

Agenda of Regular Meeting

The Board of Trustees Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, January 9, 2023, beginning at 6:30 PM in the Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

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

- I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
- II. PUBLIC HEARING
 - II.A. TAPR- Texas Academic Performance Report
- III. OPEN FORUM
- IV. WILDCAT ROAR
 - IV.A. Rains Intermediate Presentation and Fall Athletics Report
 - IV.B. School Board Appreciation Month
- V. CLOSED SESSION
 - V.A. Personnel, Texas Government Code § 551.074
 - V.B. Student Discipline, Texas Government Code § 551.082
 - V.C. Security, Texas Government Code § 551.089
- VI. ITEMS FOR DISCUSSION AND/OR ACTION
 - VI.A. Consent Agenda
 - VI.A.1. Minutes of the Previous Meeting
 - VI.A.2. Financial Reports
 - VI.A.3. Superintendent Contract
 - VI.A.4. Board Member(s) Conflict of Interest Statement(s)- Board Policy
 - BBFA (LEGAL)
 - VI.A.5. Annual Applications for Tax-Exempt Status, Historic or Archeological Site Property
 - VI.A.6. High School 2023-2024 Course Description Guide
 - VI.A.7. School Photographer Contract
 - VI.A.8. RHS Yearbook Contract
- VI.B. Federal Programs/Accountability/PEIMS
 - VI.B.1. Review and Update RISD Return to School Guidance
- VI.C. Curriculum and Instruction
 - VI.C.1. Teacher Certification Recommendation for District of Innovation (DOI) Exemption

- VI.D. Superintendent Reports
 - VI.D.1. District Activities & Projects
 - VI.D.2. Report of Disbursements
 - VI.D.3. 2023-2024 School Calendar
- VII. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - VII.A. Personnel Changes/Update
- VIII. BOARD CORRESPONDENCE, HANDOUTS (As Available)

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

The Rains ISD Board of Trustees will hold a public hearing at the regularly scheduled board meeting to discuss the Annual Texas Academic Performance Report (TAPR).

Posted on January 5, 2023, at 2:00 p.m. for the Rains I.S. D. Board of Trustees.

Annual Texas Academic Performance Report



2021-2022 School Year

Presented to the RISD School Board on January 09, 2023.



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, Assistant Superintendent of Curriculum & Instruction

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TAPR Annual Report: Certification Page

To Whom It May Concern:

The annual Texas Assessment Performance Report for Rains Independent School District was discussed at a public hearing held at the regularly scheduled meeting of the Rains ISD Board of Trustees on Monday, January 9, 2023. Documentation of this hearing is found in the official Board Minutes.

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

Philip Alexander, President
Rains ISD Board of Trustees

Date

Jennifer Johnson
Rains ISD Superintendent

Date



Rains Independent School District

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January 9, 2023

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 2021-22 school year.

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

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

Respectfully submitted,

Jennifer Johnson
Superintendent of Schools

RAINS INDEPENDENT SCHOOL DISTRICT

P.O. Box 247, Emory, Texas 75440

ADMINISTRATIVE STAFF

| | |
|------------------|---|
| Jennifer Johnson | Superintendent of Schools |
| Jeff Fisher | Assistant Superintendent of Finance |
| Rachel Bounds | Director of Curriculum and Instruction |
| Holly Wasson | Director of Federal Programs/Accountability |
| Donna Morgan | Director of Special Education |
| Lindsay Morgan | High School Principal |
| Jackie Russell | High School Assistant Principal |
| Jennifer Moore | High School Dean of Students |
| John Portwood | Junior High Principal |
| Heath Blalock | Junior High Assistant Principal |
| J.C. Vance | Intermediate Principal |
| Amy Holmes | Intermediate Assistant Principal |
| Billy Morgan | Elementary Principal |
| Mandy Lutz | Elementary Assistant Principal |

BOARD OF TRUSTEES

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2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

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:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

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>

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html>.

STAAR Performance (2021–22)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

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End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and 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 [2022 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

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

Bilingual Education/ESL

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

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

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

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

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through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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

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

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

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2021–22)

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

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

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- *Included in Accountability:* scored answer documents
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
 - *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment
- *Absent:* answer documents with score code A
 - *Other:* answer documents with score code O

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

Attendance, Graduation, and Dropout Rates (2021–22)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

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

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total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year

total number of K–12 students enrolled for at least 10 days during the 2020–21 school year

(Data source: PEIMS 42400)

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

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

number of dropouts in grades 7 and 8 during the 2020–21 school year

number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year

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 2020–21 school year

number of students in grades 9–12 in attendance at any time during the 2020–21 school year

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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, 2020–21](#) 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 [2022 Accountability Manual \(Data source: PEIMS 40203, 40110, 42400, and 42500\)](#)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

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4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2021**

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2021 cohort*

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2021 cohort*

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school
year**

number of students in the 2021 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

**number of students from the 2021 cohort who received a high school diploma by August 31,
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

number of students in the 2021 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2021 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort*

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2020 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

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 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2019 cohort*

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- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2021} \end{aligned}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{aligned}}{\text{number of students in the 2019 cohort}^*}$$

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

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

Additional Information about Federal Graduation Rates

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

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- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2021 cohort **

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort**

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after 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, 2021

number of students in the 2019 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, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) 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 2021 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2021 with reported graduation plans
(excludes graduates with FHSP degree plans)**

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

number of graduates in the Class of 2021 who complete a 4-year FHSP-E

number of graduates in the Class of 2021 with reported FHSP graduation plans

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

number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2021 with reported FHSP graduation plans

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

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2021 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with
FHSP degree plans)**

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FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2020–21 who earn an FHSP-E

number of graduates in SY 2020–21 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2020–21 who earn an FHSP-DLA

number of graduates in SY 2020–21 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2020–21 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile (2021–22)

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 2020–21 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of students in the 2020–21 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 “Emergent Bilingual”, “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

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

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

total number of students

College, Career, or Military* Readiness (CCMR) (2021–22)

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 TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

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- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

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

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

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College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

| TSI Criteria | | | | | | |
|-------------------------------------|----|--|----|---|----|--|
| <u>TSIA1 and/or TSIA2</u> | | <u>SAT</u> | | <u>ACT</u> | | <u>College Prep Course</u> |
| >= ELAR criteria shown below | 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 |
| >= Mathematics criteria shown below | 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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| Subject | Assessment Version | Score Requirements for CCMR | | | | |
|--|--------------------|---|---|----------------------------------|-----------------------------------|-----------------------------|
| English Language Arts and Reading (ELAR) | TSIA1 | Score \geq 351 on Reading | | | | |
| | TSIA2 | Score \geq 945 on the ELAR College Readiness Classification (CRC) | AND | | Score \geq 5 on the essay | |
| | | OR | | | | |
| | Combination | Score $<$ 945 on the ELAR CRC | AND | Score \geq 5 on the diagnostic | AND | Score \geq 5 on the essay |
| | | OR | | | | |
| | Combination | Score \geq 945 on the ELAR CRC on the TSIA2 | AND | | Score \geq 5 on the TSIA1 essay | |
| Score $<$ 945 on the ELAR CRC on the TSIA2 | | AND | Score \geq 5 on the diagnostic on the TSIA2 | AND | Score \geq 5 on the TSIA1 essay | |
| Mathematics | TSIA1 | Score \geq 350 on Mathematics | | | | |
| | TSIA2 | Score \geq 950 on the Mathematics CRC | | | | |
| | | OR | | | | |
| | | Score $<$ 950 on the Mathematics CRC | AND | Score = 6 on the diagnostic | | |

The percentages are calculated as follows:

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2020-21 annual graduates

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Any Subject.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2020-21 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 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2020-21 annual graduates

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

number of 2020-21 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 2020-21 annual graduates

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

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2020-21 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2020-21 annual graduates who earned an approved industry-based certification

number of 2020-21 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 2020-21 annual graduates who earned a level I or level II certificate

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2020-21 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: PEIMS 40203 and 42401*)

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2020-21 annual graduates

CCMR-related Indicators (2021–22)

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

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2020-21 annual graduates

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

English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 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 2020-21 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2020-21 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 2020-21 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 2020-21 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 2020-21 school year who took at least one AP or IB examination in social studies

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total students enrolled in grades 11 & 12

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

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

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
ELA

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

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
mathematics

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

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
science

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

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
social studies

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

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

AP/IB Results (11th & 12th Graders \geq 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)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2020-21 graduates who took either the SAT or the ACT

number of 2020-21 graduates reported

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

number of 2020-21 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2020-21 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

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

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

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

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:
(Data source: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 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 2020-21

Mathematics

number of students in grades 9–12 in 2020-21 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 2020-21

Science

number of students in grades 9–12 in 2020-21 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 2020-21

Social Studies

number of students in grades 9–12 in 2020-21 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 2020-21

(Data source: PEIMS 43415)

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

number of in 2020-21 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 in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. (Data source: THECB)

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 2019-20 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2019-20 school year

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

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

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

Student Information (2021–22)

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

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

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

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

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

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

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

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

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

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

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

total number of students

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

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

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

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

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

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

number of students with one or more disciplinary placements

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

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

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

(Data source: PEIMS 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: 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: PEIMS 41461)*

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

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

number of students in the 2021–22 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

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percentages do not total to 100 because students may participate in more than one of these programs.
(Data source: PEIMS 40110, 41163 and 41169)

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2020–21

**number of students who were in membership at any time during the
2020–21 school year**

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This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2020–21](#), available from TEA. *(Data source: PEIMS 40110)*

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

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number of underreported students

number of students in grades 7–12 who were served in the district in the 2020–21 school year

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2021–22)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

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

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

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

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

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Appendix A Advanced Academic Courses

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

English Language Arts

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

Mathematics

| | |
|----------|--------------------------------|
| A3580110 | AP COMPUTER SCIENCE A - MATH |
| A3580120 | AP COMPUTER SCIENCE A - LOTE |
| I3580310 | IB COMP SCI A - HIGHR LVL MATH |
| I3580320 | IB COMP SCI A - HIGHR LVL LOTE |
| 03101100 | PRECALCULUS (PRE CALC) |
| 03102500 | INDEP STUDY IN MATH (1ST TIME) |
| 03102501 | INDEP STUDY IN MATH (2ND TIME) |
| 03580370 | DISCRETE MATH FOR COMP SCIENCE |
| 03580395 | ROBOTICS PROGRAMMING & DESIGN |

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

Technology Applications

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

Fine Arts

| | |
|----------|--------------------------------|
| 03150400 | MUSIC IV, BAND IV |
| 03150800 | MUSIC IV, ORCHESTRA IV |
| 03151200 | MUSIC IV, CHOIR IV |
| 03151600 | MUSIC IV, JAZZ ENSEMBLE IV |
| 03152000 | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400 | MUSIC IV, VOCAL ENSEMBLE IV |
| 03250400 | THEATRE IV, THEATRE ARTS IV |
| 03251000 | THEATRE IV, THEATRE PROD IV |
| 03251200 | TECHNICAL THEATRE IV (TH4TECH) |
| 03502300 | ART IV, DRAWING III |
| 03502400 | ART IV, PAINTING III |
| 03502500 | ART IV, PRINTMAKING III |
| 03502600 | ART IV, FIBERS III |

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

Science

| | |
|----------|---|
| I3060001 | IB SPORTS EXERCISES & HEALTH SCI STANDARD LEVEL |
| I3060002 | IB SPORTS EXERCISES & HEALTH SCI HIGHER LEVEL |
| 13000700 | ADVANCED ANIMAL SCIENCE |
| 13002100 | ADVANCED PLANT & SOIL SCIENCE |
| 13020600 | ANATOMY & PHYSIOLOGY |
| 13020700 | MEDICAL MICROBIOLOGY |
| 13020800 | PATHOPHYSIOLOGY |
| 13023000 | FOOD SCIENCE |
| 13029500 | FORENSIC SCIENCE |
| 13036400 | BIOTECHNOLOGY I |
| 13036450 | BIOTECHNOLOGY II |
| 13037100 | PRINCIPLES OF TECHNOLOGY |
| 13037200 | SCIENTIFIC RESEARCH & DESIGN |
| 13037210 | SCIENTIFIC RESEARCH & DESIGN II |
| 13037220 | SCIENTIFIC RESEARCH & DESIGN III |
| 13037300 | ENGINEERING DESIGN & PROBLEM SOLVING |
| 13037500 | ENGINEERING SCIENCE |
| A3010200 | AP BIOLOGY |
| A3020000 | AP ENVIRONMENTAL SCIENCE |
| A3040000 | AP CHEMISTRY |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED |

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

Social Studies/History

| | |
|----------|--------------------------------|
| A3220300 | AP INTERNATIONAL ENGL LANGUAGE |
| I3302300 | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400 | IB SOC & CULTRL ANTHRO HGH LVL |
| I3302500 | IB GLOBAL POLITICS STAND LEVEL |
| I3302600 | IB GLOBAL POLITICS HIGHER LVL |
| N1290325 | IB BUSINESS & MGT STANDARD LVL |
| N1290326 | IB BUSINESS & MGT HIGHER LEVEL |
| 03310301 | ECONOMICS ADV STUDIES (1ST) |
| 03380001 | SOCIAL STD ADV STDYS (1ST TME) |
| A3310100 | AP MICROECONOMICS |
| A3310200 | AP MACROECONOMICS |
| A3330100 | AP U.S. GOVERNMENT & POLITICS |
| A3330200 | AP COMPARATIVE GOVT & POLITICS |
| A3340100 | AP UNITED STATES HISTORY |
| A3340200 | AP EUROPEAN HISTORY |
| A3350100 | AP PSYCHOLOGY |
| A3360100 | AP HUMAN GEOGRAPHY (WRLD GEOG) |
| A3360200 | AP HUMAN GEOGRAPHY (ELECTIVE) |
| A3370100 | AP WORLD HISTORY |
| I3301100 | IB HISTORY STANDARD LEVEL |
| I3301200 | IB HIST AFRICA&MIDEAST HGHR LV |
| I3301300 | IB HIST OF AMERICAS HIGHER LVL |
| I3301400 | IB HIST ASIA&OCEANIA HIGHR LVL |
| I3301500 | IB HIST OF EUROPE HIGHER LEVEL |
| I3302100 | IB GEOGRAPHY STANDARD LEVEL |
| I3302200 | IB GEOGRAPHY HIGHER LEVEL |
| I3303100 | IB ECONOMICS STANDARD LEVEL |
| I3303200 | IB ECONOMICS HIGHER LEVEL |
| I3304100 | IB PSYCHOLOGY STANDARD LEVEL |

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| | |
|----------|------------------------------|
| I3304200 | IB PSYCHOLOGY HIGHER LEVEL |
| I3366010 | IB PHILOSOPHY STANDARD LEVEL |

Foreign Language

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

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

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| | |
|----------|---------------------------------|
| 03530930 | SEM LOT, ADV 3RD TIME, URDU |
| 03980400 | LANG O/T ENGLISH IV - ASL |
| 03996000 | OTHER FOREIGN LANGUAGES IV |
| 03996100 | OTHER FOREIGN LANGUAGES V |
| 03996200 | OTHER FOREIGN LANGUAGES VI |
| 03996300 | OTHER FOREIGN LANGUAGES VII |
| 11401910 | SEM LOT, ADV 1ST TIME, TURKISH |
| 11401920 | SEM LOT, ADV 2ND TIME, TURKISH |
| 11401930 | SEM LOT, ADV 3TD TIME, TURKISH |
| 11403610 | SEM LOT, ADV 1ST TIME, KOREAN |
| 11403620 | SEM LOT, ADV 2ND TIME, KOREAN |
| 11403630 | SEM LOT, ADV 3RD TIME, KOREAN |
| A3120400 | AP LANG & CULTURE - JAPANESE |
| A3400400 | AP LANG & CULTURE - ITALIAN |
| A3410100 | AP LANGUAGE & CULTURE - FRENCH |
| A3420100 | AP LANGUAGE & CULTURE - GERMAN |
| A3430100 | AP LATIN |
| A3440100 | AP LANG & CULTURE - SPANISH |
| A3440200 | AP LITER & CULTURE - SPANISH |
| A3490400 | AP LANGUAGE & CULTURE - CHINESE |
| I3110400 | IB LNG B MODRN LANG SL- ARABIC |
| I3110500 | IB LNG B MODRN LANG HL- ARABIC |
| I3120400 | IB LNG B MODRN LNG SL-JAPANESE |
| I3120500 | IB LNG B MODRN LNG HL-JAPANESE |
| I3410400 | IB LNG B MODERN LANG SL-FRENCH |
| I3410500 | IB LNG B MODERN LANG HL-FRENCH |
| I3420400 | IB LNG B MODERN LANG SL-GERMAN |
| I3420500 | IB LNG B MODERN LANG HL-GERMAN |
| I3430400 | IB LNG B CLASSIC LANG SL-LATIN |
| I3430500 | IB LNG B CLASSIC LANG HL-LATIN |
| I3440400 | IB LNG B MODRN LANG SL-SPANISH |
| I3440500 | IB LNG B MODRN LANG HL-SPANISH |
| I3450400 | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500 | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400 | IB LNG B MODERN LANG SL-HEBREW |
| I3480500 | IB LNG B MODERN LANG HL-HEBREW |
| I3490400 | IB LNG B MODRN LANG SL-CHINESE |
| I3490500 | IB LNG B MODRN LANG HL-CHINESE |
| I3520400 | IB LANG B MODERN LANG SL-HINDI |
| I3520500 | IB LANG B MODERN LANG HL-HINDI |
| I3996000 | IB LANG B, MODRN LANG SL OTHER |
| I3996100 | IB LANG B, MODRN LANG HL OTHER |
| 03430910 | CLS LNG SEM, ADV 1ST TME LATIN |
| 03430920 | CLS LNG SEM, ADV 2ND TME LATIN |

2021–22 Texas Academic Performance Report (TAPR) Glossary

| | |
|----------|--------------------------------|
| 03430930 | CLS LNG SEM, ADV 3RD TME LATIN |
| 03530400 | LOE, LEVEL IV - URDU |
| 03530500 | LOE, LEVEL V - URDU |
| 03530600 | LOE, LEVEL VI - URDU |
| 03530700 | LOE, LEVEL VII - URDU |
| 03980910 | AMER SIGN LNG ADV STD 1ST TIME |
| 03980920 | AMER SIGN LNG ADV STD 2ND TIME |
| 03980930 | AMER SIGN LNG ADV STD 3RD TIME |
| 11401400 | LANG OTH ENG/LVLIV/TURK |
| 11401500 | LANG OTH ENG/LVLV/TURK |
| 11401600 | LANG OTH ENG/LVLVI/TURK |
| 11401700 | LANG OTH ENG/LVLVII/TURK |
| 11403200 | LANG OTH ENG/LVLIV/KOR |
| 11403300 | LANG OTH ENG/LVLV/KOR |
| 11403400 | LANG OTH ENG/LVLVI/KOR |
| 11403500 | LANG OTH ENG/LVLVII/KOR |
| 03380021 | SOCIAL STD ADV STDYS (2ND TME) |

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 |

2021–22 Texas Academic Performance Report (TAPR) Glossary

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

| | |
|----------|---------------------|
| 003..... | Assistant Principal |
| 020..... | Principal |

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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

TEACHERS

| | |
|----------|--------------------|
| 087..... | Teacher |
| 047..... | Substitute Teacher |

EDUCATIONAL AIDES

| | |
|----------|-----------------------|
| 033..... | Educational Aide |
| 036..... | Certified Interpreter |

AUXILIARY STAFF

Employment record, but no responsibility records.

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

District Number: 190903

2022 Accountability Rating: C

2022 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 78% | 83% | * | 96% | 78% | * | - | - | * | 83% | 86% | 80% | 89% | 73% | 83% |
| | 2021 | 67% | 72% | 66% | * | 67% | 68% | - | * | - | * | 39% | 40% | 68% | 53% | 56% | 71% |
| At Meets Grade Level or Above | 2022 | 51% | 51% | 50% | * | 63% | 43% | * | - | - | * | 33% | 57% | 45% | 64% | 31% | 33% |
| | 2021 | 39% | 41% | 29% | * | 13% | 37% | - | * | - | * | 11% | 0% | 31% | 21% | 19% | 18% |
| At Masters Grade Level | 2022 | 30% | 28% | 23% | * | 21% | 23% | * | - | - | * | 0% | 14% | 22% | 25% | 10% | 17% |
| | 2021 | 19% | 19% | 16% | * | 7% | 20% | - | * | - | * | 0% | 0% | 16% | 16% | 6% | 6% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 73% | 59% | * | 75% | 54% | * | - | - | * | 50% | 100% | 55% | 71% | 50% | 67% |
| | 2021 | 62% | 70% | 42% | * | 23% | 50% | - | * | - | * | 17% | 40% | 44% | 35% | 32% | 41% |
| At Meets Grade Level or Above | 2022 | 43% | 44% | 26% | * | 29% | 25% | * | - | - | * | 17% | 29% | 18% | 50% | 15% | 33% |
| | 2021 | 31% | 35% | 9% | * | 0% | 11% | - | * | - | * | 11% | 0% | 10% | 5% | 6% | 6% |
| At Masters Grade Level | 2022 | 21% | 21% | 7% | * | 4% | 8% | * | - | - | * | 0% | 14% | 6% | 11% | 4% | 0% |
| | 2021 | 14% | 16% | 2% | * | 0% | 4% | - | * | - | * | 0% | 0% | 2% | 5% | 0% | 0% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 77% | 64% | * | 64% | 64% | - | * | - | 60% | 61% | 33% | 67% | 54% | 58% | 81% |
| | 2021 | 63% | 67% | 40% | * | 40% | 43% | - | * | - | * | 33% | * | 43% | 32% | 34% | 27% |
| At Meets Grade Level or Above | 2022 | 54% | 52% | 40% | * | 21% | 46% | - | * | - | 20% | 39% | 0% | 40% | 40% | 32% | 31% |
| | 2021 | 36% | 39% | 18% | * | 20% | 19% | - | * | - | * | 27% | * | 20% | 12% | 12% | 0% |
| At Masters Grade Level | 2022 | 28% | 25% | 15% | * | 4% | 18% | - | * | - | 0% | 4% | 0% | 16% | 11% | 11% | 6% |
| | 2021 | 17% | 18% | 6% | * | 10% | 5% | - | * | - | * | 0% | * | 7% | 3% | 3% | 0% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 70% | 50% | * | 36% | 56% | - | * | - | 20% | 26% | 22% | 53% | 43% | 44% | 38% |
| | 2021 | 59% | 66% | 61% | * | 80% | 58% | - | * | - | * | 40% | * | 65% | 53% | 57% | 82% |
| At Meets Grade Level or Above | 2022 | 43% | 42% | 17% | * | 0% | 21% | - | * | - | 0% | 22% | 0% | 20% | 9% | 11% | 6% |
| | 2021 | 36% | 40% | 32% | * | 40% | 32% | - | * | - | * | 27% | * | 35% | 26% | 24% | 18% |
| At Masters Grade Level | 2022 | 23% | 22% | 4% | * | 0% | 4% | - | * | - | 0% | 4% | 0% | 3% | 6% | 3% | 0% |
| | 2021 | 21% | 24% | 19% | * | 25% | 20% | - | * | - | * | 7% | * | 22% | 15% | 8% | 18% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 81% | 81% | 81% | * | 82% | 82% | - | * | - | 80% | 50% | * | 80% | 81% | 76% | 70% |
| | 2021 | 73% | 73% | 63% | * | 63% | 62% | * | * | - | * | 17% | * | 61% | 69% | 58% | 73% |
| At Meets Grade Level or Above | 2022 | 58% | 57% | 46% | * | 45% | 50% | - | * | - | 20% | 25% | * | 48% | 43% | 36% | 50% |
| | 2021 | 46% | 45% | 33% | * | 16% | 36% | * | * | - | * | 8% | * | 27% | 46% | 30% | 27% |
| At Masters Grade Level | 2022 | 36% | 34% | 29% | * | 27% | 33% | - | * | - | 0% | 0% | * | 29% | 30% | 19% | 40% |
| | 2021 | 30% | 28% | 20% | * | 5% | 21% | * | * | - | * | 4% | * | 16% | 28% | 15% | 9% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 78% | 74% | * | 73% | 75% | - | * | - | 80% | 44% | * | 77% | 68% | 69% | 80% |
| | 2021 | 70% | 75% | 69% | * | 58% | 71% | * | * | - | * | 25% | * | 69% | 69% | 63% | 45% |
| At Meets Grade Level or Above | 2022 | 48% | 49% | 44% | * | 41% | 47% | - | * | - | 40% | 25% | * | 49% | 32% | 34% | 40% |
| | 2021 | 44% | 49% | 30% | * | 16% | 32% | * | * | - | * | 4% | * | 28% | 36% | 28% | 18% |
| At Masters Grade Level | 2022 | 25% | 25% | 18% | * | 14% | 19% | - | * | - | 40% | 0% | * | 20% | 16% | 8% | 10% |
| | 2021 | 25% | 26% | 16% | * | 5% | 19% | * | * | - | * | 0% | * | 17% | 13% | 13% | 0% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 66% | 69% | 70% | * | 73% | 72% | - | * | - | 60% | 38% | * | 72% | 65% | 61% | 80% |
| | 2021 | 62% | 67% | 55% | * | 42% | 56% | * | * | - | * | 21% | * | 54% | 61% | 51% | 36% |
| At Meets Grade Level or Above | 2022 | 38% | 41% | 44% | * | 36% | 47% | - | * | - | 60% | 31% | * | 44% | 43% | 36% | 10% |
| | 2021 | 31% | 34% | 31% | * | 11% | 34% | * | * | - | * | 4% | * | 30% | 32% | 22% | 9% |
| At Masters Grade Level | 2022 | 18% | 19% | 19% | * | 23% | 20% | - | * | - | 0% | 0% | * | 20% | 19% | 11% | 0% |
| | 2021 | 13% | 13% | 9% | * | 0% | 11% | * | * | - | * | 0% | * | 11% | 5% | 4% | 0% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 71% | 54% | * | 35% | 57% | * | * | - | * | 18% | 60% | 56% | 48% | 48% | 36% |
| | 2021 | 62% | 63% | 46% | * | 34% | 50% | * | * | - | 29% | 32% | 0% | 47% | 42% | 40% | 38% |
| At Meets Grade Level or Above | 2022 | 43% | 43% | 21% | * | 5% | 24% | * | * | - | * | 5% | 20% | 22% | 18% | 19% | 9% |
| | 2021 | 32% | 31% | 17% | * | 9% | 16% | * | * | - | 29% | 16% | 0% | 20% | 8% | 13% | 10% |
| At Masters Grade Level | 2022 | 23% | 23% | 10% | * | 0% | 12% | * | * | - | * | 0% | 20% | 10% | 9% | 9% | 0% |
| | 2021 | 15% | 14% | 4% | * | 0% | 6% | * | * | - | 0% | 0% | 0% | 4% | 3% | 1% | 0% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 73% | 73% | 62% | * | 60% | 63% | * | * | - | * | 27% | 80% | 62% | 59% | 52% | 55% |
| | 2021 | 68% | 73% | 60% | * | 53% | 61% | * | * | - | 57% | 40% | 29% | 60% | 61% | 47% | 48% |

Texas Education Agency
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RAINS ISD (190903) - RAINS COUNTY

| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2022 | 39% | 38% | 20% | * | 10% | 23% | * | * | - | * | 0% | 20% | 23% | 13% | 18% | 9% |
| | 2021 | 36% | 40% | 18% | * | 13% | 19% | * | * | - | 29% | 20% | 14% | 19% | 17% | 11% | 14% |
| At Masters Grade Level | 2022 | 16% | 15% | 7% | * | 5% | 7% | * | * | - | * | 0% | 20% | 8% | 3% | 6% | 9% |
| | 2021 | 15% | 17% | 4% | * | 3% | 5% | * | * | - | 0% | 4% | 0% | 4% | 3% | 4% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 80% | 81% | 78% | * | 84% | 77% | * | * | - | 63% | 40% | 63% | 80% | 73% | 77% | 80% |
| | 2021 | 69% | 72% | 56% | 17% | 48% | 59% | * | - | - | 80% | 23% | 38% | 56% | 56% | 47% | 25% |
| At Meets Grade Level or Above | 2022 | 56% | 55% | 47% | * | 32% | 54% | * | * | - | 50% | 30% | 25% | 51% | 37% | 39% | 35% |
| | 2021 | 45% | 45% | 25% | 0% | 13% | 28% | * | - | - | 60% | 14% | 13% | 22% | 31% | 18% | 8% |
| At Masters Grade Level | 2022 | 37% | 35% | 19% | * | 6% | 24% | * | * | - | 25% | 5% | 13% | 22% | 7% | 14% | 5% |
| | 2021 | 25% | 25% | 10% | 0% | 3% | 13% | * | - | - | 0% | 14% | 0% | 11% | 8% | 8% | 0% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 63% | 63% | * | 55% | 67% | * | * | - | 63% | 40% | 50% | 65% | 57% | 52% | 60% |
| | 2021 | 55% | 62% | 55% | 0% | 45% | 61% | * | - | - | 60% | 27% | 38% | 55% | 56% | 46% | 42% |
| At Meets Grade Level or Above | 2022 | 31% | 33% | 24% | * | 16% | 29% | * | * | - | 13% | 20% | 0% | 26% | 17% | 14% | 20% |
| | 2021 | 27% | 32% | 21% | 0% | 16% | 22% | * | - | - | 40% | 23% | 25% | 25% | 13% | 16% | 0% |
| At Masters Grade Level | 2022 | 13% | 14% | 5% | * | 3% | 7% | * | * | - | 0% | 5% | 0% | 6% | 3% | 4% | 5% |
| | 2021 | 12% | 13% | 4% | 0% | 0% | 5% | * | - | - | 0% | 14% | 0% | 5% | 2% | 2% | 0% |
| Grade 8 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 83% | 82% | 60% | 87% | 82% | * | - | - | 83% | 44% | * | 81% | 85% | 75% | 82% |
| | 2021 | 73% | 77% | 78% | * | 57% | 87% | * | - | - | * | 67% | * | 83% | 58% | 71% | 55% |
| At Meets Grade Level or Above | 2022 | 58% | 57% | 50% | 0% | 37% | 56% | * | - | - | 67% | 28% | * | 45% | 63% | 41% | 27% |
| | 2021 | 46% | 49% | 51% | * | 48% | 53% | * | - | - | * | 22% | * | 53% | 42% | 44% | 45% |
| At Masters Grade Level | 2022 | 37% | 35% | 24% | 0% | 10% | 26% | * | - | - | 67% | 11% | * | 18% | 39% | 19% | 18% |
| | 2021 | 21% | 22% | 21% | * | 19% | 22% | * | - | - | * | 11% | * | 24% | 5% | 19% | 18% |
| Grade 8 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 70% | 45% | 0% | 38% | 49% | - | - | - | * | 33% | * | 43% | 50% | 36% | 36% |
| | 2021 | 62% | 73% | 60% | * | 41% | 65% | * | - | - | * | 25% | * | 66% | 33% | 55% | 33% |
| At Meets Grade Level or Above | 2022 | 40% | 40% | 7% | 0% | 4% | 8% | - | - | - | * | 22% | * | 6% | 8% | 3% | 0% |
| | 2021 | 36% | 48% | 24% | * | 12% | 29% | * | - | - | * | 13% | * | 27% | 7% | 20% | 11% |

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| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 14% | 14% | 2% | 0% | 0% | 2% | - | - | - | * | 11% | * | 2% | 0% | 3% | 0% |
| | 2021 | 11% | 14% | 1% | * | 6% | 0% | * | - | - | * | 13% | * | 1% | 0% | 2% | 0% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 74% | 64% | 20% | 52% | 69% | * | - | - | 83% | 28% | * | 65% | 63% | 57% | 36% |
| | 2021 | 68% | 74% | 73% | * | 57% | 77% | * | - | - | * | 44% | * | 77% | 56% | 72% | 55% |
| At Meets Grade Level or Above | 2022 | 45% | 43% | 30% | 0% | 13% | 37% | * | - | - | 33% | 22% | * | 30% | 32% | 24% | 0% |
| | 2021 | 43% | 47% | 34% | * | 19% | 39% | * | - | - | * | 22% | * | 34% | 33% | 26% | 9% |
| At Masters Grade Level | 2022 | 24% | 21% | 8% | 0% | 3% | 9% | * | - | - | 0% | 17% | * | 9% | 5% | 5% | 0% |
| | 2021 | 24% | 25% | 12% | * | 10% | 14% | * | - | - | * | 11% | * | 11% | 17% | 7% | 0% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 58% | 53% | 20% | 26% | 62% | * | - | - | 67% | 28% | * | 51% | 59% | 45% | 9% |
| | 2021 | 57% | 62% | 46% | * | 43% | 47% | * | - | - | * | 33% | * | 46% | 44% | 33% | 36% |
| At Meets Grade Level or Above | 2022 | 31% | 27% | 18% | 0% | 10% | 20% | * | - | - | 33% | 22% | * | 18% | 20% | 13% | 0% |
| | 2021 | 28% | 30% | 16% | * | 14% | 16% | * | - | - | * | 22% | * | 16% | 17% | 11% | 9% |
| At Masters Grade Level | 2022 | 18% | 15% | 8% | 0% | 0% | 11% | * | - | - | 17% | 11% | * | 9% | 5% | 5% | 0% |
| | 2021 | 14% | 14% | 2% | * | 5% | 1% | * | - | - | * | 11% | * | 2% | 0% | 2% | 0% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 65% | 66% | 65% | 60% | 65% | 66% | * | - | - | * | 22% | 33% | 67% | 60% | 63% | 70% |
| | 2021 | 67% | 68% | 67% | * | 79% | 68% | * | * | - | * | 21% | * | 68% | 63% | 52% | 83% |
| At Meets Grade Level or Above | 2022 | 47% | 47% | 43% | 20% | 43% | 46% | * | - | - | * | 11% | 0% | 47% | 33% | 40% | 40% |
| | 2021 | 50% | 50% | 46% | * | 42% | 48% | * | * | - | * | 14% | * | 48% | 40% | 28% | 33% |
| At Masters Grade Level | 2022 | 11% | 9% | 6% | 0% | 9% | 6% | * | - | - | * | 11% | 0% | 6% | 8% | 4% | 0% |
| | 2021 | 12% | 10% | 6% | * | 5% | 6% | * | * | - | * | 0% | * | 7% | 3% | 2% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 72% | 71% | 80% | 84% | 67% | * | * | - | * | 22% | 33% | 74% | 64% | 69% | 100% |
| | 2021 | 71% | 71% | 73% | * | 64% | 74% | * | * | - | 86% | 54% | * | 74% | 70% | 66% | 50% |
| At Meets Grade Level or Above | 2022 | 55% | 54% | 50% | 40% | 48% | 50% | * | * | - | * | 17% | 22% | 51% | 44% | 45% | 57% |
| | 2021 | 57% | 57% | 57% | * | 44% | 58% | * | * | - | 71% | 31% | * | 56% | 58% | 46% | 25% |

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| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 9% | 7% | 4% | 0% | 0% | 5% | * | * | - | * | 6% | 0% | 4% | 3% | 0% | 0% |
| | 2021 | 11% | 10% | 5% | * | 4% | 4% | * | * | - | 0% | 15% | * | 4% | 6% | 1% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 77% | 40% | 64% | 83% | * | * | - | 60% | 53% | 64% | 81% | 67% | 74% | 60% |
| | 2021 | 73% | 78% | 53% | * | 56% | 54% | * | * | - | * | 29% | * | 55% | 46% | 39% | 71% |
| At Meets Grade Level or Above | 2022 | 43% | 42% | 29% | 0% | 21% | 33% | * | * | - | 20% | 12% | 27% | 31% | 21% | 25% | 10% |
| | 2021 | 41% | 48% | 15% | * | 13% | 17% | * | * | - | * | 14% | * | 14% | 18% | 9% | 14% |
| At Masters Grade Level | 2022 | 27% | 25% | 9% | 0% | 7% | 11% | * | * | - | 0% | 6% | 0% | 9% | 10% | 5% | 10% |
| | 2021 | 23% | 27% | 4% | * | 0% | 5% | * | * | - | * | 7% | * | 3% | 7% | 0% | 0% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 85% | 85% | 71% | 90% | 85% | * | - | - | * | 53% | 71% | 86% | 84% | 86% | 89% |
| | 2021 | 82% | 84% | 82% | * | 88% | 84% | * | * | - | * | 40% | * | 85% | 73% | 77% | * |
| At Meets Grade Level or Above | 2022 | 55% | 54% | 52% | 29% | 38% | 57% | * | - | - | * | 18% | 14% | 53% | 49% | 46% | 44% |
| | 2021 | 55% | 55% | 42% | * | 44% | 45% | * | * | - | * | 20% | * | 43% | 40% | 26% | * |
| At Masters Grade Level | 2022 | 21% | 18% | 11% | 0% | 5% | 14% | * | - | - | * | 6% | 0% | 11% | 14% | 6% | 0% |
| | 2021 | 22% | 20% | 11% | * | 13% | 12% | * | * | - | * | 7% | * | 10% | 13% | 7% | * |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 89% | 89% | 91% | 83% | 96% | 90% | * | * | - | * | 67% | 56% | 90% | 93% | 90% | 100% |
| | 2021 | 88% | 90% | 93% | * | 96% | 92% | * | * | - | 86% | 83% | * | 94% | 89% | 93% | 100% |
| At Meets Grade Level or Above | 2022 | 68% | 66% | 60% | 33% | 57% | 63% | * | * | - | * | 20% | 11% | 62% | 55% | 56% | 57% |
| | 2021 | 69% | 71% | 74% | * | 71% | 74% | * | * | - | 71% | 58% | * | 77% | 67% | 70% | 43% |
| At Masters Grade Level | 2022 | 42% | 37% | 30% | 17% | 35% | 30% | * | * | - | * | 20% | 0% | 31% | 26% | 26% | 57% |
| | 2021 | 43% | 43% | 42% | * | 38% | 43% | * | * | - | 43% | 8% | * | 44% | 36% | 36% | 14% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 92% | 93% | 100% | - | * | 100% | - | - | - | - | - | - | 100% | * | 100% | - |
| | 2021 | 95% | 95% | 100% | - | * | 100% | - | - | - | * | - | - | 100% | * | * | - |
| At Meets Grade Level or Above | 2022 | 64% | 57% | 57% | - | * | 60% | - | - | - | - | - | - | 55% | * | 56% | - |
| | 2021 | 69% | 62% | 75% | - | * | 71% | - | - | - | * | - | - | 75% | * | * | - |

