FOR JH WORKROOM	01/14/2021	12/05/2020	175.89
60425	A R TACTICAL PLUMBING	INV #4838 PULLED THE OLD HOT WATER HEATER OUT AND RELPACED WITH NEW HOT WATER HEATER AT ELEMENTARY - MAINT DEPT (PLUMBING)	01/14/2021	01/08/2021	8,100.00
60426	ADVANTAGE COPY SYSTE	Color copies for elementary 11-12 to 12-11	01/14/2021	12/16/2020	263.45
60427	ALERT SERVICES INC	SUPPLIES REQEUSTED BY CHASE STOLTENBERG KB	01/14/2021	12/09/2020	741.20
	ALERT SERVICES INC	SUPPLIES REQEUSTED BY CHASE STOLTENBERG KB	01/14/2021	01/04/2021	138.00
60428	ASSETGENIE DBA AGPAR	HP 11 G5-EE (TOUCH & NON) DC-IN POWER JACK WITH CABLE LENOVO N22 (TOUCH & NON) *RECLAIMED) PALMREST WITH KEYBOARD & TOUCHPAD	01/14/2021	01/08/2021	205.65
60429	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 12-09 TO 01-08-21	01/14/2021	01/08/2021	2,064.94
60430	BSN SPORTS/SPORT SUP	BASEBALL CAPS -REQUESTED BY TREY NEIGHBORS KB	01/14/2021	12/17/2020	1,375.00
60431	CDW-G	INK CARTRIDGES AND TONER FOR JH FRONT OFFICE	01/14/2021	01/11/2021	354.87
60432	COCA-COLA S.W. BEVER		01/14/2021	01/11/2021	287.14
60440	DUKO OIL COMPANY	INVOICES: 123145,123128,123140,123187,123192,123194,CM122714 ,123195,123191 INV #123145 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INV #123128 DYED DIESEL RDD FOR BUS #20 - TRANSPORTATION DEPT INV #123140 DYED DIESEL RDD FOR BUS #8 - TRANSPORTATION DEPT INV #123187 DYED DIESEL RDD FOR BUS #17 - TRANSPORTATION DEPT INV #123191 DYED DIESEL RDD FOR BUS #6 - TRANSPORTATION DEPT INV #123192 DYED DIESEL RDD FOR BUS #55 - TRANSPORTATION DEPT INV #123194 DYED DIESEL RDD FOR BUS #5 - TRANSPORTATION DEPT INV #123195 DYED DIESEL RDD FOR BUS #7 - TRANSPORTATION DEPT INV #CM122714 DUPLICATE PMT ON INV #122714 REG UNLEADED 87 OCTANE VEH #57 - TRANSPORTATION DEPT INV #123191 DYED DIESEL RDD FOR BUS #6 - TRANSPORTATION	01/14/2021	12/28/2020	622.01
	DUKO OIL COMPANY	INVOICES: D41126,123752,123758,123761,123762,123778,123822,1 23784,123789,123790,123794 INV #D41126 DYED DIESEL RDD FOR BUS #16 - TRANSPORTATION DEPT INV #123752 DYED DIESEL RDD FOR BUS #8 - TRANSPORTATION DEPT INV #123758 DYED DIESEL RDD FOR BUS #2 - TRANSPORTATION DEPT INV #123761 DYED DIESEL RDD FOR VEH #38 - TRANSPORTATION DEPT INV #123762 DYED DIESEL RDD FOR BUS #12 - TRANSPORTATION DEPT INV #123778 DYED DIESEL RDD FOR BUS #6 - TRANSPORTATION DEPT INV #123822 REGULAR UNLEADED 87 OCTANE FOR VEH ? - TRANSPORTATION DEPT INV #123784 DYED DIESEL RDD FOR BUS #11 - TRANSPORTATION DEPT INV #123789 DYED DIESEL RDD FOR BUS #5 - TRANSPORTATION DEPT INV #123790 REGULAR UNLEADED 87 OCTANE FOR BUS	01/14/2021	01/05/2021	784.53