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|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2022 | 13% | 6% | 0% | - | * | 0% | - | - | - | - | - | - | 0% | * | 0% | - |
| | 2021 | 14% | 7% | 13% | - | * | 14% | - | - | - | * | - | - | 17% | * | * | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 74% | 69% | 44% | 66% | 70% | 80% | 86% | - | 67% | 39% | 55% | 70% | 67% | 63% | 64% |
| | 2021 | 67% | 71% | 61% | 40% | 55% | 63% | 63% | 65% | - | 62% | 32% | 39% | 62% | 57% | 52% | 52% |
| At Meets Grade Level or Above | 2022 | 48% | 47% | 36% | 13% | 28% | 39% | 35% | 43% | - | 36% | 20% | 22% | 37% | 35% | 29% | 24% |
| | 2021 | 41% | 44% | 30% | 13% | 21% | 32% | 44% | 41% | - | 36% | 17% | 13% | 31% | 28% | 22% | 15% |
| At Masters Grade Level | 2022 | 23% | 22% | 13% | 1% | 8% | 14% | 10% | 14% | - | 12% | 6% | 8% | 13% | 13% | 8% | 8% |
| | 2021 | 18% | 19% | 10% | 1% | 7% | 11% | 11% | 18% | - | 7% | 6% | 2% | 10% | 9% | 6% | 3% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 76% | 72% | 62% | 76% | 71% | 78% | 67% | - | 72% | 39% | 51% | 73% | 69% | 67% | 75% |
| | 2021 | 68% | 71% | 61% | 48% | 55% | 64% | 44% | 43% | - | 55% | 32% | 37% | 63% | 55% | 52% | 51% |
| At Meets Grade Level or Above | 2022 | 53% | 52% | 43% | 17% | 37% | 46% | 33% | 50% | - | 49% | 23% | 24% | 43% | 43% | 36% | 34% |
| | 2021 | 45% | 45% | 34% | 20% | 24% | 37% | 44% | 43% | - | 39% | 16% | 6% | 35% | 32% | 25% | 19% |
| At Masters Grade Level | 2022 | 25% | 23% | 16% | 0% | 9% | 17% | 11% | 17% | - | 21% | 5% | 11% | 15% | 17% | 11% | 10% |
| | 2021 | 18% | 18% | 11% | 0% | 6% | 12% | 11% | 29% | - | 3% | 5% | 3% | 11% | 9% | 7% | 4% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 72% | 63% | 21% | 57% | 66% | 60% | 100% | - | 57% | 37% | 58% | 64% | 60% | 55% | 55% |
| | 2021 | 66% | 72% | 58% | 30% | 49% | 61% | 86% | 67% | - | 54% | 29% | 45% | 59% | 55% | 49% | 50% |
| At Meets Grade Level or Above | 2022 | 42% | 41% | 24% | 4% | 17% | 27% | 20% | 33% | - | 14% | 16% | 21% | 26% | 21% | 18% | 15% |
| | 2021 | 37% | 42% | 22% | 4% | 15% | 24% | 29% | 33% | - | 31% | 16% | 21% | 23% | 20% | 17% | 11% |
| At Masters Grade Level | 2022 | 20% | 19% | 7% | 0% | 4% | 9% | 0% | 0% | - | 6% | 4% | 8% | 7% | 7% | 5% | 5% |
| | 2021 | 18% | 19% | 8% | 0% | 5% | 9% | 14% | 0% | - | 0% | 6% | 3% | 8% | 7% | 5% | 3% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 77% | 73% | 40% | 69% | 75% | * | * | - | 79% | 39% | 67% | 74% | 70% | 67% | 67% |
| | 2021 | 71% | 76% | 69% | 43% | 61% | 71% | 60% | * | - | 100% | 31% | 50% | 71% | 64% | 65% | 54% |
| At Meets Grade Level or Above | 2022 | 47% | 46% | 42% | 13% | 27% | 47% | * | * | - | 50% | 24% | 27% | 42% | 41% | 35% | 17% |
| | 2021 | 44% | 46% | 35% | 0% | 23% | 39% | 40% | * | - | 25% | 13% | 20% | 36% | 35% | 25% | 15% |

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|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2022 | 21% | 19% | 13% | 0% | 9% | 15% | * | * | - | 0% | 8% | 0% | 13% | 12% | 7% | 0% |
| | 2021 | 20% | 20% | 11% | 0% | 7% | 12% | 0% | * | - | 13% | 4% | 0% | 11% | 10% | 5% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 72% | 55% | 56% | 77% | * | * | - | 70% | 45% | 46% | 70% | 76% | 65% | 44% |
| | 2021 | 73% | 76% | 72% | * | 71% | 71% | 60% | * | - | 88% | 62% | 17% | 71% | 74% | 66% | 61% |
| At Meets Grade Level or Above | 2022 | 50% | 47% | 39% | 18% | 30% | 43% | * | * | - | 40% | 21% | 15% | 40% | 37% | 33% | 22% |
| | 2021 | 49% | 50% | 48% | * | 44% | 47% | 60% | * | - | 63% | 43% | 0% | 48% | 50% | 43% | 22% |
| At Masters Grade Level | 2022 | 30% | 26% | 19% | 9% | 15% | 21% | * | * | - | 20% | 15% | 8% | 20% | 16% | 15% | 22% |
| | 2021 | 29% | 28% | 24% | * | 22% | 24% | 20% | * | - | 38% | 10% | 0% | 24% | 24% | 21% | 6% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 36% | 24% | * | 25% | 23% | * | - | - | * | 17% | 29% | 16% | 48% | 13% | 17% |
| | 2021 | 24% | 26% | 8% | * | 0% | 11% | - | * | - | * | 11% | 0% | 9% | 5% | 5% | 0% |
| Reading and Mathematics Including EOC | 2022 | 36% | 36% | 24% | * | 25% | 23% | * | - | - | * | 17% | 29% | 16% | 48% | 13% | 17% |
| | 2021 | 24% | 26% | 8% | * | 0% | 11% | - | * | - | * | 11% | 0% | 9% | 5% | 5% | 0% |
| Reading Including EOC | 2022 | 51% | 51% | 50% | * | 63% | 44% | * | - | - | * | 33% | 57% | 45% | 67% | 32% | 33% |
| | 2021 | 38% | 41% | 29% | * | 13% | 37% | - | * | - | * | 11% | 0% | 31% | 21% | 19% | 18% |
| Math Including EOC | 2022 | 43% | 44% | 26% | * | 29% | 26% | * | - | - | * | 17% | 29% | 18% | 52% | 15% | 33% |
| | 2021 | 31% | 35% | 9% | * | 0% | 11% | - | * | - | * | 11% | 0% | 10% | 5% | 6% | 6% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 34% | 16% | * | 0% | 19% | - | * | - | 0% | 22% | 0% | 18% | 9% | 10% | 6% |
| | 2021 | 26% | 28% | 16% | * | 20% | 16% | - | * | - | * | 27% | * | 18% | 12% | 11% | 0% |
| Reading and Mathematics Including EOC | 2022 | 36% | 34% | 16% | * | 0% | 19% | - | * | - | 0% | 22% | 0% | 18% | 9% | 10% | 6% |
| | 2021 | 26% | 28% | 16% | * | 20% | 16% | - | * | - | * | 27% | * | 18% | 12% | 11% | 0% |
| Reading Including EOC | 2022 | 54% | 52% | 41% | * | 21% | 47% | - | * | - | 20% | 39% | 0% | 40% | 41% | 32% | 31% |
| | 2021 | 36% | 39% | 18% | * | 20% | 19% | - | * | - | * | 27% | * | 20% | 12% | 12% | 0% |
| Math Including EOC | 2022 | 43% | 42% | 17% | * | 0% | 21% | - | * | - | 0% | 22% | 0% | 20% | 9% | 12% | 6% |
| | 2021 | 36% | 40% | 32% | * | 40% | 32% | - | * | - | * | 27% | * | 35% | 26% | 24% | 18% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 41% | 40% | 32% | * | 36% | 35% | - | * | - | 0% | 20% | * | 35% | 28% | 21% | 30% |
| | 2021 | 34% | 35% | 19% | * | 5% | 21% | * | * | - | * | 0% | * | 16% | 26% | 16% | 9% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2022 | 41% | 40% | 32% | * | 36% | 35% | - | * | - | 0% | 20% | * | 35% | 28% | 21% | 30% |
| | 2021 | 34% | 35% | 19% | * | 5% | 21% | * | * | - | * | 0% | * | 16% | 26% | 16% | 9% |
| Reading Including EOC | 2022 | 58% | 57% | 46% | * | 45% | 50% | - | * | - | 20% | 27% | * | 47% | 44% | 36% | 50% |
| | 2021 | 46% | 45% | 33% | * | 16% | 36% | * | * | - | * | 8% | * | 27% | 46% | 30% | 27% |
| Math Including EOC | 2022 | 48% | 49% | 44% | * | 41% | 47% | - | * | - | 40% | 27% | * | 48% | 33% | 33% | 40% |
| | 2021 | 44% | 49% | 30% | * | 16% | 32% | * | * | - | * | 4% | * | 28% | 36% | 28% | 18% |
| 6th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 31% | 30% | 13% | * | 5% | 15% | * | * | - | * | 0% | * | 15% | 6% | 12% | 9% |
| | 2021 | 24% | 25% | 12% | * | 3% | 14% | * | * | - | 29% | 16% | 0% | 14% | 6% | 7% | 5% |
| Reading and Mathematics Including EOC | 2022 | 31% | 30% | 13% | * | 5% | 15% | * | * | - | * | 0% | * | 15% | 6% | 12% | 9% |
| | 2021 | 24% | 25% | 12% | * | 3% | 14% | * | * | - | 29% | 16% | 0% | 14% | 6% | 7% | 5% |
| Reading Including EOC | 2022 | 43% | 43% | 20% | * | 5% | 23% | * | * | - | * | 5% | * | 21% | 18% | 18% | 9% |
| | 2021 | 32% | 31% | 17% | * | 9% | 16% | * | * | - | 29% | 16% | 0% | 20% | 8% | 13% | 10% |
| Math Including EOC | 2022 | 40% | 38% | 20% | * | 10% | 22% | * | * | - | * | 0% | * | 22% | 13% | 17% | 9% |
| | 2021 | 36% | 40% | 18% | * | 13% | 19% | * | * | - | 29% | 20% | 14% | 19% | 17% | 11% | 14% |
| 7th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 32% | 32% | 22% | * | 6% | 29% | * | * | - | 13% | 20% | 0% | 25% | 10% | 13% | 10% |
| | 2021 | 26% | 28% | 13% | 0% | 6% | 13% | * | - | - | 40% | 14% | 0% | 14% | 10% | 6% | 0% |
| Reading and Mathematics Including EOC | 2022 | 33% | 32% | 22% | * | 6% | 29% | * | * | - | 13% | 20% | 0% | 25% | 10% | 13% | 10% |
| | 2021 | 27% | 28% | 13% | 0% | 6% | 13% | * | - | - | 40% | 14% | 0% | 14% | 10% | 6% | 0% |
| Reading Including EOC | 2022 | 56% | 55% | 47% | * | 32% | 54% | * | * | - | 50% | 30% | 25% | 51% | 37% | 39% | 35% |
| | 2021 | 45% | 45% | 25% | 0% | 13% | 28% | * | - | - | 60% | 14% | 13% | 22% | 31% | 18% | 8% |
| Math Including EOC | 2022 | 37% | 36% | 24% | * | 16% | 29% | * | * | - | 13% | 20% | 0% | 26% | 17% | 14% | 20% |
| | 2021 | 32% | 35% | 21% | 0% | 16% | 22% | * | - | - | 40% | 23% | 25% | 25% | 13% | 16% | 0% |
| 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 27% | 30% | 5% | 0% | 0% | 7% | - | - | - | * | 22% | * | 5% | 6% | 3% | 0% |
| | 2021 | 21% | 30% | 19% | * | 12% | 22% | * | - | - | * | 13% | * | 21% | 7% | 18% | 11% |
| Reading and Mathematics Including EOC | 2022 | 41% | 38% | 8% | 0% | 0% | 12% | * | - | - | 0% | 22% | * | 7% | 10% | 3% | 0% |
| | 2021 | 33% | 39% | 26% | * | 20% | 29% | * | - | - | * | 13% | * | 27% | 22% | 22% | 18% |
| Reading Including EOC | 2022 | 58% | 57% | 50% | 0% | 37% | 55% | * | - | - | 67% | 28% | * | 44% | 63% | 40% | 27% |
| | 2021 | 47% | 49% | 51% | * | 48% | 53% | * | - | - | * | 22% | * | 53% | 42% | 44% | 45% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | School Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Math Including EOC | 2022 | 48% | 46% | 9% | 0% | 3% | 13% | * | - | - | 0% | 22% | * | 8% | 12% | 2% | 0% |
| | 2021 | 43% | 53% | 30% | * | 20% | 34% | * | - | - | * | 13% | * | 31% | 22% | 24% | 18% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 34% | 18% | 5% | 11% | 21% | * | 40% | - | 7% | 16% | 14% | 19% | 17% | 12% | 11% |
| | 2021 | 26% | 29% | 14% | 5% | 7% | 16% | 40% | 20% | - | 22% | 13% | 3% | 15% | 12% | 10% | 4% |
| Reading and Mathematics Including EOC | 2022 | 36% | 35% | 19% | 5% | 11% | 22% | * | 40% | - | 6% | 16% | 14% | 19% | 18% | 12% | 11% |
| | 2021 | 28% | 30% | 15% | 5% | 8% | 17% | 40% | 20% | - | 22% | 13% | 3% | 16% | 13% | 11% | 5% |
| Reading Including EOC | 2022 | 53% | 53% | 42% | 11% | 34% | 45% | * | 40% | - | 50% | 26% | 29% | 41% | 45% | 33% | 31% |
| | 2021 | 41% | 42% | 28% | 20% | 18% | 31% | 40% | 20% | - | 30% | 15% | 7% | 29% | 27% | 22% | 17% |
| Math Including EOC | 2022 | 43% | 42% | 23% | 5% | 15% | 26% | * | 40% | - | 13% | 17% | 17% | 23% | 22% | 15% | 16% |
| | 2021 | 37% | 42% | 23% | 5% | 16% | 25% | 40% | 40% | - | 30% | 16% | 24% | 24% | 21% | 18% | 12% |

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 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | Region07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2022 | 77 | 73 | 70 | * | 59 | 73 | - | * | - | 80 | 74 | 56 | 68 | 78 | 72 | 63 |
| | 2019 | 61 | 60 | 59 | * | 61 | 60 | * | - | - | 40 | 58 | * | 55 | 68 | 59 | 63 |
| Grade 4 Mathematics | 2022 | 74 | 68 | 69 | * | 71 | 68 | - | * | - | 60 | 55 | 44 | 67 | 76 | 67 | 59 |
| | 2019 | 65 | 65 | 67 | * | 70 | 67 | * | - | - | 60 | 44 | * | 66 | 69 | 73 | 66 |
| Grade 5 ELA/Reading | 2022 | 87 | 84 | 91 | * | 91 | 93 | - | * | - | 60 | 77 | * | 95 | 83 | 89 | 90 |
| | 2019 | 81 | 80 | 82 | * | 81 | 81 | * | - | - | * | 63 | 92 | 89 | 69 | 81 | 73 |
| Grade 5 Mathematics | 2022 | 79 | 76 | 70 | * | 66 | 73 | - | * | - | 60 | 50 | * | 73 | 65 | 65 | 90 |
| | 2019 | 83 | 83 | 78 | * | 69 | 82 | * | - | - | * | 55 | 83 | 78 | 77 | 74 | 55 |
| Grade 6 ELA/Reading | 2022 | 61 | 61 | 48 | * | 40 | 47 | * | * | - | * | 45 | 50 | 50 | 42 | 44 | 32 |
| | 2019 | 42 | 40 | 26 | * | 35 | 26 | * | - | - | * | 15 | 10 | 25 | 28 | 28 | 38 |
| Grade 6 Mathematics | 2022 | 61 | 56 | 47 | * | 48 | 49 | * | * | - | * | 64 | 80 | 46 | 52 | 45 | 41 |
| | 2019 | 54 | 51 | 37 | * | 32 | 38 | * | - | - | * | 45 | 10 | 38 | 34 | 34 | 6 |
| Grade 7 ELA/Reading | 2022 | 88 | 89 | 94 | * | 97 | 95 | * | * | - | 81 | 83 | 100 | 94 | 93 | 91 | 95 |
| | 2019 | 77 | 80 | 82 | * | 75 | 84 | * | * | - | * | 61 | - | 81 | 84 | 81 | 50 |
| Grade 7 Mathematics | 2022 | 60 | 58 | 62 | * | 55 | 67 | * | * | - | 63 | 50 | 69 | 64 | 57 | 59 | 55 |
| | 2019 | 62 | 66 | 67 | * | 81 | 66 | * | * | - | * | 33 | - | 72 | 57 | 61 | 90 |
| Grade 8 ELA/Reading | 2022 | 83 | 81 | 84 | 70 | 81 | 85 | * | - | - | 100 | 64 | * | 84 | 85 | 84 | 100 |
| | 2019 | 77 | 76 | 84 | * | 79 | 85 | * | - | - | * | 93 | * | 85 | 79 | 84 | 86 |
| Grade 8 Mathematics | 2022 | 74 | 74 | 59 | 40 | 73 | 54 | - | - | - | * | 53 | * | 54 | 74 | 58 | 68 |
| | 2019 | 82 | 83 | 88 | * | 85 | 88 | * | - | - | * | 67 | * | 89 | 83 | 88 | 86 |
| End of Course English II | 2022 | 71 | 71 | 76 | * | 72 | 77 | * | * | - | * | 71 | 90 | 78 | 70 | 75 | 80 |
| | 2019 | 69 | 67 | 69 | * | 61 | 71 | * | - | - | * | 59 | - | 69 | 71 | 72 | 60 |
| End of Course Algebra I | 2022 | 67 | 61 | 57 | * | 35 | 67 | * | - | - | * | 56 | * | 61 | 39 | 54 | 38 |
| | 2019 | 75 | 69 | 79 | 80 | 78 | 79 | * | - | - | * | 54 | - | 78 | 82 | 74 | 67 |
| All Grades Both Subjects | 2022 | 74 | 71 | 69 | 55 | 67 | 70 | 38 | 95 | - | 71 | 62 | 68 | 69 | 69 | 67 | 68 |
| | 2019 | 69 | 68 | 69 | 48 | 68 | 69 | 62 | * | - | 72 | 55 | 57 | 69 | 68 | 69 | 61 |
| All Grades ELA/Reading | 2022 | 78 | 77 | 77 | 73 | 75 | 77 | * | 92 | - | 84 | 68 | 77 | 77 | 75 | 76 | 77 |
| | 2019 | 68 | 67 | 68 | 54 | 66 | 69 | 67 | * | - | 64 | 61 | 61 | 68 | 68 | 69 | 63 |
| All Grades Mathematics | 2022 | 69 | 65 | 61 | 36 | 59 | 62 | * | 100 | - | 58 | 55 | 59 | 60 | 62 | 58 | 59 |
| | 2019 | 70 | 69 | 70 | 44 | 69 | 70 | 56 | * | - | 81 | 49 | 54 | 70 | 68 | 69 | 60 |

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | Region 07 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 74% | 69% | - | - | - | - | - | - | 60% | * | 59% | - | * | 69% | 60% | 88% |
| | 2021 | 67% | 71% | 61% | - | - | - | - | - | - | 42% | 54% | 41% | - | 64% | 61% | 43% | 84% |
| At Meets Grade Level or Above | 2022 | 48% | 47% | 36% | - | - | - | - | - | - | 17% | * | 16% | - | * | 37% | 18% | 48% |
| | 2021 | 41% | 44% | 30% | - | - | - | - | - | - | 6% | 8% | 6% | - | 36% | 31% | 8% | 51% |
| At Masters Grade Level | 2022 | 23% | 22% | 13% | - | - | - | - | - | - | 5% | * | 4% | - | * | 13% | 6% | 15% |
| | 2021 | 18% | 19% | 10% | - | - | - | - | - | - | 2% | 0% | 2% | - | 0% | 11% | 2% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 76% | 72% | - | - | - | - | - | - | 69% | * | 68% | - | * | 71% | 71% | 100% |
| | 2021 | 68% | 71% | 61% | - | - | - | - | - | - | 42% | 100% | 37% | - | 80% | 62% | 44% | 78% |
| At Meets Grade Level or Above | 2022 | 53% | 52% | 43% | - | - | - | - | - | - | 24% | * | 23% | - | * | 44% | 27% | 67% |
| | 2021 | 45% | 45% | 34% | - | - | - | - | - | - | 7% | 20% | 6% | - | 40% | 35% | 9% | 59% |
| At Masters Grade Level | 2022 | 25% | 23% | 16% | - | - | - | - | - | - | 9% | * | 8% | - | * | 16% | 10% | 7% |
| | 2021 | 18% | 18% | 11% | - | - | - | - | - | - | 3% | 0% | 3% | - | 0% | 11% | 3% | 15% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 72% | 63% | - | - | - | - | - | - | 51% | * | 49% | - | * | 63% | 51% | 92% |
| | 2021 | 66% | 72% | 58% | - | - | - | - | - | - | 45% | 20% | 47% | - | 40% | 59% | 45% | 80% |
| At Meets Grade Level or Above | 2022 | 42% | 41% | 24% | - | - | - | - | - | - | 13% | * | 12% | - | * | 25% | 13% | 33% |
| | 2021 | 37% | 42% | 22% | - | - | - | - | - | - | 7% | 0% | 8% | - | 20% | 23% | 8% | 33% |
| At Masters Grade Level | 2022 | 20% | 19% | 7% | - | - | - | - | - | - | 1% | * | 1% | - | * | 8% | 3% | 17% |
| | 2021 | 18% | 19% | 8% | - | - | - | - | - | - | 3% | 0% | 3% | - | 0% | 8% | 3% | 7% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 77% | 73% | - | - | - | - | - | - | 68% | - | 68% | - | - | 74% | 68% | 67% |
| | 2021 | 71% | 76% | 69% | - | - | - | - | - | - | 33% | * | 33% | - | * | 71% | 37% | 100% |
| At Meets Grade Level or Above | 2022 | 47% | 46% | 42% | - | - | - | - | - | - | 12% | - | 12% | - | - | 44% | 12% | 33% |
| | 2021 | 44% | 46% | 35% | - | - | - | - | - | - | 0% | * | 0% | - | * | 37% | 5% | 43% |
| At Masters Grade Level | 2022 | 21% | 19% | 13% | - | - | - | - | - | - | 0% | - | 0% | - | - | 14% | 0% | 0% |
| | 2021 | 20% | 20% | 11% | - | - | - | - | - | - | 0% | * | 0% | - | * | 12% | 0% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 72% | - | - | - | - | - | - | 33% | - | 33% | - | - | 74% | 33% | 71% |
| | 2021 | 73% | 76% | 72% | - | - | - | - | - | - | 25% | - | 25% | - | - | 72% | 25% | 94% |
| At Meets Grade Level or Above | 2022 | 50% | 47% | 39% | - | - | - | - | - | - | 8% | - | 8% | - | - | 40% | 8% | 43% |
| | 2021 | 49% | 50% | 48% | - | - | - | - | - | - | 0% | - | 0% | - | - | 49% | 0% | 65% |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | Region 07 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Masters Grade Level | 2022 | 30% | 26% | 19% | - | - | - | - | - | - | 8% | - | 8% | - | - | 19% | 8% | 43% |
| | 2021 | 29% | 28% | 24% | - | - | - | - | - | - | 0% | - | 0% | - | - | 25% | 0% | 24% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 71% | 69% | - | - | - | - | - | - | 65% | * | 64% | - | * | 69% | 65% | 82% |
| | 2019 | 69% | 68% | 69% | - | - | - | - | - | - | 63% | - | 63% | - | * | | 63% | |
| All Grades ELA/Reading | 2022 | 78% | 77% | 77% | - | - | - | - | - | - | 75% | * | 75% | - | * | 77% | 75% | 85% |
| | 2019 | 68% | 67% | 68% | - | - | - | - | - | - | 62% | - | 62% | - | * | | 63% | |
| All Grades Mathematics | 2022 | 69% | 65% | 61% | - | - | - | - | - | - | 55% | * | 54% | - | * | 61% | 56% | 78% |
| | 2019 | 70% | 69% | 70% | - | - | - | - | - | - | 64% | - | 64% | - | * | | 63% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 93% | 92% | 94% | 93% | 96% | 96% | 100% | 74% | - | 95% | 91% | 94% | 97% | 88% | 96% | 97% |
| Not Included in Accountability: Mobile | 5% | 5% | 5% | 7% | 3% | 3% | 0% | 26% | - | 5% | 6% | 6% | 3% | 10% | 3% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 2% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 1% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 99% | 100% | 99% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 92% | 91% | 94% | 94% | 94% | 96% | 100% | 86% | - | 93% | 93% | 92% | 96% | 88% | 96% | 94% |
| Not Included in Accountability: Mobile | 5% | 5% | 5% | 6% | 3% | 4% | 0% | 14% | - | 7% | 5% | 8% | 3% | 10% | 3% | 1% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 1% | 0% | 2% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 1% | 5% |
| Not Tested | 1% | 2% | 1% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 2% | 1% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 93% | 93% | 94% | 92% | 97% | 96% | 100% | 86% | - | 100% | 92% | 94% | 97% | 88% | 97% | 99% |
| Not Included in Accountability: Mobile | 5% | 5% | 5% | 8% | 3% | 4% | 0% | 14% | - | 0% | 5% | 6% | 3% | 11% | 3% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 2% | 0% | 0% | 1% | 0% | 0% |
| Not Tested | 1% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 98% | 100% | 100% | 100% | 100% | * | * | - | 100% | 98% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 93% | 92% | 95% | 94% | 99% | 95% | * | * | - | 93% | 88% | 100% | 98% | 90% | 96% | 100% |
| Not Included in Accountability: Mobile | 4% | 5% | 4% | 6% | 1% | 4% | * | * | - | 7% | 7% | 0% | 3% | 8% | 4% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 1% | * | * | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Not Tested | 2% | 2% | 0% | 0% | 0% | 0% | * | * | - | 0% | 2% | 0% | 0% | 1% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Absent | 1% | 2% | 0% | 0% | 0% | 0% | * | * | - | 0% | 2% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 97% | 100% | 100% | 100% | 100% | * | * | - | 100% | 97% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 92% | 96% | 92% | 98% | 97% | * | * | - | 91% | 85% | 93% | 98% | 90% | 97% | 100% |
| Not Included in Accountability: Mobile | 4% | 5% | 3% | 8% | 2% | 2% | * | * | - | 9% | 8% | 7% | 2% | 7% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 0% | 1% | * | * | - | 0% | 5% | 0% | 0% | 2% | 1% | 0% |
| Not Tested | 2% | 3% | 0% | 0% | 0% | 0% | * | * | - | 0% | 3% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 2% | 0% | 0% | 0% | 0% | * | * | - | 0% | 3% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 89% | 83% | 93% | - | * | 91% | - | - | - | - | - | - | 100% | * | 90% | - |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 89% | 95% | 96% | 94% | 95% | 100% | 100% | - | 85% | 92% | 100% | 97% | 88% | 98% | 94% |
| Not Included in Accountability: Mobile | 3% | 5% | 4% | 4% | 4% | 4% | 0% | 0% | - | 15% | 5% | 0% | 2% | 11% | 1% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 2% | 0% | 0% | 1% | 1% | 3% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 95% | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 89% | 94% | 96% | 92% | 96% | 100% | 100% | - | 85% | 92% | 100% | 97% | 87% | 97% | 89% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 4% | 5% | 4% | 0% | 0% | - | 15% | 6% | 0% | 2% | 12% | 1% | 4% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 1% | 0% | 4% | 0% | 0% | 0% | - | 0% | 2% | 0% | 1% | 1% | 1% | 7% |
| Not Tested | 11% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 99% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 84% | 89% | 95% | 96% | 94% | 95% | 100% | 100% | - | 84% | 91% | 100% | 98% | 88% | 98% | 96% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Mobile | 4% | 5% | 5% | 4% | 5% | 4% | 0% | 0% | - | 16% | 6% | 0% | 2% | 11% | 2% | 4% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Not Tested | 12% | 6% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 94% | 99% | 100% | 100% | 99% | 100% | * | - | 100% | 98% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 84% | 89% | 96% | 100% | 98% | 96% | 100% | * | - | 80% | 96% | 100% | 96% | 93% | 98% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | 4% | 0% | 2% | 4% | 0% | * | - | 20% | 2% | 0% | 3% | 5% | 1% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 6% | 1% | 0% | 0% | 1% | 0% | * | - | 0% | 2% | 0% | 0% | 1% | 1% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 5% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 94% | 100% | * | 100% | 99% | 100% | * | - | 100% | 96% | 100% | 99% | 100% | 99% | 100% |
| Included in Accountability | 84% | 89% | 94% | * | 100% | 93% | 100% | * | - | 89% | 91% | 100% | 96% | 90% | 99% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | * | 0% | 7% | 0% | * | - | 11% | 4% | 0% | 4% | 10% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 6% | 0% | * | 0% | 1% | 0% | * | - | 0% | 4% | 0% | 1% | 0% | 1% | 0% |
| Absent | 3% | 1% | 0% | * | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 5% | 0% | * | 0% | 1% | 0% | * | - | 0% | 4% | 0% | 1% | 0% | 1% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 85% | 78% | 89% | - | * | 88% | - | - | - | * | - | - | 92% | 80% | * | - |

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 95.1% | 94.8% | 92.2% | 95.7% | 94.6% | 95.3% | 98.8% | * | 95.1% | 94.2% | 94.3% | 96.3% |
| 2019-20 | 98.3% | 98.6% | 98.5% | 98.8% | 99.1% | 98.4% | 99.4% | * | - | 98.5% | 97.8% | 98.4% | 99.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 14.4% | 15.5% | 29.3% | 10.7% | 16.3% | 9.1% | 0.0% | * | 18.2% | 18.4% | 17.5% | 4.4% |
| 2019-20 | 6.7% | 5.4% | 6.1% | 6.8% | 3.9% | 6.5% | 0.0% | 0.0% | - | 8.3% | 12.3% | 6.8% | 1.8% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 1.4% | 0.2% | 0.0% | 0.0% | 0.3% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2019-20 | 1.6% | 0.9% | 0.6% | 0.0% | 0.0% | 0.8% | 0.0% | * | - | 0.0% | 1.8% | 0.7% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 91.8% | 94.6% | * | 100.0% | 94.2% | * | - | - | * | 92.3% | 96.0% | 100.0% |
| Received TxCHSE | 0.3% | 0.4% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 2.0% | 0.0% |
| Continued HS | 3.9% | 3.5% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 5.8% | 4.3% | 4.5% | * | 0.0% | 4.7% | * | - | - | * | 7.7% | 2.0% | 0.0% |
| Graduates and TxCHSE | 90.3% | 92.2% | 95.5% | * | 100.0% | 95.3% | * | - | - | * | 92.3% | 98.0% | 100.0% |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.7% | 95.5% | * | 100.0% | 95.3% | * | - | - | * | 92.3% | 98.0% | 100.0% |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.5% | 92.7% | * | 88.9% | 92.9% | * | * | - | * | 90.9% | 94.4% | * |
| Received TxCHSE | 0.4% | 0.3% | 0.8% | * | 0.0% | 1.0% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 3.8% | 0.8% | * | 5.6% | 0.0% | * | * | - | * | 0.0% | 1.4% | * |
| Dropped Out | 5.4% | 3.4% | 5.6% | * | 5.6% | 6.1% | * | * | - | * | 9.1% | 4.2% | * |
| Graduates and TxCHSE | 90.7% | 92.8% | 93.5% | * | 88.9% | 93.9% | * | * | - | * | 90.9% | 94.4% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.6% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.2% | 93.5% | * | 94.4% | 92.9% | * | * | - | * | 90.9% | 95.8% | * |
| Received TxCHSE | 0.5% | 0.4% | 0.8% | * | 0.0% | 1.0% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.1% | 0.6% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 3.7% | 5.6% | * | 5.6% | 6.1% | * | * | - | * | 9.1% | 4.2% | * |
| Graduates and TxCHSE | 92.7% | 95.7% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Graduates, TxCHSE, and Continuers | 93.8% | 96.3% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 94.6% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Received TxCHSE | 0.5% | 0.5% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.3% | 0.8% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 4.1% | 10.9% | * | 6.7% | 12.4% | * | - | - | * | 42.9% | 10.2% | * |
| Graduates and TxCHSE | 92.6% | 95.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 95.9% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 95.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Received TxCHSE | 0.6% | 0.6% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.3% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 4.1% | 10.9% | * | 6.7% | 12.4% | * | - | - | * | 42.9% | 10.2% | * |
| Graduates and TxCHSE | 93.2% | 95.7% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Graduates, TxCHSE, and Continuers | 93.8% | 95.9% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 95.8% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| Received TxCHSE | 0.7% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 3.6% | 11.6% | 16.7% | 7.7% | 10.6% | * | - | * | 16.7% | 9.1% | 3.8% | - |
| Graduates and TxCHSE | 93.3% | 96.3% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 96.4% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 91.8% | 93.8% | * | 100.0% | 93.1% | * | - | - | * | 85.7% | 94.1% | 100.0% |
| Class of 2020 | 90.3% | 92.5% | 92.8% | * | 88.9% | 92.9% | * | * | - | 100.0% | 90.9% | 94.4% | * |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | 95.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 5.1% | 2.8% | * | 10.0% | 1.2% | * | - | - | * | 25.0% | 6.3% | 0.0% |
| Class of 2020 | 4.3% | 5.3% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | * |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 81.9% | 82.1% | 84.9% | * | 80.0% | 85.2% | * | - | - | * | 25.0% | 70.8% | 100.0% |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Class of 2020 | 83.5% | 84.0% | 87.8% | * | 87.5% | 89.1% | * | * | - | * | 20.0% | 83.6% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 87.2% | 87.7% | * | 90.0% | 86.4% | * | - | - | * | 50.0% | 77.1% | 100.0% |
| Class of 2020 | 87.8% | 89.3% | 87.8% | * | 87.5% | 89.1% | * | * | - | * | 20.0% | 83.6% | * |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | 88.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | 73.6% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 4.4% | 2.8% | * | 9.5% | 1.2% | * | - | - | * | 27.3% | 6.3% | 0.0% |
| 2019-20 | 4.4% | 6.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 80.8% | 85.0% | * | 81.0% | 85.2% | * | - | - | * | 27.3% | 70.8% | 100.0% |
| 2019-20 | 81.8% | 82.0% | 87.0% | * | 87.5% | 89.0% | * | * | - | 60.0% | 18.2% | 82.4% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 85.2% | 87.9% | * | 90.5% | 86.4% | * | - | - | * | 54.5% | 77.1% | 100.0% |
| 2019-20 | 85.8% | 87.9% | 87.0% | * | 87.5% | 89.0% | * | * | - | 60.0% | 18.2% | 82.4% | * |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | District Count | District Percent | State Count | State Percent |
|--|-------------------|---------------------|----------------|------------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | 107 | 100.0% | 358,842 | 100.0% |
| By Ethnicity: | | | | |
| African American | 1 | 0.9% | 44,018 | 12.3% |
| Hispanic | 21 | 19.6% | 183,306 | 51.1% |
| White | 81 | 75.7% | 103,898 | 29.0% |
| American Indian | 1 | 0.9% | 1,195 | 0.3% |
| Asian | 0 | 0.0% | 18,030 | 5.0% |
| Pacific Islander | 0 | 0.0% | 553 | 0.2% |
| Two or More Races | 3 | 2.8% | 7,842 | 2.2% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 934 | 0.3% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 729 | 0.2% |
| Foundation H.S. Program (No Endorsement) | 13 | 12.1% | 56,281 | 15.7% |
| Foundation H.S. Program (Endorsement) | 3 | 2.8% | 13,582 | 3.8% |
| Foundation H.S. Program (DLA) | 91 | 85.0% | 287,316 | 80.1% |
| Special Education Graduates | 11 | 10.3% | 31,028 | 8.6% |
| Economically Disadvantaged Graduates | 48 | 44.9% | 184,225 | 51.3% |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 5 | 4.7% | 32,809 | 9.1% |
| At-Risk Graduates | 34 | 31.8% | 155,884 | 43.4% |
| CTE Completers | 39 | 36.4% | 99,076 | 27.6% |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Academic Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 65.2% | 63.9% | 45.8% | * | 47.6% | 45.7% | * | - | - | * | 54.5% | 37.5% | 20.0% |
| 2019-20 | 63.0% | 59.5% | 41.7% | * | 25.0% | 46.2% | * | * | - | 20.0% | 27.3% | 30.9% | * |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 52.7% | 46.5% | 40.2% | * | 33.3% | 42.0% | * | - | - | * | 0.0% | 27.1% | 0.0% |
| 2019-20 | 53.4% | 47.6% | 40.0% | * | 18.8% | 45.1% | * | * | - | 20.0% | 9.1% | 30.9% | * |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 56.1% | 51.4% | 63.6% | * | 47.6% | 66.7% | * | - | - | * | 0.0% | 52.1% | 0.0% |
| 2019-20 | 59.7% | 51.9% | 72.2% | * | 56.3% | 74.7% | * | * | - | 60.0% | 9.1% | 63.2% | * |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 45.7% | 38.2% | 33.6% | * | 28.6% | 34.6% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| 2019-20 | 47.9% | 40.6% | 33.9% | * | 18.8% | 37.4% | * | * | - | 20.0% | 18.2% | 25.0% | * |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 40.4% | 33.0% | 33.6% | * | 28.6% | 34.6% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| 2019-20 | 43.2% | 34.9% | 32.2% | * | 18.8% | 35.2% | * | * | - | 20.0% | 9.1% | 23.5% | * |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 21.3% | 8.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 21.1% | 7.6% | 0.9% | * | 0.0% | 1.1% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.6% | 1.9% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 2.1% | 2.1% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 25.9% | 30.7% | 27.1% | * | 19.0% | 28.4% | * | - | - | * | 0.0% | 14.6% | 0.0% |
| 2019-20 | 24.6% | 31.0% | 28.7% | * | 6.3% | 34.1% | * | * | - | 20.0% | 0.0% | 20.6% | * |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 1.4% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 4.0% | 1.3% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 24.2% | 31.6% | 7.5% | * | 14.3% | 6.2% | * | - | - | * | 54.5% | 10.4% | 20.0% |
| 2019-20 | 18.7% | 20.6% | 2.6% | * | 6.3% | 1.1% | * | * | - | 0.0% | 27.3% | 0.0% | * |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Academic Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 25.5% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 13.2% | 14.6% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 0.7% | 0.5% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 0.7% | 0.4% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 3.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 2.4% | 3.0% | 0.9% | * | 6.3% | 0.0% | * | * | - | 0.0% | 9.1% | 0.0% | * |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 5.0% | 5.6% | * | 14.3% | 3.7% | * | - | - | * | 54.5% | 10.4% | 20.0% |
| 2019-20 | 3.7% | 4.6% | 1.7% | * | 0.0% | 1.1% | * | * | - | 0.0% | 18.2% | 0.0% | * |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | Academic Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2020-21 | 25.9% | 31.5% | 62.6% | * | 47.6% | 65.4% | * | - | - | * | 0.0% | 52.1% | 0.0% |
| | 2019-20 | 30.1% | 35.2% | 70.4% | * | 56.3% | 72.5% | * | * | - | 60.0% | 9.1% | 63.2% | * |
| Mathematics | 2020-21 | 19.4% | 20.7% | 32.7% | * | 28.6% | 33.3% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| | 2019-20 | 21.2% | 23.3% | 31.3% | * | 18.8% | 34.1% | * | * | - | 20.0% | 18.2% | 22.1% | * |
| Both Subjects | 2020-21 | 14.4% | 15.9% | 32.7% | * | 28.6% | 33.3% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| | 2019-20 | 16.4% | 17.6% | 28.7% | * | 18.8% | 30.8% | * | * | - | 20.0% | 9.1% | 20.6% | * |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2020-21 | 8.6% | 11.3% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 7.3% | 6.4% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Mathematics | 2020-21 | 10.3% | 11.7% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 9.7% | 10.5% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Both Subjects | 2020-21 | 4.9% | 5.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 4.2% | 4.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 21.1% | 10.3% | 8.3% | 0.0% | 12.5% | 7.3% | * | - | - | * | 0.0% | 3.4% | 0.0% |
| | 2020 | 22.0% | 9.2% | 7.3% | * | 2.6% | 8.8% | * | * | - | 0.0% | 0.0% | 4.1% | 0.0% |
| English Language Arts | 2021 | 12.1% | 5.6% | 8.3% | 0.0% | 12.5% | 7.3% | * | - | - | * | 0.0% | 3.4% | 0.0% |
| | 2020 | 12.7% | 5.0% | 7.3% | * | 2.6% | 8.8% | * | * | - | 0.0% | 0.0% | 4.1% | 0.0% |
| Mathematics | 2021 | 6.1% | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 6.4% | 1.9% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Science | 2021 | 8.7% | 3.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 9.4% | 3.2% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Social Studies | 2021 | 11.6% | 4.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.4% | 4.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 48.6% | 41.9% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | - | * | - |
| | 2020 | 59.0% | 48.5% | 5.9% | - | * | 6.3% | - | - | - | - | - | 20.0% | - |
| English Language Arts | 2021 | 42.7% | 39.1% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | - | * | - |
| | 2020 | 50.1% | 44.8% | 5.9% | - | * | 6.3% | - | - | - | - | - | 20.0% | - |
| Mathematics | 2021 | 49.4% | 47.9% | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 56.5% | 48.4% | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2021 | 41.4% | 44.4% | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 47.6% | 44.1% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | Academic Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2021 | 42.2% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 52.3% | 39.5% | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2020-21 | 70.8% | 49.0% | 59.8% | * | 52.4% | 59.3% | * | - | - | * | 27.3% | 52.1% | 60.0% |
| | 2019-20 | 76.7% | 54.8% | 56.5% | * | 43.8% | 59.3% | * | * | - | 40.0% | 18.2% | 44.1% | * |
| At/Above Criterion for All Examinees | 2020-21 | 32.9% | 27.6% | 23.4% | * | 18.2% | 25.0% | * | - | - | * | * | 12.0% | * |
| | 2019-20 | 35.7% | 29.8% | 24.6% | * | 0.0% | 25.9% | - | * | - | * | * | 20.0% | - |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 1002 | 993 | 1025 | * | 936 | 1047 | - | - | - | * | - | 1006 | - |
| | 2019-20 | 1019 | 1019 | 993 | 910 | 900 | 997 | - | 1210 | - | 1100 | 1210 | 981 | - |
| English Language Arts and Writing | 2020-21 | 504 | 503 | 528 | * | 480 | 539 | - | - | - | * | - | 525 | - |
| | 2019-20 | 513 | 516 | 514 | 420 | 430 | 526 | - | 560 | - | 500 | 560 | 510 | - |
| Mathematics | 2020-21 | 498 | 491 | 498 | * | 456 | 509 | - | - | - | * | - | 481 | - |
| | 2019-20 | 506 | 503 | 479 | 490 | 470 | 471 | - | 650 | - | 600 | 650 | 471 | - |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 20.0 | 19.5 | 18.9 | - | 17.2 | 19.3 | * | - | - | * | * | 17.6 | * |
| | 2019-20 | 20.2 | 19.5 | 20.7 | - | 18.0 | 20.9 | - | - | - | 20.5 | 20.0 | 20.6 | - |
| English Language Arts | 2020-21 | 19.6 | 19.2 | 18.7 | - | 16.8 | 19.0 | * | - | - | * | * | 17.0 | * |
| | 2019-20 | 19.9 | 19.2 | 20.7 | - | 17.3 | 21.1 | - | - | - | 18.5 | 18.5 | 20.5 | - |
| Mathematics | 2020-21 | 19.9 | 19.2 | 18.7 | - | 17.8 | 18.8 | * | - | - | * | * | 17.4 | * |
| | 2019-20 | 20.1 | 19.2 | 19.6 | - | 17.0 | 19.7 | - | - | - | 21.5 | 22.0 | 19.2 | - |
| Science | 2020-21 | 20.3 | 19.9 | 19.2 | - | 17.1 | 19.8 | * | - | - | * | * | 18.4 | * |
| | 2019-20 | 20.5 | 19.9 | 21.4 | - | 20.0 | 21.5 | - | - | - | 22.0 | 20.0 | 21.5 | - |

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| | Academic Year | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2020-21 | 42.5% | 37.4% | 38.6% | 41.7% | 37.0% | 39.4% | 16.7% | * | - | 38.5% | 29.6% | 33.3% | 35.7% |
| | 2019-20 | 46.3% | 40.1% | 36.2% | 15.4% | 28.9% | 38.4% | 40.0% | * | - | 37.5% | 22.6% | 33.2% | 21.1% |
| English Language Arts | 2020-21 | 16.3% | 14.2% | 9.6% | 0.0% | 10.0% | 9.8% | 20.0% | * | - | 7.7% | 0.0% | 5.6% | 0.0% |
| | 2019-20 | 18.2% | 15.2% | 12.6% | 0.0% | 6.0% | 14.9% | 20.0% | * | - | 6.7% | 0.0% | 7.6% | 0.0% |
| Mathematics | 2020-21 | 19.3% | 17.7% | 22.0% | 33.3% | 21.1% | 22.0% | * | * | - | 25.0% | 19.6% | 17.5% | 15.4% |
| | 2019-20 | 20.7% | 18.8% | 24.6% | 7.7% | 24.1% | 25.5% | * | * | - | 15.4% | 25.6% | 23.9% | 15.8% |
| Science | 2020-21 | 20.6% | 21.3% | 27.1% | 33.3% | 26.0% | 28.0% | 0.0% | * | - | 16.7% | 7.8% | 22.9% | 35.7% |
| | 2019-20 | 22.4% | 21.9% | 27.7% | 15.4% | 19.8% | 29.6% | 40.0% | * | - | 30.8% | 4.9% | 24.8% | 15.8% |
| Social Studies | 2020-21 | 22.8% | 14.1% | 7.2% | 0.0% | 10.0% | 6.6% | 0.0% | * | - | 16.7% | 0.0% | 4.3% | 0.0% |
| | 2019-20 | 24.6% | 14.7% | 4.5% | 0.0% | 0.0% | 5.1% | 0.0% | * | - | 20.0% | 0.0% | 1.5% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2020-21 | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 58.5% | 73.4% | 70.4% | * | 75.0% | 71.4% | * | * | - | 60.0% | 63.6% | 73.5% | * |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2019-20 | 46.1% | 45.6% | 47.0% | * | 25.0% | 52.7% | * | * | - | 0.0% | 18.2% | 42.6% | * |
| | 2018-19 | 52.6% | 49.1% | 45.5% | * | 23.1% | 50.6% | * | - | - | * | 25.0% | 42.3% | * |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023) | | | | | | | | | | | | | | |
| | 2019-20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 1,727 | 100.0% | 5,402,928 | 100.0% | 1,729 | 100.0% | 5,427,370 | 100.0% |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 4 | 0.2% | 14,290 | 0.3% | 4 | 0.2% | 21,375 | 0.4% |
| Pre-Kindergarten | 78 | 4.5% | 222,767 | 4.1% | 78 | 4.5% | 223,733 | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 33,969 | 0.6% | 0 | 0.0% | 34,259 | 0.6% |
| Pre-Kindergarten: 4-year Old | 78 | 4.5% | 188,798 | 3.5% | 78 | 4.5% | 189,474 | 3.5% |
| Kindergarten | 109 | 6.3% | 370,054 | 6.8% | 109 | 6.3% | 371,502 | 6.8% |
| Grade 1 | 124 | 7.2% | 384,494 | 7.1% | 124 | 7.2% | 386,232 | 7.1% |
| Grade 2 | 130 | 7.5% | 382,008 | 7.1% | 130 | 7.5% | 383,838 | 7.1% |
| Grade 3 | 119 | 6.9% | 383,078 | 7.1% | 119 | 6.9% | 384,872 | 7.1% |
| Grade 4 | 137 | 7.9% | 383,959 | 7.1% | 137 | 7.9% | 386,011 | 7.1% |
| Grade 5 | 123 | 7.1% | 387,945 | 7.2% | 123 | 7.1% | 389,971 | 7.2% |
| Grade 6 | 144 | 8.3% | 398,640 | 7.4% | 144 | 8.3% | 400,447 | 7.4% |
| Grade 7 | 140 | 8.1% | 418,486 | 7.7% | 140 | 8.1% | 418,788 | 7.7% |
| Grade 8 | 149 | 8.6% | 424,287 | 7.9% | 149 | 8.6% | 424,544 | 7.8% |
| Grade 9 | 118 | 6.8% | 475,437 | 8.8% | 118 | 6.8% | 475,746 | 8.8% |
| Grade 10 | 129 | 7.5% | 408,393 | 7.6% | 129 | 7.5% | 408,700 | 7.5% |
| Grade 11 | 116 | 6.7% | 389,034 | 7.2% | 116 | 6.7% | 389,454 | 7.2% |
| Grade 12 | 107 | 6.2% | 360,056 | 6.7% | 109 | 6.3% | 362,157 | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 53 | 3.1% | 690,999 | 12.8% | 53 | 3.1% | 694,302 | 12.8% |
| Hispanic | 309 | 17.9% | 2,850,147 | 52.8% | 309 | 17.9% | 2,860,754 | 52.7% |
| White | 1,283 | 74.3% | 1,420,166 | 26.3% | 1,285 | 74.3% | 1,427,241 | 26.3% |
| American Indian | 13 | 0.8% | 17,944 | 0.3% | 13 | 0.8% | 18,028 | 0.3% |
| Asian | 6 | 0.3% | 259,342 | 4.8% | 6 | 0.3% | 261,788 | 4.8% |
| Pacific Islander | 3 | 0.2% | 8,443 | 0.2% | 3 | 0.2% | 8,477 | 0.2% |
| Two or More Races | 60 | 3.5% | 155,887 | 2.9% | 60 | 3.5% | 156,780 | 2.9% |
| Sex: | | | | | | | | |
| Female | 782 | 45.3% | 2,640,313 | 48.9% | 784 | 45.3% | 2,650,563 | 48.8% |
| Male | 945 | 54.7% | 2,762,615 | 51.1% | 945 | 54.7% | 2,776,807 | 51.2% |
| Economically Disadvantaged | 1,018 | 58.9% | 3,278,452 | 60.7% | 1,019 | 58.9% | 3,289,420 | 60.6% |
| Non-Educationally Disadvantaged | 709 | 41.1% | 2,124,476 | 39.3% | 710 | 41.1% | 2,137,950 | 39.4% |
| Section 504 Students | 245 | 14.2% | 400,729 | 7.4% | 245 | 14.2% | 401,648 | 7.4% |
| EB Students/EL | 116 | 6.7% | 1,171,661 | 21.7% | 116 | 6.7% | 1,175,333 | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|--|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Students w/ Disciplinary Placements (2020-21) | 43 | 2.3% | 34,054 | 0.6% | | | | |
| Students w/ Dyslexia | 174 | 10.1% | 270,260 | 5.0% | 174 | 10.1% | 270,966 | 5.0% |
| Foster Care | 5 | 0.3% | 15,338 | 0.3% | 5 | 0.3% | 15,409 | 0.3% |
| Homeless | 33 | 1.9% | 61,433 | 1.1% | 33 | 1.9% | 61,687 | 1.1% |
| Immigrant | 4 | 0.2% | 108,510 | 2.0% | 4 | 0.2% | 108,787 | 2.0% |
| Migrant | 2 | 0.1% | 14,366 | 0.3% | 2 | 0.1% | 14,426 | 0.3% |
| Title I | 1,727 | 100.0% | 3,473,996 | 64.3% | 1,729 | 100.0% | 3,487,333 | 64.3% |
| Military Connected | 111 | 6.4% | 176,253 | 3.3% | 111 | 6.4% | 176,554 | 3.3% |
| At-Risk | 957 | 55.4% | 2,892,191 | 53.5% | 957 | 55.3% | 2,901,015 | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 110 | 6.4% | 1,182,035 | 21.9% | 110 | 6.4% | 1,185,511 | 21.8% |
| Gifted and Talented Education | 106 | 6.1% | 434,269 | 8.0% | 106 | 6.1% | 435,356 | 8.0% |
| Special Education | 222 | 12.9% | 624,256 | 11.6% | 224 | 13.0% | 635,097 | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 222 | | 624,256 | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 87 | 39.2% | 268,673 | 43.0% | | | | |
| Students with Physical Disabilities | 46 | 20.7% | 129,679 | 20.8% | | | | |
| Students with Autism | ** | ** | 91,742 | 14.7% | | | | |
| Students with Behavioral Disabilities | 59 | 26.6% | 125,096 | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 9,066 | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 244 | 14.7% | 705,063 | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 4 | 0.2% | 131,970 | 2.5% | | | | |
| Hispanic | 42 | 2.5% | 342,504 | 6.6% | | | | |
| White | 187 | 11.3% | 184,235 | 3.5% | | | | |
| American Indian | 1 | 0.1% | 2,852 | 0.1% | | | | |
| Asian | 0 | 0.0% | 16,716 | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 1,690 | 0.0% | | | | |
| Two or More Races | 10 | 0.6% | 25,096 | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 41 | 17.4% | 102,025 | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 6 | 5.3% | 124,246 | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 132 | 13.5% | 467,226 | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 143 | 11.7% | 772,746 | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Student Information | -Non-Special Education Rates- | | -Special Education Rates- | |
|----------------------------------|-------------------------------|-------|---------------------------|-------|
| | District | State | District | State |
| Retention Rates by Grade: | | | | |
| Kindergarten | 8.0% | 1.9% | 8.3% | 5.2% |
| Grade 1 | 14.7% | 2.9% | 20.0% | 4.2% |
| Grade 2 | 7.9% | 1.7% | 11.1% | 2.2% |
| Grade 3 | 0.9% | 1.0% | 3.7% | 1.0% |
| Grade 4 | 1.0% | 0.7% | 0.0% | 0.7% |
| Grade 5 | 0.0% | 0.5% | 0.0% | 0.7% |
| Grade 6 | 3.7% | 0.6% | 0.0% | 0.6% |
| Grade 7 | 0.8% | 0.7% | 3.6% | 0.7% |
| Grade 8 | 0.0% | 0.6% | 0.0% | 0.8% |
| Grade 9 | 4.5% | 10.5% | 6.7% | 14.1% |

| | ---- District ---- | | ----- State ----- | |
|------------------------|--------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Data Quality: | | | | |
| Underreported Students | 2 | 0.2% | 8,781 | 0.3% |

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

| Class Size Information | District | State |
|------------------------|----------|-------|
| Elementary: | | |
| Kindergarten | 18.2 | 18.7 |
| Grade 1 | 17.9 | 18.7 |
| Grade 2 | 18.6 | 18.6 |
| Grade 3 | 16.3 | 18.7 |
| Grade 4 | 18.3 | 18.8 |
| Grade 5 | 19.8 | 20.2 |
| Grade 6 | 17.7 | 19.2 |
| Secondary: | | |
| English/Language Arts | 14.9 | 16.3 |
| Foreign Languages | 18.4 | 18.4 |
| Mathematics | 16.8 | 17.5 |
| Science | 18.7 | 18.5 |
| Social Studies | 19.7 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Staff Information | ----- District ----- | | ----- State ----- | |
|---|----------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Total Staff | 300.3 | 100.0% | 749,473.4 | 100.0% |
| Professional Staff: | 170.8 | 56.9% | 480,632.3 | 64.1% |
| Teachers | 138.3 | 46.0% | 369,695.8 | 49.3% |
| Professional Support | 19.0 | 6.3% | 80,190.4 | 10.7% |
| Campus Administration (School Leadership) | 7.1 | 2.4% | 22,091.4 | 2.9% |
| Central Administration | 6.4 | 2.1% | 8,654.8 | 1.2% |
| Educational Aides: | 57.9 | 19.3% | 82,972.4 | 11.1% |
| Auxiliary Staff: | 71.6 | 23.9% | 185,868.6 | 24.8% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 4,194.0 | n/a |
| Part-time Librarians | 1.0 | n/a | 607.0 | n/a |
| Full-time Counselors | 3.0 | n/a | 13,550.0 | n/a |
| Part-time Counselors | 0.0 | n/a | 1,176.0 | n/a |
| Total Minority Staff: | 38.4 | 12.8% | 390,611.0 | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 6.1 | 4.4% | 41,286.1 | 11.2% |
| Hispanic | 5.3 | 3.9% | 106,866.5 | 28.9% |
| White | 124.9 | 90.3% | 208,485.4 | 56.4% |
| American Indian | 1.0 | 0.7% | 1,235.6 | 0.3% |
| Asian | 0.0 | 0.0% | 6,956.0 | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 553.2 | 0.1% |
| Two or More Races | 1.0 | 0.7% | 4,312.0 | 1.2% |
| Teachers by Sex: | | | | |
| Males | 30.4 | 22.0% | 89,015.4 | 24.1% |
| Females | 107.9 | 78.0% | 280,680.4 | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 4.9 | 3.6% | 5,187.9 | 1.4% |
| Bachelors | 108.2 | 78.3% | 268,560.2 | 72.6% |
| Masters | 25.1 | 18.2% | 93,139.5 | 25.2% |
| Doctorate | 0.0 | 0.0% | 2,808.1 | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.6 | 4.0% | 29,215.8 | 7.9% |
| 1-5 Years Experience | 35.0 | 25.3% | 98,764.8 | 26.7% |
| 6-10 Years Experience | 30.5 | 22.1% | 76,197.2 | 20.6% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Staff Information | ---- District ---- | | ----- State ----- | |
|--------------------------------|--------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| 11-20 Years Experience | 42.4 | 30.7% | 105,811.4 | 28.6% |
| 21-30 Years Experience | 17.8 | 12.9% | 48,804.6 | 13.2% |
| Over 30 Years Experience | 6.9 | 5.0% | 10,902.0 | 2.9% |
| Number of Students per Teacher | 12.5 | n/a | 14.6 | n/a |

| Staff Information | District | State |
|---|----------|-----------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 6.4 | 6.3 |
| Average Years Experience of Principals with District | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 5.7 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.7 | 4.8 |
| Average Years Experience of Teachers: | | |
| Average Years Experience of Teachers: | 12.3 | 11.1 |
| Average Years Experience of Teachers with District: | 5.9 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$46,854 | \$51,054 |
| 1-5 Years Experience | \$41,945 | \$54,577 |
| 6-10 Years Experience | \$46,683 | \$57,746 |
| 11-20 Years Experience | \$52,496 | \$61,377 |
| 21-30 Years Experience | \$54,395 | \$65,949 |
| Over 30 Years Experience | \$57,904 | \$71,111 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$48,825 | \$58,887 |
| Professional Support | \$63,453 | \$69,505 |
| Campus Administration (School Leadership) | \$73,119 | \$84,990 |
| Central Administration | \$90,041 | \$112,797 |
| Instructional Staff Percent: | 60.4% | 64.9% |
| Turnover Rate for Teachers: | 30.8% | 17.7% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,247.4 |
| Educational Aides | 0.0 | 191.7 |
| Auxiliary Staff | 0.0 | 381.6 |
| Contracted Instructional Staff: | 0.0 | 2,113.6 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

| Program Information | ----- District ----- | | ----- State ----- | |
|---|----------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.7 | 1.2% | 22,926.8 | 6.2% |
| Career and Technical Education | 10.6 | 7.7% | 19,365.5 | 5.2% |
| Compensatory Education | 9.2 | 6.7% | 11,037.2 | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 6,465.0 | 1.7% |
| Regular Education | 99.1 | 71.7% | 261,685.1 | 70.8% |
| Special Education | 14.4 | 10.4% | 35,441.0 | 9.6% |
| Other | 3.2 | 2.3% | 12,775.1 | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS H S

Campus Number: 190903001

2022 Accountability Rating: C

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 65% | 65% | 65% | 60% | 65% | 66% | * | - | - | * | 22% | 33% | 67% | 60% | 63% | 70% |
| | 2021 | 67% | 67% | 67% | * | 79% | 68% | * | * | - | * | 21% | * | 68% | 63% | 52% | 83% |
| At Meets Grade Level or Above | 2022 | 47% | 43% | 43% | 20% | 43% | 46% | * | - | - | * | 11% | 0% | 47% | 33% | 40% | 40% |
| | 2021 | 50% | 46% | 46% | * | 42% | 48% | * | * | - | * | 14% | * | 48% | 40% | 28% | 33% |
| At Masters Grade Level | 2022 | 11% | 6% | 6% | 0% | 9% | 6% | * | - | - | * | 11% | 0% | 6% | 8% | 4% | 0% |
| | 2021 | 12% | 6% | 6% | * | 5% | 6% | * | * | - | * | 0% | * | 7% | 3% | 2% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 71% | 80% | 84% | 67% | * | * | - | * | 22% | 33% | 74% | 64% | 69% | 100% |
| | 2021 | 71% | 73% | 73% | * | 64% | 74% | * | * | - | 86% | 54% | * | 74% | 70% | 66% | 50% |
| At Meets Grade Level or Above | 2022 | 55% | 50% | 50% | 40% | 48% | 50% | * | * | - | * | 17% | 22% | 51% | 44% | 45% | 57% |
| | 2021 | 57% | 57% | 57% | * | 44% | 58% | * | * | - | 71% | 31% | * | 56% | 58% | 46% | 25% |
| At Masters Grade Level | 2022 | 9% | 4% | 4% | 0% | 0% | 5% | * | * | - | * | 6% | 0% | 4% | 3% | 0% | 0% |
| | 2021 | 11% | 5% | 5% | * | 4% | 4% | * | * | - | 0% | 15% | * | 4% | 6% | 1% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 77% | 80% | 40% | 70% | 84% | * | * | - | * | 53% | 64% | 82% | 71% | 77% | 60% |
| | 2021 | 73% | 53% | 47% | * | 46% | 48% | * | * | - | * | 29% | * | 49% | 40% | 33% | 60% |
| At Meets Grade Level or Above | 2022 | 43% | 29% | 29% | 0% | 26% | 31% | * | * | - | * | 12% | 27% | 32% | 18% | 27% | 10% |
| | 2021 | 41% | 15% | 8% | * | 0% | 10% | * | * | - | * | 14% | * | 8% | 8% | 3% | 0% |
| At Masters Grade Level | 2022 | 27% | 9% | 9% | 0% | 9% | 10% | * | * | - | * | 6% | 0% | 9% | 9% | 6% | 10% |
| | 2021 | 23% | 4% | 1% | * | 0% | 1% | * | * | - | * | 7% | * | 0% | 4% | 0% | 0% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 85% | 85% | 71% | 90% | 85% | * | - | - | * | 53% | 71% | 86% | 84% | 86% | 89% |
| | 2021 | 82% | 82% | 82% | * | 88% | 84% | * | * | - | * | 40% | * | 85% | 73% | 77% | * |
| At Meets Grade Level or Above | 2022 | 55% | 52% | 52% | 29% | 38% | 57% | * | - | - | * | 18% | 14% | 53% | 49% | 46% | 44% |
| | 2021 | 55% | 42% | 42% | * | 44% | 45% | * | * | - | * | 20% | * | 43% | 40% | 26% | * |
| At Masters Grade Level | 2022 | 21% | 11% | 11% | 0% | 5% | 14% | * | - | - | * | 6% | 0% | 11% | 14% | 6% | 0% |
| | 2021 | 22% | 11% | 11% | * | 13% | 12% | * | * | - | * | 7% | * | 10% | 13% | 7% | * |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 89% | 91% | 91% | 83% | 96% | 90% | * | * | - | * | 67% | 56% | 90% | 93% | 90% | 100% |
| | 2021 | 88% | 93% | 93% | * | 96% | 92% | * | * | - | 86% | 83% | * | 94% | 89% | 93% | 100% |
| At Meets Grade Level or Above | 2022 | 68% | 60% | 60% | 33% | 57% | 63% | * | * | - | * | 20% | 11% | 62% | 55% | 56% | 57% |
| | 2021 | 69% | 74% | 74% | * | 71% | 74% | * | * | - | 71% | 58% | * | 77% | 67% | 70% | 43% |
| At Masters Grade Level | 2022 | 42% | 30% | 30% | 17% | 35% | 30% | * | * | - | * | 20% | 0% | 31% | 26% | 26% | 57% |
| | 2021 | 43% | 42% | 42% | * | 38% | 43% | * | * | - | 43% | 8% | * | 44% | 36% | 36% | 14% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 92% | 100% | 100% | - | * 100% | | - | - | - | - | - | - | 100% | * | 100% | - |
| | 2021 | 95% | 100% | 100% | - | * 100% | | - | - | - | * | - | - | 100% | * | * | - |
| At Meets Grade Level or Above | 2022 | 64% | 57% | 57% | - | * 60% | | - | - | - | - | - | - | 55% | * | 56% | - |
| | 2021 | 69% | 75% | 75% | - | * 71% | | - | - | - | * | - | - | 75% | * | * | - |
| At Masters Grade Level | 2022 | 13% | 0% | 0% | - | * 0% | | - | - | - | - | - | - | 0% | * | 0% | - |
| | 2021 | 14% | 13% | 13% | - | * 14% | | - | - | - | * | - | - | 17% | * | * | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 78% | 68% | 82% | 78% | 80% | * | - | 76% | 42% | 51% | 80% | 75% | 77% | 81% |
| | 2021 | 67% | 61% | 74% | 31% | 77% | 74% | 73% | 80% | - | 79% | 44% | 33% | 75% | 70% | 66% | 77% |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 47% | 25% | 43% | 49% | 20% | * | - | 47% | 15% | 16% | 49% | 41% | 42% | 40% |
| | 2021 | 41% | 30% | 48% | 23% | 45% | 48% | 45% | 80% | - | 54% | 26% | 0% | 48% | 46% | 36% | 30% |
| At Masters Grade Level | 2022 | 23% | 13% | 12% | 4% | 11% | 13% | 0% | * | - | 6% | 9% | 0% | 12% | 12% | 8% | 12% |
| | 2021 | 18% | 10% | 13% | 8% | 13% | 13% | 9% | 40% | - | 13% | 7% | 0% | 13% | 13% | 10% | 3% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 68% | 70% | 75% | 67% | 80% | * | - | 57% | 22% | 33% | 70% | 62% | 66% | 82% |
| | 2021 | 68% | 61% | 70% | 40% | 70% | 71% | * | * | - | 70% | 37% | 33% | 72% | 67% | 60% | 64% |
| At Meets Grade Level or Above | 2022 | 53% | 43% | 47% | 30% | 46% | 48% | 20% | * | - | 43% | 14% | 11% | 49% | 38% | 42% | 47% |
| | 2021 | 45% | 34% | 51% | 20% | 43% | 53% | * | * | - | 60% | 22% | 0% | 52% | 49% | 38% | 29% |
| At Masters Grade Level | 2022 | 25% | 16% | 5% | 0% | 4% | 6% | 0% | * | - | 0% | 8% | 0% | 5% | 5% | 2% | 0% |
| | 2021 | 18% | 11% | 5% | 0% | 5% | 5% | * | * | - | 0% | 7% | 0% | 5% | 5% | 1% | 0% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 81% | 40% | 74% | 86% | * | * | - | * | 53% | 64% | 84% | 73% | 79% | 60% |
| | 2021 | 66% | 58% | 54% | * | 50% | 55% | * | * | - | * | 29% | * | 56% | 48% | 37% | 60% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2022 | 42% | 24% | 31% | 0% | 30% | 34% | * | * | - | * | 12% | 27% | 34% | 22% | 29% | 10% |
| | 2021 | 37% | 22% | 17% | * | 7% | 19% | * | * | - | * | 14% | * | 17% | 17% | 6% | 0% |
| At Masters Grade Level | 2022 | 20% | 7% | 8% | 0% | 7% | 9% | * | * | - | * | 6% | 0% | 8% | 8% | 5% | 10% |
| | 2021 | 18% | 8% | 3% | * | 0% | 3% | * | * | - | * | 7% | * | 2% | 3% | 2% | 0% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 85% | 71% | 90% | 85% | * | - | - | * | 53% | 71% | 86% | 84% | 86% | 89% |
| | 2021 | 71% | 69% | 82% | * | 88% | 84% | * | * | - | * | 40% | * | 85% | 73% | 77% | * |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 52% | 29% | 38% | 57% | * | - | - | * | 18% | 14% | 53% | 49% | 46% | 44% |
| | 2021 | 44% | 35% | 42% | * | 44% | 45% | * | * | - | * | 20% | * | 43% | 40% | 26% | * |
| At Masters Grade Level | 2022 | 21% | 13% | 11% | 0% | 5% | 14% | * | - | - | * | 6% | 0% | 11% | 14% | 6% | 0% |
| | 2021 | 20% | 11% | 11% | * | 13% | 12% | * | * | - | * | 7% | * | 10% | 13% | 7% | * |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 91% | 83% | 96% | 90% | * | * | - | * | 67% | 56% | 90% | 93% | 90% | 100% |
| | 2021 | 73% | 72% | 93% | * | 96% | 92% | * | * | - | 86% | 83% | * | 94% | 89% | 93% | 100% |
| At Meets Grade Level or Above | 2022 | 50% | 39% | 60% | 33% | 57% | 63% | * | * | - | * | 20% | 11% | 62% | 55% | 56% | 57% |
| | 2021 | 49% | 48% | 74% | * | 71% | 74% | * | * | - | 71% | 58% | * | 77% | 67% | 70% | 43% |
| At Masters Grade Level | 2022 | 30% | 19% | 30% | 17% | 35% | 30% | * | * | - | * | 20% | 0% | 31% | 26% | 26% | 57% |
| | 2021 | 29% | 24% | 42% | * | 38% | 43% | * | * | - | 43% | 8% | * | 44% | 36% | 36% | 14% |

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 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2022 | 71 | 76 | 76 | * | 72 | 77 | * | * | - | * | 71 | 90 | 78 | 70 | 75 | 80 |
| | 2019 | 69 | 69 | 69 | * | 61 | 71 | * | - | - | * | 59 | - | 69 | 71 | 72 | 60 |
| End of Course Algebra I | 2022 | 67 | 57 | 69 | * | 47 | 76 | * | - | - | * | 56 | * | 73 | 50 | 63 | 38 |
| | 2019 | 75 | 79 | 76 | 80 | 71 | 76 | - | - | - | * | 54 | - | 75 | 76 | 71 | 67 |
| All Grades Both Subjects | 2022 | 74 | 69 | 73 | 67 | 60 | 77 | * | * | - | * | 65 | 78 | 76 | 62 | 70 | 54 |
| | 2019 | 69 | 69 | 72 | 67 | 65 | 73 | * | - | - | 90 | 57 | - | 72 | 73 | 71 | 64 |
| All Grades ELA/Reading | 2022 | 78 | 77 | 76 | * | 72 | 77 | * | * | - | * | 71 | 90 | 78 | 70 | 75 | 80 |
| | 2019 | 68 | 68 | 69 | * | 61 | 71 | * | - | - | * | 59 | - | 69 | 71 | 72 | 60 |
| All Grades Mathematics | 2022 | 69 | 61 | 69 | * | 47 | 76 | * | - | - | * | 56 | * | 73 | 50 | 63 | 38 |
| | 2019 | 70 | 70 | 76 | 80 | 71 | 76 | - | - | - | * | 54 | - | 75 | 76 | 71 | 67 |

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Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 78% | - | - | - | - | - | - | 72% | - | 72% | - | - | 78% | 72% | 100% |
| | 2021 | 67% | 61% | 74% | - | - | - | - | - | - | 56% | - | 56% | - | - | 73% | 56% | 89% |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 47% | - | - | - | - | - | - | 17% | - | 17% | - | - | 48% | 17% | 72% |
| | 2021 | 41% | 30% | 48% | - | - | - | - | - | - | 0% | - | 0% | - | - | 47% | 0% | 61% |
| At Masters Grade Level | 2022 | 23% | 13% | 12% | - | - | - | - | - | - | 3% | - | 3% | - | - | 12% | 3% | 22% |
| | 2021 | 18% | 10% | 13% | - | - | - | - | - | - | 0% | - | 0% | - | - | 13% | 0% | 17% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 68% | - | - | - | - | - | - | 73% | - | 73% | - | - | 67% | 73% | 100% |
| | 2021 | 68% | 61% | 70% | - | - | - | - | - | - | 40% | - | 40% | - | - | 70% | 40% | 81% |
| At Meets Grade Level or Above | 2022 | 53% | 43% | 47% | - | - | - | - | - | - | 18% | - | 18% | - | - | 47% | 18% | 75% |
| | 2021 | 45% | 34% | 51% | - | - | - | - | - | - | 0% | - | 0% | - | - | 52% | 0% | 56% |
| At Masters Grade Level | 2022 | 25% | 16% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | - | 5% | 0% | 0% |
| | 2021 | 18% | 11% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | - | 5% | 0% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 81% | - | - | - | - | - | - | 43% | - | 43% | - | - | 83% | 43% | 100% |
| | 2021 | 66% | 58% | 54% | - | - | - | - | - | - | * | - | * | - | - | 53% | * | * |
| At Meets Grade Level or Above | 2022 | 42% | 24% | 31% | - | - | - | - | - | - | 0% | - | 0% | - | - | 33% | 0% | 40% |
| | 2021 | 37% | 22% | 17% | - | - | - | - | - | - | * | - | * | - | - | 17% | * | * |
| At Masters Grade Level | 2022 | 20% | 7% | 8% | - | - | - | - | - | - | 0% | - | 0% | - | - | 8% | 0% | 20% |
| | 2021 | 18% | 8% | 3% | - | - | - | - | - | - | * | - | * | - | - | 3% | * | * |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 85% | - | - | - | - | - | - | 86% | - | 86% | - | - | 85% | 86% | * |
| | 2021 | 71% | 69% | 82% | - | - | - | - | - | - | * | - | * | - | - | 82% | * | * |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 52% | - | - | - | - | - | - | 29% | - | 29% | - | - | 53% | 29% | * |
| | 2021 | 44% | 35% | 42% | - | - | - | - | - | - | * | - | * | - | - | 42% | * | * |
| At Masters Grade Level | 2022 | 21% | 13% | 11% | - | - | - | - | - | - | 0% | - | 0% | - | - | 12% | 0% | * |
| | 2021 | 20% | 11% | 11% | - | - | - | - | - | - | * | - | * | - | - | 11% | * | * |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 91% | - | - | - | - | - | - | * | - | * | - | - | 90% | * | * |
| | 2021 | 73% | 72% | 93% | - | - | - | - | - | - | * | - | * | - | - | 92% | * | 100% |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

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| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Meets Grade Level or Above | 2022 | 50% | 39% | 60% | - | - | - | - | - | - | * | - | * | - | - | 60% | * | * |
| | 2021 | 49% | 48% | 74% | - | - | - | - | - | - | * | - | * | - | - | 75% | * | 77% |
| At Masters Grade Level | 2022 | 30% | 19% | 30% | - | - | - | - | - | - | * | - | * | - | - | 28% | * | * |
| | 2021 | 29% | 24% | 42% | - | - | - | - | - | - | * | - | * | - | - | 44% | * | 31% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 69% | 73% | - | - | - | - | - | - | 38% | - | 38% | - | - | 75% | 38% | 80% |
| | 2019 | 69% | 69% | 72% | - | - | - | - | - | - | 65% | - | 65% | - | - | - | 65% | - |
| All Grades ELA/Reading | 2022 | 78% | 77% | 76% | - | - | - | - | - | - | * | - | * | - | - | 76% | * | * |
| | 2019 | 68% | 68% | 69% | - | - | - | - | - | - | * | - | * | - | - | - | * | - |
| All Grades Mathematics | 2022 | 69% | 61% | 69% | - | - | - | - | - | - | 25% | - | 25% | - | - | 72% | 25% | * |
| | 2019 | 70% | 70% | 76% | - | - | - | - | - | - | 67% | - | 67% | - | - | - | 67% | - |

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 99% | 100% | 100% | * | - | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 93% | 94% | 92% | 100% | 89% | 94% | 100% | * | - | 77% | 96% | 87% | 96% | 82% | 93% | 90% |
| Not Included in Accountability: Mobile | 5% | 5% | 7% | 0% | 6% | 6% | 0% | * | - | 23% | 4% | 13% | 3% | 16% | 5% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 4% | 0% | 0% | * | - | 0% | 0% | 0% | 1% | 0% | 1% | 10% |
| Not Tested | 1% | 0% | 0% | 0% | 1% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 1% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 98% | 100% | 100% | * | - | 100% | 100% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 92% | 94% | 91% | 100% | 84% | 94% | 100% | * | - | 70% | 97% | 82% | 95% | 83% | 92% | 77% |
| Not Included in Accountability: Mobile | 5% | 5% | 6% | 0% | 5% | 6% | 0% | * | - | 30% | 3% | 18% | 3% | 15% | 5% | 0% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 2% | 0% | 9% | 0% | 0% | * | - | 0% | 0% | 0% | 2% | 1% | 3% | 23% |
| Not Tested | 1% | 1% | 1% | 0% | 2% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 2% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 99% | 100% | 100% | 99% | * | * | - | * | 100% | 100% | 100% | 98% | 99% | 100% |
| Included in Accountability | 93% | 94% | 91% | 100% | 90% | 91% | * | * | - | * | 94% | 85% | 97% | 76% | 93% | 100% |
| Not Included in Accountability: Mobile | 5% | 5% | 9% | 0% | 10% | 8% | * | * | - | * | 6% | 15% | 3% | 22% | 6% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 1% | 0% | 0% | 1% | * | * | - | * | 0% | 0% | 0% | 2% | 1% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 0% | 0% | 1% | * | * | - | * | 0% | 0% | 0% | 2% | 1% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | * | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 95% | 92% | 100% | 95% | 92% | * | - | - | * | 94% | 100% | 97% | 82% | 92% | 100% |
| Not Included in Accountability: Mobile | 4% | 4% | 8% | 0% | 5% | 8% | * | - | - | * | 6% | 0% | 3% | 18% | 8% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 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% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 96% | 95% | 100% | 96% | 97% | * | * | - | 80% | 94% | 90% | 98% | 89% | 99% | 100% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 0% | 4% | 3% | * | * | - | 20% | 6% | 10% | 2% | 11% | 1% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 89% | 93% | 93% | - | * | 91% | - | - | - | - | - | - | 100% | * | 90% | - |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 95% | 95% | 100% | 88% | 96% | 100% | 100% | - | 96% | 92% | 100% | 96% | 90% | 96% | 77% |
| Not Included in Accountability: Mobile | 3% | 4% | 4% | 0% | 5% | 4% | 0% | 0% | - | 4% | 7% | 0% | 2% | 9% | 2% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 6% | 0% | 0% | 0% | - | 0% | 1% | 0% | 1% | 0% | 2% | 18% |
| Not Tested | 12% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 100% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 94% | 93% | 100% | 81% | 96% | * | * | - | 91% | 90% | 100% | 95% | 88% | 94% | 64% |
| Not Included in Accountability: Mobile | 3% | 5% | 4% | 0% | 6% | 4% | * | * | - | 9% | 7% | 0% | 2% | 13% | 1% | 5% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 3% | 0% | 13% | 0% | * | * | - | 0% | 3% | 0% | 4% | 0% | 4% | 32% |
| Not Tested | 11% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | 98% | * | 100% | 98% | * | * | - | * | 100% | * | 99% | 97% | 100% | 100% |
| Included in Accountability | 84% | 95% | 94% | * | 88% | 95% | * | * | - | * | 93% | * | 96% | 91% | 97% | 83% |

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|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Not Included in Accountability: Mobile | 4% | 5% | 4% | * | 13% | 3% | * | * | - | * | 7% | * | 3% | 6% | 3% | 17% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | 2% | * | 0% | 2% | * | * | - | * | 0% | * | 1% | 3% | 0% | 0% |
| Absent | 2% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 2% | * | 0% | 2% | * | * | - | * | 0% | * | 1% | 3% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 100% | * | 100% | 100% | * | * | - | * | 100% | * | 100% | 100% | 100% | * |
| Included in Accountability | 84% | 96% | 97% | * | 94% | 97% | * | * | - | * | 94% | * | 98% | 94% | 97% | * |
| Not Included in Accountability: Mobile | 3% | 4% | 3% | * | 6% | 3% | * | * | - | * | 6% | * | 2% | 6% | 3% | * |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | * |
| Not Tested | 13% | 1% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | * |
| Absent | 2% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | * |
| Other | 10% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | * |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 100% | 100% | * | 100% | 100% | * | * | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 84% | 94% | 96% | * | 100% | 95% | * | * | - | 100% | 92% | * | 98% | 92% | 100% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | 4% | * | 0% | 5% | * | * | - | 0% | 8% | * | 2% | 8% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 0% | 0% | * | 0% | 0% | * | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 3% | 0% | 0% | * | 0% | 0% | * | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | * | 0% | 0% | * | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 85% | 89% | 89% | - | * | 88% | - | - | - | * | - | - | 92% | 80% | * | - |