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		#30 - TRANSPORTTION DEPT INV #123794 REGULAR UNLEADED 87 OCTANE FOR VEH #43 - TRANSPORTATION DEPT			
	DUKO OIL COMPANY	123712,123726,123728,123734,123739,D41099,12376012 3779,123823 INV #123712 REGULAR UNLEADED 87 OCTANE FOR VEH #36 - TRANSPORTATION DEPT INV #123726 DYED DIESEL RDD FOR BUS #15 - TRANSPORTATION DEPT INV #123728 REGULAR UNLEADED FOR VEH #42 - TRANSPORTATION DEPT INV #123734 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INV #123739 DYED DIESEL RDD FOR BUS #17 - TRANSPORTATION DEPT INV #D41099 REGULAR UNLEADED 87 OCTANE FOR BUX #30 - TRANSPORTATION DEPT INV #123760 DYED DIESEL RDD FOR BUS #21 - TRANSPORTATION DEPT INV #123779 DYED DIESEL RDD FOR BUS #4 - TRANSPORTATION DEPT INV #123823 DYED DIESEL RDD FOR BUS #14 - TRANSPORTATION DEPT	01/14/2021	01/08/2021	614.81
60441	FIELDHOUSE SPORTS	TRACK UNIFORM ORDER - REQUESTED BY SCOT PEDERSON KB	01/14/2021	01/13/2021	2,190.00
60442	FOLLETT SCHOOL SOLUT	Follett (titlewave) School solutions book order. 100 titles for the junior high library plus processing.	01/14/2021	12/16/2020	2,046.98
	FOLLETT SCHOOL SOLUT	Scanners for the libraries.	01/14/2021	12/16/2020	1,258.00
60443	FOOD SERVICE ASSISTA	INVOICE R1120; CONSULTING FEE FOR NOV 2020 BASED ON 22256 MEALS	01/14/2021	01/12/2021	1,780.46
60444	Hooten's Lawn & Tree	INV #24772 TRIMMED HEDGES "RHS" IN FRONT OF HIGH SCHOOL - GROUNDS DEPT	01/14/2021	12/28/2020	150.00
60445	LISA COWAN OTR, PC	Occupational Therapy Svcs. for Dec. 2020 for implementation of IEP goals/obj.; Details on file in Dist. SpEd Office	01/14/2021	01/06/2021	900.00
60446	MAGNEGAS WELDING SUP	INV #00058314 ACE145 & OXY200 CYLINDER RENTALS - TRANSPORTATION DEPT	01/14/2021	12/31/2020	11.78
60447	Movie Licensing USA	Movie Licensing for 1-21 to 1-10-22	01/14/2021	12/11/2020	516.00
60448	NOBELUS, LLC	Laminate	01/14/2021	12/11/2020	157.64
60449	PEOPLES COMMUNICATIO	MO SER FOR JAN 2021	01/14/2021	01/01/2021	1,565.86
60450	RAINS ISD FOOD SERVI	PRE-K SNACKS DEC 2020 INVOICE 5775817	01/14/2021	01/06/2021	236.16
60451	RAPTOR TECHNOLOGIES,	1YR RAPTOR ANNUAL ACCESS FEE RENEWAL FOR RAINS ELEMENTARY, INTERMEDIATE, JUNIOR HIGH & HIGH SCHOOL	01/14/2021	01/01/2021	2,280.00
60452	School Health Corpor	2 boxes isolation paper towlets #21219, 2 boxes isolation paper towlets # 21042	01/14/2021	12/16/2020	118.80
60453	T & G Medical Billin	Per contracted agreement for filing Medicaid claims per R&S reports	01/14/2021	01/04/2021	384.32
60454	TASB, INC	TASB Localized Update 116 Invoice# 604235	01/14/2021	01/07/2021	668.00
60455	THE BAND HOUSE OF TE	Open PO for band supplies FALL 2020	01/14/2021	01/12/2021	193.80
	THE BAND HOUSE OF TE	Open PO for instrument repair FALL 2020	01/14/2021	01/12/2021	171.00
60456	THE HOME DEPOT PRO		01/14/2021	01/11/2021	499.80
	THE HOME DEPOT PRO		01/14/2021	01/11/2021	197.90
60457	TRINITY VALLEY COMM.	ACCOUNT #9910019 HISTORY BOOKS FOR DUAL CREDIT - REQUESTED BY NICOLE TIMMONS KB	01/14/2021	01/06/2021	125.00
60459	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	82.25
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	373.13
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	302.51
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	255.76
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	47.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
60459	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	256.50
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	176.26
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	165.00
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	209.50
	TURNER HOLDINGS DBA		01/14/2021	01/11/2021	161.76
60460	WATER EVENT-PURE WAT	JAN 2020 INVOICE #412465	01/14/2021	01/11/2021	33.00
60461	HARDY, COOK & HARDY,	Professional Services for December 2020 and Monthly Retainer.	01/19/2021	01/05/2021	1,161.50
60462	HART INTERCIVIC	Hart InterCivic Paper Election Ballots & Programming of Equipment for November 3, 2020 Election (VATRE)	01/19/2021	12/30/2020	1,500.00
60463	KAUFMAN ISD	UIL OAP Clinic	01/19/2021	01/19/2021	300.00
60464	RAINS ISD FOOD SERVI	INV #5775818 SUGAR CANISTERS; SUGAR 25# BAG; TEA BAGS - OPERATIONS DEPT	01/19/2021	01/07/2021	175.61
60465	VIVACITY TECH PBC	Vivacity Tech: Chromebook cases for the Intermediate students and the Elementary 1st and 2nd Grade students. Quote: QU-217159	01/19/2021	12/15/2020	9,675.00
60466	ACT PLAN	AP Services: Fall ACT Testing	01/26/2021	12/21/2020	2,275.00
60467	ADVANTAGE AUTO GLASS	INV #226106 REPAIRED ROCK CHIP ON BUS #30 - TRANSPORTATION DEPT INV #226105 REPLACED WINDOW IN VEH #54 - TRANSPORTATION DEPT	01/26/2021	01/21/2021	295.00
60468	ATSSB REGION 3	Area Audition Fees for 3 students	01/26/2021	01/09/2021	75.00
60469	BANKERS PRODUCTS AND	Envelopes (2500 each window & plain)	01/26/2021	12/30/2020	304.51
60470	Carolina Biological	CAROLINA BIOLOGICAL - FROGS AND BULL FROGS FOR 4TH, OWL PELLETS, SCALPELS AND SQUID FOR 5TH - REQUESTED BY SHANTIL WALLACE	01/26/2021	01/13/2021	326.83
60471	CC MATHIS LLC	Consultative services for Full Individual Evaluation and comprehensive report writing	01/26/2021	01/15/2021	550.00
60472	CDW-G	Toner for Elementary counselors office	01/26/2021	01/19/2021	240.04
60473	CITY OF EMORY	SERV THRU JAN 2021	01/26/2021	01/15/2021	7,062.13
60474	COCA-COLA S.W. BEVER		01/26/2021	01/25/2021	158.70
60475	COMPLETE SUPPLY INC	INV #250562 SANITIZER WIPES FOR BUSES - TRANSPORTATION DEPT	01/26/2021	01/12/2021	189.60
60476	CONSOLIDATED CONSULT	PROPOSAL #1125-20JH1 FOR ENVIRONMENTAL SITE ASSESSMENT FOR DISTRICT FUEL SYSTEM PROJECT	01/26/2021	01/22/2021	8,297.50
60477	D.H. PACE CO., INC	INV #SMINV267462 REPLACED DOOR HARDWEAR ON JR HIGH SRT ROOM - MAINT DEPT	01/26/2021	01/14/2021	365.81
60486	DUKO OIL COMPANY	INVOICES: 123884,123909,123910,123913,123914,123915,123924 INV #123884 DYED DIESEL RDD FOR BUS #20 - TRANSPORTATION DEPT INV #123909 REGULAR UNLEADED 87 OCTANE FOR VEH #44 - TRANSPORTATION DEPT INV #123910 DYED DIESEL RDD FOR BUS #15 - TRANSPORTATION DEPT INV #123913 DYED DIESEL RDD FOR BUS #16 - TRANSPORTATION DEPT INV #123914 REGULAR UNLEADED 87 OCTANE FOR VEH #50 - TRANSPORTATION DEPT INV #123915 REGULAR UNLEADED 87 OCTANE FOR VEH #57 - TRANSPORTATION DEPT INV #123924 DYED DIESEL RDD FOR BUS #12 - TRANSPORTATION DEPT	01/26/2021	01/13/2021	432.02
	DUKO OIL COMPANY	123844,123845,123850,123851,123852,123853,123872 INV #123844 DYED DIESEL RDD FOR BUS #8 - TRANSPORTATION DEPT INV #123845 DYED DIESEL RDD FOR BUS #3 - TRANSPORTATION DEPT INV #123850 REGULAR UNLEADED 87 OCTANE FOR BUS #18 - TRANSPORTATION DEPT INV #123851 REGULAR	01/26/2021	01/08/2021	487.66

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
	DUKO OIL COMPANY	UNLEADED 87 OCTANE FOR BUS #10 - TRANSPORTATION DEPT INV #123852 REGULAR UNLEADED 87 OCTANE FOR VEH #54 - TRANSPORTATION DEPT INV #123853 REGULAR UNLEADED 87 OCTANE FOR VEH #48 - TRANSPORTATION DEPT INV #123872 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INVOICES: 124062,124076,124084,124119,124133,124145,124149 INV #124062 REGULAR UNLEADED 87 OCTANE FOR VEH #43 - TRANSPORTATION DEPT INV #124076 DYED DIESEL RDD FOR BUS #6 - TRANSPORTATION DEPT INV #124084 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INV #124119 REGULAR UNLEADED 87 OCTANE FOR BUS #31 - TRANSPORTATION DEPT INV #124133 REGULAR UNLEADED 87 OCTANE FOR BUS #10 - TRANSPORTATION DEPT INV #124145 REGULAR UNLEADED 87 OCTANE FOR VEH #49 - TRANSPORTATION DEPT INV #124149 REGULAR UNLEADED 87 OCTANE FOR BUS #18 - TRANSPORTATION DEPT	01/26/2021	01/20/2021	498.71
	DUKO OIL COMPANY	INVOICES: 123939,123952,123990,123991,123996,123997,124034 INV #123949 REGULAR UNLEADED 87 OCTANE FOR BUS #30 - TRANSPORTATION DEPT INV #123952 DYED DIESEL RDD FOR VEH #48 - TRANSPORTATION DEPT INV #123990 REGULAR UNLEADED 87 OCTANE FOR VEH #54 - TRANSPORTATION DEPT INV #123991 DYED DIESEL RDD FOR BUS #1 - TRANSPORTATION DEPT INV #123996 DYED DIESEL RDD FOR BUS #7 - TRANSPORTATION DEPT INV #123997 DYED DIESEL RDD FOR BUS #56 - TRANSPORTATION DEPT INV #124034 REGULAR UNLEADED 87 OCTANE FOR VEH #42; DYED DIESEL RDD FOR GAS CAN - TRANSPORTATION DEPT	01/26/2021	01/21/2021	542.24
60487	EDUCATIONAL TECHNOLO	ETL TECHNICAL SUPPORT PACKAGE: -REQUESTED BY KAREN BRIMER KB	01/26/2021	01/05/2021	3,500.00
60488	EMORY AUTOMOTIVE	INV #23197 FRONT WHEEL ALIGNMENT ON VEH #38 - TRANSPORTATION DEPT	01/26/2021	01/18/2021	80.00
60489	FOOD SERVICE ASSISTA	INVOICE R1220; CONSULTING FEE FOR NOV 2020 BASED ON 21007 MEALS	01/26/2021	01/18/2021	1,680.56
60490	FORTE FROZEN		01/26/2021	01/25/2021	115.50
60491	HEGGERTY PHONEMIC AW	Heggerty Phonemic Awareness for 1st-2nd (primary) Yellow Book- PK and K are already using these materials.	01/26/2021	01/15/2021	604.72
60493	J & R AUTO SUPPLY	106885,CM107020,106886,106950 INV #106885 CONTROL ARM WITH BALL JOINT (VEH #38); LOWER BALL JOINT (VEH #38); FRONT DISC BRAKE ROTOR (VEH #38) - TRANSPORTATION DEPT CM #107020 RETURN LOWER BALL JOINT #MOG K7465 - TRANSPORTATION DEPT INV #106886 ROUND BASE SPRING BO (VEH #38) - TRANSPORTATION DEPT INV #106950 ROUND BASE SPRING BO (VEH #38); GAS-MAGNUM TRUCK SHO (VEH #38); TIE ROD END (VEH #38) - TRANSPORTATION DEPT	01/26/2021	01/08/2021	692.04
	J & R AUTO SUPPLY	INV #107411 S-986 SERVICE GAGE-STR FT; S-727 1/4" MALE PLUG M-STY; S-715 1/4" FEM BODY M-STY; S690 DUAL HEAD AIR CHUCK (TIRE SERVICE SUPPLIES)	01/26/2021	01/19/2021	44.76

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		- TRANSPORTATION DEPT			
60494	LONGHORN BUS SALES,	2 Buses	01/26/2021	01/25/2021	190,124.00
60495	MAILBOX EXPRESS	SHIPPING - FEDEX GROUND HOME DELIVERY TRACKING #: 782612838391	01/26/2021	01/15/2021	28.71
60496	MASTER AUDIO VISUALS	MASTER/AUDIO VISUALS LCD PROJECTORS FOR JH	01/26/2021	01/22/2021	3,330.00
60497	NEIGHBORS, RICHARD I	REIMBURSE TREY NEIGHBORS FOR FOOD EXPENSES DURING BASEBALL CLINIC WORKSHOP 1/13 - 1/16/21 - REQUESTED BY TREY NEIGHBORS KB	01/26/2021	01/13/2021	69.00
60499	O'Reilly Auto Parts	INVOICES: 5658-277941,5658-277793,5658-278092 INV #5658-277941 CTRL ARM ASY 11CB25380 (VEH #38); CTRL ARM ASY 11CB25382 (VEH #38) - TRANSPORTATION DEPT IN #5658-277793 TIE ROD (VEH #38); TIE ROD TOOL (VEH #38) - TRANSPORTATION DEPT INV #5658-278092 HEAD LAMP 20-1669-00-1A (VEH #42); HEAD LAMP 20-1668-00-1A (VEH #42); RETURN TIE ROD TOOL - TRANSPORTATION DEPT	01/26/2021	01/12/2021	667.88
60500	OFFICE DEPOT, INC.	MICROSOFT SURFACE GO 2 FOR SRO	01/26/2021	01/13/2021	795.98
60501	ONE STOP SIGN SHOP	2 Positive/Motivating Banners made for Counseling Center	01/26/2021	01/13/2021	200.00
60502	POTTS GAS COMPANY	POTTS GAS CO: INVOICE #202834 ACCOUNT #308703 PROPANE	01/26/2021	01/16/2021	662.50
60503	PRO-ED	Gates- summary response form for GT- Elementary	01/26/2021	01/15/2021	151.80
60504	QUILL CORPORATION	INV #13813687 DATE SELF INKING STAMP; WITE-OUT EZ CORRECT - OPERATIONS DEPT	01/26/2021	01/14/2021	38.68
60505	RAINS CNTY TAX ASSES	INV #1252021 RENEWAL REGISTRATION ON: VEH #43 VIN #1GCGC24K5SZ195623; BUS #2 VIN #4DRBUC8N2KB355608; BUS #9 VIN #4DRNUC8N4KB355609; BUS #12 VIN #4DRBUAAN19B113255; BUS #16 VIN #4DRBUAANK7B472715 - TRANSPORTATION DEPT	01/26/2021	01/25/2021	95.50
60506	REGION 7 EDUCATION S	Workshop to learn fundamentals of dyslexia intervention with Reading by Design program; L. Chamness	01/26/2021	01/12/2021	775.00
60507	RENTAL ONE	INV #1176996-0002 SCISSOR LIFT 40' ELECTRIC RENTAL FOR HIGH SCHOOL GYM LIGHTS; DELIVERY CHARGE; PICKUP CHARGE; DAMAGE WAIVER - MAINT DEPT	01/26/2021	12/29/2020	768.80
60508	SOUTH RAINS WATER SU	MO SERV FROM 12-16-20 TO 01-15-21; JAN 2021	01/26/2021	01/15/2021	25.13
60510	TERMINIX INTERNATION	403974685,403975211,403975974,403975644 INV #403974685 PEST CONTROL FOR ELEMENTARY KITCHEN W/O #17783087208- OPERATIONS DEPT INV #403975211 PEST CONTROL FOR INTERMEDIATE KITCHEN W/O #17783093808 - OPERATION DEPT INV #403975974 PEST CONTROL FOR JR HIGH KITCHEN W/O #17783102256 - OPERATIONS DEPT INV #403975644 PEST CONTROL FOR HIGH SCHOOL KITCHEN W/O #17783093707 - OPERATIONS DEPT	01/26/2021	01/08/2021	260.00
60511	THE BAND HOUSE OF TE	MegaVox Mega2 Lout Speaker	01/26/2021	01/09/2021	787.00
60512	THE HOME DEPOT PRO		01/26/2021	01/25/2021	18.90
	THE HOME DEPOT PRO		01/26/2021	01/25/2021	214.24
60513	TRINITY FLOOR COMPAN	INV #INVTF-1056 TIE TACK - CUSTODIAL DEPT	01/26/2021	01/11/2021	315.00
60516	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	280.13
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	291.75
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	152.75
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	140.01
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	222.26