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 94.8% | 93.4% | 91.8% | 95.0% | 93.1% | 95.5% | * | - | 92.8% | 93.1% | 92.9% | 94.0% |
| 2019-20 | 98.3% | 98.5% | 97.9% | 98.7% | 99.2% | 97.6% | * | * | - | 97.8% | 96.6% | 97.6% | 99.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 15.5% | 23.2% | 35.7% | 12.4% | 25.4% | 0.0% | * | - | 26.7% | 27.4% | 24.9% | 12.5% |
| 2019-20 | 6.7% | 6.1% | 9.5% | 7.7% | 3.6% | 10.9% | 0.0% | * | - | 12.5% | 19.6% | 11.0% | 0.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2019-20 | 1.6% | 0.6% | 0.6% | 0.0% | 0.0% | 0.8% | 0.0% | * | - | 0.0% | 1.8% | 0.7% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 94.6% | 94.6% | * | 100.0% | 94.2% | * | - | - | * | 92.3% | 96.0% | 100.0% |
| Received TxCHSE | 0.3% | 0.9% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 2.0% | 0.0% |
| Continued HS | 3.9% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 5.8% | 4.5% | 4.5% | * | 0.0% | 4.7% | * | - | - | * | 7.7% | 2.0% | 0.0% |
| Graduates and TxCHSE | 90.3% | 95.5% | 95.5% | * | 100.0% | 95.3% | * | - | - | * | 92.3% | 98.0% | 100.0% |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.5% | 95.5% | * | 100.0% | 95.3% | * | - | - | * | 92.3% | 98.0% | 100.0% |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.7% | 92.7% | * | 88.9% | 92.9% | * | * | - | * | 90.9% | 94.4% | * |
| Received TxCHSE | 0.4% | 0.8% | 0.8% | * | 0.0% | 1.0% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 0.8% | 0.8% | * | 5.6% | 0.0% | * | * | - | * | 0.0% | 1.4% | * |
| Dropped Out | 5.4% | 5.6% | 5.6% | * | 5.6% | 6.1% | * | * | - | * | 9.1% | 4.2% | * |
| Graduates and TxCHSE | 90.7% | 93.5% | 93.5% | * | 88.9% | 93.9% | * | * | - | * | 90.9% | 94.4% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.4% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.5% | 93.5% | * | 94.4% | 92.9% | * | * | - | * | 90.9% | 95.8% | * |
| Received TxCHSE | 0.5% | 0.8% | 0.8% | * | 0.0% | 1.0% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.1% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 5.6% | 5.6% | * | 5.6% | 6.1% | * | * | - | * | 9.1% | 4.2% | * |
| Graduates and TxCHSE | 92.7% | 94.4% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Graduates, TxCHSE, and Continuers | 93.8% | 94.4% | 94.4% | * | 94.4% | 93.9% | * | * | - | * | 90.9% | 95.8% | * |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 10.9% | 10.9% | * | 6.7% | 12.4% | * | - | - | * | 42.9% | 10.2% | * |
| Graduates and TxCHSE | 92.6% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Received TxCHSE | 0.6% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 10.9% | 10.9% | * | 6.7% | 12.4% | * | - | - | * | 42.9% | 10.2% | * |
| Graduates and TxCHSE | 93.2% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Graduates, TxCHSE, and Continuers | 93.8% | 89.1% | 89.1% | * | 93.3% | 87.6% | * | - | - | * | 57.1% | 89.8% | * |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 88.4% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| Received TxCHSE | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 11.6% | 11.6% | 16.7% | 7.7% | 10.6% | * | - | * | 16.7% | 9.1% | 3.8% | - |
| Graduates and TxCHSE | 93.3% | 88.4% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 88.4% | 88.4% | 83.3% | 92.3% | 89.4% | * | - | * | 83.3% | 90.9% | 96.2% | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 93.8% | 93.8% | * | 100.0% | 93.1% | * | - | - | * | 85.7% | 94.1% | 100.0% |
| Class of 2020 | 90.3% | 92.8% | 92.8% | * | 88.9% | 92.9% | * | * | - | 100.0% | 90.9% | 94.4% | * |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 2.8% | 2.8% | * | 10.0% | 1.2% | * | - | - | * | 25.0% | 6.3% | 0.0% |
| Class of 2020 | 4.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | * |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 81.9% | 84.9% | 84.9% | * | 80.0% | 85.2% | * | - | - | * | 25.0% | 70.8% | 100.0% |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Class of 2020 | 83.5% | 87.8% | 87.8% | * | 87.5% | 89.1% | * | * | - | * | 20.0% | 83.6% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 87.7% | 87.7% | * | 90.0% | 86.4% | * | - | - | * | 50.0% | 77.1% | 100.0% |
| Class of 2020 | 87.8% | 87.8% | 87.8% | * | 87.5% | 89.1% | * | * | - | * | 20.0% | 83.6% | * |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 2.8% | 2.8% | * | 9.5% | 1.2% | * | - | - | * | 27.3% | 6.3% | 0.0% |
| 2019-20 | 4.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 85.0% | 85.0% | * | 81.0% | 85.2% | * | - | - | * | 27.3% | 70.8% | 100.0% |
| 2019-20 | 81.8% | 87.0% | 87.0% | * | 87.5% | 89.0% | * | * | - | 60.0% | 18.2% | 82.4% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 87.9% | 87.9% | * | 90.5% | 86.4% | * | - | - | * | 54.5% | 77.1% | 100.0% |
| 2019-20 | 85.8% | 87.0% | 87.0% | * | 87.5% | 89.0% | * | * | - | 60.0% | 18.2% | 82.4% | * |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | 107 | 100.0% | 107 | 358,842 |
| By Ethnicity: | | | | |
| African American | 1 | 0.9% | 1 | 44,018 |
| Hispanic | 21 | 19.6% | 21 | 183,306 |
| White | 81 | 75.7% | 81 | 103,898 |
| American Indian | 1 | 0.9% | 1 | 1,195 |
| Asian | 0 | 0.0% | 0 | 18,030 |
| Pacific Islander | 0 | 0.0% | 0 | 553 |
| Two or More Races | 3 | 2.8% | 3 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | 13 | 12.1% | 13 | 56,281 |
| Foundation H.S. Program (Endorsement) | 3 | 2.8% | 3 | 13,582 |
| Foundation H.S. Program (DLA) | 91 | 85.0% | 91 | 287,316 |
| Special Education Graduates | 11 | 10.3% | 11 | 31,028 |
| Economically Disadvantaged Graduates | 48 | 44.9% | 48 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 5 | 4.7% | 5 | 32,809 |
| At-Risk Graduates | 34 | 31.8% | 34 | 155,884 |
| CTE Completers | 39 | 36.4% | 39 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 65.2% | 45.8% | 45.8% | * | 47.6% | 45.7% | * | - | - | * | 54.5% | 37.5% | 20.0% |
| 2019-20 | 63.0% | 41.7% | 41.7% | * | 25.0% | 46.2% | * | * | - | 20.0% | 27.3% | 30.9% | * |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 52.7% | 40.2% | 40.2% | * | 33.3% | 42.0% | * | - | - | * | 0.0% | 27.1% | 0.0% |
| 2019-20 | 53.4% | 40.0% | 40.0% | * | 18.8% | 45.1% | * | * | - | 20.0% | 9.1% | 30.9% | * |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 56.1% | 63.6% | 63.6% | * | 47.6% | 66.7% | * | - | - | * | 0.0% | 52.1% | 0.0% |
| 2019-20 | 59.7% | 72.2% | 72.2% | * | 56.3% | 74.7% | * | * | - | 60.0% | 9.1% | 63.2% | * |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 45.7% | 33.6% | 33.6% | * | 28.6% | 34.6% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| 2019-20 | 47.9% | 33.9% | 33.9% | * | 18.8% | 37.4% | * | * | - | 20.0% | 18.2% | 25.0% | * |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 40.4% | 33.6% | 33.6% | * | 28.6% | 34.6% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| 2019-20 | 43.2% | 32.2% | 32.2% | * | 18.8% | 35.2% | * | * | - | 20.0% | 9.1% | 23.5% | * |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 21.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 21.1% | 0.9% | 0.9% | * | 0.0% | 1.1% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.6% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 2.1% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 25.9% | 27.1% | 27.1% | * | 19.0% | 28.4% | * | - | - | * | 0.0% | 14.6% | 0.0% |
| 2019-20 | 24.6% | 28.7% | 28.7% | * | 6.3% | 34.1% | * | * | - | 20.0% | 0.0% | 20.6% | * |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 4.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 24.2% | 7.5% | 7.5% | * | 14.3% | 6.2% | * | - | - | * | 54.5% | 10.4% | 20.0% |
| 2019-20 | 18.7% | 2.6% | 2.6% | * | 6.3% | 1.1% | * | * | - | 0.0% | 27.3% | 0.0% | * |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 0.9% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 13.2% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 0.7% | 0.9% | 0.9% | * | 0.0% | 1.2% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 0.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| 2019-20 | 2.4% | 0.9% | 0.9% | * | 6.3% | 0.0% | * | * | - | 0.0% | 9.1% | 0.0% | * |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 5.6% | 5.6% | * | 14.3% | 3.7% | * | - | - | * | 54.5% | 10.4% | 20.0% |
| 2019-20 | 3.7% | 1.7% | 1.7% | * | 0.0% | 1.1% | * | * | - | 0.0% | 18.2% | 0.0% | * |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2020-21 | 25.9% | 62.6% | 62.6% | * | 47.6% | 65.4% | * | - | - | * | 0.0% | 52.1% | 0.0% |
| | 2019-20 | 30.1% | 70.4% | 70.4% | * | 56.3% | 72.5% | * | * | - | 60.0% | 9.1% | 63.2% | * |
| Mathematics | 2020-21 | 19.4% | 32.7% | 32.7% | * | 28.6% | 33.3% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| | 2019-20 | 21.2% | 31.3% | 31.3% | * | 18.8% | 34.1% | * | * | - | 20.0% | 18.2% | 22.1% | * |
| Both Subjects | 2020-21 | 14.4% | 32.7% | 32.7% | * | 28.6% | 33.3% | * | - | - | * | 0.0% | 25.0% | 0.0% |
| | 2019-20 | 16.4% | 28.7% | 28.7% | * | 18.8% | 30.8% | * | * | - | 20.0% | 9.1% | 20.6% | * |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2020-21 | 8.6% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 7.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Mathematics | 2020-21 | 10.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 9.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Both Subjects | 2020-21 | 4.9% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 4.2% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 21.1% | 8.3% | 8.3% | 0.0% | 12.5% | 7.3% | * | - | - | * | 0.0% | 3.4% | 0.0% |
| | 2020 | 22.0% | 7.3% | 7.3% | * | 2.6% | 8.8% | * | * | - | 0.0% | 0.0% | 4.1% | 0.0% |
| English Language Arts | 2021 | 12.1% | 8.3% | 8.3% | 0.0% | 12.5% | 7.3% | * | - | - | * | 0.0% | 3.4% | 0.0% |
| | 2020 | 12.7% | 7.3% | 7.3% | * | 2.6% | 8.8% | * | * | - | 0.0% | 0.0% | 4.1% | 0.0% |
| Mathematics | 2021 | 6.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 6.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Science | 2021 | 8.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 9.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Social Studies | 2021 | 11.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 48.6% | 0.0% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | - | * | - |
| | 2020 | 59.0% | 5.9% | 5.9% | - | * | 6.3% | - | - | - | - | - | 20.0% | - |
| English Language Arts | 2021 | 42.7% | 0.0% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | - | * | - |
| | 2020 | 50.1% | 5.9% | 5.9% | - | * | 6.3% | - | - | - | - | - | 20.0% | - |
| Mathematics | 2021 | 49.4% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 56.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2021 | 41.4% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 47.6% | - | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2021 | 42.2% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 52.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2020-21 | 70.8% | 59.8% | 59.8% | * | 52.4% | 59.3% | * | - | - | * | 27.3% | 52.1% | 60.0% |
| | 2019-20 | 76.7% | 56.5% | 56.5% | * | 43.8% | 59.3% | * | * | - | 40.0% | 18.2% | 44.1% | * |
| At/Above Criterion for All Examinees | 2020-21 | 32.9% | 23.4% | 23.4% | * | 18.2% | 25.0% | * | - | - | * | * | 12.0% | * |
| | 2019-20 | 35.7% | 24.6% | 24.6% | * | 0.0% | 25.9% | - | * | - | * | * | 20.0% | - |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 1002 | 1025 | 1025 | * | 936 | 1047 | - | - | - | * | - | 1006 | - |
| | 2019-20 | 1019 | 993 | 993 | 910 | 900 | 997 | - | 1210 | - | 1100 | 1210 | 981 | - |
| English Language Arts and Writing | 2020-21 | 504 | 528 | 528 | * | 480 | 539 | - | - | - | * | - | 525 | - |
| | 2019-20 | 513 | 514 | 514 | 420 | 430 | 526 | - | 560 | - | 500 | 560 | 510 | - |
| Mathematics | 2020-21 | 498 | 498 | 498 | * | 456 | 509 | - | - | - | * | - | 481 | - |
| | 2019-20 | 506 | 479 | 479 | 490 | 470 | 471 | - | 650 | - | 600 | 650 | 471 | - |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 20.0 | 18.9 | 18.9 | - | 17.2 | 19.3 | * | - | - | * | * | 17.6 | * |
| | 2019-20 | 20.2 | 20.7 | 20.7 | - | 18.0 | 20.9 | - | - | - | 20.5 | 20.0 | 20.6 | - |
| English Language Arts | 2020-21 | 19.6 | 18.7 | 18.7 | - | 16.8 | 19.0 | * | - | - | * | * | 17.0 | * |
| | 2019-20 | 19.9 | 20.7 | 20.7 | - | 17.3 | 21.1 | - | - | - | 18.5 | 18.5 | 20.5 | - |
| Mathematics | 2020-21 | 19.9 | 18.7 | 18.7 | - | 17.8 | 18.8 | * | - | - | * | * | 17.4 | * |
| | 2019-20 | 20.1 | 19.6 | 19.6 | - | 17.0 | 19.7 | - | - | - | 21.5 | 22.0 | 19.2 | - |
| Science | 2020-21 | 20.3 | 19.2 | 19.2 | - | 17.1 | 19.8 | * | - | - | * | * | 18.4 | * |
| | 2019-20 | 20.5 | 21.4 | 21.4 | - | 20.0 | 21.5 | - | - | - | 22.0 | 20.0 | 21.5 | - |

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2020-21 | 42.5% | 38.6% | 38.6% | 41.7% | 37.0% | 39.4% | 16.7% | * | - | 38.5% | 29.6% | 33.3% | 35.7% |
| | 2019-20 | 46.3% | 36.2% | 36.2% | 15.4% | 28.9% | 38.4% | 40.0% | * | - | 37.5% | 22.6% | 33.2% | 21.1% |
| English Language Arts | 2020-21 | 16.3% | 9.6% | 9.6% | 0.0% | 10.0% | 9.8% | 20.0% | * | - | 7.7% | 0.0% | 5.6% | 0.0% |
| | 2019-20 | 18.2% | 12.6% | 12.6% | 0.0% | 6.0% | 14.9% | 20.0% | * | - | 6.7% | 0.0% | 7.6% | 0.0% |
| Mathematics | 2020-21 | 19.3% | 22.0% | 22.0% | 33.3% | 21.1% | 22.0% | * | * | - | 25.0% | 19.6% | 17.5% | 15.4% |
| | 2019-20 | 20.7% | 24.6% | 24.6% | 7.7% | 24.1% | 25.5% | * | * | - | 15.4% | 25.6% | 23.9% | 15.8% |
| Science | 2020-21 | 20.6% | 27.1% | 27.1% | 33.3% | 26.0% | 28.0% | 0.0% | * | - | 16.7% | 7.8% | 22.9% | 35.7% |
| | 2019-20 | 22.4% | 27.7% | 27.7% | 15.4% | 19.8% | 29.6% | 40.0% | * | - | 30.8% | 4.9% | 24.8% | 15.8% |
| Social Studies | 2020-21 | 22.8% | 7.2% | 7.2% | 0.0% | 10.0% | 6.6% | 0.0% | * | - | 16.7% | 0.0% | 4.3% | 0.0% |
| | 2019-20 | 24.6% | 4.5% | 4.5% | 0.0% | 0.0% | 5.1% | 0.0% | * | - | 20.0% | 0.0% | 1.5% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2020-21 | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2019-20 | 58.5% | 70.4% | 70.4% | * | 75.0% | 71.4% | * | * | - | 60.0% | 63.6% | 73.5% | * |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2019-20 | 46.1% | 47.0% | 47.0% | * | 25.0% | 52.7% | * | * | - | 0.0% | 18.2% | 42.6% | * |
| | 2018-19 | 52.6% | 45.5% | 45.5% | * | 23.1% | 50.6% | * | - | - | * | 25.0% | 42.3% | * |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023) | | | | | | | | | | | | | | |
| | 2019-20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | | Campus | | District | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 470 | 100.0% | 1,727 | 5,402,928 | 472 | 100.0% | 1,729 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 4.5% | 4.1% | 0 | 0.0% | 4.5% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 4.5% | 3.5% | 0 | 0.0% | 4.5% | 3.5% |
| Kindergarten | 0 | 0.0% | 6.3% | 6.8% | 0 | 0.0% | 6.3% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.1% | 0 | 0.0% | 7.2% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.9% | 7.1% | 0 | 0.0% | 7.9% | 7.1% |
| Grade 5 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 6 | 0 | 0.0% | 8.3% | 7.4% | 0 | 0.0% | 8.3% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.1% | 7.7% | 0 | 0.0% | 8.1% | 7.7% |
| Grade 8 | 0 | 0.0% | 8.6% | 7.9% | 0 | 0.0% | 8.6% | 7.8% |
| Grade 9 | 118 | 25.1% | 6.8% | 8.8% | 118 | 25.0% | 6.8% | 8.8% |
| Grade 10 | 129 | 27.4% | 7.5% | 7.6% | 129 | 27.3% | 7.5% | 7.5% |
| Grade 11 | 116 | 24.7% | 6.7% | 7.2% | 116 | 24.6% | 6.7% | 7.2% |
| Grade 12 | 107 | 22.8% | 6.2% | 6.7% | 109 | 23.1% | 6.3% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 21 | 4.5% | 3.1% | 12.8% | 21 | 4.4% | 3.1% | 12.8% |
| Hispanic | 78 | 16.6% | 17.9% | 52.8% | 78 | 16.5% | 17.9% | 52.7% |
| White | 352 | 74.9% | 74.3% | 26.3% | 354 | 75.0% | 74.3% | 26.3% |
| American Indian | 7 | 1.5% | 0.8% | 0.3% | 7 | 1.5% | 0.8% | 0.3% |
| Asian | 1 | 0.2% | 0.3% | 4.8% | 1 | 0.2% | 0.3% | 4.8% |
| Pacific Islander | 1 | 0.2% | 0.2% | 0.2% | 1 | 0.2% | 0.2% | 0.2% |
| Two or More Races | 10 | 2.1% | 3.5% | 2.9% | 10 | 2.1% | 3.5% | 2.9% |
| Sex: | | | | | | | | |
| Female | 211 | 44.9% | 45.3% | 48.9% | 213 | 45.1% | 45.3% | 48.8% |
| Male | 259 | 55.1% | 54.7% | 51.1% | 259 | 54.9% | 54.7% | 51.2% |
| Economically Disadvantaged | 253 | 53.8% | 58.9% | 60.7% | 254 | 53.8% | 58.9% | 60.6% |
| Non-Educationally Disadvantaged | 217 | 46.2% | 41.1% | 39.3% | 218 | 46.2% | 41.1% | 39.4% |
| Section 504 Students | 78 | 16.6% | 14.2% | 7.4% | 78 | 16.5% | 14.2% | 7.4% |
| EB Students/EL | 15 | 3.2% | 6.7% | 21.7% | 15 | 3.2% | 6.7% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 29 | 5.5% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 52 | 11.1% | 10.1% | 5.0% | 52 | 11.0% | 10.1% | 5.0% |
| Foster Care | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.3% |
| Homeless | 14 | 3.0% | 1.9% | 1.1% | 14 | 3.0% | 1.9% | 1.1% |
| Immigrant | 0 | 0.0% | 0.2% | 2.0% | 0 | 0.0% | 0.2% | 2.0% |
| Migrant | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Title I | 470 | 100.0% | 100.0% | 64.3% | 472 | 100.0% | 100.0% | 64.3% |
| Military Connected | 39 | 8.3% | 6.4% | 3.3% | 39 | 8.3% | 6.4% | 3.3% |
| At-Risk | 238 | 50.6% | 55.4% | 53.5% | 238 | 50.4% | 55.3% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 15 | 3.2% | 6.4% | 21.9% | 15 | 3.2% | 6.4% | 21.8% |
| Gifted and Talented Education | 50 | 10.6% | 6.1% | 8.0% | 50 | 10.6% | 6.1% | 8.0% |
| Special Education | 43 | 9.1% | 12.9% | 11.6% | 45 | 9.5% | 13.0% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 43 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 15 | 34.9% | 39.2% | 43.0% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 20.7% | 20.8% | | | | |
| Students with Autism | 7 | 16.3% | ** | 14.7% | | | | |
| Students with Behavioral Disabilities | 21 | 48.8% | 26.6% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 90 | 17.2% | 14.7% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 0.2% | 0.2% | 2.5% | | | | |
| Hispanic | 14 | 2.7% | 2.5% | 6.6% | | | | |
| White | 71 | 13.5% | 11.3% | 3.5% | | | | |
| American Indian | 1 | 0.2% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.6% | 0.6% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 12 | 19.4% | 17.4% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 3 | 18.8% | 5.3% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 51 | 18.1% | 13.5% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 56 | 14.8% | 11.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 8.0% | 1.9% | - | 8.3% | 5.2% |
| Grade 1 | - | 14.7% | 2.9% | - | 20.0% | 4.2% |
| Grade 2 | - | 7.9% | 1.7% | - | 11.1% | 2.2% |
| Grade 3 | - | 0.9% | 1.0% | - | 3.7% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 0.0% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | - | 3.7% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.8% | 0.7% | - | 3.6% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 4.5% | 4.5% | 10.5% | 6.7% | 6.7% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 18.2 | 18.7 |
| Grade 1 | - | 17.9 | 18.7 |
| Grade 2 | - | 18.6 | 18.6 |
| Grade 3 | - | 16.3 | 18.7 |
| Grade 4 | - | 18.3 | 18.8 |
| Grade 5 | - | 19.8 | 20.2 |
| Grade 6 | - | 17.7 | 19.2 |
| Secondary: | | | |
| English/Language Arts | 13.9 | 14.9 | 16.3 |
| Foreign Languages | 18.4 | 18.4 | 18.4 |
| Mathematics | 17.6 | 16.8 | 17.5 |
| Science | 16.7 | 18.7 | 18.5 |
| Social Studies | 19.0 | 19.7 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 62.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 48.1 | 76.8% | 56.9% | 64.1% |
| Teachers | 41.6 | 66.4% | 46.0% | 49.3% |
| Professional Support | 4.5 | 7.1% | 6.3% | 10.7% |
| Campus Administration (School Leadership) | 2.1 | 3.3% | 2.4% | 2.9% |
| Educational Aides: | 14.5 | 23.2% | 19.3% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 1.0 | n/a | 3.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,176.0 |
| Total Minority Staff: | 10.4 | 16.7% | 12.8% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 3.1 | 7.5% | 4.4% | 11.2% |
| Hispanic | 2.4 | 5.8% | 3.9% | 28.9% |
| White | 36.0 | 86.8% | 90.3% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 0.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 13.2 | 31.7% | 22.0% | 24.1% |
| Females | 28.4 | 68.3% | 78.0% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 3.3 | 8.0% | 3.6% | 1.4% |
| Bachelors | 26.7 | 64.4% | 78.3% | 72.6% |
| Masters | 11.5 | 27.7% | 18.2% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.5 | 6.1% | 4.0% | 7.9% |
| 1-5 Years Experience | 8.6 | 20.8% | 25.3% | 26.7% |
| 6-10 Years Experience | 5.5 | 13.3% | 22.1% | 20.6% |
| 11-20 Years Experience | 16.0 | 38.5% | 30.7% | 28.6% |
| 21-30 Years Experience | 5.9 | 14.3% | 12.9% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | | |
| Over 30 Years Experience | 2.9 | 7.0% | 5.0% | 2.9% |
| Number of Students per Teacher | 11.3 | n/a | 12.5 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 6.4 | 6.3 |
| Average Years Experience of Principals with District | 2.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 14.0 | 5.7 | 5.5 |
| Average Years Experience of Assistant Principals with District | 14.0 | 5.7 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 13.1 | 12.3 | 11.1 |
| Average Years Experience of Teachers with District: | 5.6 | 5.9 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$54,636 | \$46,854 | \$51,054 |
| 1-5 Years Experience | \$43,384 | \$41,945 | \$54,577 |
| 6-10 Years Experience | \$51,670 | \$46,683 | \$57,746 |
| 11-20 Years Experience | \$54,179 | \$52,496 | \$61,377 |
| 21-30 Years Experience | \$47,871 | \$54,395 | \$65,949 |
| Over 30 Years Experience | \$68,134 | \$57,904 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$51,705 | \$48,825 | \$58,887 |
| Professional Support | \$53,435 | \$63,453 | \$69,505 |
| Campus Administration (School Leadership) | \$88,766 | \$73,119 | \$84,990 |
| Instructional Staff Percent: | n/a | 60.4% | 64.9% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| Program Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.1 | 0.3% | 1.2% | 6.2% |
| Career and Technical Education | 10.3 | 24.7% | 7.7% | 5.2% |
| Compensatory Education | 0.0 | 0.0% | 6.7% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.0% | 1.7% |
| Regular Education | 23.5 | 56.6% | 71.7% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

| Program Information | ---- Campus ---- | | District | State |
|---------------------|------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 4.4 | 10.6% | 10.4% | 9.6% |
| Other | 3.2 | 7.8% | 2.3% | 3.5% |

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

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

2022 Accountability Rating: Not Rated: Senate Bill 1365

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 54% | 54% | * | 35% | 57% | * | * | - | * | 18% | 60% | 56% | 48% | 48% | 36% |
| | 2021 | 62% | 46% | 46% | * | 34% | 50% | * | * | - | 29% | 32% | 0% | 47% | 42% | 40% | 38% |
| At Meets Grade Level or Above | 2022 | 43% | 21% | 21% | * | 5% | 24% | * | * | - | * | 5% | 20% | 22% | 18% | 19% | 9% |
| | 2021 | 32% | 17% | 17% | * | 9% | 16% | * | * | - | 29% | 16% | 0% | 20% | 8% | 13% | 10% |
| At Masters Grade Level | 2022 | 23% | 10% | 10% | * | 0% | 12% | * | * | - | * | 0% | 20% | 10% | 9% | 9% | 0% |
| | 2021 | 15% | 4% | 4% | * | 0% | 6% | * | * | - | 0% | 0% | 0% | 4% | 3% | 1% | 0% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 73% | 62% | 62% | * | 60% | 63% | * | * | - | * | 27% | 80% | 62% | 59% | 52% | 55% |
| | 2021 | 68% | 60% | 60% | * | 53% | 61% | * | * | - | 57% | 40% | 29% | 60% | 61% | 47% | 48% |
| At Meets Grade Level or Above | 2022 | 39% | 20% | 20% | * | 10% | 23% | * | * | - | * | 0% | 20% | 23% | 13% | 18% | 9% |
| | 2021 | 36% | 18% | 18% | * | 13% | 19% | * | * | - | 29% | 20% | 14% | 19% | 17% | 11% | 14% |
| At Masters Grade Level | 2022 | 16% | 7% | 7% | * | 5% | 7% | * | * | - | * | 0% | 20% | 8% | 3% | 6% | 9% |
| | 2021 | 15% | 4% | 4% | * | 3% | 5% | * | * | - | 0% | 4% | 0% | 4% | 3% | 4% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 80% | 78% | 78% | * | 84% | 77% | * | * | - | 63% | 40% | 63% | 80% | 73% | 77% | 80% |
| | 2021 | 69% | 56% | 56% | 17% | 48% | 59% | * | - | - | 80% | 23% | 38% | 56% | 56% | 47% | 25% |
| At Meets Grade Level or Above | 2022 | 56% | 47% | 47% | * | 32% | 54% | * | * | - | 50% | 30% | 25% | 51% | 37% | 39% | 35% |
| | 2021 | 45% | 25% | 25% | 0% | 13% | 28% | * | - | - | 60% | 14% | 13% | 22% | 31% | 18% | 8% |
| At Masters Grade Level | 2022 | 37% | 19% | 19% | * | 6% | 24% | * | * | - | 25% | 5% | 13% | 22% | 7% | 14% | 5% |
| | 2021 | 25% | 10% | 10% | 0% | 3% | 13% | * | - | - | 0% | 14% | 0% | 11% | 8% | 8% | 0% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 63% | 63% | * | 55% | 67% | * | * | - | 63% | 40% | 50% | 65% | 57% | 52% | 60% |
| | 2021 | 55% | 55% | 55% | 0% | 45% | 61% | * | - | - | 60% | 27% | 38% | 55% | 56% | 46% | 42% |
| At Meets Grade Level or Above | 2022 | 31% | 24% | 24% | * | 16% | 29% | * | * | - | 13% | 20% | 0% | 26% | 17% | 14% | 20% |
| | 2021 | 27% | 21% | 21% | 0% | 16% | 22% | * | - | - | 40% | 23% | 25% | 25% | 13% | 16% | 0% |
| At Masters Grade Level | 2022 | 13% | 5% | 5% | * | 3% | 7% | * | * | - | 0% | 5% | 0% | 6% | 3% | 4% | 5% |
| | 2021 | 12% | 4% | 4% | 0% | 0% | 5% | * | - | - | 0% | 14% | 0% | 5% | 2% | 2% | 0% |
| Grade 8 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 83% | 82% | 82% | 60% | 87% | 82% | * | - | - | 83% | 44% | * | 81% | 85% | 75% | 82% |
| | 2021 | 73% | 78% | 78% | * | 57% | 87% | * | - | - | * | 67% | * | 83% | 58% | 71% | 55% |
| At Meets Grade Level or Above | 2022 | 58% | 50% | 50% | 0% | 37% | 56% | * | - | - | 67% | 28% | * | 45% | 63% | 41% | 27% |
| | 2021 | 46% | 51% | 51% | * | 48% | 53% | * | - | - | * | 22% | * | 53% | 42% | 44% | 45% |
| At Masters Grade Level | 2022 | 37% | 24% | 24% | 0% | 10% | 26% | * | - | - | 67% | 11% | * | 18% | 39% | 19% | 18% |
| | 2021 | 21% | 21% | 21% | * | 19% | 22% | * | - | - | * | 11% | * | 24% | 5% | 19% | 18% |
| Grade 8 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 45% | 45% | 0% | 38% | 49% | - | - | - | * | 33% | * | 43% | 50% | 36% | 36% |
| | 2021 | 62% | 60% | 60% | * | 41% | 65% | * | - | - | * | 25% | * | 66% | 33% | 55% | 33% |
| At Meets Grade Level or Above | 2022 | 40% | 7% | 7% | 0% | 4% | 8% | - | - | - | * | 22% | * | 6% | 8% | 3% | 0% |
| | 2021 | 36% | 24% | 24% | * | 12% | 29% | * | - | - | * | 13% | * | 27% | 7% | 20% | 11% |
| At Masters Grade Level | 2022 | 14% | 2% | 2% | 0% | 0% | 2% | - | - | - | * | 11% | * | 2% | 0% | 3% | 0% |
| | 2021 | 11% | 1% | 1% | * | 6% | 0% | * | - | - | * | 13% | * | 1% | 0% | 2% | 0% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 64% | 64% | 20% | 52% | 69% | * | - | - | 83% | 28% | * | 65% | 63% | 57% | 36% |
| | 2021 | 68% | 73% | 73% | * | 57% | 77% | * | - | - | * | 44% | * | 77% | 56% | 72% | 55% |
| At Meets Grade Level or Above | 2022 | 45% | 30% | 30% | 0% | 13% | 37% | * | - | - | 33% | 22% | * | 30% | 32% | 24% | 0% |
| | 2021 | 43% | 34% | 34% | * | 19% | 39% | * | - | - | * | 22% | * | 34% | 33% | 26% | 9% |
| At Masters Grade Level | 2022 | 24% | 8% | 8% | 0% | 3% | 9% | * | - | - | 0% | 17% | * | 9% | 5% | 5% | 0% |
| | 2021 | 24% | 12% | 12% | * | 10% | 14% | * | - | - | * | 11% | * | 11% | 17% | 7% | 0% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 53% | 53% | 20% | 26% | 62% | * | - | - | 67% | 28% | * | 51% | 59% | 45% | 9% |
| | 2021 | 57% | 46% | 46% | * | 43% | 47% | * | - | - | * | 33% | * | 46% | 44% | 33% | 36% |
| At Meets Grade Level or Above | 2022 | 31% | 18% | 18% | 0% | 10% | 20% | * | - | - | 33% | 22% | * | 18% | 20% | 13% | 0% |
| | 2021 | 28% | 16% | 16% | * | 14% | 16% | * | - | - | * | 22% | * | 16% | 17% | 11% | 9% |
| At Masters Grade Level | 2022 | 18% | 8% | 8% | 0% | 0% | 11% | * | - | - | 17% | 11% | * | 9% | 5% | 5% | 0% |
| | 2021 | 14% | 2% | 2% | * | 5% | 1% | * | - | - | * | 11% | * | 2% | 0% | 2% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 77% | 62% | - | 40% | 77% | * | - | - | * | - | - | 69% | 40% | 44% | - |
| | 2021 | 73% | 53% | 94% | - | * | 92% | - | - | - | - | - | - | 92% | * | 88% | * |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2022 | 43% | 29% | 29% | - | 0% | 46% | * | - | - | * | - | - | 25% | 40% | 11% | - |
| | 2021 | 41% | 15% | 63% | - | * | 62% | - | - | - | - | - | - | 54% | * | 50% | * |
| At Masters Grade Level | 2022 | 27% | 9% | 10% | - | 0% | 15% | * | - | - | * | - | - | 6% | 20% | 0% | - |
| | 2021 | 23% | 4% | 25% | - | * | 31% | - | - | - | - | - | - | 23% | * | 0% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 63% | 35% | 55% | 66% | 75% | * | - | 65% | 32% | 50% | 63% | 62% | 55% | 53% |
| | 2021 | 67% | 61% | 58% | 41% | 48% | 62% | 46% | * | - | 64% | 33% | 35% | 60% | 53% | 49% | 43% |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 28% | 9% | 16% | 31% | 38% | * | - | 33% | 18% | 17% | 28% | 27% | 21% | 15% |
| | 2021 | 41% | 30% | 24% | 18% | 16% | 27% | 31% | * | - | 36% | 18% | 17% | 26% | 20% | 18% | 13% |
| At Masters Grade Level | 2022 | 23% | 13% | 10% | 0% | 4% | 12% | 25% | * | - | 17% | 7% | 10% | 11% | 10% | 8% | 5% |
| | 2021 | 18% | 10% | 7% | 0% | 4% | 8% | 8% | * | - | 3% | 9% | 2% | 8% | 5% | 5% | 2% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 71% | 67% | 73% | 71% | * | * | - | 72% | 33% | 59% | 72% | 70% | 67% | 69% |
| | 2021 | 68% | 61% | 58% | 50% | 45% | 64% | * | * | - | 54% | 34% | 32% | 61% | 51% | 51% | 39% |
| At Meets Grade Level or Above | 2022 | 53% | 43% | 39% | 17% | 27% | 43% | * | * | - | 56% | 20% | 24% | 39% | 41% | 33% | 26% |
| | 2021 | 45% | 34% | 29% | 33% | 20% | 31% | * | * | - | 46% | 16% | 11% | 31% | 25% | 23% | 18% |
| At Masters Grade Level | 2022 | 25% | 16% | 18% | 0% | 6% | 20% | * | * | - | 39% | 5% | 12% | 17% | 20% | 14% | 7% |
| | 2021 | 18% | 11% | 11% | 0% | 6% | 13% | * | * | - | 0% | 7% | 5% | 12% | 6% | 8% | 5% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 57% | 17% | 50% | 61% | * | * | - | 50% | 33% | 47% | 58% | 54% | 47% | 52% |
| | 2021 | 66% | 58% | 60% | 33% | 49% | 64% | * | * | - | 62% | 33% | 47% | 61% | 56% | 50% | 45% |
| At Meets Grade Level or Above | 2022 | 42% | 24% | 18% | 8% | 10% | 21% | * | * | - | 11% | 13% | 6% | 19% | 14% | 12% | 12% |
| | 2021 | 37% | 22% | 22% | 8% | 16% | 25% | * | * | - | 31% | 20% | 26% | 25% | 16% | 16% | 11% |
| At Masters Grade Level | 2022 | 20% | 7% | 5% | 0% | 2% | 6% | * | * | - | 0% | 5% | 6% | 6% | 3% | 4% | 5% |
| | 2021 | 18% | 8% | 4% | 0% | 2% | 5% | * | * | - | 0% | 9% | 0% | 5% | 3% | 3% | 2% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 64% | 20% | 52% | 69% | * | - | - | 83% | 28% | * | 65% | 63% | 57% | 36% |
| | 2021 | 71% | 69% | 73% | * | 57% | 77% | * | - | - | * | 44% | * | 77% | 56% | 72% | 55% |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 30% | 0% | 13% | 37% | * | - | - | 33% | 22% | * | 30% | 32% | 24% | 0% |
| | 2021 | 44% | 35% | 34% | * | 19% | 39% | * | - | - | * | 22% | * | 34% | 33% | 26% | 9% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2022 | 21% | 13% | 8% | 0% | 3% | 9% | * | - | - | 0% | 17% | * | 9% | 5% | 5% | 0% |
| | 2021 | 20% | 11% | 12% | * | 10% | 14% | * | - | - | * | 11% | * | 11% | 17% | 7% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 53% | 20% | 26% | 62% | * | - | - | 67% | 28% | * | 51% | 59% | 45% | 9% |
| | 2021 | 73% | 72% | 46% | * | 43% | 47% | * | - | - | * | 33% | * | 46% | 44% | 33% | 36% |
| At Meets Grade Level or Above | 2022 | 50% | 39% | 18% | 0% | 10% | 20% | * | - | - | 33% | 22% | * | 18% | 20% | 13% | 0% |
| | 2021 | 49% | 48% | 16% | * | 14% | 16% | * | - | - | * | 22% | * | 16% | 17% | 11% | 9% |
| At Masters Grade Level | 2022 | 30% | 19% | 8% | 0% | 0% | 11% | * | - | - | 17% | 11% | * | 9% | 5% | 5% | 0% |
| | 2021 | 29% | 24% | 2% | * | 5% | 1% | * | - | - | * | 11% | * | 2% | 0% | 2% | 0% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 6th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 31% | 13% | 13% | * | 5% | 15% | * | * | - | * | 0% | * | 15% | 6% | 12% | 9% |
| | 2021 | 24% | 12% | 12% | * | 3% | 14% | * | * | - | 29% | 16% | 0% | 14% | 6% | 7% | 5% |
| Reading and Mathematics Including EOC | 2022 | 31% | 13% | 13% | * | 5% | 15% | * | * | - | * | 0% | * | 15% | 6% | 12% | 9% |
| | 2021 | 24% | 12% | 12% | * | 3% | 14% | * | * | - | 29% | 16% | 0% | 14% | 6% | 7% | 5% |
| Reading Including EOC | 2022 | 43% | 20% | 20% | * | 5% | 23% | * | * | - | * | 5% | * | 21% | 18% | 18% | 9% |
| | 2021 | 32% | 17% | 17% | * | 9% | 16% | * | * | - | 29% | 16% | 0% | 20% | 8% | 13% | 10% |
| Math Including EOC | 2022 | 40% | 20% | 20% | * | 10% | 22% | * | * | - | * | 0% | * | 22% | 13% | 17% | 9% |
| | 2021 | 36% | 18% | 18% | * | 13% | 19% | * | * | - | 29% | 20% | 14% | 19% | 17% | 11% | 14% |
| 7th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 32% | 22% | 22% | * | 6% | 29% | * | * | - | 13% | 20% | 0% | 25% | 10% | 13% | 10% |
| | 2021 | 26% | 13% | 13% | 0% | 6% | 13% | * | - | - | 40% | 14% | 0% | 14% | 10% | 6% | 0% |
| Reading and Mathematics Including EOC | 2022 | 33% | 22% | 22% | * | 6% | 29% | * | * | - | 13% | 20% | 0% | 25% | 10% | 13% | 10% |
| | 2021 | 27% | 13% | 13% | 0% | 6% | 13% | * | - | - | 40% | 14% | 0% | 14% | 10% | 6% | 0% |
| Reading Including EOC | 2022 | 56% | 47% | 47% | * | 32% | 54% | * | * | - | 50% | 30% | 25% | 51% | 37% | 39% | 35% |
| | 2021 | 45% | 25% | 25% | 0% | 13% | 28% | * | - | - | 60% | 14% | 13% | 22% | 31% | 18% | 8% |
| Math Including EOC | 2022 | 37% | 24% | 24% | * | 16% | 29% | * | * | - | 13% | 20% | 0% | 26% | 17% | 14% | 20% |
| | 2021 | 32% | 21% | 21% | 0% | 16% | 22% | * | - | - | 40% | 23% | 25% | 25% | 13% | 16% | 0% |
| 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 27% | 5% | 5% | 0% | 0% | 7% | - | - | - | * | 22% | * | 5% | 6% | 3% | 0% |
| | 2021 | 21% | 19% | 19% | * | 12% | 22% | * | - | - | * | 13% | * | 21% | 7% | 18% | 11% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2022 | 41% | 8% | 8% | 0% | 0% | 12% | * | - | - | 0% | 22% | * | 7% | 10% | 3% | 0% |
| | 2021 | 33% | 26% | 26% | * | 20% | 29% | * | - | - | * | 13% | * | 27% | 22% | 22% | 18% |
| Reading Including EOC | 2022 | 58% | 50% | 50% | 0% | 37% | 55% | * | - | - | 67% | 28% | * | 44% | 63% | 40% | 27% |
| | 2021 | 47% | 51% | 51% | * | 48% | 53% | * | - | - | * | 22% | * | 53% | 42% | 44% | 45% |
| Math Including EOC | 2022 | 48% | 9% | 9% | 0% | 3% | 13% | * | - | - | 0% | 22% | * | 8% | 12% | 2% | 0% |
| | 2021 | 43% | 30% | 30% | * | 20% | 34% | * | - | - | * | 13% | * | 31% | 22% | 24% | 18% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 18% | 14% | 8% | 4% | 17% | * | * | - | 13% | 13% | 0% | 16% | 7% | 9% | 7% |
| | 2021 | 26% | 14% | 14% | 8% | 6% | 16% | * | * | - | 31% | 15% | 5% | 16% | 8% | 9% | 5% |
| Reading and Mathematics Including EOC | 2022 | 36% | 19% | 14% | 8% | 4% | 18% | * | * | - | 11% | 13% | 0% | 16% | 9% | 9% | 7% |
| | 2021 | 28% | 15% | 16% | 8% | 8% | 18% | * | * | - | 31% | 15% | 5% | 18% | 11% | 10% | 7% |
| Reading Including EOC | 2022 | 53% | 42% | 39% | 17% | 27% | 43% | * | * | - | 56% | 20% | 19% | 38% | 41% | 32% | 26% |
| | 2021 | 41% | 28% | 29% | 33% | 20% | 31% | * | * | - | 46% | 16% | 11% | 31% | 25% | 23% | 18% |
| Math Including EOC | 2022 | 43% | 23% | 18% | 8% | 10% | 21% | * | * | - | 11% | 13% | 0% | 19% | 14% | 11% | 12% |
| | 2021 | 37% | 23% | 22% | 8% | 16% | 25% | * | * | - | 31% | 20% | 26% | 25% | 16% | 16% | 11% |

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Texas Education Agency
2021-22 Progress (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2022 | 61 | 48 | 48 | * | 40 | 47 | * | * | - | * | 45 | 50 | 50 | 42 | 44 | 32 |
| | 2019 | 42 | 26 | 26 | * | 35 | 26 | * | - | - | * | 15 | 10 | 25 | 28 | 28 | 38 |
| Grade 6 Mathematics | 2022 | 61 | 47 | 47 | * | 48 | 49 | * | * | - | * | 64 | 80 | 46 | 52 | 45 | 41 |
| | 2019 | 54 | 37 | 37 | * | 32 | 38 | * | - | - | * | 45 | 10 | 38 | 34 | 34 | 6 |
| Grade 7 ELA/Reading | 2022 | 88 | 94 | 94 | * | 97 | 95 | * | * | - | 81 | 83 | 100 | 94 | 93 | 91 | 95 |
| | 2019 | 77 | 82 | 82 | * | 75 | 84 | * | * | - | * | 61 | - | 81 | 84 | 81 | 50 |
| Grade 7 Mathematics | 2022 | 60 | 62 | 62 | * | 55 | 67 | * | * | - | 63 | 50 | 69 | 64 | 57 | 59 | 55 |
| | 2019 | 62 | 67 | 67 | * | 81 | 66 | * | * | - | * | 33 | - | 72 | 57 | 61 | 90 |
| Grade 8 ELA/Reading | 2022 | 83 | 84 | 84 | 70 | 81 | 85 | * | - | - | 100 | 64 | * | 84 | 85 | 84 | 100 |
| | 2019 | 77 | 84 | 84 | * | 79 | 85 | * | - | - | * | 93 | * | 85 | 79 | 84 | 86 |
| Grade 8 Mathematics | 2022 | 74 | 59 | 59 | 40 | 73 | 54 | - | - | - | * | 53 | * | 54 | 74 | 58 | 68 |
| | 2019 | 82 | 88 | 88 | * | 85 | 88 | * | - | - | * | 67 | * | 89 | 83 | 88 | 86 |
| End of Course Algebra I | 2022 | 67 | 57 | 11 | - | 0 | 18 | * | - | - | * | - | - | 13 | * | 0 | - |
| | 2019 | 75 | 79 | 95 | - | * | 94 | * | - | - | - | - | - | 93 | 100 | 100 | - |
| All Grades Both Subjects | 2022 | 74 | 69 | 64 | 48 | 66 | 64 | 33 | * | - | 74 | 59 | 71 | 64 | 65 | 63 | 67 |
| | 2019 | 69 | 69 | 66 | 30 | 66 | 66 | 63 | * | - | 73 | 55 | 32 | 67 | 64 | 65 | 56 |
| All Grades ELA/Reading | 2022 | 78 | 77 | 75 | 68 | 76 | 73 | * | * | - | 92 | 63 | 85 | 75 | 73 | 73 | 80 |
| | 2019 | 68 | 68 | 66 | 40 | 64 | 67 | 67 | * | - | 57 | 62 | 29 | 65 | 67 | 67 | 58 |
| All Grades Mathematics | 2022 | 69 | 61 | 54 | 27 | 55 | 55 | * | * | - | 56 | 56 | 56 | 53 | 58 | 52 | 55 |
| | 2019 | 70 | 70 | 66 | 20 | 69 | 66 | 58 | * | - | 88 | 48 | 36 | 68 | 61 | 64 | 55 |

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Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|--------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 63% | - | - | - | - | - | - | 46% | - | 46% | - | * | 64% | 49% | 77% |
| | 2021 | 67% | 61% | 58% | - | - | - | - | - | - | 29% | - | 29% | - | * | 60% | 30% | 79% |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 28% | - | - | - | - | - | - | 8% | - | 8% | - | * | 29% | 11% | 27% |
| | 2021 | 41% | 30% | 24% | - | - | - | - | - | - | 2% | - | 2% | - | * | 26% | 2% | 41% |
| At Masters Grade Level | 2022 | 23% | 13% | 10% | - | - | - | - | - | - | 2% | - | 2% | - | * | 11% | 3% | 9% |
| | 2021 | 18% | 10% | 7% | - | - | - | - | - | - | 0% | - | 0% | - | * | 7% | 0% | 9% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 71% | - | - | - | - | - | - | 62% | - | 62% | - | * | 72% | 64% | 100% |
| | 2021 | 68% | 61% | 58% | - | - | - | - | - | - | 26% | - | 26% | - | * | 61% | 27% | 73% |
| At Meets Grade Level or Above | 2022 | 53% | 43% | 39% | - | - | - | - | - | - | 15% | - | 15% | - | * | 41% | 19% | 57% |
| | 2021 | 45% | 34% | 29% | - | - | - | - | - | - | 3% | - | 3% | - | * | 31% | 3% | 64% |
| At Masters Grade Level | 2022 | 25% | 16% | 18% | - | - | - | - | - | - | 6% | - | 6% | - | * | 19% | 6% | 14% |
| | 2021 | 18% | 11% | 11% | - | - | - | - | - | - | 0% | - | 0% | - | * | 11% | 0% | 18% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 57% | - | - | - | - | - | - | 44% | - | 44% | - | * | 58% | 47% | 86% |
| | 2021 | 66% | 58% | 60% | - | - | - | - | - | - | 32% | - | 32% | - | * | 62% | 33% | 82% |
| At Meets Grade Level or Above | 2022 | 42% | 24% | 18% | - | - | - | - | - | - | 6% | - | 6% | - | * | 19% | 8% | 29% |
| | 2021 | 37% | 22% | 22% | - | - | - | - | - | - | 3% | - | 3% | - | * | 24% | 3% | 36% |
| At Masters Grade Level | 2022 | 20% | 7% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | * | 5% | 3% | 14% |
| | 2021 | 18% | 8% | 4% | - | - | - | - | - | - | 0% | - | 0% | - | * | 5% | 0% | 9% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 64% | - | - | - | - | - | - | 38% | - | 38% | - | - | 67% | 38% | * |
| | 2021 | 71% | 69% | 73% | - | - | - | - | - | - | 29% | - | 29% | - | - | 75% | 29% | * |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 30% | - | - | - | - | - | - | 0% | - | 0% | - | - | 33% | 0% | * |
| | 2021 | 44% | 35% | 34% | - | - | - | - | - | - | 0% | - | 0% | - | - | 37% | 0% | * |
| At Masters Grade Level | 2022 | 21% | 13% | 8% | - | - | - | - | - | - | 0% | - | 0% | - | - | 9% | 0% | * |
| | 2021 | 20% | 11% | 12% | - | - | - | - | - | - | 0% | - | 0% | - | - | 13% | 0% | * |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 53% | - | - | - | - | - | - | 0% | - | 0% | - | - | 56% | 0% | * |
| | 2021 | 73% | 72% | 46% | - | - | - | - | - | - | 14% | - | 14% | - | - | 47% | 14% | * |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Meets Grade Level or Above | 2022 | 50% | 39% | 18% | - | - | - | - | - | - | 0% | - | 0% | - | - | 20% | 0% | * |
| | 2021 | 49% | 48% | 16% | - | - | - | - | - | - | 0% | - | 0% | - | - | 17% | 0% | * |
| At Masters Grade Level | 2022 | 30% | 19% | 8% | - | - | - | - | - | - | 0% | - | 0% | - | - | 9% | 0% | * |
| | 2021 | 29% | 24% | 2% | - | - | - | - | - | - | 0% | - | 0% | - | - | 2% | 0% | * |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 69% | 64% | - | - | - | - | - | - | 62% | - | 62% | - | * | 64% | 63% | 82% |
| | 2019 | 69% | 69% | 66% | - | - | - | - | - | - | 58% | - | 58% | - | - | - | 58% | - |
| All Grades ELA/Reading | 2022 | 78% | 77% | 75% | - | - | - | - | - | - | 76% | - | 76% | - | * | 74% | 76% | 86% |
| | 2019 | 68% | 68% | 66% | - | - | - | - | - | - | 57% | - | 57% | - | - | - | 57% | - |
| All Grades Mathematics | 2022 | 69% | 61% | 54% | - | - | - | - | - | - | 47% | - | 47% | - | * | 54% | 50% | 79% |
| | 2019 | 70% | 70% | 66% | - | - | - | - | - | - | 60% | - | 60% | - | - | - | 60% | - |

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- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 99% | 100% | 100% | 99% | 100% | 100% | - | 100% | 97% | 100% | 100% | 98% | 100% | 100% |
| Included in Accountability | 93% | 94% | 95% | 85% | 98% | 95% | 100% | 50% | - | 100% | 85% | 100% | 97% | 89% | 97% | 100% |
| Not Included in Accountability: Mobile | 5% | 5% | 3% | 15% | 2% | 3% | 0% | 50% | - | 0% | 8% | 0% | 2% | 7% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 0% | 1% | 0% | 0% | - | 0% | 4% | 0% | 0% | 2% | 1% | 0% |
| Not Tested | 1% | 0% | 1% | 0% | 0% | 1% | 0% | 0% | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Absent | 1% | 0% | 1% | 0% | 0% | 1% | 0% | 0% | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 99% | * | * | - | 100% | 97% | 100% | 99% | 98% | 99% | 100% |
| Included in Accountability | 92% | 94% | 95% | 86% | 96% | 94% | * | * | - | 100% | 87% | 100% | 97% | 88% | 96% | 100% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 14% | 2% | 4% | * | * | - | 0% | 7% | 0% | 2% | 8% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 0% | 1% | * | * | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 1% | * | * | - | 0% | 3% | 0% | 1% | 2% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 1% | 1% | * | * | - | 0% | 3% | 0% | 1% | 2% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 99% | * | * | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 93% | 94% | 95% | 86% | 98% | 95% | * | * | - | 100% | 88% | 100% | 97% | 89% | 97% | 100% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 14% | 2% | 4% | * | * | - | 0% | 7% | 0% | 2% | 9% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 1% | * | * | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 1% | * | * | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 1% | * | * | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 99% | 100% | 100% | 99% | * | * | - | 100% | 96% | * | 100% | 98% | 100% | 100% |
| Included in Accountability | 93% | 95% | 96% | 83% | 100% | 96% | * | * | - | 100% | 78% | * | 98% | 91% | 96% | 100% |
| Not Included in Accountability: Mobile | 4% | 4% | 2% | 17% | 0% | 1% | * | * | - | 0% | 9% | * | 2% | 2% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 0% | 2% | * | * | - | 0% | 9% | * | 0% | 4% | 1% | 0% |
| Not Tested | 2% | 0% | 1% | 0% | 0% | 1% | * | * | - | 0% | 4% | * | 0% | 2% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Not Included in Accountability: Other Exclusions | 0% | 0% | 1% | 0% | 0% | 1% | * | * | - | 0% | 3% | 0% | 0% | 2% | 0% | 0% |
| Not Tested | 12% | 0% | 1% | 0% | 1% | 0% | * | * | - | 0% | 3% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 1% | 0% | * | * | - | 0% | 2% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 99% | * | 100% | 99% | * | - | - | * | 90% | * | 99% | 100% | 98% | 100% |
| Included in Accountability | 84% | 96% | 92% | * | 100% | 90% | * | - | - | * | 90% | * | 93% | 86% | 98% | 100% |
| Not Included in Accountability: Mobile | 3% | 4% | 7% | * | 0% | 9% | * | - | - | * | 0% | * | 6% | 14% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 1% | * | 0% | 1% | * | - | - | * | 10% | * | 1% | 0% | 2% | 0% |
| Absent | 2% | 0% | 0% | * | 0% | 0% | * | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 1% | * | 0% | 1% | * | - | - | * | 10% | * | 1% | 0% | 2% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 100% | 99% | * | 100% | 99% | * | - | - | * | 90% | * | 99% | 100% | 98% | 100% |
| Included in Accountability | 84% | 94% | 92% | * | 100% | 90% | * | - | - | * | 90% | * | 93% | 86% | 98% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | 7% | * | 0% | 9% | * | - | - | * | 0% | * | 6% | 14% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 0% | 1% | * | 0% | 1% | * | - | - | * | 10% | * | 1% | 0% | 2% | 0% |
| Absent | 3% | 0% | 0% | * | 0% | 0% | * | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 1% | * | 0% | 1% | * | - | - | * | 10% | * | 1% | 0% | 2% | 0% |

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 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 94.8% | 95.5% | 93.8% | 95.7% | 95.4% | * | * | - | 96.8% | 94.9% | 94.8% | 96.7% |
| 2019-20 | 98.3% | 98.5% | 98.7% | 98.3% | 98.7% | 98.7% | * | * | - | 98.5% | 97.7% | 98.5% | 98.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 15.5% | 13.3% | 33.3% | 11.8% | 12.9% | * | * | - | 11.8% | 14.3% | 14.7% | 2.4% |
| 2019-20 | 6.7% | 6.1% | 6.7% | 7.7% | 7.0% | 6.5% | * | * | - | 12.5% | 13.6% | 8.6% | 8.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2019-20 | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 11.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 93.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 84.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 87.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 85.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 107 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 1 | 44,018 |
| Hispanic | - | - | 21 | 183,306 |
| White | - | - | 81 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 3 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 13 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 3 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 91 | 287,316 |
| Special Education Graduates | - | - | 11 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 48 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 5 | 32,809 |
| At-Risk Graduates | - | - | 34 | 155,884 |
| CTE Completers | - | - | 39 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | | Campus | | District | |
| | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 433 | 100.0% | 1,727 | 5,402,928 | 433 | 100.0% | 1,729 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 4.5% | 4.1% | 0 | 0.0% | 4.5% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 4.5% | 3.5% | 0 | 0.0% | 4.5% | 3.5% |
| Kindergarten | 0 | 0.0% | 6.3% | 6.8% | 0 | 0.0% | 6.3% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.1% | 0 | 0.0% | 7.2% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.9% | 7.1% | 0 | 0.0% | 7.9% | 7.1% |
| Grade 5 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 6 | 144 | 33.3% | 8.3% | 7.4% | 144 | 33.3% | 8.3% | 7.4% |
| Grade 7 | 140 | 32.3% | 8.1% | 7.7% | 140 | 32.3% | 8.1% | 7.7% |
| Grade 8 | 149 | 34.4% | 8.6% | 7.9% | 149 | 34.4% | 8.6% | 7.8% |
| Grade 9 | 0 | 0.0% | 6.8% | 8.8% | 0 | 0.0% | 6.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.5% | 7.6% | 0 | 0.0% | 7.5% | 7.5% |
| Grade 11 | 0 | 0.0% | 6.7% | 7.2% | 0 | 0.0% | 6.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.2% | 6.7% | 0 | 0.0% | 6.3% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 13 | 3.0% | 3.1% | 12.8% | 13 | 3.0% | 3.1% | 12.8% |
| Hispanic | 82 | 18.9% | 17.9% | 52.8% | 82 | 18.9% | 17.9% | 52.7% |
| White | 313 | 72.3% | 74.3% | 26.3% | 313 | 72.3% | 74.3% | 26.3% |
| American Indian | 3 | 0.7% | 0.8% | 0.3% | 3 | 0.7% | 0.8% | 0.3% |
| Asian | 2 | 0.5% | 0.3% | 4.8% | 2 | 0.5% | 0.3% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.2% | 0.2% | 0 | 0.0% | 0.2% | 0.2% |
| Two or More Races | 20 | 4.6% | 3.5% | 2.9% | 20 | 4.6% | 3.5% | 2.9% |
| Sex: | | | | | | | | |
| Female | 188 | 43.4% | 45.3% | 48.9% | 188 | 43.4% | 45.3% | 48.8% |
| Male | 245 | 56.6% | 54.7% | 51.1% | 245 | 56.6% | 54.7% | 51.2% |
| Economically Disadvantaged | 256 | 59.1% | 58.9% | 60.7% | 256 | 59.1% | 58.9% | 60.6% |
| Non-Educationally Disadvantaged | 177 | 40.9% | 41.1% | 39.3% | 177 | 40.9% | 41.1% | 39.4% |
| Section 504 Students | 78 | 18.0% | 14.2% | 7.4% | 78 | 18.0% | 14.2% | 7.4% |
| EB Students/EL | 37 | 8.5% | 6.7% | 21.7% | 37 | 8.5% | 6.7% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 13 | 3.0% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 60 | 13.9% | 10.1% | 5.0% | 60 | 13.9% | 10.1% | 5.0% |
| Foster Care | 1 | 0.2% | 0.3% | 0.3% | 1 | 0.2% | 0.3% | 0.3% |
| Homeless | 9 | 2.1% | 1.9% | 1.1% | 9 | 2.1% | 1.9% | 1.1% |
| Immigrant | 1 | 0.2% | 0.2% | 2.0% | 1 | 0.2% | 0.2% | 2.0% |
| Migrant | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Title I | 433 | 100.0% | 100.0% | 64.3% | 433 | 100.0% | 100.0% | 64.3% |
| Military Connected | 35 | 8.1% | 6.4% | 3.3% | 35 | 8.1% | 6.4% | 3.3% |
| At-Risk | 226 | 52.2% | 55.4% | 53.5% | 226 | 52.2% | 55.3% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 35 | 8.1% | 6.4% | 21.9% | 35 | 8.1% | 6.4% | 21.8% |
| Gifted and Talented Education | 34 | 7.9% | 6.1% | 8.0% | 34 | 7.9% | 6.1% | 8.0% |
| Special Education | 71 | 16.4% | 12.9% | 11.6% | 71 | 16.4% | 13.0% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 71 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 38 | 53.5% | 39.2% | 43.0% | | | | |
| Students with Physical Disabilities | 6 | 8.5% | 20.7% | 20.8% | | | | |
| Students with Autism | 8 | 11.3% | ** | 14.7% | | | | |
| Students with Behavioral Disabilities | 19 | 26.8% | 26.6% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 63 | 14.3% | 14.7% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | 0.2% | 2.5% | | | | |
| Hispanic | 10 | 2.3% | 2.5% | 6.6% | | | | |
| White | 49 | 11.1% | 11.3% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 4 | 0.9% | 0.6% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 8 | 11.4% | 17.4% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 2 | 4.9% | 5.3% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 30 | 11.5% | 13.5% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 30 | 10.3% | 11.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 8.0% | 1.9% | - | 8.3% | 5.2% |
| Grade 1 | - | 14.7% | 2.9% | - | 20.0% | 4.2% |
| Grade 2 | - | 7.9% | 1.7% | - | 11.1% | 2.2% |
| Grade 3 | - | 0.9% | 1.0% | - | 3.7% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 0.0% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | 3.7% | 3.7% | 0.6% | 0.0% | 0.0% | 0.6% |
| Grade 7 | 0.8% | 0.8% | 0.7% | 3.6% | 3.6% | 0.7% |
| Grade 8 | 0.0% | 0.0% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 9 | - | 4.5% | 10.5% | - | 6.7% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 18.2 | 18.7 |
| Grade 1 | - | 17.9 | 18.7 |
| Grade 2 | - | 18.6 | 18.6 |
| Grade 3 | - | 16.3 | 18.7 |
| Grade 4 | - | 18.3 | 18.8 |
| Grade 5 | - | 19.8 | 20.2 |
| Grade 6 | 17.7 | 17.7 | 19.2 |
| Secondary: | | | |
| English/Language Arts | 16.7 | 14.9 | 16.3 |
| Foreign Languages | - | 18.4 | 18.4 |
| Mathematics | 16.0 | 16.8 | 17.5 |
| Science | 23.2 | 18.7 | 18.5 |
| Social Studies | 20.9 | 19.7 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 44.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 36.9 | 82.3% | 56.9% | 64.1% |
| Teachers | 32.5 | 72.5% | 46.0% | 49.3% |
| Professional Support | 0.4 | 0.9% | 6.3% | 10.7% |
| Campus Administration (School Leadership) | 4.0 | 8.9% | 2.4% | 2.9% |
| Educational Aides: | 8.0 | 17.7% | 19.3% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 0.0 | n/a | 3.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,176.0 |
| Total Minority Staff: | 4.4 | 9.9% | 12.8% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 3.0% | 4.4% | 11.2% |
| Hispanic | 1.6 | 4.8% | 3.9% | 28.9% |
| White | 30.0 | 92.2% | 90.3% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 0.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 14.5 | 44.7% | 22.0% | 24.1% |
| Females | 18.0 | 55.3% | 78.0% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.2 | 0.7% | 3.6% | 1.4% |
| Bachelors | 25.9 | 79.8% | 78.3% | 72.6% |
| Masters | 6.4 | 19.5% | 18.2% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 6.3% | 4.0% | 7.9% |
| 1-5 Years Experience | 11.2 | 34.3% | 25.3% | 26.7% |
| 6-10 Years Experience | 9.1 | 28.1% | 22.1% | 20.6% |
| 11-20 Years Experience | 8.4 | 25.7% | 30.7% | 28.6% |
| 21-30 Years Experience | 1.8 | 5.5% | 12.9% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | | |
| Over 30 Years Experience | 0.0 | 0.0% | 5.0% | 2.9% |
| Number of Students per Teacher | 13.3 | n/a | 12.5 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 6.4 | 6.3 |
| Average Years Experience of Principals with District | 4.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 1.5 | 5.7 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.5 | 5.7 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 8.9 | 12.3 | 11.1 |
| Average Years Experience of Teachers with District: | 3.4 | 5.9 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$39,743 | \$46,854 | \$51,054 |
| 1-5 Years Experience | \$41,791 | \$41,945 | \$54,577 |
| 6-10 Years Experience | \$46,636 | \$46,683 | \$57,746 |
| 11-20 Years Experience | \$48,968 | \$52,496 | \$61,377 |
| 21-30 Years Experience | \$57,446 | \$54,395 | \$65,949 |
| Over 30 Years Experience | - | \$57,904 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$45,739 | \$48,825 | \$58,887 |
| Professional Support | \$40,750 | \$63,453 | \$69,505 |
| Campus Administration (School Leadership) | \$62,040 | \$73,119 | \$84,990 |
| Instructional Staff Percent: | n/a | 60.4% | 64.9% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| Program Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.6 | 1.7% | 1.2% | 6.2% |
| Career and Technical Education | 0.4 | 1.1% | 7.7% | 5.2% |
| Compensatory Education | 0.0 | 0.0% | 6.7% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.0% | 1.7% |
| Regular Education | 28.1 | 86.3% | 71.7% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

| Program Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 3.5 | 10.8% | 10.4% | 9.6% |
| Other | 0.0 | 0.0% | 2.3% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS INT

Campus Number: 190903051

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 83% | 83% | * | 96% | 78% | * | - | - | * | 83% | 86% | 80% | 89% | 73% | 83% |
| | 2021 | 67% | 66% | 66% | * | 67% | 68% | - | * | - | * | 39% | 40% | 68% | 53% | 56% | 71% |
| At Meets Grade Level or Above | 2022 | 51% | 50% | 50% | * | 63% | 43% | * | - | - | * | 33% | 57% | 45% | 64% | 31% | 33% |
| | 2021 | 39% | 29% | 29% | * | 13% | 37% | - | * | - | * | 11% | 0% | 31% | 21% | 19% | 18% |
| At Masters Grade Level | 2022 | 30% | 23% | 23% | * | 21% | 23% | * | - | - | * | 0% | 14% | 22% | 25% | 10% | 17% |
| | 2021 | 19% | 16% | 16% | * | 7% | 20% | - | * | - | * | 0% | 0% | 16% | 16% | 6% | 6% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 59% | 59% | * | 75% | 54% | * | - | - | * | 50% | 100% | 55% | 71% | 50% | 67% |
| | 2021 | 62% | 42% | 42% | * | 23% | 50% | - | * | - | * | 17% | 40% | 44% | 35% | 32% | 41% |
| At Meets Grade Level or Above | 2022 | 43% | 26% | 26% | * | 29% | 25% | * | - | - | * | 17% | 29% | 18% | 50% | 15% | 33% |
| | 2021 | 31% | 9% | 9% | * | 0% | 11% | - | * | - | * | 11% | 0% | 10% | 5% | 6% | 6% |
| At Masters Grade Level | 2022 | 21% | 7% | 7% | * | 4% | 8% | * | - | - | * | 0% | 14% | 6% | 11% | 4% | 0% |
| | 2021 | 14% | 2% | 2% | * | 0% | 4% | - | * | - | * | 0% | 0% | 2% | 5% | 0% | 0% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 64% | 64% | * | 64% | 64% | - | * | - | 60% | 61% | 33% | 67% | 54% | 58% | 81% |
| | 2021 | 63% | 40% | 40% | * | 40% | 43% | - | * | - | * | 33% | * | 43% | 32% | 34% | 27% |
| At Meets Grade Level or Above | 2022 | 54% | 40% | 40% | * | 21% | 46% | - | * | - | 20% | 39% | 0% | 40% | 40% | 32% | 31% |
| | 2021 | 36% | 18% | 18% | * | 20% | 19% | - | * | - | * | 27% | * | 20% | 12% | 12% | 0% |
| At Masters Grade Level | 2022 | 28% | 15% | 15% | * | 4% | 18% | - | * | - | 0% | 4% | 0% | 16% | 11% | 11% | 6% |
| | 2021 | 17% | 6% | 6% | * | 10% | 5% | - | * | - | * | 0% | * | 7% | 3% | 3% | 0% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 50% | 50% | * | 36% | 56% | - | * | - | 20% | 26% | 22% | 53% | 43% | 44% | 38% |
| | 2021 | 59% | 61% | 61% | * | 80% | 58% | - | * | - | * | 40% | * | 65% | 53% | 57% | 82% |
| At Meets Grade Level or Above | 2022 | 43% | 17% | 17% | * | 0% | 21% | - | * | - | 0% | 22% | 0% | 20% | 9% | 11% | 6% |
| | 2021 | 36% | 32% | 32% | * | 40% | 32% | - | * | - | * | 27% | * | 35% | 26% | 24% | 18% |
| At Masters Grade Level | 2022 | 23% | 4% | 4% | * | 0% | 4% | - | * | - | 0% | 4% | 0% | 3% | 6% | 3% | 0% |
| | 2021 | 21% | 19% | 19% | * | 25% | 20% | - | * | - | * | 7% | * | 22% | 15% | 8% | 18% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Approaches Grade Level or Above | 2022 | 81% | 81% | 81% | * | 82% | 82% | - | * | - | 80% | 50% | * | 80% | 81% | 76% | 70% |
| | 2021 | 73% | 63% | 63% | * | 63% | 62% | * | * | - | * | 17% | * | 61% | 69% | 58% | 73% |
| At Meets Grade Level or Above | 2022 | 58% | 46% | 46% | * | 45% | 50% | - | * | - | 20% | 25% | * | 48% | 43% | 36% | 50% |
| | 2021 | 46% | 33% | 33% | * | 16% | 36% | * | * | - | * | 8% | * | 27% | 46% | 30% | 27% |
| At Masters Grade Level | 2022 | 36% | 29% | 29% | * | 27% | 33% | - | * | - | 0% | 0% | * | 29% | 30% | 19% | 40% |
| | 2021 | 30% | 20% | 20% | * | 5% | 21% | * | * | - | * | 4% | * | 16% | 28% | 15% | 9% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 74% | 74% | * | 73% | 75% | - | * | - | 80% | 44% | * | 77% | 68% | 69% | 80% |
| | 2021 | 70% | 69% | 69% | * | 58% | 71% | * | * | - | * | 25% | * | 69% | 69% | 63% | 45% |
| At Meets Grade Level or Above | 2022 | 48% | 44% | 44% | * | 41% | 47% | - | * | - | 40% | 25% | * | 49% | 32% | 34% | 40% |
| | 2021 | 44% | 30% | 30% | * | 16% | 32% | * | * | - | * | 4% | * | 28% | 36% | 28% | 18% |
| At Masters Grade Level | 2022 | 25% | 18% | 18% | * | 14% | 19% | - | * | - | 40% | 0% | * | 20% | 16% | 8% | 10% |
| | 2021 | 25% | 16% | 16% | * | 5% | 19% | * | * | - | * | 0% | * | 17% | 13% | 13% | 0% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 66% | 70% | 70% | * | 73% | 72% | - | * | - | 60% | 38% | * | 72% | 65% | 61% | 80% |
| | 2021 | 62% | 55% | 55% | * | 42% | 56% | * | * | - | * | 21% | * | 54% | 61% | 51% | 36% |
| At Meets Grade Level or Above | 2022 | 38% | 44% | 44% | * | 36% | 47% | - | * | - | 60% | 31% | * | 44% | 43% | 36% | 10% |
| | 2021 | 31% | 31% | 31% | * | 11% | 34% | * | * | - | * | 4% | * | 30% | 32% | 22% | 9% |
| At Masters Grade Level | 2022 | 18% | 19% | 19% | * | 23% | 20% | - | * | - | 0% | 0% | * | 20% | 19% | 11% | 0% |
| | 2021 | 13% | 9% | 9% | * | 0% | 11% | * | * | - | * | 0% | * | 11% | 5% | 4% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 68% | 24% | 70% | 69% | * | 86% | - | 67% | 46% | 64% | 69% | 67% | 61% | 69% |
| | 2021 | 67% | 61% | 56% | 45% | 51% | 57% | * | 60% | - | 44% | 27% | 52% | 56% | 53% | 49% | 54% |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 38% | 0% | 32% | 40% | * | 57% | - | 33% | 28% | 34% | 37% | 39% | 28% | 27% |
| | 2021 | 41% | 30% | 25% | 0% | 15% | 28% | * | 30% | - | 19% | 12% | 12% | 25% | 25% | 19% | 13% |
| At Masters Grade Level | 2022 | 23% | 13% | 16% | 0% | 12% | 18% | * | 14% | - | 9% | 2% | 16% | 16% | 17% | 10% | 9% |
| | 2021 | 18% | 10% | 11% | 0% | 6% | 13% | * | 10% | - | 7% | 2% | 4% | 12% | 11% | 6% | 4% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 75% | 43% | 80% | 74% | * | * | - | 79% | 60% | 60% | 76% | 74% | 68% | 78% |
| | 2021 | 68% | 61% | 57% | 50% | 58% | 58% | * | * | - | 40% | 28% | 50% | 59% | 52% | 50% | 59% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2022 | 53% | 43% | 45% | 0% | 42% | 47% | * | * | - | 43% | 33% | 35% | 44% | 48% | 33% | 38% |
| | 2021 | 45% | 34% | 27% | 0% | 16% | 31% | * | * | - | 10% | 14% | 0% | 27% | 28% | 21% | 15% |
| At Masters Grade Level | 2022 | 25% | 16% | 22% | 0% | 16% | 24% | * | * | - | 7% | 2% | 20% | 22% | 22% | 14% | 19% |
| | 2021 | 18% | 11% | 14% | 0% | 7% | 16% | * | * | - | 10% | 2% | 0% | 14% | 16% | 8% | 5% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 61% | 14% | 59% | 62% | * | * | - | 57% | 36% | 65% | 61% | 60% | 55% | 56% |
| | 2021 | 66% | 58% | 58% | 38% | 49% | 61% | * | * | - | 40% | 26% | 60% | 58% | 56% | 51% | 54% |
| At Meets Grade Level or Above | 2022 | 42% | 24% | 29% | 0% | 22% | 31% | * | * | - | 14% | 22% | 30% | 29% | 29% | 20% | 22% |
| | 2021 | 37% | 22% | 24% | 0% | 16% | 26% | * | * | - | 30% | 12% | 20% | 23% | 26% | 20% | 13% |
| At Masters Grade Level | 2022 | 20% | 7% | 10% | 0% | 5% | 11% | * | * | - | 14% | 2% | 15% | 9% | 11% | 5% | 3% |
| | 2021 | 18% | 8% | 13% | 0% | 9% | 15% | * | * | - | 0% | 2% | 10% | 13% | 12% | 7% | 5% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 70% | * | 73% | 72% | - | * | - | 60% | 38% | * | 72% | 65% | 61% | 80% |
| | 2021 | 71% | 69% | 55% | * | 42% | 56% | * | * | - | * | 21% | * | 54% | 61% | 51% | 36% |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 44% | * | 36% | 47% | - | * | - | 60% | 31% | * | 44% | 43% | 36% | 10% |
| | 2021 | 44% | 35% | 31% | * | 11% | 34% | * | * | - | * | 4% | * | 30% | 32% | 22% | 9% |
| At Masters Grade Level | 2022 | 21% | 13% | 19% | * | 23% | 20% | - | * | - | 0% | 0% | * | 20% | 19% | 11% | 0% |
| | 2021 | 20% | 11% | 9% | * | 0% | 11% | * | * | - | * | 0% | * | 11% | 5% | 4% | 0% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 24% | 24% | * | 25% | 23% | * | - | - | * | 17% | 29% | 16% | 48% | 13% | 17% |
| | 2021 | 24% | 8% | 8% | * | 0% | 11% | - | * | - | * | 11% | 0% | 9% | 5% | 5% | 0% |
| Reading and Mathematics Including EOC | 2022 | 36% | 24% | 24% | * | 25% | 23% | * | - | - | * | 17% | 29% | 16% | 48% | 13% | 17% |
| | 2021 | 24% | 8% | 8% | * | 0% | 11% | - | * | - | * | 11% | 0% | 9% | 5% | 5% | 0% |
| Reading Including EOC | 2022 | 51% | 50% | 50% | * | 63% | 44% | * | - | - | * | 33% | 57% | 45% | 67% | 32% | 33% |
| | 2021 | 38% | 29% | 29% | * | 13% | 37% | - | * | - | * | 11% | 0% | 31% | 21% | 19% | 18% |
| Math Including EOC | 2022 | 43% | 26% | 26% | * | 29% | 26% | * | - | - | * | 17% | 29% | 18% | 52% | 15% | 33% |
| | 2021 | 31% | 9% | 9% | * | 0% | 11% | - | * | - | * | 11% | 0% | 10% | 5% | 6% | 6% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 16% | 16% | * | 0% | 19% | - | * | - | 0% | 22% | 0% | 18% | 9% | 10% | 6% |
| | 2021 | 26% | 16% | 16% | * | 20% | 16% | - | * | - | * | 27% | * | 18% | 12% | 11% | 0% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Reading and Mathematics Including EOC | 2022 | 36% | 16% | 16% | * | 0% | 19% | - | * | - | 0% | 22% | 0% | 18% | 9% | 10% | 6% |
| | 2021 | 26% | 16% | 16% | * | 20% | 16% | - | * | - | * | 27% | * | 18% | 12% | 11% | 0% |
| Reading Including EOC | 2022 | 54% | 41% | 41% | * | 21% | 47% | - | * | - | 20% | 39% | 0% | 40% | 41% | 32% | 31% |
| | 2021 | 36% | 18% | 18% | * | 20% | 19% | - | * | - | * | 27% | * | 20% | 12% | 12% | 0% |
| Math Including EOC | 2022 | 43% | 17% | 17% | * | 0% | 21% | - | * | - | 0% | 22% | 0% | 20% | 9% | 12% | 6% |
| | 2021 | 36% | 32% | 32% | * | 40% | 32% | - | * | - | * | 27% | * | 35% | 26% | 24% | 18% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 41% | 32% | 32% | * | 36% | 35% | - | * | - | 0% | 20% | * | 35% | 28% | 21% | 30% |
| | 2021 | 34% | 19% | 19% | * | 5% | 21% | * | * | - | * | 0% | * | 16% | 26% | 16% | 9% |
| Reading and Mathematics Including EOC | 2022 | 41% | 32% | 32% | * | 36% | 35% | - | * | - | 0% | 20% | * | 35% | 28% | 21% | 30% |
| | 2021 | 34% | 19% | 19% | * | 5% | 21% | * | * | - | * | 0% | * | 16% | 26% | 16% | 9% |
| Reading Including EOC | 2022 | 58% | 46% | 46% | * | 45% | 50% | - | * | - | 20% | 27% | * | 47% | 44% | 36% | 50% |
| | 2021 | 46% | 33% | 33% | * | 16% | 36% | * | * | - | * | 8% | * | 27% | 46% | 30% | 27% |
| Math Including EOC | 2022 | 48% | 44% | 44% | * | 41% | 47% | - | * | - | 40% | 27% | * | 48% | 33% | 33% | 40% |
| | 2021 | 44% | 30% | 30% | * | 16% | 32% | * | * | - | * | 4% | * | 28% | 36% | 28% | 18% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 18% | 24% | 0% | 19% | 26% | * | * | - | 0% | 20% | 26% | 23% | 27% | 15% | 16% |
| | 2021 | 26% | 14% | 14% | 0% | 7% | 16% | * | * | - | 10% | 11% | 0% | 14% | 16% | 11% | 3% |
| Reading and Mathematics Including EOC | 2022 | 36% | 19% | 24% | 0% | 19% | 26% | * | * | - | 0% | 20% | 26% | 23% | 27% | 15% | 16% |
| | 2021 | 28% | 15% | 14% | 0% | 7% | 16% | * | * | - | 10% | 11% | 0% | 14% | 16% | 11% | 3% |
| Reading Including EOC | 2022 | 53% | 42% | 45% | 0% | 42% | 47% | * | * | - | 43% | 34% | 37% | 44% | 49% | 34% | 38% |
| | 2021 | 41% | 28% | 27% | 0% | 16% | 31% | * | * | - | 10% | 14% | 0% | 27% | 28% | 21% | 15% |
| Math Including EOC | 2022 | 43% | 23% | 29% | 0% | 22% | 31% | * | * | - | 14% | 23% | 32% | 28% | 30% | 20% | 22% |
| | 2021 | 37% | 23% | 24% | 0% | 16% | 26% | * | * | - | 30% | 12% | 20% | 23% | 26% | 20% | 13% |