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
60516	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	244.88
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	174.25
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	70.50
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	165.38
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	189.00
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	108.00
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	58.51
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	174.38
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	208.51
	TURNER HOLDINGS DBA		01/26/2021	01/25/2021	81.26
60517	WHITEHOUSE ISD	Whitehouse UIL Virtual Meet Fees--Journalism ONLY--To be completed by January 30, 2021. **NOTE--Stephanie Wiley will deliver the check when she goes to grade on February 1, 2021	01/26/2021	01/26/2021	150.00
60518	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202012-206282 -- 12/01/2020-12/31/2020	01/29/2021	12/31/2020	10.00
60519	FIELDHOUSE SPORTS	SUPPLIES REQUESTED BY JERRY TIMMONS FOR BOYS BASKETBALL -KB	01/29/2021	01/22/2021	107.00
60520	FLOCABULARY	Flocabulary subscription for 20-21 school year - requested by JC Vance	01/29/2021	01/27/2021	2,000.00
60521	HOMETOWN TROPHIES	2 FOOTBALL TROPHY'S FOR 2 PLAYOFF GAMES - REQUESTED BY COACH BARNES KB	01/29/2021	11/11/2020	610.00
60522	MTS Publications	MTS CLASS MATERIALS	01/29/2021	01/22/2021	432.30
60523	RIVERSIDE ASSESSMENT	Digital subscription renewal for interpreting evaluations and reports to determine if a student is eligible for SpEd services	01/29/2021	01/27/2021	125.10
60524	RUTHERFORD TAYLOR &	AUDIT FOR FISCAL YEAR 2019-20	01/29/2021	01/28/2021	17,500.00
60525	SABINE ATHLETICS BOO	BOYS POWERLIFTING MEET @ SABINE HIGH SCHOOLON 1/30/21 - REQUESTED BY LEE LAPRADE KB	01/29/2021	01/28/2021	300.00
60526	SABINE ATHLETICS BOO	MEALS FOR BOYS POWERLIFTING MEET AT SABINE HIGH SCHOOL O 1/30/21 - REQUESTED BY LEE LAPRADE KB	01/29/2021	01/28/2021	56.00
60527	Southwest Solutions	INV #39737 DID PM ON ICE MAKE AT INTERMEDIATE - MAINT DEPT INV #39685 REPAIRED 3 ICE MAKERS; FRONT OFFICE BLDG ICE MACHINE - HAD TO ADJUST ICE THICKNESS; INTERMEDIATE ICE MACHINE IN TERCHERS LOUNGE - DAHE TO REPLACE BROKEN DOOR; OPERATIONS BREAKROOM ICE MAKER - HAD TO REPLACE THICKNESS PROB. - MAINT DEPT	01/29/2021	01/25/2021	988.38
60528	TEXAS DEPT OF LICENS	Cosmetology License	01/29/2021	10/06/2020	400.00
60529	UIL REGION 3 MUSIC	Entry fees for UIL solo and ensemble contest	01/29/2021	01/26/2021	138.00
60530	VERIZON WIRELESS	DEC 20, 2020 - JAN 19, 2021; INVOICE 9871564246	01/29/2021	01/19/2021	76.02
60531	Western Psychologica	Test kits for evaluations of students for Special Education	01/29/2021	01/27/2021	540.10
12193272	TEXAS EDUCATIONAL MA	TX ED MARKETING/JR3 BILLING FOR JAN 2021; R. BARNES, J. ELMORE, D. JONES, S. HODGE	01/26/2021	01/26/2021	20,315.09
202100201	APPLE, INC.	IPADS FOR ELEMENTARY; QUOTE #2206774124	01/07/2021	12/15/2020	9,592.50
	APPLE, INC.	IPADS FOR ELEMENTARY; QUOTE #2206774124	01/07/2021	12/24/2020	44,100.00
202100203	ATHLETIC SUPPLY	Reference PO 6002000148 - cloned to new fiscal year - JH Volleyball Jersey Tops; Track leggings and scorebook KB	01/07/2021	12/15/2020	547.00
	ATHLETIC SUPPLY	Reference PO 6002000191 - clone to new fiscal year - HS girls volleyball warm-ups, practice shirts, volleyballs, scorebooks, socks, spandex and kneepads kb	01/07/2021	12/17/2020	2,456.60
202100204	CHEM-SERV	INV 124792 - CHEM SERV - MULTIQUAT MEGA	01/07/2021	12/15/2020	1,794.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		CONCENTRATE, 21" ULTRA CHAMPAGNE PADS, 21" CURE PADS, SKAT DUSTMOP TREATMENT, STAINLESS STEEL CLEANER - CUSTODIAL SUPPLIES - CUSTODIAL DEPT			
202100205	CROSSROAD COMMUNICAT	INV #10888 DVR CAMERA FOR BUSES - TRANSPORTATION DEPT INV #10889 RENT FOR BUS RADIO UNITS PER BUS; RENT FOR TK-3149 PORTABLE UNITS -TRANSPORTATION DEP /CUSTODIAN DEPT	01/07/2021	12/24/2020	2,232.00
202100211	DEALERS ELECTRIC CO	INV #4558789-00 3M SG-Y-POUCH GRIP WIRE CONCTRY (WIRE NUTS); 3M SG-R-POUCH GRIP WIRE CONCTRY (WIRE NUTS) - MAINT DEPT INV #4558830-00 EIKO BAY C/200W/850/UD (HS GYM LIGHTS) - MAINT DEPT INV #4558742-01 EIKO BAY-PA-3/4NPS-W PIPE ADAPT (HS GYM LIGHTS) - MAINT DEPT	01/07/2021	12/18/2020	31.00
	DEALERS ELECTRIC CO	INV #4558789-00 3M SG-Y-POUCH GRIP WIRE CONCTRY (WIRE NUTS); 3M SG-R-POUCH GRIP WIRE CONCTRY (WIRE NUTS) - MAINT DEPT INV #4558830-00 EIKO BAY C/200W/850/UD (HS GYM LIGHTS) - MAINT DEPT INV #4558742-01 EIKO BAY-PA-3/4NPS-W PIPE ADAPT (HS GYM LIGHTS) - MAINT DEPT	01/07/2021	12/18/2020	192.00
	DEALERS ELECTRIC CO	INV #4558789-00 3M SG-Y-POUCH GRIP WIRE CONCTRY (WIRE NUTS); 3M SG-R-POUCH GRIP WIRE CONCTRY (WIRE NUTS) - MAINT DEPT INV #4558830-00 EIKO BAY C/200W/850/UD (HS GYM LIGHTS) - MAINT DEPT INV #4558742-01 EIKO BAY-PA-3/4NPS-W PIPE ADAPT (HS GYM LIGHTS) - MAINT DEPT	01/07/2021	12/21/2020	138.45
	DEALERS ELECTRIC CO	INV #4558339-02 PHIL F96T12/CW/HO-O/ALTO/15PK (STOCK) - MAINT DEPT INV #4558591-01 PHIL MH400U FOR INTERMEDIATE FLAG POLE - MAINT DEPT	01/07/2021	12/09/2020	56.70
	DEALERS ELECTRIC CO	INVOICES: 4558802-01,4558830-01,4558565-01 INV #4558802-01 LITH IBE22LMMVOLT 40K HIGH BAY (LIGHTS IN HS GYM) - MAINT DEPT INV #4558830-01 EIKO BAYC/200W/850/UD (LIGHTS IN HS GYM) - MAINT DEPT INV #4558565-01 EIKO BAY-REFLECTOR-BT-AL-90D (LIGHTING IN HS GYM) - MAINT DEPT	01/07/2021	01/01/2021	403.96
	DEALERS ELECTRIC CO	INVOICES: 4558566-00,4558868-00,4558566-01 INV #4558566-00 LITH IBE22LMMVOLT 40K HIGH BAY (LIGHTING FOR AG BUILDING) - MAINT DEPT INV #4558868-00 LITH IBE22LMMVOLT 40K HIGH BAY (LIGHTING FOR AG BUILDING) - MAINT DEPT INV #4558566-01 LITH IBE22LMMVOLT 40K HIGH BAY (LIGHTING FOR AG BUILDING) - MAINT DEPT	01/07/2021	12/16/2020	2,990.00
202100212	DIGITAL GRAPHICS LLC	LOCKER TAGS - REQUESTED BY RANDY BARNES KB	01/07/2021	11/11/2021	1,374.00
	DIGITAL GRAPHICS LLC	BLEACHER DECALS NEEDED DUE TO COVID 19	01/07/2021	11/10/2021	345.00
	DIGITAL GRAPHICS LLC	Nameplates and engraving for Karen Brimer and Alex Andrews. Engraving replacement plate for Rachel Bounds.	01/07/2021	04/01/2021	57.00
202100213	FARMERS ELECTRIC COO	11-22 TO 12-22-20	01/07/2021	12/22/2020	21,173.12
	FARMERS ELECTRIC COO	11-22 TO 12-22-20	01/07/2021	12/22/2020	71.18
	FARMERS ELECTRIC COO	11-22 TO 12-22-20	01/07/2021	12/22/2020	21.55
	FARMERS ELECTRIC COO	11-22 TO 12-22-20	01/07/2021	12/22/2020	473.21
202100214	GASTON SANITATION SE	INV #1449 OPEN TOP 30-015 30 YARD TKT	01/07/2021	01/01/2021	576.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		#1147481; 4 YARD DUMPSTER 01/01 - 01/31/2021 - OPERATIONS DEPT			
202100215	MATHESON	WELDING GASES AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #22834335	01/07/2021	12/31/2020	57.20
	MATHESON	WELDING GASES AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #22872944	01/07/2021	01/04/2021	161.06
202100216	MYERS, TERESA	Reimbursement for water, cups, coffee, etc for Staff Development Falls under PO 4002100049	01/07/2021	01/06/2021	75.30
202100217	Nantze Electric Co.,	KEY SCAN CARDS - QUOTE # 120120.1610 KB	01/07/2021	12/08/2020	485.00
202100218	Performance Equipmen	INV #41703 SK ADDRESSABLE PULL STATION; PULL STATION COVER W/O HORN; REPLACED BAD PULL STATION AND INSTALL PULL STATION IN SWEAT BOX IN JR HIGH; SERVICE CALL (JR. HIGH) - OPERATIONS DEPT	01/07/2021	01/05/2021	465.00
202100219	PRECISION BUSINESS M	Thermal Transfer Plus Paper for Poster Maker Precision Business Machines Quote 9088	01/07/2021	12/08/2020	898.48
202100223	PRICE INTERNATIONAL	INV #351091F MIRROR HEAD; ENERGY SURC - TRANSPORTATION DEPT INV #351504F TRANY FILTER #169C (STOCK); OIL FILTER #074D (STOCK); OIL FILTER #076B (STOCK); FUEL FILTER #070B (STOCK); AIR FILTER #074A (STOCK); HOOD SUPPORT (BUS #21); HEATER (BUS #28); AIR ELBOW (BUS #6) ; ENERGY SURC - TRANSPORTATION DEPT INV #CM350574F CORE RETURN #032F; PUMP KIT RETURN #114G; CORE RETURN #119J - TRANSPORTATION DEPT	01/07/2021	12/21/2020	144.35
	PRICE INTERNATIONAL	INV #351091F MIRROR HEAD; ENERGY SURC - TRANSPORTATION DEPT INV #351504F TRANY FILTER #169C (STOCK); OIL FILTER #074D (STOCK); OIL FILTER #076B (STOCK); FUEL FILTER #070B (STOCK); AIR FILTER #074A (STOCK); HOOD SUPPORT (BUS #21); HEATER (BUS #28); AIR ELBOW (BUS #6) ; ENERGY SURC - TRANSPORTATION DEPT INV #CM350574F CORE RETURN #032F; PUMP KIT RETURN #114G; CORE RETURN #119J - TRANSPORTATION DEPT	01/07/2021	12/15/2020	987.31
	PRICE INTERNATIONAL	INV #351091F MIRROR HEAD; ENERGY SURC - TRANSPORTATION DEPT INV #351504F TRANY FILTER #169C (STOCK); OIL FILTER #074D (STOCK); OIL FILTER #076B (STOCK); FUEL FILTER #070B (STOCK); AIR FILTER #074A (STOCK); HOOD SUPPORT (BUS #21); HEATER (BUS #28); AIR ELBOW (BUS #6) ; ENERGY SURC - TRANSPORTATION DEPT INV #CM350574F CORE RETURN #032F; PUMP KIT RETURN #114G; CORE RETURN #119J - TRANSPORTATION DEPT	01/07/2021	12/01/2020	-357.77
202100224	RAINS COUNTY LEADER	Employment Ad for Custodians, Bus Drivers, Food Service, and Maintenance. October 2020 - December 2020. ** Re: Original PO#0412100011 closed in error.	01/07/2021	12/31/2020	71.00
	RAINS COUNTY LEADER	RAINS CO. LEADDER AD FOR SUBSTITUTE TRAINING - REQUESTED BY KAREN BRIMER KB	01/07/2021	12/22/2021	126.00
202100225	SCHOOL SPECIALTY	Art room supplies for this school year 2020-2021	01/07/2021	12/18/2020	43.35
	SCHOOL SPECIALTY	Art room supplies for this school year 2020-2021	01/07/2021	12/11/2020	1,314.97
	SCHOOL SPECIALTY	Art room supplies for this school year 2020-2021	01/07/2021	12/22/2020	15.79
202100227	UNIFIRST CORPORATION	INV #826-1135580 3X5 MATS; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS	01/07/2021	12/24/2020	195.74
	UNIFIRST CORPORATION	INV #826-1136737 MAT 3X5; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS;	01/07/2021	12/31/2020	199.58