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

Texas Education Agency
2021-22 Progress (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2022 | 77 | 70 | 70 | * | 59 | 73 | - | * | - | 80 | 74 | 56 | 68 | 78 | 72 | 63 |
| | 2019 | 61 | 59 | 59 | * | 61 | 60 | * | - | - | 40 | 58 | * | 55 | 68 | 59 | 63 |
| Grade 4 Mathematics | 2022 | 74 | 69 | 69 | * | 71 | 68 | - | * | - | 60 | 55 | 44 | 67 | 76 | 67 | 59 |
| | 2019 | 65 | 67 | 67 | * | 70 | 67 | * | - | - | 60 | 44 | * | 66 | 69 | 73 | 66 |
| Grade 5 ELA/Reading | 2022 | 87 | 91 | 91 | * | 91 | 93 | - | * | - | 60 | 77 | * | 95 | 83 | 89 | 90 |
| | 2019 | 81 | 82 | 82 | * | 81 | 81 | * | - | - | * | 63 | 92 | 89 | 69 | 81 | 73 |
| Grade 5 Mathematics | 2022 | 79 | 70 | 70 | * | 66 | 73 | - | * | - | 60 | 50 | * | 73 | 65 | 65 | 90 |
| | 2019 | 83 | 78 | 78 | * | 69 | 82 | * | - | - | * | 55 | 83 | 78 | 77 | 74 | 55 |
| All Grades Both Subjects | 2022 | 74 | 69 | 75 | 65 | 71 | 77 | - | 100 | - | 65 | 64 | 62 | 75 | 76 | 73 | 72 |
| | 2019 | 69 | 69 | 71 | 54 | 70 | 72 | * | - | - | 64 | 55 | 82 | 71 | 71 | 72 | 64 |
| All Grades ELA/Reading | 2022 | 78 | 77 | 80 | 80 | 73 | 83 | - | * | - | 70 | 75 | 62 | 80 | 81 | 80 | 73 |
| | 2019 | 68 | 68 | 70 | 71 | 71 | 70 | * | - | - | 57 | 61 | 93 | 71 | 68 | 70 | 67 |
| All Grades Mathematics | 2022 | 69 | 61 | 70 | 50 | 69 | 70 | - | * | - | 60 | 53 | 62 | 69 | 70 | 66 | 71 |
| | 2019 | 70 | 70 | 72 | 36 | 70 | 74 | * | - | - | 71 | 50 | 71 | 72 | 73 | 74 | 62 |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 69% | 68% | - | - | - | - | - | - | 70% | * | 68% | - | - | 68% | 69% | - |
| | 2021 | 67% | 61% | 56% | - | - | - | - | - | - | 53% | 54% | 53% | - | 71% | 56% | 54% | - |
| At Meets Grade Level or Above | 2022 | 48% | 36% | 38% | - | - | - | - | - | - | 27% | * | 26% | - | - | 39% | 27% | - |
| | 2021 | 41% | 30% | 25% | - | - | - | - | - | - | 10% | 8% | 10% | - | 57% | 26% | 13% | - |
| At Masters Grade Level | 2022 | 23% | 13% | 16% | - | - | - | - | - | - | 9% | * | 8% | - | - | 17% | 9% | - |
| | 2021 | 18% | 10% | 11% | - | - | - | - | - | - | 4% | 0% | 5% | - | 0% | 12% | 4% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 75% | - | - | - | - | - | - | 77% | * | 75% | - | - | 75% | 78% | - |
| | 2021 | 68% | 61% | 57% | - | - | - | - | - | - | 56% | 100% | 48% | - | * | 57% | 59% | - |
| At Meets Grade Level or Above | 2022 | 53% | 43% | 45% | - | - | - | - | - | - | 37% | * | 36% | - | - | 46% | 38% | - |
| | 2021 | 45% | 34% | 27% | - | - | - | - | - | - | 11% | 20% | 10% | - | * | 28% | 15% | - |
| At Masters Grade Level | 2022 | 25% | 16% | 22% | - | - | - | - | - | - | 17% | * | 14% | - | - | 22% | 19% | - |
| | 2021 | 18% | 11% | 14% | - | - | - | - | - | - | 6% | 0% | 6% | - | * | 15% | 5% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 63% | 61% | - | - | - | - | - | - | 60% | * | 57% | - | - | 61% | 56% | - |
| | 2021 | 66% | 58% | 58% | - | - | - | - | - | - | 56% | 20% | 61% | - | * | 58% | 54% | - |
| At Meets Grade Level or Above | 2022 | 42% | 24% | 29% | - | - | - | - | - | - | 23% | * | 21% | - | - | 29% | 22% | - |
| | 2021 | 37% | 22% | 24% | - | - | - | - | - | - | 11% | 0% | 13% | - | * | 25% | 13% | - |
| At Masters Grade Level | 2022 | 20% | 7% | 10% | - | - | - | - | - | - | 3% | * | 4% | - | - | 10% | 3% | - |
| | 2021 | 18% | 8% | 13% | - | - | - | - | - | - | 6% | 0% | 6% | - | * | 13% | 5% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 70% | - | - | - | - | - | - | 80% | - | 80% | - | - | 69% | 80% | - |
| | 2021 | 71% | 69% | 55% | - | - | - | - | - | - | 30% | * | 29% | - | * | 57% | 36% | - |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 44% | - | - | - | - | - | - | 10% | - | 10% | - | - | 47% | 10% | - |
| | 2021 | 44% | 35% | 31% | - | - | - | - | - | - | 0% | * | 0% | - | * | 33% | 9% | - |
| At Masters Grade Level | 2022 | 21% | 13% | 19% | - | - | - | - | - | - | 0% | - | 0% | - | - | 21% | 0% | - |
| | 2021 | 20% | 11% | 9% | - | - | - | - | - | - | 0% | * | 0% | - | * | 10% | 0% | - |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 69% | 75% | - | - | - | - | - | - | 73% | * | 72% | - | - | 75% | 72% | - |
| | 2019 | 69% | 69% | 71% | - | - | - | - | - | - | 65% | - | 65% | - | * | | 65% | - |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| All Grades ELA/Reading | 2022 | 78% | 77% | 80% | - | - | - | - | - | - | 73% | * | 72% | - | - | 81% | 73% | - |
| | 2019 | 68% | 68% | 70% | - | - | - | - | - | - | 64% | - | 64% | - | * | - | 66% | - |
| All Grades Mathematics | 2022 | 69% | 61% | 70% | - | - | - | - | - | - | 73% | * | 72% | - | - | 69% | 71% | - |
| | 2019 | 70% | 70% | 72% | - | - | - | - | - | - | 66% | - | 66% | - | * | - | 64% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 96% | 100% | 99% | 99% | * | 100% | - | 100% | 97% | 96% | 97% | 93% | 99% | 97% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 0% | 1% | 1% | * | 0% | - | 0% | 3% | 4% | 3% | 7% | 1% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 94% | 96% | 100% | 99% | 99% | * | * | - | 100% | 98% | 95% | 97% | 92% | 99% | 97% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 0% | 1% | 1% | * | * | - | 0% | 2% | 5% | 3% | 8% | 1% | 3% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 96% | 100% | 99% | 99% | * | * | - | 100% | 98% | 95% | 97% | 92% | 99% | 97% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 0% | 1% | 1% | * | * | - | 0% | 2% | 5% | 3% | 8% | 1% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | * | 100% | 100% | - | * | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 95% | 98% | * | 100% | 98% | - | * | - | 100% | 94% | * | 98% | 97% | 99% | 100% |
| Not Included in Accountability: Mobile | 4% | 4% | 2% | * | 0% | 2% | - | * | - | 0% | 6% | * | 2% | 3% | 1% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | * | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | * | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 0% | 0% | * | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 95% | 95% | 87% | 94% | 96% | * | 100% | - | 79% | 92% | 100% | 98% | 87% | 99% | 95% |
| Not Included in Accountability: Mobile | 3% | 4% | 5% | 13% | 5% | 4% | * | 0% | - | 21% | 8% | 0% | 2% | 12% | 1% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 100% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 94% | 94% | 89% | 93% | 95% | * | * | - | 77% | 90% | 100% | 98% | 85% | 98% | 93% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 11% | 5% | 4% | * | * | - | 23% | 10% | 0% | 2% | 14% | 1% | 5% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 0% | 0% | 1% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 2% |
| Not Tested | 11% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 84% | 95% | 95% | 89% | 95% | 96% | * | * | - | 77% | 90% | 100% | 98% | 86% | 99% | 95% |
| Not Included in Accountability: Mobile | 4% | 5% | 5% | 11% | 5% | 4% | * | * | - | 23% | 10% | 0% | 2% | 14% | 1% | 5% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 99% | * | 100% | 99% | * | * | - | * | 100% | * | 100% | 97% | 99% | 100% |
| Included in Accountability | 84% | 96% | 98% | * | 100% | 98% | * | * | - | * | 100% | * | 98% | 97% | 99% | 100% |
| Not Included in Accountability: Mobile | 3% | 4% | 1% | * | 0% | 1% | * | * | - | * | 0% | * | 2% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 1% | * | 0% | 1% | * | * | - | * | 0% | * | 0% | 3% | 1% | 0% |
| Absent | 2% | 0% | 1% | * | 0% | 1% | * | * | - | * | 0% | * | 0% | 3% | 1% | 0% |
| Other | 10% | 0% | 0% | * | 0% | 0% | * | * | - | * | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 94.8% | 95.1% | 90.5% | 96.2% | 95.0% | * | * | - | 94.5% | 93.8% | 94.6% | 96.4% |
| 2019-20 | 98.3% | 98.5% | 99.0% | 98.8% | 99.4% | 98.9% | * | * | - | 99.1% | 98.6% | 99.0% | 99.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 15.5% | 12.9% | 25.0% | 6.8% | 13.7% | * | * | - | 21.4% | 19.2% | 15.1% | 5.0% |
| 2019-20 | 6.7% | 6.1% | 2.4% | 0.0% | 1.6% | 2.8% | * | * | - | 0.0% | 4.1% | 1.6% | 0.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 11.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 93.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 84.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 87.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 85.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 107 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 1 | 44,018 |
| Hispanic | - | - | 21 | 183,306 |
| White | - | - | 81 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 3 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 13 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 3 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 91 | 287,316 |
| Special Education Graduates | - | - | 11 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 48 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 5 | 32,809 |
| At-Risk Graduates | - | - | 34 | 155,884 |
| CTE Completers | - | - | 39 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 379 | 100.0% | 1,727 | 5,402,928 | 379 | 100.0% | 1,729 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 4.5% | 4.1% | 0 | 0.0% | 4.5% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 4.5% | 3.5% | 0 | 0.0% | 4.5% | 3.5% |
| Kindergarten | 0 | 0.0% | 6.3% | 6.8% | 0 | 0.0% | 6.3% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.1% | 0 | 0.0% | 7.2% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.5% | 7.1% |
| Grade 3 | 119 | 31.4% | 6.9% | 7.1% | 119 | 31.4% | 6.9% | 7.1% |
| Grade 4 | 137 | 36.1% | 7.9% | 7.1% | 137 | 36.1% | 7.9% | 7.1% |
| Grade 5 | 123 | 32.5% | 7.1% | 7.2% | 123 | 32.5% | 7.1% | 7.2% |
| Grade 6 | 0 | 0.0% | 8.3% | 7.4% | 0 | 0.0% | 8.3% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.1% | 7.7% | 0 | 0.0% | 8.1% | 7.7% |
| Grade 8 | 0 | 0.0% | 8.6% | 7.9% | 0 | 0.0% | 8.6% | 7.8% |
| Grade 9 | 0 | 0.0% | 6.8% | 8.8% | 0 | 0.0% | 6.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.5% | 7.6% | 0 | 0.0% | 7.5% | 7.5% |
| Grade 11 | 0 | 0.0% | 6.7% | 7.2% | 0 | 0.0% | 6.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.2% | 6.7% | 0 | 0.0% | 6.3% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 8 | 2.1% | 3.1% | 12.8% | 8 | 2.1% | 3.1% | 12.8% |
| Hispanic | 77 | 20.3% | 17.9% | 52.8% | 77 | 20.3% | 17.9% | 52.7% |
| White | 276 | 72.8% | 74.3% | 26.3% | 276 | 72.8% | 74.3% | 26.3% |
| American Indian | 1 | 0.3% | 0.8% | 0.3% | 1 | 0.3% | 0.8% | 0.3% |
| Asian | 3 | 0.8% | 0.3% | 4.8% | 3 | 0.8% | 0.3% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.2% | 0.2% | 0 | 0.0% | 0.2% | 0.2% |
| Two or More Races | 14 | 3.7% | 3.5% | 2.9% | 14 | 3.7% | 3.5% | 2.9% |
| Sex: | | | | | | | | |
| Female | 174 | 45.9% | 45.3% | 48.9% | 174 | 45.9% | 45.3% | 48.8% |
| Male | 205 | 54.1% | 54.7% | 51.1% | 205 | 54.1% | 54.7% | 51.2% |
| Economically Disadvantaged | 211 | 55.7% | 58.9% | 60.7% | 211 | 55.7% | 58.9% | 60.6% |
| Non-Educationally Disadvantaged | 168 | 44.3% | 41.1% | 39.3% | 168 | 44.3% | 41.1% | 39.4% |
| Section 504 Students | 74 | 19.5% | 14.2% | 7.4% | 74 | 19.5% | 14.2% | 7.4% |
| EB Students/EL | 30 | 7.9% | 6.7% | 21.7% | 30 | 7.9% | 6.7% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 1 | 0.2% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 55 | 14.5% | 10.1% | 5.0% | 55 | 14.5% | 10.1% | 5.0% |
| Foster Care | 1 | 0.3% | 0.3% | 0.3% | 1 | 0.3% | 0.3% | 0.3% |
| Homeless | 2 | 0.5% | 1.9% | 1.1% | 2 | 0.5% | 1.9% | 1.1% |
| Immigrant | 1 | 0.3% | 0.2% | 2.0% | 1 | 0.3% | 0.2% | 2.0% |
| Migrant | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Title I | 379 | 100.0% | 100.0% | 64.3% | 379 | 100.0% | 100.0% | 64.3% |
| Military Connected | 22 | 5.8% | 6.4% | 3.3% | 22 | 5.8% | 6.4% | 3.3% |
| At-Risk | 263 | 69.4% | 55.4% | 53.5% | 263 | 69.4% | 55.3% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 28 | 7.4% | 6.4% | 21.9% | 28 | 7.4% | 6.4% | 21.8% |
| Gifted and Talented Education | 18 | 4.7% | 6.1% | 8.0% | 18 | 4.7% | 6.1% | 8.0% |
| Special Education | 47 | 12.4% | 12.9% | 11.6% | 47 | 12.4% | 13.0% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 47 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 26 | 55.3% | 39.2% | 43.0% | | | | |
| Students with Physical Disabilities | ** | ** | 20.7% | 20.8% | | | | |
| Students with Autism | * | * | ** | 14.7% | | | | |
| Students with Behavioral Disabilities | 11 | 23.4% | 26.6% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 44 | 10.7% | 14.7% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 3 | 0.7% | 0.2% | 2.5% | | | | |
| Hispanic | 8 | 1.9% | 2.5% | 6.6% | | | | |
| White | 30 | 7.3% | 11.3% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.7% | 0.6% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 13 | 17.8% | 17.4% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 1 | 2.5% | 5.3% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 23 | 8.7% | 13.5% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 18 | 7.6% | 11.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 8.0% | 1.9% | - | 8.3% | 5.2% |
| Grade 1 | - | 14.7% | 2.9% | - | 20.0% | 4.2% |
| Grade 2 | - | 7.9% | 1.7% | - | 11.1% | 2.2% |
| Grade 3 | 1.0% | 0.9% | 1.0% | 3.7% | 3.7% | 1.0% |
| Grade 4 | 1.0% | 1.0% | 0.7% | 0.0% | 0.0% | 0.7% |
| Grade 5 | 0.0% | 0.0% | 0.5% | 0.0% | 0.0% | 0.7% |
| Grade 6 | - | 3.7% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.8% | 0.7% | - | 3.6% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 4.5% | 10.5% | - | 6.7% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 18.2 | 18.7 |
| Grade 1 | - | 17.9 | 18.7 |
| Grade 2 | - | 18.6 | 18.6 |
| Grade 3 | 16.3 | 16.3 | 18.7 |
| Grade 4 | 18.3 | 18.3 | 18.8 |
| Grade 5 | 19.8 | 19.8 | 20.2 |
| Grade 6 | - | 17.7 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 16.3 |
| Foreign Languages | - | 18.4 | 18.4 |
| Mathematics | - | 16.8 | 17.5 |
| Science | - | 18.7 | 18.5 |
| Social Studies | - | 19.7 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 49.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 31.8 | 64.5% | 56.9% | 64.1% |
| Teachers | 30.8 | 62.5% | 46.0% | 49.3% |
| Professional Support | 1.0 | 2.0% | 6.3% | 10.7% |
| Campus Administration (School Leadership) | 0.0 | 0.0% | 2.4% | 2.9% |
| Educational Aides: | 17.4 | 35.5% | 19.3% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 1.0 | n/a | 3.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,176.0 |
| Total Minority Staff: | 3.9 | 8.0% | 12.8% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 3.2% | 4.4% | 11.2% |
| Hispanic | 1.4 | 4.5% | 3.9% | 28.9% |
| White | 28.4 | 92.3% | 90.3% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 0.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.7 | 5.5% | 22.0% | 24.1% |
| Females | 29.1 | 94.5% | 78.0% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.4 | 1.3% | 3.6% | 1.4% |
| Bachelors | 28.0 | 91.2% | 78.3% | 72.6% |
| Masters | 2.3 | 7.5% | 18.2% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 4.0% | 7.9% |
| 1-5 Years Experience | 7.3 | 23.8% | 25.3% | 26.7% |
| 6-10 Years Experience | 10.9 | 35.4% | 22.1% | 20.6% |
| 11-20 Years Experience | 6.1 | 20.0% | 30.7% | 28.6% |
| 21-30 Years Experience | 4.4 | 14.4% | 12.9% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | | |
| Over 30 Years Experience | 2.0 | 6.4% | 5.0% | 2.9% |
| Number of Students per Teacher | 12.3 | n/a | 12.5 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 0.0 | 6.4 | 6.3 |
| Average Years Experience of Principals with District | 0.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 0.0 | 5.7 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 5.7 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 12.6 | 12.3 | 11.1 |
| Average Years Experience of Teachers with District: | 6.0 | 5.9 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$46,854 | \$51,054 |
| 1-5 Years Experience | \$40,919 | \$41,945 | \$54,577 |
| 6-10 Years Experience | \$44,042 | \$46,683 | \$57,746 |
| 11-20 Years Experience | \$52,274 | \$52,496 | \$61,377 |
| 21-30 Years Experience | \$57,452 | \$54,395 | \$65,949 |
| Over 30 Years Experience | \$56,415 | \$57,904 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$47,671 | \$48,825 | \$58,887 |
| Professional Support | \$55,079 | \$63,453 | \$69,505 |
| Campus Administration (School Leadership) | - | \$73,119 | \$84,990 |
| Instructional Staff Percent: | n/a | 60.4% | 64.9% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| Program Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.3 | 0.9% | 1.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 7.7% | 5.2% |
| Compensatory Education | 1.3 | 4.3% | 6.7% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.0% | 1.7% |
| Regular Education | 25.7 | 83.5% | 71.7% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

| Program Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 3.5 | 11.3% | 10.4% | 9.6% |
| Other | 0.0 | 0.0% | 2.3% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS EL

Campus Number: 190903101

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2021-22 Progress (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 94.8% | 95.7% | * | 96.2% | 95.5% | * | - | * | 96.7% | 95.8% | 95.1% | 96.9% |
| 2019-20 | 98.3% | 98.5% | 98.6% | 99.5% | 99.0% | 98.4% | - | * | - | 98.7% | 98.3% | 98.6% | 99.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 15.5% | 8.8% | * | 11.5% | 8.3% | * | - | * | 11.1% | 6.9% | 13.1% | 0.0% |
| 2019-20 | 6.7% | 6.1% | 4.6% | 11.1% | 3.3% | 4.5% | - | * | - | 9.1% | 15.4% | 5.2% | 0.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 5.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 94.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 10.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 89.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 11.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 88.4% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 93.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 84.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 87.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 85.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 107 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 1 | 44,018 |
| Hispanic | - | - | 21 | 183,306 |
| White | - | - | 81 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 3 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 13 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 3 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 91 | 287,316 |
| Special Education Graduates | - | - | 11 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 48 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 5 | 32,809 |
| At-Risk Graduates | - | - | 34 | 155,884 |
| CTE Completers | - | - | 39 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 445 | 100.0% | 1,727 | 5,402,928 | 445 | 100.0% | 1,729 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 4 | 0.9% | 0.2% | 0.3% | 4 | 0.9% | 0.2% | 0.4% |
| Pre-Kindergarten | 78 | 17.5% | 4.5% | 4.1% | 78 | 17.5% | 4.5% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 78 | 17.5% | 4.5% | 3.5% | 78 | 17.5% | 4.5% | 3.5% |
| Kindergarten | 109 | 24.5% | 6.3% | 6.8% | 109 | 24.5% | 6.3% | 6.8% |
| Grade 1 | 124 | 27.9% | 7.2% | 7.1% | 124 | 27.9% | 7.2% | 7.1% |
| Grade 2 | 130 | 29.2% | 7.5% | 7.1% | 130 | 29.2% | 7.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.9% | 7.1% | 0 | 0.0% | 7.9% | 7.1% |
| Grade 5 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 6 | 0 | 0.0% | 8.3% | 7.4% | 0 | 0.0% | 8.3% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.1% | 7.7% | 0 | 0.0% | 8.1% | 7.7% |
| Grade 8 | 0 | 0.0% | 8.6% | 7.9% | 0 | 0.0% | 8.6% | 7.8% |
| Grade 9 | 0 | 0.0% | 6.8% | 8.8% | 0 | 0.0% | 6.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.5% | 7.6% | 0 | 0.0% | 7.5% | 7.5% |
| Grade 11 | 0 | 0.0% | 6.7% | 7.2% | 0 | 0.0% | 6.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.2% | 6.7% | 0 | 0.0% | 6.3% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 11 | 2.5% | 3.1% | 12.8% | 11 | 2.5% | 3.1% | 12.8% |
| Hispanic | 72 | 16.2% | 17.9% | 52.8% | 72 | 16.2% | 17.9% | 52.7% |
| White | 342 | 76.9% | 74.3% | 26.3% | 342 | 76.9% | 74.3% | 26.3% |
| American Indian | 2 | 0.4% | 0.8% | 0.3% | 2 | 0.4% | 0.8% | 0.3% |
| Asian | 0 | 0.0% | 0.3% | 4.8% | 0 | 0.0% | 0.3% | 4.8% |
| Pacific Islander | 2 | 0.4% | 0.2% | 0.2% | 2 | 0.4% | 0.2% | 0.2% |
| Two or More Races | 16 | 3.6% | 3.5% | 2.9% | 16 | 3.6% | 3.5% | 2.9% |
| Sex: | | | | | | | | |
| Female | 209 | 47.0% | 45.3% | 48.9% | 209 | 47.0% | 45.3% | 48.8% |
| Male | 236 | 53.0% | 54.7% | 51.1% | 236 | 53.0% | 54.7% | 51.2% |
| Economically Disadvantaged | 298 | 67.0% | 58.9% | 60.7% | 298 | 67.0% | 58.9% | 60.6% |
| Non-Educationally Disadvantaged | 147 | 33.0% | 41.1% | 39.3% | 147 | 33.0% | 41.1% | 39.4% |
| Section 504 Students | 15 | 3.4% | 14.2% | 7.4% | 15 | 3.4% | 14.2% | 7.4% |
| EB Students/EL | 34 | 7.6% | 6.7% | 21.7% | 34 | 7.6% | 6.7% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 0 | 0.0% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 7 | 1.6% | 10.1% | 5.0% | 7 | 1.6% | 10.1% | 5.0% |
| Foster Care | 3 | 0.7% | 0.3% | 0.3% | 3 | 0.7% | 0.3% | 0.3% |
| Homeless | 8 | 1.8% | 1.9% | 1.1% | 8 | 1.8% | 1.9% | 1.1% |
| Immigrant | 2 | 0.4% | 0.2% | 2.0% | 2 | 0.4% | 0.2% | 2.0% |
| Migrant | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Title I | 445 | 100.0% | 100.0% | 64.3% | 445 | 100.0% | 100.0% | 64.3% |
| Military Connected | 15 | 3.4% | 6.4% | 3.3% | 15 | 3.4% | 6.4% | 3.3% |
| At-Risk | 230 | 51.7% | 55.4% | 53.5% | 230 | 51.7% | 55.3% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 32 | 7.2% | 6.4% | 21.9% | 32 | 7.2% | 6.4% | 21.8% |
| Gifted and Talented Education | 4 | 0.9% | 6.1% | 8.0% | 4 | 0.9% | 6.1% | 8.0% |
| Special Education | 61 | 13.7% | 12.9% | 11.6% | 61 | 13.7% | 13.0% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 61 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | ** | ** | 39.2% | 43.0% | | | | |
| Students with Physical Disabilities | 34 | 55.7% | 20.7% | 20.8% | | | | |
| Students with Autism | 10 | 16.4% | ** | 14.7% | | | | |
| Students with Behavioral Disabilities | ** | ** | 26.6% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | * | * | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 47 | 16.5% | 14.7% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | 0.2% | 2.5% | | | | |
| Hispanic | 10 | 3.5% | 2.5% | 6.6% | | | | |
| White | 37 | 13.0% | 11.3% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.6% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 8 | 26.7% | 17.4% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 0 | 0.0% | 5.3% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 28 | 16.5% | 13.5% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 39 | 12.4% | 11.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 8.0% | 8.0% | 1.9% | 8.3% | 8.3% | 5.2% |
| Grade 1 | 14.7% | 14.7% | 2.9% | 20.0% | 20.0% | 4.2% |
| Grade 2 | 7.9% | 7.9% | 1.7% | 11.1% | 11.1% | 2.2% |
| Grade 3 | 0.0% | 0.9% | 1.0% | - | 3.7% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 0.0% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | - | 3.7% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.8% | 0.7% | - | 3.6% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 4.5% | 10.5% | - | 6.7% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 18.2 | 18.2 | 18.7 |
| Grade 1 | 17.9 | 17.9 | 18.7 |
| Grade 2 | 18.6 | 18.6 | 18.6 |
| Grade 3 | - | 16.3 | 18.7 |
| Grade 4 | - | 18.3 | 18.8 |
| Grade 5 | - | 19.8 | 20.2 |
| Grade 6 | - | 17.7 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 16.3 |
| Foreign Languages | - | 18.4 | 18.4 |
| Mathematics | - | 16.8 | 17.5 |
| Science | - | 18.7 | 18.5 |
| Social Studies | - | 19.7 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 54.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 36.4 | 66.9% | 56.9% | 64.1% |
| Teachers | 33.4 | 61.4% | 46.0% | 49.3% |
| Professional Support | 2.0 | 3.7% | 6.3% | 10.7% |
| Campus Administration (School Leadership) | 1.0 | 1.8% | 2.4% | 2.9% |
| Educational Aides: | 18.0 | 33.1% | 19.3% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 1.0 | n/a | 3.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,176.0 |
| Total Minority Staff: | 3.0 | 5.5% | 12.8% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 3.0% | 4.4% | 11.2% |
| Hispanic | 0.0 | 0.0% | 3.9% | 28.9% |
| White | 30.4 | 91.1% | 90.3% | 56.4% |
| American Indian | 1.0 | 3.0% | 0.7% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 1.0 | 3.0% | 0.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.0 | 3.0% | 22.0% | 24.1% |
| Females | 32.4 | 97.0% | 78.0% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 3.0% | 3.6% | 1.4% |
| Bachelors | 27.5 | 82.2% | 78.3% | 72.6% |
| Masters | 5.0 | 14.9% | 18.2% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 3.0% | 4.0% | 7.9% |
| 1-5 Years Experience | 7.9 | 23.7% | 25.3% | 26.7% |
| 6-10 Years Experience | 4.9 | 14.8% | 22.1% | 20.6% |
| 11-20 Years Experience | 11.9 | 35.6% | 30.7% | 28.6% |
| 21-30 Years Experience | 5.7 | 17.0% | 12.9% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | | |
| Over 30 Years Experience | 2.0 | 6.0% | 5.0% | 2.9% |
| Number of Students per Teacher | 13.3 | n/a | 12.5 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 6.4 | 6.3 |
| Average Years Experience of Principals with District | 2.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 0.0 | 5.7 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 5.7 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 14.7 | 12.3 | 11.1 |
| Average Years Experience of Teachers with District: | 9.4 | 5.9 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$41,444 | \$46,854 | \$51,054 |
| 1-5 Years Experience | \$41,541 | \$41,945 | \$54,577 |
| 6-10 Years Experience | \$46,995 | \$46,683 | \$57,746 |
| 11-20 Years Experience | \$52,832 | \$52,496 | \$61,377 |
| 21-30 Years Experience | \$57,857 | \$54,395 | \$65,949 |
| Over 30 Years Experience | \$44,515 | \$57,904 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$49,313 | \$48,825 | \$58,887 |
| Professional Support | \$61,651 | \$63,453 | \$69,505 |
| Campus Administration (School Leadership) | \$85,000 | \$73,119 | \$84,990 |
| Instructional Staff Percent: | n/a | 60.4% | 64.9% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| Program Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.7 | 2.2% | 1.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 7.7% | 5.2% |
| Compensatory Education | 7.9 | 23.7% | 6.7% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.0% | 1.7% |
| Regular Education | 21.8 | 65.2% | 71.7% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

| Program Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 3.0 | 8.9% | 10.4% | 9.6% |
| Other | 0.0 | 0.0% | 2.3% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

RAINS ISD

Rains ISD District Improvement Plan 2021/2022

Community. Commitment. Success.



Emory, TX
903-473-2222

Date Reviewed:

DMAC Solutions ©

Date Approved:

1/4/2023

RAINS ISD

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS ISD Site Base

| Name | Position |
|-------------------|-------------------------------|
| Gowin, David | Business Member |
| BURNS, TERESA | Elem. Teacher |
| Johnson, Jennifer | District Administrator |
| Wasson, Holly | District Administrator |
| Bounds, Rachel | District Administrator |
| Faglie, Ellen | Elem. Teacher |
| Hobbs, Kamesha | Elem. Teacher |
| Worley, Jennifer | Int. Teacher |
| Williams, Whitney | Int. Teacher |
| Phillips, Megan | JH Teacher |
| Bell, Nancy | JH Teacher |
| Melton, Jennifer | JH Administrator |
| Lee, Toni | HS Teacher |
| Lance, Jonathan | HS Teacher |
| Morgan, Donna | Director of Special Education |
| Hill, Jennifer | Parent |
| Thurman, Karen | Community Member |
| Moize, Jean | Community Member |

Resources

| Resource | Source |
|------------------|--------|
| No rows defined. | |

RAINS ISD

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

Objective 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 one time weekly.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|-----------------|--|
| 1. The district will hire, train, and maintain district staff to produce in-person, written, digital, and/or social media communications. (Target Group: All) (ESF: 3.2,3.4) | Central Office Administration | June 2022 | (L)Local budget | Criteria: Social media posts, Rains County Leader, Skyward emails 08/19/22 - On Track (S) |
| 2. Rains ISD will have 1,000 stakeholders download the Rains ISD digital application to their phone for communication by the end of the 21-22 school year. (Title I TA: 7) (Target Group: All) (ESF: 3.4) | Assistant Superintendent for Curr/Instruction | June 2022 | | Criteria: RISD app analytics 08/19/22 - Completed (S) |

RAINS ISD

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

Objective 1. Increase student performance by involving parents and the community, along with teachers, in the learning process at least three times per year for the 2021-2022 school year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------|-------------------|--|
| 1. Provide opportunities to increase parental involvement: PTO, CPOC, DEIC, parent conferences, meet the teacher, booster organizations. (Title I TA: 4,7) (Target Group: All) (ESF: 3) | Assistant Superintendent for Curr/Instruction, Principals | On-Going | | Criteria: calendar activities, sign-in sheets 08/19/22 - Significant Progress (S) |
| 2. Rains ISD will conduct migrant/special programs parent meetings bi-annually. (Title I TA: 1,7) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (ESF: 3.2,3.3) | Administrators | December 2021, June 2022 | (L)Campus Budgets | Criteria: special program sign-in sheets and agendas 08/19/22 - On Track (S) |
| 3. Virtual meetings when necessary in lieu of in-person. (Target Group: All) (ESF: 3.3,3.4) | All Professional Staff | On-Going | | Criteria: calendar Zoom links 08/19/22 - Completed (S) |

RAINS ISD

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

Objective 1. Rains ISD will lower the turnover rate by 10% by the year 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------|-----------|--|
| 1. Rains ISD will incorporate a First Year Teacher Academy that will meet multiple times throughout the school year. (Title I TA: 5,6) (Strategic Priorities: 1) (ESF: 5) | Assistant Superintendent for Curr/Instruction, Mentors | On-Going | | Criteria: FYTA agendas and sign-in sheets 08/19/22 - Completed (S) |
| 2. Attend multiple job fairs to recruit highly-qualified teachers. | Administrators | Ongoing | | Criteria: Career Fair surveys 08/19/22 - Completed (S) |
| 3. Increase job postings to local and Region 10. | Central Office Administration | Ongoing | | Criteria: Region 10 Teacher Job Network analytics 08/19/22 - On Track (S) |
| 4. Attempt to pass voter-approved TRE. | Central Office Administration | 11/3/21 | | Criteria: VATRE results 11/03/21 - Completed (S) |

RAINS ISD

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|--------------------------------|--|
| 1. Monitor and evaluate Rains ISD Emergency Operations Plan for effectiveness (safety training). (Target Group: All) (ESF: 3.1) | District Administration | On-Going | | Criteria: Emergency Drill logs |
| 2. Practice Emergency Operations Plan (Building evacuations, Shelter for Weather, Shelter in Place and Site Evacuation). (Target Group: All) (ESF: 3.1) | Principals | On-Going | | Criteria: Emergency Drill logs |
| 3. Provide school resource officer and random drug testing to promote a safe and drug free culture. (Target Group: All) (ESF: 3.1,3.2,3.3) | District/Campus Personnel | On-Going | (F)Title IV Funding - \$25,000 | Criteria: drug testing results |
| 4. Provide staff development on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention. (Title I TA: 6) (Target Group: All) | Assistant Superintendent for Curr/Instruction, Principals | August 2021 | (F)Title I Funds - \$9,950 | Criteria: staff development agendas & sign in sheets |
| 5. Provide student awareness/instruction on internet safety, cyberbullying, bullying, character education, teen dating violence, and good decision-making through curriculum, assemblies, etc. (Target Group: All) | All Professional Staff | On-Going | | Criteria: student activity calendar |
| 6. Maintain a relationship with Communities in Schools and a social work for the secondary and primary campuses. (Title I TA: 1) (Target Group: AtRisk) (ESF: 3.3) | Director of Federal Programs and Accountability | June 2022 | (F)ESSER - \$70,000 | Criteria: CIS program data submissions |
| 7. Proactively update the RIPICS plan to coordinate with maintaining a safe and secure environment for staff and students. (Title I TA: 4) (Target Group: All) (ESF: 3.1) | Central Office Administration, Director of Federal Programs and Accountability | On-Going | | Criteria: RIPICS plan |

RAINS ISD

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

Objective 3. Increase the visibility of law enforcement district-wide to include at a minimum 1 visit per day per campus for the 2021-2022 school year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------|-----------------|------------------|---|
| 1. Enlist the services of reserve peace officers. (Target Group: All) | RISD Chief of Police | ongoing | | Criteria: Reserve Officer schedule |
| 2. Develop Threat Assessment Team. (Target Group: All) | Administrators | ongoing | | Criteria: Threat Assessment Team sign in sheets and agendas |
| 3. Safety Audit. (Target Group: All) | Administrators | ongoing | | Criteria: safety audit data |

RAINS ISD

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

Objective 1. Staff members will attend cultural awareness training annually to grow with the changing demographic.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------|------------------|-------------------------------------|
| 1. District administration will coordinate annual cultural diversity training for all staff. | Assistant Superintendent for Curr/Instruction | Ongoing | | Criteria: agenda and sign in sheets |

RAINS ISD

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

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 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|-----------------|---|
| 1. Maintain computers/chromebooks that are operational with current hardware/software. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 4) | Technology Department | On-Going | (L)Local budget | Criteria: Tech tickets 08/19/22 - Significant Progress (S) |
| 2. Prioritize the purchase of appropriate hardware and software packages in various subject areas to accelerate instruction in all curricular areas. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) | District Administration, Principal(s), Technology Director | August 2022 | | Criteria: Technology purchases and inventory 08/19/22 - Completed (S) |
| 3. Provide staff development to enhance technology skills and software knowledge. (Title I TA: 2,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1,5.2) | Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff | June 2022 | | Criteria: Staff development agendas & sign-in sheets 08/19/22 - On Track (S) |

RAINS ISD

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

Objective 1. 21-22 funds will be added to the District Improvement Plan for each goal and objective to track spending.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------|-----------|-------------------------------------|
| 1. Use Program Funding worksheet to allocate federal and state funds for a direct resource to the CIP and DIP. (Title I TA: 1) (Target Group: All) | Director of Federal Programs and Accountability | On-Going | | 08/19/22 - Significant Progress (S) |

RAINS ISD

Goal 7. Improve student achievement.