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		MAINT & CUSTOIDAN SHIRTS - OPERATIONS DEPT			
	UNIFIRST CORPORATION	INV #826-1134439 3X5 MATS; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS - MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	01/07/2021	12/17/2020	199.58
202100228	BAYES ACHIEVEMENT CE	Residential placement services for Jan. 2021, Speech and OT Svcs. for Dec. 2020; for implementation of IEP goals/obj. G7; Obj. 4	01/14/2021	01/01/2021	19,687.61
202100229	BROTHER'S PRODUCE		01/14/2021	01/11/2021	369.00
	BROTHER'S PRODUCE		01/14/2021	01/11/2021	238.00
	BROTHER'S PRODUCE		01/14/2021	01/11/2021	195.78
	BROTHER'S PRODUCE		01/14/2021	01/11/2021	356.55
202100230	BRUBAKER, HEATHER	SKYWARD CONSULTING SERVICES; INVOICE #00021	01/14/2021	01/12/2021	430.95
	BRUBAKER, HEATHER	SKYWARD CONSULTING SERVICES; INVOICE #00020	01/14/2021	12/14/2020	903.50
202100232	LABATT FOOD SERVICE		01/14/2021	01/11/2021	2,576.16
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	1,723.36
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	2,201.41
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	2,622.95
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	1,182.28
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	3,018.28
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	3,224.13
	LABATT FOOD SERVICE		01/14/2021	01/11/2021	4,069.17
202100233	MATHESON	INV #22834337 AC SMVL ACETLYENE-LARGE; OX 200 HIGH PRESSURE-LARGE - MAINT DEPT INV #22834336 AC SMVL ACETLYENE-LARGE; MX WM8381 HIGH PRESSURE; OX 200 HIGH PRESSURE-LARGE - TRANSPORTATION DEPT	01/14/2021	12/31/2020	195.79
202100234	SCHOOL SPECIALTY	36" x 1000' paper: dark brown #027285, black #027282, light blue #076580, white #027288	01/14/2021	12/04/2020	202.71
202100235	UNIFIRST CORPORATION	INV #826-1137873 MAT 3X5; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWLES MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	01/14/2021	01/07/2021	195.74
202100236	DEALERS ELECTRIC CO	INV #1176996-0002 EIKO BAYC/200W/850/UD (LIGHTS FOR JR HIGH) - MAINT DEPT	01/19/2021	01/06/2021	480.00
202100237	BROTHER'S PRODUCE		01/26/2021	01/25/2021	328.82
	BROTHER'S PRODUCE		01/26/2021	01/25/2021	224.95
	BROTHER'S PRODUCE		01/26/2021	01/25/2021	218.83
202100238	CHEM-SERV	INV #124958 BLUE BONNET CONC DISINF CLNR 4GAL/CS; BACTERIA ALIVE LIQ ENZYNES 12QTS/CS; MULTIQUAT MEGA 1 CONCENTRATE 4GAL/CS; TERMINATOR-TEA BREEZE 4GAL/CS - CUSTODIAL DEPT	01/26/2021	01/15/2021	1,358.25
202100239	CROSSROAD COMMUNICAT	INV #10973 DVR CAMERA FOR BUSES - TRANSPORTATION DEPT INV #10974 RENT FOR BUS RADIO UNITS PER BUS; RENT FOR TK-3140 PORTABLE UNITS - TRANSPORTATION/OPERATIONS DEPT	01/26/2021	01/22/2021	2,232.00
202100240	DEALERS ELECTRIC CO	INV #4559101-00 ADV ICN4P32N35I 120-277V ELTRN (BALAST FOR LIGHTS) - MAINT DEPT INV #4559110-01 SYLVANIA STAGE LAMP 54865 (HIGH SCHOOL STAGE) - MAINT DEPT	01/26/2021	01/13/2021	205.90
202100241	FLATT STATIONERS	Copy Paper 40 cases	01/26/2021	01/12/2021	1,359.60
	FLATT STATIONERS	1 PALLET COPY PAPER FOR ADMIN., MAINT. & SPED	01/26/2021	01/20/2021	1,359.60
	FLATT STATIONERS	FLATT STATIONERS SUPPLIES FOR JH MATH DEPT	01/26/2021	01/20/2021	912.33
202100243	GASTON SANITATION SE	INV #1461 40 YARD ROLL/OFF 40-001 40 YARD TKT #1150998; OPEN TOP 30-015 30 YARD TKT #1150986 - OPERATIONS DEPT INV #1460 ELEMENTARY COMPACTOR DUMPED TKT #1150576; INTERMEDIATE	01/26/2021	01/20/2021	3,685.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		COMPACTOR DUMPED TKT #1150805; JR HIGH COMPACTOR DUMPED TKT #1150781; 40 YD ROLL/OFF 40-001 40 YD TKT #1150930; HIGH SCHOOL CONTACTOR DUMPED TKT #1150900 - OPERATIONS DEPT			
202100244	HARRIS SCHOOL SOLUTI	JDOX DEC 2020; INVOICE MN0002684	01/26/2021	01/01/2021	1,026.00
202100245	HEINEMANN	Leveled literacy intervention; \$1500 to be paid from Chromebooks transfer; CIP G7; Obj. 1	01/26/2021	01/07/2021	3,161.00
202100246	J W PEPPER & SON INC	Open PO for sheet music (UIL, solo & ensemble, warm-ups & technique)	01/26/2021	12/28/2020	180.99
202100248	LABATT FOOD SERVICE		01/26/2021	01/25/2021	1,819.64
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	2,451.38
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	2,260.41
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	1,843.20
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	2,406.12
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	243.64
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	14.19
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	2,149.65
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	3,228.17
	LABATT FOOD SERVICE		01/26/2021	01/25/2021	2,663.98
202100249	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES	01/26/2021	01/15/2021	116.53
202100250	Nantze Electric Co.,	INV #010421 KEYSKAN ACCESS CONTROL SYSTEMS CARDS 50/CT - OPERATIONS DEPT	01/26/2021	01/05/2021	485.00
202100251	PRICE INTERNATIONAL	INV #352319F MIRROR (BUS #12); STOP SIGN ELECTRICAL (BUS #6); COOLANT SENSOR SWITCH (BUS #15); TIR ROD, STEERING (BUS #17); ENERGY SURC - TRANSPORTATION DEPT CM#350084F CORE RETURN FROM ORIG INV #350084F - TRANSPORTATION DEPT	01/26/2021	01/19/2021	1,128.38
202100252	RAINS COUNTY LEADER	2019-20 AUDIT PUBLICATION	01/26/2021	01/19/2021	301.00
202100253	SCHOOL SPECIALTY	SCHOOL SPECIALTY - ADMIT SLIP BOOKS - REQUESTED BY RENEE DUDLEY	01/26/2021	01/18/2021	40.73
202100255	UNIFIRST CORPORATION	INV #826-1139019 3X5 RUGS; 4X6 RUGS; MATS 3X5; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	01/26/2021	01/14/2021	506.80
	UNIFIRST CORPORATION	INV #826-1140144 3X5 MATS; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	01/26/2021	01/21/2021	192.55
10521	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	652.19
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	2,188.65
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	70.00
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	652.19
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	2.83
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual	01/05/2021	01/05/2021	2.83
	OFFICE OF THE ATTORN	Payroll accrual	01/05/2021	01/05/2021	257.00
10621	INTERNAL REVENUE SER	Payroll accrual	01/06/2021	01/06/2021	3.00
	INTERNAL REVENUE SER	Payroll accrual	01/06/2021	01/06/2021	0.00
	INTERNAL REVENUE SER	Payroll accrual	01/06/2021	01/06/2021	3.00
12021	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	1,967.32
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	914.61
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	5,655.52
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	2,608.95
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	2,354.50
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	2,791.64
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	1,912.25

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
12021	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	126.00
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	1,386.20
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	1,356.56
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	392.60
	Gentry Financial Gro	Payroll accrual	01/20/2021	01/20/2021	2,114.00
	National Life Group	Payroll accrual	01/20/2021	01/05/2021	14.07
	National Life Group	Payroll accrual	01/20/2021	01/06/2021	15.51
	National Life Group	Payroll accrual	01/20/2021	01/20/2021	380.83
	OFFICE OF THE ATTORN	Payroll accrual	01/20/2021	01/20/2021	1,421.53
	OMNI	Payroll accrual	01/20/2021	01/20/2021	3,606.00
12221	RAINS ISD	Payroll accrual	01/22/2021	01/05/2021	566.01
	RAINS ISD	Payroll accrual	01/22/2021	01/05/2021	2.44
	RAINS ISD	Payroll accrual	01/22/2021	01/06/2021	2.59
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	11,456.18
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	-25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	28.23
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	-25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	-25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	-25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	25.26
	RAINS ISD	Payroll accrual	01/22/2021	01/20/2021	25.26
12222	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	12,721.67
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	53,666.78
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	2,655.38
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	12,721.67
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	30.68
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	30.68
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	-27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	27.24
	INTERNAL REVENUE SER	Payroll accrual	01/22/2021	01/20/2021	27.24
45619	AccuFlex Services In	Payroll accrual	01/20/2021	01/20/2021	378.53
45620	ASSOC OF TX PROFESSI	Payroll accrual	01/20/2021	01/20/2021	44.74
45621	RAINS ISD CHILD NUTR	Payroll accrual	01/20/2021	01/20/2021	1,082.15
45622	RAINS ISD	Payroll accrual	01/20/2021	01/20/2021	8,079.43
	RAINS ISD	Payroll accrual	01/20/2021	01/20/2021	0.00
	RAINS ISD	Payroll accrual	01/20/2021	01/20/2021	961.24
	RAINS ISD	Payroll accrual	01/20/2021	01/20/2021	0.00
45623	TEXAS CLASSROOM TEAC	Payroll accrual	01/20/2021	01/20/2021	167.66
Totals for checks					708,824.23

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	1,984.00	20,081.89	22,065.89
199	GENERAL FUND	0.00	0.00	463,706.62	463,706.62
224	IDEA PART B FORMULA	0.00	0.00	2,201.10	2,201.10
226	IDEA PART B DISCRETIONARY	0.00	0.00	19,687.61	19,687.61
240	FOOD SERVICE	0.00	0.00	51,314.49	51,314.49
266	Title14 Arra	0.00	0.00	7,087.26	7,087.26
276	TITLE I INST CONTINUITY	0.00	0.00	-850.00	-850.00
410	STATE TEXTBOOK FUND	0.00	0.00	125.00	125.00
429	SPEL REG 20	0.00	0.00	550.00	550.00
461	Campus Activity	0.00	0.00	5,570.16	5,570.16
863	PAYROLL CLEARING	137,366.10	0.00	0.00	137,366.10
***	Fund Summary Totals ***	137,366.10	1,984.00	569,474.13	708,824.23

***** End of report *****

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.