Objective 1. Increase the level of student performance in those who approach grade level in Reading as measured by state assessment from 61% to 75% and Math from 58% to 70% in 2021-2022 for all grade levels.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|--|--|
| 1. Provide staff development on as needed basis in the use of DMAC Solutions. (Target Group: All) | Assistant Superintendent for Curr/Instruction | ongoing | (F)Title I Funds - \$4,500 | Criteria: PD calendar, staff development agendas, sign-in sheets 08/19/22 - On Track (S) |
| 2. Provide staff development opportunities with emphasis on reading and literacy. (Target Group: All) | Assistant Superintendent for Curr/Instruction | ongoing | (F)ESSER - \$15,000 | Criteria: PD calendar, staff development agendas, sign-in sheets 08/19/22 - Completed (S) |
| 3. Implement Leveled Literacy Intervention in K-8 with fidelity and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3) | Academic Teams | ongoing | | Criteria: LLI program results, MAP testing results 08/19/22 - Some Progress (S) |
| 4. Disaggregate data from STAAR, curriculum-based assessments, grade reporting, Circle and MAP testing. (Target Group: All) (ESF: 1.2,5.2,5.3) | Academic Teams | June 2022 | | Criteria: STAAR, CBAs, TXKEA, MAP, CIRCLE, TPRI 08/19/22 - Some Progress (S) |
| 5. Provide tutorials before, during, and after school. (Target Group: All,AtRisk) (Strategic Priorities: 4) | Academic Teams | ongoing | | Criteria: Tutorial sign-in sheets 08/19/22 - On Track (S) |
| 6. Eligible students will receive instruction by highly qualified personnel in an inclusive environment. (Title I TA: 2) (Target Group: SPED) (ESF: 3.3) | Special Education Department | ongoing | (F)Special Education Funding - \$344,148 | Criteria: student schedules 08/19/22 - On Track (S) |
| 7. Provide TEKS Resource System curriculum tool and time for cross-curriculum and vertical team meetings to share strategies and ensure curriculum alignment in core areas. (RLIS). (Target Group: All) | Assistant Superintendent for Curr/Instruction | ongoing | (F)Title I Funds - \$12,472 | Criteria: TEKS RS login data and PLC agendas 08/19/22 - Significant Progress (S) |
| 8. Provide staff development on literacy to K-3 teachers and administrators through participation in Reading Academy. | Academic Teams | ongoing | (L)Budget Allocations for Teacher Training | Criteria: Reading Academy completion certificates 08/19/22 - On Track (S) |
| 9. Use MTSS process to remediate students, | Academic Teams | ongoing | | Criteria: DMAC Student Plan data |

RAINS ISD

Goal 7. Improve student achievement.

Objective 1. Increase the level of student performance in those who approach grade level in Reading as measured by state assessment from 61% to 75% and Math from 58% to 70% in 2021-2022 for all grade levels.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------|-----------|---|
| including all special program struggling students. (Target Group: AtRisk) | | | | |
| 10. Test and monitor student performance levels three times per year in math and reading using MAP (RLIS). (Target Group: All) | Administrators | June 2022 | | Criteria: MAP test data |
| 11. Continue implementation of dyslexia program with reliability and fidelity. (Target Group: Dys) | Assistant Superintendent for Curr/Instruction | ongoing | | Criteria: dyslexia PLC agendas and program evaluation |

RAINS ISD

Goal 7. Improve student achievement.

Objective 2. Reduce the dropout rate to <1% in 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--------------------------------------|----------|-----------|--|
| 1. Collaborate with RISD police, parents, and local agencies to pursue truancy action against students and parents who violate district absentee policy. (Target Group: All,AtRisk) | Administrators, RISD Chief of Police | ongoing | | Criteria: attendance committee data, Skyward attendance reports 08/19/22 - Significant Progress (S) |
| 2. Continue credit recovery programs for students at risk of failing or dropping out of school. (Target Group: AtRisk) | Academic Teams | ongoing | | Criteria: Edgenuity completion data 08/19/22 - On Track (S) |
| 3. Create programs and activities to increase student attendance and lower truancy. (Target Group: AtRisk) | Administrators | ongoing | | Criteria: incentive program data |

RAINS ISD

Goal 7. Improve student achievement.

Objective 3. Maintain district attendance above the state average of 95.8% for the 2021-2022 school year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--------------------------------------|----------|-----------|---|
| 1. RISD Police/truancy officer in coordination with attendance clerks and principals track absentees. (Target Group: All,AtRisk) | Administrators, RISD Chief of Police | ongoing | | Criteria: attendance reports 08/19/22 - Significant Progress (S) |
| 2. Contact parents when students are absent beyond two consecutive days. (Target Group: All) | All Professional Staff | ongoing | | Criteria: call logs, emails 08/19/22 - Significant Progress (S) |

RAINS ISD

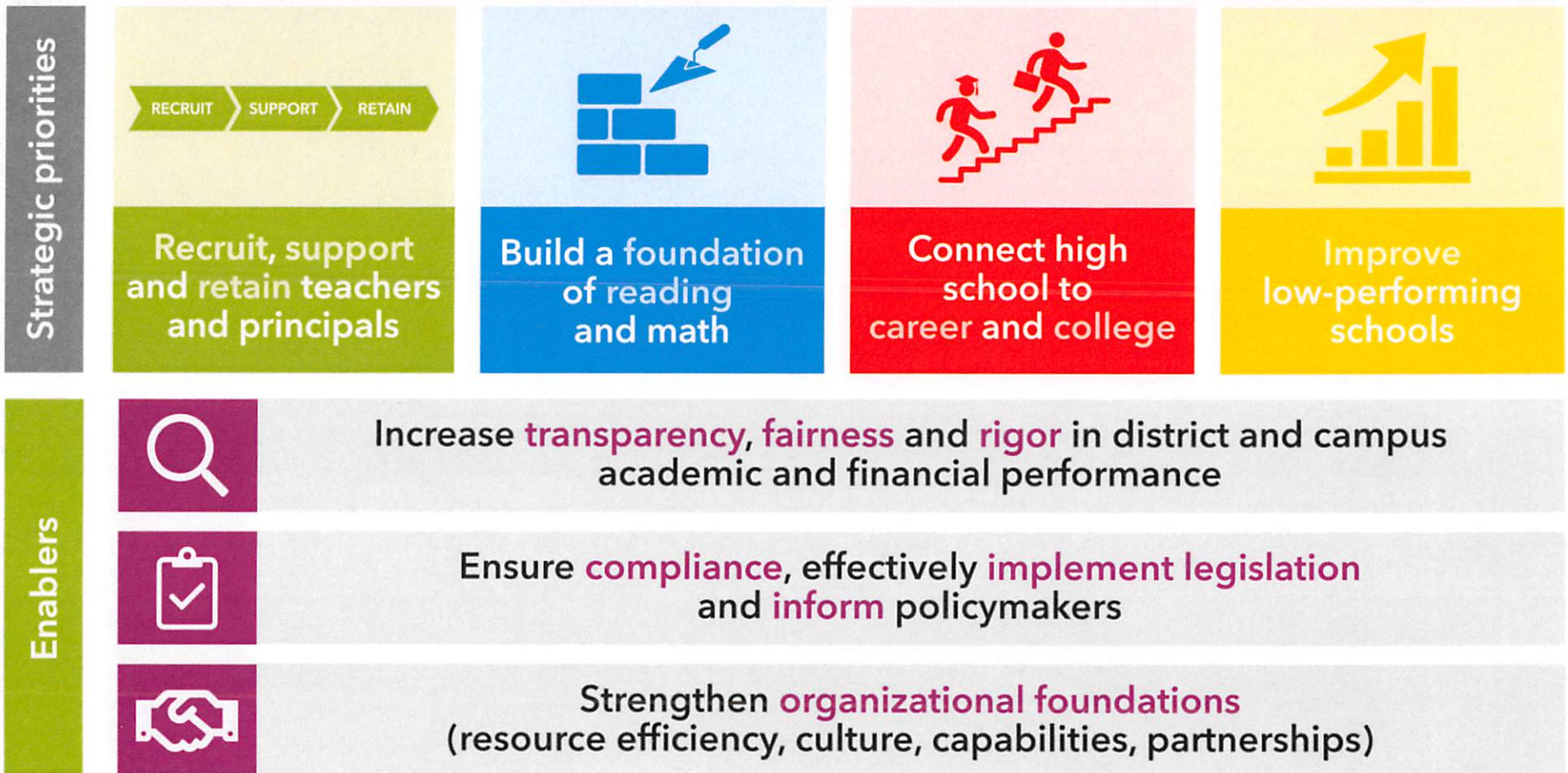
Goal 7. Improve student achievement.

Objective 4. Students in the following programs will show measurable progress as indicated by the 2021-2022 RDA: Special Education, English as a Second Language (ESL), and Career and Technical Education (CTE).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------|----------------------------|--|
| 1. Provide staff development to ensure teachers understand and are able to implement instructional modifications and accommodations to appropriate student needs. (Title I TA: 6) (Target Group: EB, SPED, Dys, 504) (Strategic Priorities: 4) (ESF: 2) | Administrators, Special Education Department | June 2022 | | Criteria: Staff development agendas and sign-in sheets |
| 2. Provide/maintain accurate tracking of progress by report cards and teacher 9-week assessments during data meetings and PLCs. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4) (ESF: 2) | Academic Teams, Administrators, Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Teachers | June 2022 | | |
| 3. Provide training to all LPAC (Language Proficiency Assessment Committee) members annually. (Target Group: EB) | Assistant Superintendent for Curr/Instruction | 09/2021 | | Criteria: LPAC sign in sheet and agenda |
| 4. Encourage all staff to pursue additional certifications (GT, ESL, SPED). (Target Group: EB, SPED, GT, CTE) | Administrators | ongoing | | Criteria: SBEC certification records |
| 5. Provide opportunities for students to obtain industry certifications. (Target Group: CTE) | CTE Department | ongoing | (F)Carl Perkins - \$18,000 | Criteria: industry certifications 08/19/22 - Significant Progress (S) |
| 6. Increase options for graduation plan endorsements. (Target Group: All) | Administrators | ongoing | | Criteria: course catalogue for HS 08/19/22 - Completed (S) |

Comprehensive Needs Assessment

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



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

RAINS HIGH SCHOOL

Rains High School Campus Improvement Plan 2021/2022

Community. Commitment. Success.



Lindsay Morgan
1651 US-69 Emory, TX 75440
903-473-2222
morganl@rainsisd.org

Date Reviewed: 10/29/2021

Date Approved: 11/08/2021

RAINS HIGH SCHOOL

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS HIGH SCHOOL Site Base

| Name | Position |
|------------------|---|
| Morgan, Lindsay | Principal |
| Russell, Jackie | Assistant Principal |
| Moore, Jennifer | Dean of Students |
| Penny, Jeana | Counselor |
| COBB, JOLENE | Teacher |
| Cockrell, Sherri | Teacher |
| Hunter, Robbie | Teacher |
| Umbrell, Ciara | Teacher |
| Wallace, Shannon | Teacher |
| Porter, Rich | Instructional Support / Paraprofessional |
| Wade, Kasey | Instructional Support / Paraprofessional |
| Piles, Richard | Parent Representative |
| Worley, Robert | Business / Community Representative |

Resources

| Resource | Source |
|---|---------------|
| Carl Perkins | Federal |
| Special Education Funding | Federal |
| Title I Funds | Federal |
| Title IIA Budget | Federal |
| Title III | Federal |
| Budget Allocations for Teacher Training | Local |
| Counseling Budget | Local |
| Facilities Maintenance Budget | Local |
| Instructional (Supplies) Budget | Local |
| Local UIL Budget | Local |
| Technology Budget | Local |
| CTE Budget | State |
| High School Allotment | State |

RAINS HIGH SCHOOL

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

Objective 1. During the 2021-2022 school year, RHS will increase communication with students, parents, and community members to a minimum of two times a week.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---------------------|--|---|
| <p>1. Invite the parents and/or community into the school with events; including: Meet-the-Teacher, Open House (1 per semester), College & Career Expo, FAFSA Night, It's a Different World, Senior Walkthrough, Baccalaureate/Last Supper, and various banquets. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)</p> | <p>Campus Administration, Classroom Teachers, Counselor, Dean of Student Services</p> | <p>By June 2022</p> | <p>(F)Title I Funds, (L)Counseling Budget, (L)Local UIL Budget, (S)CTE Budget</p> | <p>Criteria: Calendar evidence of events; minutes and agendas; sign-in sheets.</p> <p>05/30/22 - Completed (S) 05/30/22 - Completed 10/29/21 - Significant Progress</p> |
| <p>2. Use a variety of communication methods to reach all stakeholders; including: the campus and district website, the district app, social media, Skyward Message Center (email/family student access), and weekly newsletters. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.4)</p> | <p>Campus Administration, Counselor, CTE Director, Dean of Student Services, Department Head(s), Teacher(s)</p> | <p>Ongoing</p> | <p>(L)Technology Budget</p> | <p>Criteria: Email record, social media record, Skyward Message Center record, Smore newsletter record.</p> <p>05/30/22 - On Track (S) 05/30/22 - On Track 10/29/21 - Significant Progress</p> |
| <p>3. All stakeholders will be meaningfully involved in campus decision-making through scheduled CPOC (Site Based Decision Making Committee) meetings throughout the year. (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2.1,3,3.1,3.4,5,5.3)</p> | <p>Campus Administration, Counselor, CPOC</p> | <p>Ongoing</p> | <p>(F)Special Education Funding, (F)Title I Funds, (F)Title IIA Budget, (F)Title III, (L)Budget Allocations for Teacher Training, (L)Counseling Budget, (L)Facilities Maintenance Budget, (L)Instructional (Supplies) Budget, (L)Local UIL Budget, (L)Technology Budget, (S)CTE Budget</p> | <p>Criteria: Notification of meetings (calendar); agendas; minutes; sign-in sheets. Development of shared goals/plans.</p> <p>05/30/22 - On Track (S) 05/30/22 - On Track 10/29/21 - Significant Progress</p> |

RAINS HIGH SCHOOL

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------|---|---|
| 1. Host an "Incoming Freshman Orientation" to meet with 8th graders and their parents to showcase CTE offerings, and educate students and families regarding their course options at the high school level. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: 8th,9th) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.3,3.4) | Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services, Department Head(s) | By April 2022 | (F)Title I Funds, (L)Instructional (Supplies) Budget, (S)CTE Budget | Criteria: Calendar event, Skyward notification, Sign-in Sheet, course selections. 05/30/22 - Completed (S) 10/29/21 - Some Progress |
| 2. RHS will meet with each cohort of students and their parents regarding course options for the coming academic year; Personal Graduation Plans will be updated accordingly. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4) | Campus Administration, Counselor, Dean of Student Services | By April 2022 | (L)Counseling Budget | Criteria: Record of meetings; student course selections; Personal Graduation Plans. 10/29/21 - Significant Progress |
| 3. The RHS Course Catalog will be evaluated and updated annually and as needed, and placed online for public record. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.2,3,3.4,4.4.1,5,5.3) | Campus Administration, Counselor, CTE Director, Dean of Student Services | Ongoing | (L)Counseling Budget, (L)Technology Budget | Criteria: Updated and published course catalog. 10/29/21 - Some Progress |
| 4. Parents will have real-time access to digital student records through Skyward Family and Student Access. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4) | Counselor, Dean of Student Services, PEIMS Coordinator | Ongoing | (L)Curriculum, (L)Technology Budget | Criteria: Skyward accessibility. 10/29/21 - On Track |

RAINS HIGH SCHOOL

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

Objective 3. By the end of the 2021-2022 school year, the campus attendance rate will increase to greater than or equal to the state average.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------|--|--|
| 1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,ECD) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4) | Campus Administration, PEIMS Department, Registrar | Ongoing | (F)PEIMS office, (S)Attendance records | Criteria: Attendance letters; email records. 10/29/21 - Some Progress |
| 2. Students will be recognized and rewarded for attending school through the use of perfect attendance luncheons and Wildcat Bucks. (Title I SW Elements: 1.1,2.4,2.6,3.1) (Target Group: All,ECD) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4) | Campus Administration, Counselor | By June 2022 | (L)Counseling Budget | Criteria: Attendance records, Wildcat Store opening/sales, purchase of attendance luncheon. 10/29/21 - On Track |
| 3. RHS will re-institute the use of semester exams exemptions through the established criteria outlined in the RHS Grading Policy. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3) | Campus Administration | Ongoing | (O)Time | Criteria: Semester exam exemption lists. Increased attendance rate. 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------------|--|---|
| 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. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.3,3.4) | Campus Administration, Counselor, Dean of Student Services | By June 2022 | (F)Carl Perkins, (L)Counseling Budget, (S)CTE Budget | Criteria: Guest speaker attendance, calendar items, sign-in sheets, agendas, meetings. 10/29/21 - On Track |
| 2. RHS will continue to partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4) | Campus Administration, Counselor, Dean of Student Services | Ongoing | (F)Federal Grants | Criteria: CIS sign-in sheets; resources directed to families. 10/29/21 - Some Progress |
| 3. Students will be provided with educational off-campus learning opportunities that peak their interests and assist in establishing relevancy and real-world connections to their learning. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3) | Teachers | Ongoing | (L)Instructional (Supplies) Budget | Criteria: Scheduled and attended field trips; increased student engagement. 10/29/21 - Significant Progress |
| 4. The RHS work program will be improved through more frequent on-site monitoring, as well as the development of key skills; including: cover sheet and resume development, interview skills, budgeting, and increased awareness of characteristics that will set students apart favorably in the workforce. (Title I SW Elements: 1.1,2.4) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3,3.2,3.3) | CTE Teachers | By June 2022 and Ongoing | (S)CTE Budget | Criteria: Work program contract; CTE teachers/employer contact hours; student artifacts (cover sheet, resume, etc.); mock-interviews. 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

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

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, guest speakers, and/or communications at least once a month during the 21-22 school year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|--|--|
| 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. (Title I SW Elements: 2.4,2.6) (Target Group: All) (ESF: 3,3.2,3.3) | Campus Administration, Counselor, Dean of Student Services, SRO Officer | Ongoing | (F)Safe & Drug Free Schools & Communities, (L)RISD Chief of Police | Criteria: Stop It! App records. 10/29/21 - On Track |
| 2. RHS will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.2) | Campus Administration, SRO Officer | Ongoing | (F)Safe & Drug Free Schools & Communities | Criteria: Evidence of drill completion; Fire Drill form completion. 10/29/21 - On Track |
| 3. Students, staff, and community will be educated on drug and alcohol awareness, and students will participate in Red Ribbon Week activities. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All) (ESF: 3,3.2,3.3) | Campus Administration, Counselor | Ongoing | (L)Counseling Budget | Criteria: Red Ribbon Week activities. 10/29/21 - Completed |
| 4. RHS will commit to hosting 9-week initiatives to address teen safety and cover timely issues involving: social media, situational awareness, texting/driving, and interactions with peace officers. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.2,3.3) | Campus Administration, Counselor, Dean of Student Services, SRO Officer | By June 2022 | (F)Safe & Drug Free Schools & Communities, (L)Counseling Budget | Criteria: Record of guest speakers, calendar events. 10/29/21 - On Track |
| 5. Staff will be trained on ALICE/CRASE and Standard Response Protocol. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 2,2.1,3,3.1,3.2,3.3) | Campus Administration, RISD Chief of Police | By September 2022 | (F)Safe & Drug Free Schools & Communities | Criteria: Certificates of training completion; calendar event; sign-in sheets. 10/29/21 - No Progress |
| 6. Programmed student badges will be created and implemented to assist with secured entrances. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3,3.1,3.2,3.3) | Campus Administration | By September 2022 | (F)Safe & Drug Free Schools & Communities | Criteria: Programmed badges. 10/29/21 - No Progress |

RAINS HIGH SCHOOL

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

Objective 2. Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|----------------------------------|----------|---|--|
| 1. Administrators will work to keep staff informed through streamlined and timely staff communication via Remind and RHS Week-at-a-Glance. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1,2) | Campus Administration | Ongoing | (O)Time | Criteria: Email and Smore record of Week-at-a-Glance. 10/29/21 - Significant Progress |
| 2. New RHS teachers will be paired with established mentor teachers to provide ongoing, job-embedded support throughout the year. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1) | Campus Administration | Ongoing | (L)Instructional (Supplies) Budget, (O)Time | Criteria: Improved staff retention rate; staff survey responses. 10/29/21 - Some Progress |
| 3. RHS administration will provide non-monetary incentives, and appreciation gifts throughout the school year; which may include: Teacher Appreciation Luncheons, Celebration of T.A. Week, Jeans Day Passes, Crash Cart (Snack/Candy Cart), Once-per-month teacher drawings to include reprieve of basic chores (car wash, house cleaning, lawn service, etc.)/gifting of classroom wants (as evidenced by Amazon wish lists). (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1) | Campus Administration, Counselor | Ongoing | (L)Campus Budgets | Criteria: Improved staff retention rate. 10/29/21 - Significant Progress |
| 4. RHS staff will be recognized through a variety of means; including: Wildcat teachers of the month; recognize 'Teacher of the Year' at the academic banquet. Select and nominate a teacher to be included in the Region VII Teacher of the Year Program. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1) | Campus Administration | Ongoing | (L)Campus Budgets | Criteria: Improved staff recognition and retention. 10/29/21 - On Track |

RAINS HIGH SCHOOL

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|--------------------------|--|--|
| 1. Classroom management and student discipline will be handled through the Restorative Practices model. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3) | All Staff Members | By June 2022 | (L)Campus Budgets, (O)Time | Criteria: Decreased exclusionary placements. 10/29/21 - Some Progress |
| 2. Incentives for good character and citizenship will be provided through the RHS Character Program, which includes the Wildcat Store and the use of Wildcat Bucks. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3) | All Professional Staff, Campus Administration, Counselor, Dean of Student Services | By June 2022 | (L)Counseling Budget | Criteria: Decreased exclusionary placements. 10/29/21 - On Track |
| 3. Teachers will follow the PBIS flow-chart when determining whether offenses should result in the removal from the classroom. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2) | Campus Administration, Teachers | By June 2022 and Ongoing | (L)Instructional (Supplies) Budget | Criteria: Decreased office referrals; improved academic achievement. 10/29/21 - Some Progress |
| 4. Students will be recognized academically for A and A/B Honor Roll and attendance once per 9-weeks; and will be nominated and recognized monthly for outstanding character once per month through "Wildcat of the Month." (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2) | Campus Administration, Counselor, Teachers | By June 2022 | (L)Counseling Budget, (L)Instructional (Supplies) Budget | Criteria: Wildcat of the Month recognition; A and A/B Honor Roll recognition; Attendance recognition; improved student behavior (as indicated by fewer referrals) and improved student performance (as indicated by grades/failure rates). 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

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

Objective 1. RHS will annually provide the necessary support for all student groups, with specific focus on economically disadvantaged, sped, at-risk students, resulting in student growth, as evidenced by their STAAR EOC results.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------------|--|---|
| <p>1. RHS staff will use data collection through the MTSS process, to direct research-based interventions and accelerated instruction, to student groups who are showing discrepancies on MAP assessments, and/or who are not being successful on state assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)</p> | <p>All Professional Staff, Campus Administration, Counselor, Dean of Student Services, Department Head(s)</p> | <p>Ongoing</p> | <p>(L)Instructional (Supplies) Budget</p> | <p>Criteria: Increased performance of all student groups; use of MTSS as evidenced through DMAC. 10/29/21 - Some Progress</p> |
| <p>2. RHS will create and implement Accelerated Learning Committees, per the requirements associated with HB 4545. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)</p> | <p>Campus Administration, Dean of Student Services</p> | <p>By September 2021</p> | <p>(L)Instructional (Supplies) Budget</p> | <p>Criteria: AIC documentation. 10/29/21 - On Track</p> |
| <p>3. Teachers will have access to timely information/data on students with academic needs, and will be trained on effective implementation of the IEP and 504 plans. (Title I SW Elements: 2.6) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.1,5.4)</p> | <p>All Professional Staff, Campus Administration, Instructional Coach</p> | <p>By September 2022</p> | <p>(F)Federal Grants, (F)Special Education Funding, (F)Title I Funds, (L)Instructional (Supplies) Budget</p> | <p>Criteria: Evidence of training through agenda, minutes, training certificates; improved academic performance of students in special programs. 10/29/21 - On Track</p> |

RAINS HIGH SCHOOL

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

Objective 2. Provide challenging, effective instruction and activities to students identified as Gifted and Talented (GT).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------|---|---|
| 1. PLC's will be created to plan and implement cross-curricular and collaborative efforts to directly impact instructional rigor and student learning. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: GT) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3,5.4) | Campus Administration, Counselor, Dean of Student Services, Department Head(s) | Ongoing | (L)Campus Budget, (O)Time | Criteria: Improved performance and monitoring of GT students. 10/29/21 - Some Progress |
| 2. RHS will systemically expand and improve the performance of students enrolled in AP courses through the creation of Pre-AP English and Social Studies courses. (Title I SW Elements: 2.2) (Target Group: All,GT) (Strategic Priorities: 2,3) (ESF: 1,1.2) | | By September 2023 | (L)Counseling Budget, (L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment | Criteria: Creation of Pre-AP English I/II, and Pre-AP History; evidence of Pre-AP/AP teacher training and partnership with The College Board. 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

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

Objective 1. By the end of the 2021-2022 school year, Rains High School CTE department will increase the number of students that earn a certificate/license by 25% (current rate from 2020-2021 is 0%).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------------|--------------------------------|--|
| 1. CTE enrollment and progress toward certification will be monitored through monthly CTE departmental meetings. (Title I SW Elements: 2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 3,3.3) | Campus Administration, Counselor, CTE Director, CTE Teachers | By June 2022 and Ongoing | (F)Carl Perkins, (S)CTE Budget | Criteria: Agendas and minutes; increased attainment of certifications. 10/29/21 - On Track |
| 2. The CTE department will collaborate to determine the best use of Carl Perkins funds to contribute to the growth and capabilities of the CTE course offerings. (Title I SW Elements: 1.1) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2) | Campus Administration, Counselor, CTE Director, CTE Teachers | By July 2022 | (F)Carl Perkins | Criteria: Agenda and minutes; Carl Perkins budget allocations; Carl Perkins purchases. 10/29/21 - Significant Progress |
| 3. Implement, build/strengthen additional CTE and Career and Technical Student Organization (CTSO) opportunities that will better prepare students for success on Industry-Based Certifications. (Title I SW Elements: 1.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2) | Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services | By June 2023 | (S)CTE Budget | Criteria: CTSO offerings (FCCLA, FFA, TAFE, Skills USA, BPA, etc.); increased certifications. 10/29/21 - Significant Progress |
| 4. Increase CTE enrollment and persistence in coherent sequence(s) by polling student interests and considering workforce needs. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.3,3.4) | Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services | By June 2022 and Ongoing | (O)Time, (S)CTE Budget | Criteria: Student survey; student course selections; parent and community surveys. 10/29/21 - Significant Progress |
| 5. Expand CTE offerings to include more health science courses and Public Service (law enforcement) courses. (Title I SW Elements: 2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,2.2.1) | Campus Administration, Counselor, CTE Director, CTE Teachers, Dean of Student Services | By September 2022 | (S)CTE Budget | Criteria: Course catalog and CTE course offerings. 10/29/21 - Significant Progress |

RAINS HIGH SCHOOL

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

Objective 2. Provide on-going, job-embedded, and data-based training opportunities, rigorous and relevant curriculum, access to instructional technology resources, and varied instructional strategies to best support staff and improve the outcomes of all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|--------------------------|--|--|
| 1. Streamline technology support for teachers through the creation of on-campus and job-embedded instructional technology training. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1) | Campus Administration, Instructional Coach, Technology Department | By June 2023 | (L)Technology Budget, (O)Time | Criteria: Campus-based technology help procedures. 10/29/21 - No Progress |
| 2. Create and implement an equipment replacement cycle on campus to include student computers, teacher computers, and projectors. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2) | Campus Administration, Instructional Coach, Technology Department, Technology Director | By June 2023 and Ongoing | (L)Instructional (Supplies) Budget, (L)Technology Budget | Criteria: Replacement schedule; timely replacements. 10/29/21 - No Progress |
| 3. In addition to the completion of the Year-at-a-Glance (YAG), RHS teachers will participate in mid-year and end-of-year reviews of the YAG, making unit adjustments based on student progress as needed. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4,4.1) | Campus Administration, Instructional Coach | By June 2022 | (L)Curriculum, (L)Instructional (Supplies) Budget | Criteria: Completion of YAGs, Mid-Year Review data, End-of-Year Review data. 10/29/21 - Some Progress |
| 4. The campus leadership team will meet regularly throughout the school year and for two days in June 2022 to consider campus progress towards district and campus goals, teacher and student needs, community input, and implications for new goals. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5) | Campus Administration, CPOC | By June 2022 | (L)Campus Budgets | Criteria: CPOC agenda and minutes; updated CNA; updated CIP. 10/29/21 - On Track |

RAINS HIGH SCHOOL

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

Objective 3. By the end of the 2021-2022 school year, Rains High School will prepare 90% of students to leave as College, Career or Military Ready, as compared to the 2020-2021 school year with approximately 50% of students graduating with a CCMR indicator.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|--------------------------|--|---|
| 1. Increase student focus on ACT/SAT/TSI and post -high school college, military, trades, and career options. (Title I SW Elements: 1.1,2,4) (Target Group: All,CTE) (Strategic Priorities: 3,4) (ESF: 1.2,3,3) | Campus Administration, Counselor, CTE Director, CTE Teachers | By September 2023 | (F)Carl Perkins, (L)Campus Budget, (S)CTE Budget | Criteria: Number of students enrolled in courses; endorsement completion. 10/29/21 - Significant Progress |
| 2. Improve test scores on college entrance tests; including: ACT-SAT-TSI, with emphasis on ELA/Rdg performance. (Title I SW Elements: 1.1,2,2) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5,5.1,5.3) | Campus Administration, Counselor, Department Heads | By September 2023 | (L)Counseling Budget, (L)Instructional (Supplies) Budget | Criteria: ACT, SAT, TSI results 10/29/21 - Some Progress |
| 3. Enroll seniors who have not been successful on TSI into college prep and/or Texas College Bridge ELA/Math classes, allowing them to meet CCMR indicator through course completion. (Title I SW Elements: 1.1,2,2) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.3) | Campus Administration, Counselor, Dean of Student Services, Teachers | By June 2022 and Ongoing | (L)Counseling Budget, (L)Instructional (Supplies) Budget | Criteria: Texas College Bridge and College Prep course rosters; TSI results. 10/29/21 - Significant Progress |
| 4. Provide targeted information to students and parents that will help them to choose between dual credit courses and a growing number of Advanced Placement courses. (Title I SW Elements: 1.1,2,1,3,1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4,4,4.1) | Campus Administration, Counselor, Dean of Student Services | By June 2022 and Ongoing | (L)Counseling Budget, (L)Instructional (Supplies) Budget | Criteria: Parent nights offered - specific to grade level. Freshman Parent Night, Sophomore Parent Night, Junior Parent Night, and Senior Parent Night. Newsletter. 10/29/21 - Significant Progress |
| 5. Increase dual-credit course enrollment and advise students and families on which courses would be most beneficial given the individual needs and future goals of each student. (Title I SW Elements: 1.1,2,1,2,6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,5,5.3) | Campus Administration, Counselor, Dean of Student Services | By June 2022 | (L)Counseling Budget, (L)Instructional (Supplies) Budget | Criteria: Parent nights offered - specific to grade level. Freshman Parent Night, Sophomore Parent Night, Junior Parent Night, and Senior Parent Night. Newsletter; PGP's. 10/29/21 - Significant Progress |
| 6. Encourage all willing sophomores and juniors to participate in PSAT assessments. (Title I SW Elements: 1.1) (Target Group: 10th,11th) (Strategic Priorities: 3) (ESF: 3,3,3) | Campus Administration, Counselor, Dean of Student Services | By June 2022 and Ongoing | (L)Campus Budget, (L)Counseling Budget | Criteria: PSAT rosters; newsletters; Parent meetings. 10/29/21 - Significant Progress |

RAINS HIGH SCHOOL

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

Objective 1. Ensure effective monitoring and use CTE funds to continue to expand the CTE program, and effective coordination of federal grant funds to best meet the needs of all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------|--------------------------------|--|
| 1. Complete grant applications/proposals for College, Career, Military-based and CTE-based opportunities. (Title I SW Elements: 1.1,2.4) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2) | Campus Administration, CTE Director | By June 2023 | (F)Carl Perkins, (S)CTE Budget | Criteria: Grant applications, Notice of Grant Awards (NOGA); Perkins. 10/29/21 - Significant Progress |
| 2. Use Perkins funds to make purchases for CTE classes. (Title I SW Elements: 1.1) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2) | CTE Director | By August 2022 | (F)Carl Perkins | Criteria: Perkins expenses; CTE meeting agendas/minutes. 10/29/21 - Significant Progress |
| 3. Grow the current CTE endorsement program by the number of students who receive endorsements on their diplomas annually. (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2) | Counselor, CTE Director, Dean of Student Services | By June 2023 | (F)Carl Perkins, (S)CTE Budget | Criteria: Evidence of endorsements earned on student transcripts. 10/29/21 - Significant Progress |
| 4. Assemble and maintain a CTE Advisory Board that meets regularly through the school year to facilitate future planning. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.4) | Campus Administration, Counselor, CTE Director | By June 2022 and Ongoing | (F)Carl Perkins, (S)CTE Budget | Criteria: CTE Advisory Board agendas, minutes. 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

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

Objective 2. Effectively plan and budget to ensure the upkeep and appeal of the Rains High School campus.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|---|---|
| 1. Consider the feasibility of adding additional lighting to the parking areas. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, Maintenance Director | By September 2023 | (L)Campus Budget | Criteria: Additional lights in parking area. 10/29/21 - No Progress |
| 2. Contribute to student/community school pride through aesthetic improvements to include landscaping, power-washing, replacement of ceiling tiles, and painting of the halls and classrooms. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, Maintenance Director | By September 2022 | (L)Campus Budget | Criteria: Improved appearance of halls, classroom, and exterior. 10/29/21 - Some Progress |
| 3. Peak student interest and comfort through the modernization of student common areas (library, cafeteria, collaborative learning spaces, etc.). (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, Librarians, Maintenance Director, Teachers | By December 2022 | (L)Campus Budget, (L)Facilities Maintenance Budget | Criteria: Evidence of improved appearance and student engagement within the physical space. 10/29/21 - No Progress |
| 4. Add outdoor on-campus learning areas/opportunities for students. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, Maintenance Director, Teachers | By June 2023 | (L)Campus Budget, (L)Facilities Maintenance Budget | Criteria: Evidence of available outdoor learning area for students. 10/29/21 - No Progress |
| 5. Purge, store, organize, and/or dispose of items that are no longer viable to learning; including: aged technology, out-of-adoption curriculum, aged furniture. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, Maintenance Director | By September 2022 | (O)Time | Criteria: Cleaned, organized storage areas; properly inventoried and easily accessible stored technology. 10/29/21 - Some Progress |
| 6. Consider the feasibility of replacing the PA/Bell system with a modern, Internet-based system that connects the main campus to the CTE wing. (Title I SW Elements: 1.1) (Target Group: All) | Campus Administration, District Administration | By September 2022 | (F)Safe & Drug Free Schools & Communities, (L)Facilities Maintenance Budget | Criteria: Replacement of aged system; ability to simultaneously communicate with CTE. 10/29/21 - No Progress |

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 1. By the end of the 2021-2022 school year, greater than or equal to 50% of students will meet the growth index in English I and English II.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------|--|--|
| 1. 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. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.3,5.3,5.4) | Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers | By December 2022 | (F)Title I Funds, (L)Instructional (Supplies) Budget | Criteria: Minutes, agendas, improved student performance. 10/29/21 - Some Progress |
| 2. Students at risk of not meeting state targets for achievement and growth will receive accelerated instruction or tutoring. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4) | Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers | By June 2022 | (F)Title I Funds, (L)Instructional (Supplies) Budget | Criteria: Roster and planned interventions, improved student performance. 10/29/21 - Significant Progress |
| 3. Special education teachers and staff will offer remedial and reteach instruction to special education students during study skills, before school, and after school. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 3.3,5.1,5.3,5.4) | Campus Administration, Dean of Student Services, Instructional Coach, Special Ed Teachers, Special Education Department | By June 2022 | (F)Special Education Funding, (F)Title I Funds | Criteria: IEPs, roster and planned interventions/schedules for support, improved student performance. 10/29/21 - Significant Progress |
| 4. Curricular alignment of writing strategies and creation/implementation of literacy building techniques through departmental PLCs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,4.1,5.1) | Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers | By June 2022 | (L)Instructional (Supplies) Budget | Criteria: Curricular guides and artifacts; lesson plans, assessments, improved student performance. 10/29/21 - No Progress |

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 2. By the end of 2021-2022 school year, students will perform at or greater than the state's "approaches" and "meets" achievement standard on Algebra I STAAR End-of-Course.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------|--|--|
| 1. Purchase, implement, and monitor proven mathematics curriculum. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers | By June 2022 | (L)Curriculum, (L)Instructional (Supplies) Budget | Criteria: Purchase and implementation of math curriculum. 10/29/21 - Significant Progress |
| 2. Incorporate the use of guided notes and student binders. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1) | Campus Administration, Department Heads, Teachers | By June 2022 | (L)Instructional (Supplies) Budget | Criteria: Evidence of student binders and guided notes within the math classrooms. 10/29/21 - Significant Progress |
| 3. Provide targeted and data-based remediation for students who were unsuccessful in the prior testing year. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4) | Campus Administration, Dean of Student Services, Department Heads, Teachers | By June 2022 | (F)Title I Funds, (L)Instructional (Supplies) Budget | Criteria: Intervention schedule/roster; improved student performance. 10/29/21 - Significant Progress |
| 4. Algebra I EOC benchmark in Spring 2022. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4) | Campus Administration, Dean of Student Services | By April 2022 | (L)Instructional (Supplies) Budget | Criteria: Administration of spring benchmark; data meetings. 10/29/21 - On Track |
| 5. Purchase and implement the effective use of course-appropriate calculators. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Assistant Superintendent for Curr/Instruction, Campus Administration, Dean of Student Services, Department Heads, Teachers | By June 2022 | (L)Curriculum, (L)Instructional (Supplies) Budget | Criteria: Purchase and use of calculators. 10/29/21 - On Track |
| 6. Plan and implement intensive remediation (STAAR Blitz) no later than 4 weeks prior to the End-of-Course exam. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3) | Campus Administration, Dean of Student Services, Department Heads, Teachers | By April 2022 | (L)Instructional (Supplies) Budget | Criteria: Schedule of intensive remediation; purchased accelerated curriculum; improved student performance. 10/29/21 - Some Progress |

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 3. Continue to target efforts on student 'meets', 'masters' and cohort growth in performance on STAAR EO Algebra I, Biology, English I, English II, and U.S. History in order to improve student performance on college entrance exams.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------|--|---|
| 1. Ensure that coursework in the classrooms is presented at an appropriate level of rigor and challenge. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1) | Campus Administration, Department Heads, Instructional Coach, Teachers | By June 2022 and Ongoing | (L)Instructional (Supplies) Budget, (O)Time | Criteria: Lesson plans; formative assessments; overall improved student performance. 10/29/21 - Some Progress |
| 2. Ensure more timely and efficient tracking of student performance, feedback to teachers, and adjustment to instruction, using grade details, MAP tests, and benchmarking. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3) | Campus Administration, Department Heads, Instructional Coach | By June 2022 and Ongoing | (L)Instructional (Supplies) Budget, (O)Time | Criteria: Data reports, data meeting agenda/minutes, improved student performance. 10/29/21 - Significant Progress |
| 3. Provide teacher training on 'depth of knowledge' in TEKS, which allows the categorizing tasks according to the complexity of thought. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2.1,4.1,5.1) | Assistant Superintendent for Curr/Instruction, Campus Administration, Instructional Coach | By December 2022 | (F)Title IIA Budget, (L)Curriculum, (L)Instructional (Supplies) Budget | Criteria: Training sign-in, lesson plans, improved student performance. 10/29/21 - No Progress |

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 4. RHS will improve student performance in all areas through the cross-curricular embedding of writing and academic vocabulary in all subjects.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------|---|---|
| 1. With assistance of department heads, establish campus-wide universal standards for the convention of writing, to include a rubric, key vocabulary words, and campus-wide expectations. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Campus Administration, Department Heads, Instructional Coach, Teachers | By September 2022 | (L)Instructional (Supplies) Budget, (O)Time | Criteria: Rubrics, lesson plans, improved student achievement. 10/29/21 - No Progress |
| 2. RHS students will write in complete sentences in all disciplines. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Teachers | By December 2022 | (L)Instructional (Supplies) Budget, (O)Time | Criteria: Elimination of short-answer responses; improved student achievement. 10/29/21 - No Progress |
| 3. The use of novels will be encouraged throughout the humanities (ELA, History), to include fiction, historical fiction/non-fiction, documentaries, primary sources, etc. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Campus Administration, Dean of Student Services, Department Heads, Instructional Coach, Teachers | By December 2022 | (L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment | Criteria: Purchase and use of reading materials. 10/29/21 - No Progress |
| 4. Consider the feasibility of creating the high school equivalence of DEAR/SSI during WIN with the use of common novels (by grade level), comprehension questions, and critical evaluation. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1) | Campus Administration, Dean of Student Services, Department Heads, Teachers | By September 2022 | (L)Curriculum, (L)Instructional (Supplies) Budget, (S)High School Allotment | Criteria: Purchase of novels; creation and implementation of comprehension materials; scheduling; improved student performance. 10/29/21 - No Progress |

RAINS HIGH SCHOOL

Goal 7. Improve student achievement.