Texas Association of School Boards

P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.0222
12007 Research Blvd. • Austin, Texas 78759-2439 • tasb.org

Serving Texas Schools Since 1949

RAINS ISD
RECEIVED

JAN 25 2021

1759 W US Hwy 69
Emory, TX 75440

Dear Superintendent Secretary,

Enclosed are eight copies of the 2020–22 Advocacy Agenda, which outlines the Cornerstone Principles, Priorities, and Resolutions adopted by the TASB Delegate Assembly. Please include these brochures in the board packets provided to your district’s school board members and superintendent for the next school board meeting. You may use the following information as background.

The TASB Advocacy Agenda is the culmination of the hard work of school board members across the state through Grassroots Meetings, Legislative Advisory Council meetings, the resolutions process, and, ultimately, the Delegate Assembly.

The 2020–22 Agenda will guide TASB’s advocacy efforts during the 87th session of the Texas Legislature. In 2021, the Legislative Advisory Council will have the opportunity to amend Advocacy Priorities, and school districts will have another chance to submit Advocacy Resolutions for consideration by the 2021 Delegate Assembly. In 2022, the process will restart as trustees work to develop a new Advocacy Agenda.

Please let me know if you need more brochures or if you have any questions about the Advocacy Agenda. The full Agenda also may be found at gr.tasb.org.

Thank you for your help in sharing this information with your trustees.

Sincerely,

Dax González
Communications Manager
TASB Governmental Relations
dax.gonzalez@tasb.org
800.580.4885

Texas Association
of School Boards

TASB
2020–22
**ADVOCACY
AGENDA**



Advocacy.
Leadership.
Excellence.





TASB 2020–22 ADVOCACY AGENDA

The Texas Association of School Boards' (TASB) Advocacy Agenda is developed through a comprehensive grassroots process and adopted by the Association's Delegate Assembly.

The Agenda consists of three parts:

1. Cornerstone Principles: overarching beliefs that guide TASB's advocacy efforts
2. Advocacy Priorities: a defined set of high-profile, high-commitment legislative objectives
3. Advocacy Resolutions: district-submitted stances guiding TASB's response to other issues that might arise during the legislative biennium

ABOUT TASB

TASB is a nonprofit association that serves and represents local Texas school boards. The Association represents the largest group of publicly elected officials in the state (more than 7,000) that serves more than 5.4 million students. The Association's mission is to promote educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high-quality services to school districts.



CORNERSTONE PRINCIPLES

- Excellence in student achievement for all Texas students and fair accountability for academic progress
- Locally elected trustees and locally governed and controlled public schools
- Adequate and equitable funding levels to provide an exceptional education in a safe environment
- Efficient and effective school management
- Strong family and community engagement to create optimal opportunities for each child
- Fulfillment of public schools' unique constitutional duty to educate every child by preventing the diversion of public funds through vouchers, tax credits, education savings grants, and other mechanisms
- Promotion of equity, intentional eradication of systemic racism, and the recognition of all cultures and races that have contributed to the rich history of Texas and the United States to include support for diversity and cultural awareness initiatives throughout the state



ADVOCACY PRIORITIES

*Adopted by the TASB Delegate
Assembly, October 3, 2020*

COVID-19 Pandemic

TASB calls upon the Texas Legislature to continue working with local school districts to identify and address student needs during and after the COVID-19 pandemic and other disasters, such as access to technology and broadband/utility services, mental health resources, meals, social services, personal protective equipment, additional support for economically disadvantaged children, and remediation for students, while maintaining local control. The state should also suspend accountability ratings during disasters that severely impact school operations, such as the current pandemic; enact a temporary moratorium on the expansion or creation of new charter schools; not supplant state education funding with federal funds provided for disaster recovery; and fund schools based on student enrollment to ensure adequate instructional continuity.

Charter Schools

TASB calls upon the Texas Legislature to prohibit the expansion of charter schools, to reduce the impact charter schools have on the state budget and on local public schools, and to increase the transparency of charter schools and their operators, especially with regard to enrollment and expulsion

practices, business operations, and expenditures. The state should require charters to have publicly elected board members who are accountable to the communities they serve.

Diversity and Cultural Awareness

TASB calls upon the Texas Legislature to support diversity and cultural awareness initiatives throughout districts through staff and student education and restorative teaching and disciplinary practices that treat all students with equality. We also call on the Legislature and State Board of Education to evaluate the Texas Essential Knowledge and Skills for accurate and complete education as it pertains to all cultures that have contributed to the rich history of Texas and the United States.

Governance

TASB calls upon the Texas Legislature to recognize and preserve the right of public school boards to associate and collaborate with each other and to communicate the needs of their students and schools, both directly and through representative organizations, with lawmakers.

Mental Health and Safety

TASB calls upon the Texas Legislature to increase state funding for access to proactive mental health services and support in public schools to improve the physical safety and psychological well-being of our students and staff, especially as they cope with additional anxiety related to COVID-19. This includes access to services for all students in a school setting; the ability for districts to provide students with targeted interventions; and the establishment of a collaborative network of school and

mental health professionals to better identify and meet the needs of students and their caregivers.

TASB calls upon the Texas Legislature to work with public school districts and their locally elected trustees to enhance school safety measures, including increased funding for school safety audits, the school safety allotment, and other measures that ensure the safety of students and staff.

Public School Finance

TASB calls upon the Texas Legislature to aggressively commit to maintain the promises and dedication of funding made in the new school finance system implemented under House Bill 3 (86th Session) and to equitably share the cost of education with local school districts. Further, the state should implement a funding structure that recognizes the flexibility needed by and the additional costs incurred by school districts amid the COVID-19 pandemic.

State Assessments

TASB calls upon the Texas Legislature to continue to reduce state assessments by eliminating those not required by federal law, removing the high-stakes aspect of the system, reducing testing time, and prohibiting standardized tests from serving as the primary indicator of school and student performance. TASB advocates for additional support for non-high-stakes, diagnostic assessment alternatives, such as writing portfolios and adaptive exams.

Teacher Recruitment and Retention

TASB calls upon the Texas Legislature to support adaptive and creative local solutions for recruiting

and retaining high-quality, diverse educators in our independent school districts and to help elevate the teaching profession by incentivizing students to enter the teaching profession, shoring up teacher health benefits and retirement, and supporting local measures to develop and assess educators.

Vouchers

TASB calls upon the Texas Legislature to prevent any transfer of public education funds through the use of vouchers, savings accounts, or tax credits to private or out-of-state entities, including the unfettered expansion of virtual instruction by corporations.



ADVOCACY RESOLUTIONS

*Adopted by the TASB Delegate
Assembly, October 3, 2020*

Accountability

TASB advocates for legislation that repeals the notion of rating schools or districts on an A–F scale and supports a rating system that places more emphasis on local accountability.

TASB advocates for an accountability system that does not apply the same sanctions to campuses and districts that receive a D rating over two consecutive years as the sanctions applied to F-rated campuses.

TASB advocates for an accountability system in which the Texas Education Agency informs school districts about accountability standards no later than the beginning of the school year in which the standards are to be applied.

TASB advocates for the modification of the current accountability system to increase the weight of the community-based measures for district and campus ratings.

Charter Schools and Privatization of Public Education

TASB advocates for a review and approval process to prevent an oversaturation of charter schools in particular geographic areas.

TASB advocates for legislation that prevents the use of the Permanent School Fund to back charter school bonds with a low underlying rating.

TASB advocates for legislation that requires charter schools to accept all students who wish to enroll, including students with a documented history of discipline problems.

TASB advocates for legislation that would require the commissioner to consider, at a minimum, whether a charter holder has achieved the representations and goals included in its initial charter application.

TASB advocates for legislation that provides state funding for charter schools at a per-student funding level that is no greater than that of the school districts where they are located.

TASB advocates for transparency and notice requirements in charter applications and amendment requests, including specific locations of proposed

new campuses, sufficient notice and opportunity for analysis and public comment, and a fiscal note including a charter's cost to the state, impact on local districts, and cost of anticipated enrollment growth over 10 years.

COVID-19 Pandemic

TASB advocates for no reductions in state funding due to COVID-19.

TASB advocates for ceasing the administration of STAAR™ (State of Texas Assessments of Academic Readiness) standardized testing for the 2020–21 and 2021–22 school years and affording school districts the opportunity to utilize locally developed diagnostic assessment or universal screeners.

TASB calls upon the Texas Legislature to designate "broadband internet access" as an essential utility for the State of Texas by supporting a statewide approach to connect all Texas families to broadband and providing funding so that school districts may update their technology infrastructure for wider access and faster communication to counter the disruptions caused by COVID-19 and other future natural disasters and emergencies.

Due to the funding pressures created by COVID-19, TASB advocates for the removal or delay of the requirement established by House Bill 3 (86th Session) that all kindergarten through third-grade teachers, including special education teachers, and principals must attend a "teacher literacy achievement academy" by the 2022–23 school year.

TASB advocates for district accountability based on industry-based certification be waived due to the unknown factors caused by COVID-19.

TASB advocates that the 90 percent attendance rule for class credit or final grade be waived for the 2020–21 school year.

TASB advocates for the extension of the educator certification waiver created in response to the COVID-19 pandemic for an additional year.

TASB advocates for additional funding to preserve staff during economic recovery.

TASB advocates for the postponement of School Financial Integrity Rating System of Texas (FIRST) ratings for the 2020–21 year.

TASB advocates all retired school personnel be authorized to substitute in a vacant position for up to 90 school days instead of the current 20.

TASB supports using student enrollment in the calculation of the weighted average daily attendance instead of the current “seat time” attendance reporting.

TASB opposes federal waivers on the CARES Act funding that would allow the state to reduce its maintenance of effort, i.e., that allows the state to supplant its funding with federal funds.

TASB calls upon the Texas Legislature to amend current law to authorize school districts to provide their own full remote learning opportunity for their students without limited credit options.

TASB advocates for waiving the requirement in Texas Education Code § 44.008 for districts to submit their annual audit within 150 days of the end of their fiscal year.

TASB advocates for allowing school districts to count as present for purposes of average daily

attendance students who receive online instruction during extended absences.

TASB advocates for K–12 public schools to remain “in person” and not be entirely replaced by a virtual learning platform, except when it would threaten the health and safety of students or staff.

Governance

TASB advocates that trustees of independent school districts maintain all powers and duties to govern their respective school districts if not otherwise outlined in statute and that those rights should be preserved and protected from any state agency or other entity that would substitute its judgment for the lawful execution of those powers and duties by trustees of independent school districts.

TASB opposes legislation that increases ballot language requirements, limits dates upon which elections may be held, or creates additional requirements for voter-approved tax rate elections and bond elections, such as voter turnout thresholds.

TASB calls upon the commissioner of education, State Board of Education, and Texas Education Agency to collaborate with public education stakeholders when drafting legislation and rules to enact policy that is in the best interest of students and schools.

TASB advocates for legislation that will ensure the authority to make decisions regarding district consolidation will remain with local school districts.

TASB advocates for legislation that requires that local boards of trustees have discretion over the spending of any additional funding dedicated to compensation of district staff.

TASB opposes adding measures or initiatives that would designate use of Foundation School Program funding for mandated programs thereby lessening local discretionary funding per pupil.

TASB advocates for ceasing the crossing of district boundaries to transport students into another district without interlocal agreements.

TASB advocates for the continuation of the Texas Tax Code Chapter 313 as currently allowed by state statute and extending the current expiration date of the program.

TASB advocates for removing "transfer annually" from Texas Education Code § 25.036 and adding language making school transfer agreements terminable at any time by either the district or parent.

Instructional Materials and Curriculum

TASB advocates for legislation that adequately funds the Instructional Materials Allotment (IMA) to ensure districts are able to meet increasing costs and adequately fund required materials adoptions. Legislation also should be explored that would serve to tie funding under IMA to the State Board of Education proclamations that are issued. Finally, the statute governing IMA should be revised to include an element of permanency as the current language leaves funding to the whim of each legislative session.

TASB calls upon the Texas Legislature to require that the State Board of Education streamline the Texas Essential Knowledge and Skills, limiting standards for each subject at each grade level to what can be taught prior to state-mandated tests within the given school year.

TASB advocates for a requirement to allow the use of open education resources in agreements and memorandums of understanding between local education districts and institutions of higher education regarding textbooks and educational resources for dual-credit programs.

TASB advocates for the inclusion of industry-based and military professionals in the Texas Essential Knowledge and Skills (TEKS) streamlining process for the purpose of TEKS prioritization and alignment with the goal of college, career, and military readiness for all students.

TASB advocates that all students have access to an equitable delivery of music, dance, theatre, and visual arts education taught by certified fine arts educators.

Public School Finance

TASB advocates for increased sustainable state revenue sources to ensure the continued financial support to school districts provided by House Bill 3 (86th Session).

TASB advocates for legislation that reviews modifications made to the state maximum compressed tax rate outlined in House Bill 3 (86th Session).

TASB advocates for legislation that improves funding for facilities, such as through the Existing Debt Allotment, Instructional Facilities Allotment, and New Instructional Facilities Allotment, to include a higher percentage of students and so that funding is provided for fast-growth districts.

TASB advocates for greater transparency of district tax revenue by creating a separate line item in each taxpayer's bill that shows the portion of district

maintenance-and-operations tax revenue recaptured by the state.

TASB advocates for the Texas Legislature to share the cost of funding public schools by providing at least 50 percent of the Foundation School Program formula funding.

TASB advocates for modifying the property value study to increase the margin of error from 5 percent to 10 percent and, if the local appraisal roll value is deemed invalid, to allow a school district to qualify for a grace period if the appraisal district made a good faith effort to appraise at market value.

TASB supports legislation that exempts public school buses from paying tolls for use of toll roads operated by the state and regional mobility authorities or their contractors.

Student Issues

TASB advocates for full funding for statewide, universal, high-quality, full-day prekindergarten programs to include facilities.

TASB advocates for adequate funding and support for special education.

TASB advocates for the protection of vulnerable student groups, such as English language learners, those with special needs, or those from low-income families who tend to feel the brunt of education cuts, and ensure that any cuts made to education do not fall disproportionately on these high-need student groups.

TASB advocates for legislation that examines current student enrollment growth and considers adjusting the basic allotment and/or special program weights to adequately fund the educational

needs of special populations to include those with limited English proficiency, special needs, economic disadvantage, or factors that qualify them as at risk.

TASB advocates for an assessment system that recognizes students who have successfully completed advanced coursework and prohibits the administration of state exams for courses completed in previous grades by those students.

Teacher and Staff Issues

TASB advocates for choice of healthcare insurance providers.

TASB calls upon the Texas Legislature to increase state funding of TRS-ActiveCare and TRS-Care so that the benefits for and contributions from district employees are equivalent to state employees under the Employees Retirement System of Texas.



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