Objective 5. By the end of the 2021-2022 school year, the failure rate for students failing one or more courses, will decrease by greater than or equal to 25% overall.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------------|--|---|
| 1. Each grading period, parents will be contacted by teachers (via email, phone call, or conference) when posted grades fall below passing. (Title I SW Elements: 2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4) | Campus Administration, Teachers | By June 2022 and Ongoing | (O)Time | Criteria: Parent contact logs. 10/29/21 - Some Progress |
| 2. RHS administration will participate in improved monitoring of grades, grade postings, and grade reporting through the use of Skyward reports and timely/effective communication to teachers. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,5.3) | Campus Administration, Counselor, Dean of Student Services | By June 2022 | (O)Time | Criteria: Teacher contact; departmental meetings; email. 10/29/21 - Significant Progress |
| 3. WIN time will be strategically used to both remediate for prior failure and prevent future failure through student requests by teachers based on need. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,5.3,5.4) | Campus Administration, Dean of Student Services, Department Heads, Teachers | By June 2022 and Ongoing | (F)Title I Funds, (L)Instructional (Supplies) Budget | Criteria: WIN time rosters; accelerated instruction materials; improved student performance. 10/29/21 - Significant Progress |
| 4. To reduce the potential loss of course credit, RHS will consider the feasibility of Voluntary Time Out (VTO) to assist students in grade recovery when/if they've gotten behind. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,5.3,5.4) | Campus Administration, Counselor, Teachers | By June 2022 and Ongoing | (O)Time | Criteria: Creation of VTO; improved student outcomes and credit attainment; improved on-time graduates. 10/29/21 - Some Progress |

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Attendance Summary
PEIMS Discipline Reporting
TAPR

Demographics Strengths

Rains High School has many programs that benefit students, including BEST and PASS.

Rains High School is experiencing student growth with more growth projected in the future.

Demographics Weaknesses

The attendance rate is 1.1% below state, and .8% below district. The lowest attendance group is the economically disadvantaged.

Historically, there has been an over-representation of students in special programs assigned to exclusionary disciplinary placement (DAEP and OSS).

Demographics Needs

Rains High School students in special programs would benefit from an improved use of BEST and PASS as alternatives to exclusionary disciplinary placement.

Rains High School students would benefit from an altered Discipline Management Plan that reflects the use of restorative discipline practices and decreased use of DAEP in circumstances that fall under "may" in the discipline matrices.

Demographics Summary

Comprehensive Needs Assessment

Rains High School is a 3A campus, located in Emory, Texas (Rains County). The campus serves approximately 487 students from grades 9-12.

Cohort Numbers

Freshman: 131
Sophomore: 132
Junior: 119
Senior: 105
Total Campus: 487

Ethnic Breakdown

Asian: 4
Black: 12
Hispanic: 32
Native American: 37
Pacific Islander: 0
Two or More Races: 68
White: 343

Special Programs

At-Risk: 208
Bilingual/ESL: 12
Eco. Dis.: 239
Gifted & Talented: 52
Homeless: 9
Migrant: 0
Section 504: 80
Special Education: 52

Student Achievement

Student Achievement Data Sources

Comparable Campuses Report
STAAR EOC Group Report (E1, A1, E2, Bio, U.S.)
STAAR EOC Summary (Student Demographics)

Comprehensive Needs Assessment

Student Achievement Strengths

English I:

- Approaches: 64% (2% below state average)
- Meets: 44% (6% below state average)
- Masters: 6% (6% below state average)

English I "Approaches" (by Student Sub-Group)

- Hispanic: 76%
- White: 65%
- Two or More Races: ---
- Economically Disadvantaged: 50%
- Special Education: 14%
- Gifted and Talented: 94%
- At-Risk: 40%

English I "Meets" (by Student Sub-Group)

- Hispanic: 38%
- White: 47%
- Two or More Races: ---
- Economically Disadvantaged: 27%
- Special Education: 7%
- Gifted and Talented: 89%
- At-Risk: 11%

English I "Masters" (by Student Sub-Group)

- Hispanic: 5%
- White: 6%
- Two or More Races: ---
- Economically Disadvantaged: 2%
- Special Education: 0%
- Gifted and Talented: 17%
- At-Risk: 0%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Summary of Strengths in English I:

- Students at Rains High School show strengths in analyzing and understanding literary texts.
- The performance in "Approaches" was within 2% of meeting the state standards.
- The Gifted and Talented population shows strong performance in Approaches, Meets, and Masters.

English II:

- Approaches: 71% (1% above state average)
- Meets: 56% (1% below state average)
- Masters: 3% (8% below state average)

English II Approaches (by Student Sub-Group)

- Hispanic: 65%
- White: 71%
- Two or More Races: 86%
- Economically Disadvantaged: 65%
- Special Education: 42%
- Gifted and Talented: 93%
- At-Risk: 54%

English II Meets (by Student Sub-Group)

- Hispanic: 46%
- White: 57%
- Two or More Races: 71%
- Economically Disadvantaged: 46%
- Special Education: 17%
- Gifted and Talented: 93%
- At-Risk: 34%

English II Masters (by Student Sub-Group)

- Hispanic: 4%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- White: 2%
- Two or More Races: 0%
- Economically Disadvantaged: 1%
- Special Education: 0%
- Gifted and Talented: 21%
- At-Risk: 0%

Summary of Strengths in English II:

- Students at Rains High School show strengths in analyzing literary texts and analyzing and understanding informational texts.
- Students perform at or better in "Approaches" and "Meets", compared to state levels.

Mathematics (Algebra I):

- Approaches: 44% (28% below state average)
- Meets: 7% (34% below state average)
- Masters: 0% (23% below state average)

Algebra I Approaches (by Student Sub-Group)

- Hispanic: 47%
- White: 45%
- Two or More Races: ---
- Economically Disadvantaged: 31%
- Special Education: 21%
- Gifted and Talented: 78%
- At-Risk: 32%

Algebra I Meets (by Student Sub-Group)

- Hispanic: 0%
- White: 8%
- Two or More Races: ---
- Economically Disadvantaged: 3%
- Special Education: 7%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Gifted and Talented: 33%
- At-Risk: 2%

Algebra I Masters (by Student Sub-Group)

- Hispanic: 0%
- White: 0%
- Two or More Races: ---
- Economically Disadvantaged: 0%
- Special Education: 0%
- Gifted and Talented: 0%
- At-Risk: 0%

Summary of Strengths in Mathematics (Algebra I):

- There is no evident discrepancy between the performance of student sub-groups.

Science (Biology):

- Approaches: 79% (2% below state average)
- Meets: 40% (14% below state average)
- Masters: 10% (12% below state average)

Biology Approaches (by Student Sub-Group)

- Hispanic: 82%
- White: 82%
- Two or More Races: ---
- Economically Disadvantaged: 73%
- Special Education: 29%
- Gifted and Talented: 100%
- At-Risk: 62%

Biology Meets (by Student Sub-Group)

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Hispanic: 41%
- White: 42%
- Two or More Races: ---
- Economically Disadvantaged: 25%
- Special Education: 7%
- Gifted and Talented: 94%
- At-Risk: 10%

Biology Masters (by Student Sub-Group)

- Hispanic: 12%
- White: 11%
- Two or More Races: ---
- Economically Disadvantaged: 7%
- Special Education: 0%
- Gifted and Talented: 35%
- At-Risk: 2%

Summary of Strengths in Biology:

- Students at Rains High School show strengths in cellular science and classifying living vs. non-living things.
- Strongest performance is evident in reporting category: "Cells and Function of Living Things", with 5.4 average correct (campus) vs. 5.6 (state).
- The performance in "Approaches" was within 2% of meeting the state standards.

U.S. History:

- Approaches: 91% (3% above state average)
- Meets: 73% (4% below state average)
- Masters: 43% (equal to state average)

U.S. History Approaches (by Student Sub-Group)

- Hispanic: 96%
- White: 90%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Two or More Races: 86%
- Economically Disadvantaged: 93%
- Special Education: 75%
- Gifted and Talented: 100%
- At-Risk: 88%

U.S. History Meets (by Student Sub-Group)

- Hispanic: 71%
- White: 72%
- Two or More Races: 71%
- Economically Disadvantaged: 70%
- Special Education: 50%
- Gifted and Talented: 93%
- At-Risk: 58%

U.S. History Masters (by Student Sub-Group)

- Hispanic: 38%
- White: 44%
- Two or More Races: 43%
- Economically Disadvantaged: 36%
- Special Education: 8%
- Gifted and Talented: 67%
- At-Risk: 20%

Summary of Strengths in U.S. History:

- Students at Rains High School are successful in recognizing issues and events in U.S. History.
- Student performance was above state averages in the categories of "Approaches" and "Meets".
- Student performance at the "Masters" achievement level was equal to the state average.

Student Achievement Weaknesses

Comprehensive Needs Assessment

Summary of Weaknesses in English I Student Performance:

- Students at Rains High School need support in order to achieve success in reading across genres.
- Special Education, Economically Disadvantaged, and At-Risk students are showing lower performance at all achievement levels (approaches, meets, masters).

Summary of Weaknesses in English II Student Performance:

- Students at Rains High school need support in order to achieve success in reading across genres.
- Special Education, Economically Disadvantaged, and At-Risk students are showing lower performance at all achievement levels (approaches, meets, masters).

Summary of Weaknesses in U.S. History Student Performance:

- Students at Rains High School need support in recognizing the role of government and the civic process of history.
- Reporting Category #3 (Government & Citizenship) is showing to be a low area of performance for students at all achievement levels (approaches, meets, masters), as well as throughout the student sub-groups.

Summary of Weaknesses in Algebra I Student Performance:

- Students show weaknesses in manipulating equations on a graphing calculators. Students are weak in basic mathematical skills.
- Poor student performance in Approaches, Meets, and Masters for Algebra I with the largest performance discrepancies in Special Education and Economically Disadvantaged student sub-groups.

Summary of Weaknesses in Biology Student Performance:

- Students at Rains High School exhibit weaknesses in mechanism of genetics, evolution, and classification of organisms.
- Under-representation and under-performance of students across sub-groups in the Meets achievement level, indicating low-average student mastery abilities.

Student Achievement Needs

Humanities:

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Once a month, half-day PLC's containing the English and US History departments for cross-curricular planning.
- Smaller class sizes for tested subject areas in order to ensure more individualized instruction.
- Extra planning period for tested subjects to allow for more time to prepare for instruction and for PLC's.
- Students need authentic experiences concerning the US history curriculum, specifically the civic processes of US history

Mathematics & Science:

- Mechanism of genetics is a very broad concept. We cover this concept at the end of the school year right before the test is administered.
- Departments need to continue shared conference times to maximize collaboration and planning.
- The district needs to continue to support instructors by allowing time for professional development such as workshops, conferences, etc.
- Targeted use of IPC in place for Biology for freshman (as evidenced by data);
- Rains ISD needs to provide updated technology and curriculum materials.
- Students should be provided with the most current graphing calculator at a 1:1 ratio.
- Instructors should be trained on how to utilize the technology to support core content as well as college/career readiness.
- Rains High School needs to reduce core class sizes and improve instructor to student ratios.
- Once a month the math and science department need to collaborate during PLCs to evaluate cross curricular activities.

Student Achievement Summary

Problem Statements:

Reading across genres is the weakest reporting category for both English I and English II.

- Students are not reading across subject areas.
- Students lack grade level critical thinking skills.

US history courses need a more student-centered curriculum.

- Students are not engaged with the current curriculum.
- Students to not understand the relevance of the current curriculum to the civic process.

Due to the high-rate of teacher turnover in both the English and US History departments, students have been subjected to inconsistent instruction.

- There is a lack of qualified candidates.
- The district salary scale is not competitive to surrounding districts.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- Core teachers attached to coaching duties impacts the turnover rate.

Productive PLC's are needed in order to collaborate on goals and facilitate products that directly impact student learning.

- Teachers do not have enough time to plan.
- Oftentimes, there is not a chance for communication among departments.

The STAAR percentage at "meets grade level" for Algebra I (7%) is lower than the State (41%).

- Students are not practicing basic mathematical skills outside of the classroom.
- Students are not practicing real-world math outside of the classroom.
- Students are not able to utilize a graphing calculator in all classes and practice these skills at home.

The STAAR percentage at "masters" for Algebra I (0%) is below the State (23%).

- Students are not practicing basic and advanced mathematical skills outside of the classroom.
- Students are not practicing real-world math outside of the classroom.
- Students are not able to utilize a graphing calculator in all classes and practice these skills at home.

The STAAR percentage at "meets grade level" for Biology (40%) is lower than the State (54%).

- Students are not reading for enjoyment which is impacting comprehension.
- Students need more opportunities to evaluate maps, graphs, and charts and answer comprehensive questions related to those.
- Students need experience using calculators related to scientific concepts.

The STAAR percentage at "masters" for Biology (10%) is lower than the State (22%).

- Students are not reading for enjoyment which is impacting comprehension.
- Students need more opportunities to evaluate maps, graphs, and charts and answer comprehensive questions related to those.

School Culture and Climate

School Culture and Climate Data Sources

Parent, Staff, and Student District Survey
Safe Schools Checklist

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Staff Plus Delta

School Culture and Climate Strengths

Summary of Strengths identified by student self-reporting on RISD Survey:

The majority of students feel encouraged to work hard to be successful in college, career, or in the military. Students report that teachers are helpful and give them opportunities to take part in class discussions. The majority of parents report that their child is making progress in the program he/she participates in and that they are informed at least once per year. In addition to this, the majority of parents understand their rights, being a parent of a child with a disability or specific educational need.

The Physical Environment:

- Neat and tidy classrooms.
- Students respect school property.
- Easy to navigate building for new students.

Campus Safety Features:

- Guard shack
- Driveway gates
- Lock blocks on classroom doors
- Badge scanners
- District Police
- Drug Testing
- Secured Entrances

School Culture and Climate Weaknesses

Culture/Climate:

- We have experienced too many exclusionary placements.
- Students have learned to equate "struggling" with "failure"; therefore, they are lacking the support and tools to persist through challenges.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- Outside authorities on subjects have not been utilized to educate students on safety, healthy/wholesome life choices, safe use of technology/social media and other important real-world topics.

The Physical Environment:

- Insufficient parking space for staff and students.
- Student common areas are antiquated and unappealing to students.
- The teacher workroom is unclean, unorganized, and insufficient for teacher use.
- The campus storage areas are cluttered with aged equipment and furniture.
- The campus grounds lack landscaping and include dead/dying plants and shrubbery.
- Paint is chipped, stained, and worn throughout the campus.
- Ceiling tiles need to be replaced where leaks were present.

Safety

- Students must walk between the vocational building and the main building. Student parking lot is far from main building; students getting back from sporting events late at night must walk far from the main building to get to their cars.
- Teachers have not been trained on modern safety practices; including: Standard Response Protocol, CRASE, or ALICE.

School Culture and Climate Needs

Climate/Culture:

- Student perception of academic rigor and support indicates the need for more opportunities for student success.
- There is a need to balance positive reinforcements with negative consequences.
- Better care and maintenance of the building is needed to encourage students to also take pride of their learning environment.
- Connected intercom system is necessary to bridge communication from the main campus to the exterior learning facilities (CTE, DAEP, ISS, etc.).

The Physical Environment:

- Landscaping is needed to beautify the campus.
- Many repairs needed- ceiling tiles, mold, roof, clocks in rooms.
- Badge scanners are needed at back 300 doors.
- "Branding" needs to be unified.
- Incorporate an outdoor classroom area on the East side of the cafeteria.
- Update common areas for students to make these places more appealing to them.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Purge outdated equipment and furniture in closets to organize and maximize campus storage.
- Future planning to include more parking.
- Repaint throughout the campus.

Safety:

- Teacher training on modern safety protocols.
- The use of student badges for doors.
- More lighting needed on outside of building and parking lot.

School Culture and Climate Summary

While Rains High School has much to offer students, specific strategies are needed to address the culture of low performance. Additionally, the students will benefit from the instructional and motivational support to help them persist. Improvements to the physical environment and staff safety training will contribute to a safer, more structured learning environment, in which all students take pride and feel safe.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Parent, Staff, and Student District Survey
Staff Plus Delta
TAPR
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

The number of students per teacher (12.5%) is lower than the state average (15.1%).

The average years of experience for teachers (11.4%) is higher than the state average (11.1%).

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

The current staff turnover rate of 23.1% is higher than the state average of 16.8%.

Teachers report that they are not involved in decisions regarding needed or prospective opportunities for staff development.

Staff Quality, Recruitment and Retention Needs

- "Pick your own" PD and ability for Rains ISD staff to provide for professional development.
- Increased communication from administration.
- Clear expectations from administration.
- Teacher involvement in decision-making regarding professional development initiatives.
- Job-embedded professional development initiatives.
- Staff morale boosters: recognition, rewards (jeans passes, lunches, birthday celebrations).
- Comp time for early June Campus Needs Assessment.
- Permanent sub to allow for professional development.

Staff Quality, Recruitment and Retention Summary

Current Staff Turnover Rate (ISD): 23.1%

Comprehensive List of Current Attempts to Ensure Quality of Staff:

- Committee interviews;
- Job Fairs;
- Recruiting from Universities/Colleges/Alternative Teaching Programs;
- Region 7 and Region 10 service centers for job postings;
- Walkthroughs;
- T-TESS;
- Trainings.

Comprehensive List of Methods Used to Retain Quality Staff:

- Cost of living increases;

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- Supportive and caring environment for teachers and staff;
- Mentor program;
- Department Heads;
- Longevity pay;
- Autonomy;
- Child Development Center.

Comprehensive List of Methods Used to Provide Professional Development:

- Region 7 co-op, as well as the Region 10 co-op;
- Professional development (on-site) during in-service;
- Webinars;
- District support/pay portion for conferences;
- Instructional Coach.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

ACT Results
AP Testing Results
CCMR Verification
Grade Detail Reports (by grading cycle)
Promotion/Retention Rates
TSIA Results

Curriculum, Instruction and Assessment Strengths

Instructional Staff:

Teachers have access to an aligned curriculum through the TEKS Resource System;
All seniors were promoted.

Student Success in the Curriculum:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

17.5% graduated on "A" Honor Roll, and 32% graduated on "A-B" Honor Roll.

CTE/CCMR:

Rains High School offers a competitive selection of offerings and pathways.

Curriculum, Instruction and Assessment Weaknesses

Instructional Staff:

Little accountability or oversight has been given for the sequence and pace in which material is covered.

Monitoring of student mastery of the curriculum has been insufficient to prevent mass failure within the courses.

Formative assessments have not been used by administration to assist teachers in targeting and intervention prior to failure.

Student Success in the Curriculum:

Sophomore retention rate is concerning due to the lack of time to receive credits needed for graduation;

27% of the student population has failed one core course or more, creating a situation in which they may not graduate on-time within their cohorts.

CTE / CCMR:

Students are not persisting in the strands/pathways that would lead to certifications.

A limited number of certifications are available.

A limited number of dual credit offerings are available.

100% of RHS students do not meet the CCMR indicator.

Students struggle to be successful on TSIA.

Students are not competitive with the state/national performance averages on SAT and ACT.

Curriculum, Instruction and Assessment Needs

Core Curriculum (Including Foreign Language):

- TEKS SE training for staff;
- Increased academic support and rigor;
- Inclusion of Pre-AP courses;

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- Authentic reporting of units through the Year-at-a-Glance (YAG);
- Creation of Unit Calendars;
- Embedded formative and summative assessments designed to evaluate student mastery of the curriculum;
- Redesign of the 9-week assessments;
- EOC-format of spring benchmarks;
- Timely monitoring and intervention to prevent mass student failure;
- Efficient use of WIN time;
- Efficient use of data to target instruction; to include staff training in academic data.

CTE / CCMR:

- Encourage students to persist through their strands.
- Expand and invest in student certification opportunities.
- Expand CTSO opportunities through the campus.
- Expand dual credit offerings.
- Monitor graduating cohorts over the course of the high school career to ensure that 100% of RHS students meet CCMR criteria.
- Strategic TSIA testing, based on students' future plans/goals and need for dual credit.
- Offer bootcamp and testing strategy seminars to increase performance on ACT/SAT.
- Boost overall student performance in math and reading to contribute to improved performance on ACT/SAT.

Curriculum, Instruction and Assessment Summary

Comprehensive List of Current CTE Strands:

Animal Science ,Applied Agricultural Engineering, Environmental and Natural Resources, Plant Science, Carpentry, Design and Multimedia, Accounting and Financial Services, Teaching and Training, Culinary Arts, Cosmetology, Healthcare Diagnostics, Nursing Science.

Comprehensive List of Current Certifications:

Cosmetology, Welding, OSHA

Core Curriculum (Including Foreign Language):

While the staff has access to an aligned and research-based curriculum, formative student success within the curriculum, and teacher adherence to this curriculum has been largely un-monitored.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Parent, Staff, and Student District Survey

Family and Community Involvement Strengths

Summary of Strengths / Successful Ways that RHS Involves Parents:

Guest speakers;
College and Career Expo;
It's a Different World;
Extra/Co-Curricular.

Family and Community Involvement Weaknesses

Community partnership is lacking due to lack of communication with ALL demographics.

The newspaper (print media) presence for our older demographics is not strong.
RHS has not engaged with the Community leadership as needed to spread communication and information.
RHS needs to increase community leaders coming into the school to bring awareness of what we are doing.

Parent partnership is lacking due to past history of inactivity with parents and requesting parent involvement.

In the past, parents were not asked to be involved in activities at RHS.
Students struggle with communication with parents and bringing information home to family.

Family and Community Involvement Needs

- Provide more meaningful opportunities for parents/communities to be involved in the schools.
- Create an open-door policy and friendly and inviting atmosphere for parents and community.
- Provide purposeful and consistent communication using a variety of methods (print, social media, open meetings, email, phone calls, etc.).

Comprehensive Needs Assessment

Family and Community Involvement Summary

Comprehensive List of Methods Used to Meaningfully Involve Parents:

Guest speakers for Next Step and other classes, College and Career Expo, It's a Different World, extra curricular activities (theater, sports, etc) pep rallies.

Comprehensive List of Methods Used to Communicate with Parents:

Social media, digital mail, newspaper, newsletter

Comprehensive List of Methods Used to Engage Community:

Social media, newspaper

School Context and Organization

School Context and Organization Data Sources

Parent, Staff, and Student District Survey

Staff Plus Delta

TAPR

School Context and Organization Strengths

Rains ISD has provided a robust system of support for Rains High School at multiple levels; which include:

Leadership: Principal, Assistant Principal, Dean of Students, and Counselor.

Instructional Support: Instructional Coach, 3 Special Education Teachers, and several Instructional Aides.

Office Support: Secretary, Receptionist, Registrar.

Instructional Staff: Highly Qualified Teachers.

School Context and Organization Weaknesses

Rains High School lacks defined tasks for roles and defined procedures for systems. This lends itself to inefficient use of resources.

Comprehensive Needs Assessment

School Context and Organization Needs

Defined roles and tasks associated for the roles of:

- Leadership
- Instructional Coach
- Department Heads
- Instructional Aides

Defined procedures for systems of support:

- Special Programs
- Technology Use/Assistance
- Fundraising
- Field Trips
- Purchasing
- Maintenance / Custodial

School Context and Organization Summary

Staff, students, and stakeholders will benefit from improved structural and procedural norms throughout the campus. This will provide parents and community predictable methods of outreach/points of contacts, and will provide staff and students with a more defined and efficient system of support.

Technology

Technology Data Sources

Parent, Staff, and Student District Survey
Staff Plus Delta

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

Rains High School is a 1:1 student device campus.

The technology infrastructure is sound, providing a strong Internet connection for students and staff, and the availability of many networked printers/scanners for use.

Teachers have access to many instructional technology supplements for use in their classrooms.

Technology Weaknesses

Many of the teachers' projectors and computers are aging.

Teachers struggle to get prompt technology assistance when devices are not working properly or break.

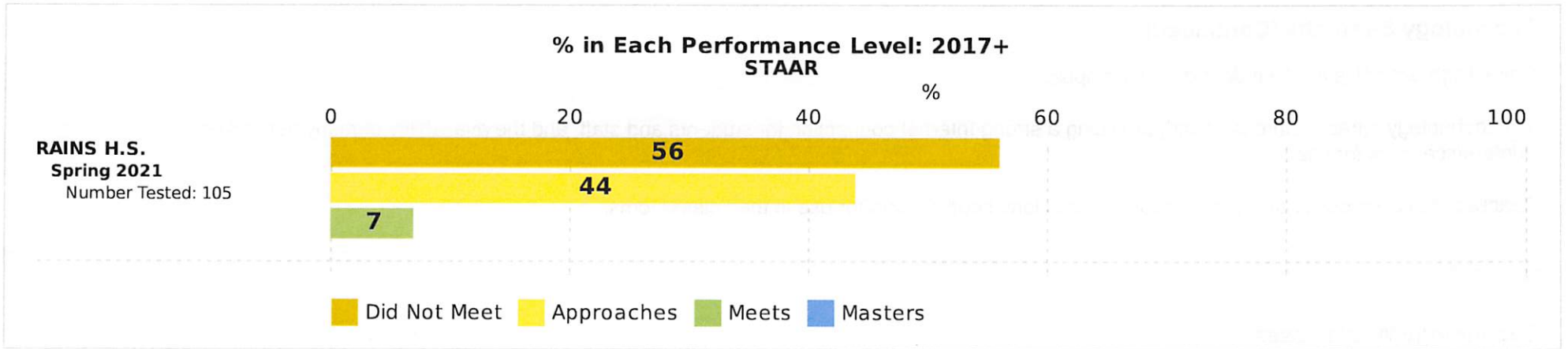
While many supplemental instructional technology programs/apps exist, teachers lack training in them; therefore - they are unused.

Teachers report that they do not feel that they have a voice in selecting the technology programs that will be beneficial to their instructional practices.

Technology Needs

- Replacement cycle for aging student and teacher technology devices; including: computers, projectors, Smart Boards, etc.
- On-campus and more expedient technology support options.
- On-campus / job-embedded training for use of instructional technology.
- Teacher representation in decisions regarding the purchase and implementation of new instructional technology.

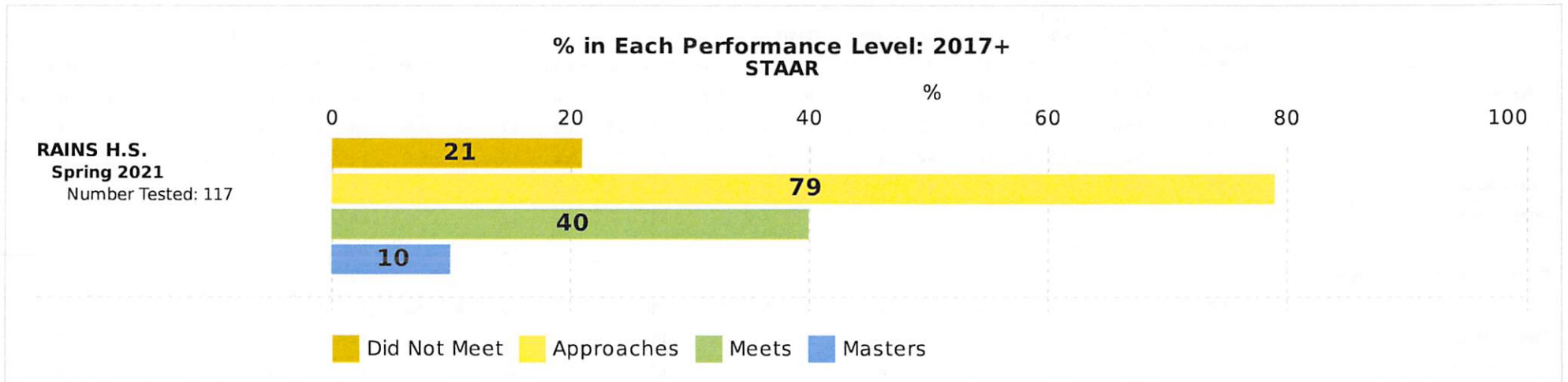
Group Summary: Performance Levels: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, Algebra I



Standard Summary: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, Algebra I

| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | | RC 5 | | |
|-----------------------------------|---------------|---------------------|--------------|----|------------|----|-------|----|---------|---|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| | | | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % |
| RAINS H.S. | 105 | 3492 | 59 | 56 | 46 | 44 | 7 | 7 | 0 | 0 | 3.7 | 11 | 33 | 4.4 | 12 | 37 | 4.7 | 14 | 34 | 4.3 | 11 | 39 | 2.1 | 6 | 34 |
| Male | 67 | 3486 | 37 | 55 | 30 | 45 | 6 | 9 | 0 | 0 | 3.7 | 11 | 33 | 4.3 | 12 | 36 | 4.6 | 14 | 33 | 4.4 | 11 | 40 | 2.1 | 6 | 35 |
| Female | 38 | 3502 | 22 | 58 | 16 | 42 | 1 | 3 | 0 | 0 | 3.7 | 11 | 33 | 4.6 | 12 | 39 | 5.0 | 14 | 36 | 4.1 | 11 | 37 | 2.0 | 6 | 33 |
| Hispanic/Latino | 15 | 3483 | 8 | 53 | 7 | 47 | 0 | 0 | 0 | 0 | 3.7 | 11 | 34 | 4.2 | 12 | 35 | 4.5 | 14 | 32 | 4.5 | 11 | 41 | 1.8 | 6 | 30 |
| American Indian or Alaskan Native | 1 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Asian | 1 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Black or African American | 3 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| White | 83 | 3507 | 46 | 55 | 37 | 45 | 7 | 8 | 0 | 0 | 3.7 | 11 | 34 | 4.5 | 12 | 38 | 4.9 | 14 | 35 | 4.3 | 11 | 39 | 2.1 | 6 | 35 |
| Two or More Races | 2 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Economically Disadvantaged | 59 | 3412 | 41 | 69 | 18 | 31 | 2 | 3 | 0 | 0 | 3.4 | 11 | 31 | 4.0 | 12 | 33 | 3.9 | 14 | 28 | 4.1 | 11 | 37 | 1.8 | 6 | 30 |
| Not Economically Disadvantaged | 46 | 3594 | 18 | 39 | 28 | 61 | 5 | 11 | 0 | 0 | 4.0 | 11 | 36 | 5.0 | 12 | 41 | 5.8 | 14 | 42 | 4.5 | 11 | 41 | 2.4 | 6 | 40 |
| Title I, Part A | 104 | 3494 | 58 | 56 | 46 | 44 | 7 | 7 | 0 | 0 | 3.7 | 11 | 33 | 4.5 | 12 | 37 | 4.7 | 14 | 34 | 4.3 | 11 | 39 | 2.1 | 6 | 34 |
| Not Title I, Part A | 1 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Not Migrant | 105 | 3492 | 59 | 56 | 46 | 44 | 7 | 7 | 0 | 0 | 3.7 | 11 | 33 | 4.4 | 12 | 37 | 4.7 | 14 | 34 | 4.3 | 11 | 39 | 2.1 | 6 | 34 |
| Current LEP | 3 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Non-LEP (Monitored 2nd Year) | 2 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Non-LEP (Monitored 3rd Year) | 1 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Other Non-LEP | 99 | 3489 | 57 | 58 | 42 | 42 | 7 | 7 | 0 | 0 | 3.7 | 11 | 33 | 4.4 | 12 | 37 | 4.7 | 14 | 33 | 4.3 | 11 | 39 | 2.1 | 6 | 35 |
| Not Bilingual | 105 | 3492 | 59 | 56 | 46 | 44 | 7 | 7 | 0 | 0 | 3.7 | 11 | 33 | 4.4 | 12 | 37 | 4.7 | 14 | 34 | 4.3 | 11 | 39 | 2.1 | 6 | 34 |
| ESL | 3 | - | - | - | - | - | - | - | - | - | - | 11 | - | - | 12 | - | - | 14 | - | - | 11 | - | - | 6 | - |
| Not ESL | 102 | 3492 | 58 | 57 | 44 | 43 | 7 | 7 | 0 | 0 | 3.7 | 11 | 34 | 4.4 | 12 | 37 | 4.7 | 14 | 33 | 4.3 | 11 | 39 | 2.1 | 6 | 34 |
| Special Education | 14 | 3331 | 11 | 79 | 3 | 21 | 1 | 7 | 0 | 0 | 3.2 | 11 | 29 | 3.0 | 12 | 25 | 4.0 | 14 | 29 | 3.5 | 11 | 32 | 1.8 | 6 | 30 |
| Not Special Education | 91 | 3516 | 48 | 53 | 43 | 47 | 6 | 7 | 0 | 0 | 3.7 | 11 | 34 | 4.6 | 12 | 39 | 4.8 | 14 | 35 | 4.4 | 11 | 40 | 2.1 | 6 | 35 |
| Gifted/Talented | 9 | 3768 | 2 | 22 | 7 | 78 | 3 | 33 | 0 | 0 | 4.9 | 11 | 44 | 6.0 | 12 | 50 | 7.2 | 14 | 52 | 5.2 | 11 | 47 | 2.8 | 6 | 46 |
| Not Gifted/Talented | 96 | 3466 | 57 | 59 | 39 | 41 | 4 | 4 | 0 | 0 | 3.5 | 11 | 32 | 4.3 | 12 | 36 | 4.5 | 14 | 32 | 4.2 | 11 | 38 | 2.0 | 6 | 33 |
| At-Risk | 66 | 3400 | 45 | 68 | 21 | 32 | 1 | 2 | 0 | 0 | 3.3 | 11 | 30 | 3.7 | 12 | 31 | 3.9 | 14 | 28 | 4.0 | 11 | 36 | 1.9 | 6 | 31 |
| Not At-Risk | 39 | 3647 | 14 | 36 | 25 | 64 | 6 | 15 | 0 | 0 | 4.3 | 11 | 39 | 5.6 | 12 | 47 | 6.1 | 14 | 43 | 4.8 | 11 | 43 | 2.4 | 6 | 39 |

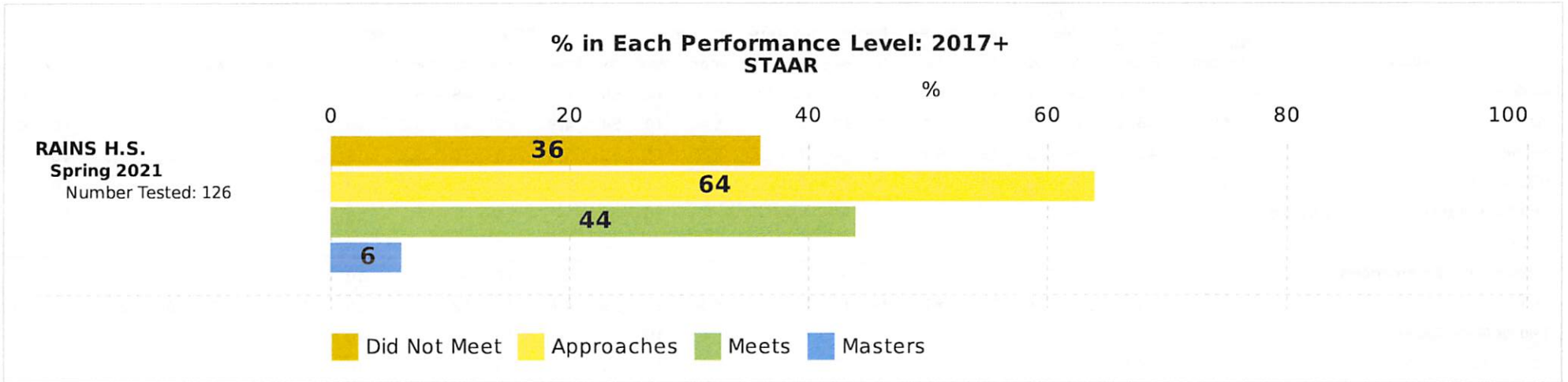
Group Summary: Performance Levels: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, Biology



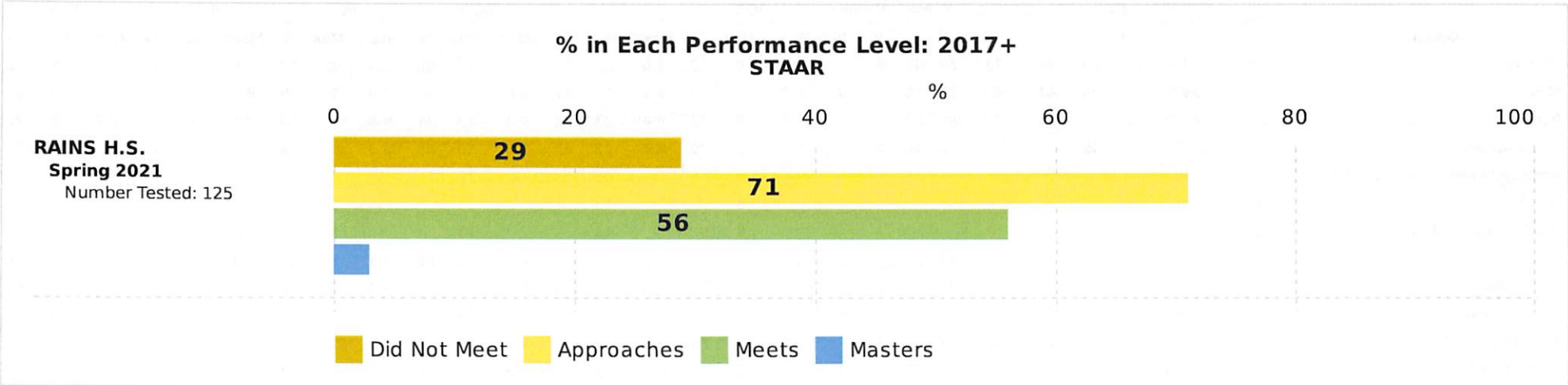
Standard Summary: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, Biology

| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | | RC 5 | | |
|-----------------------------------|---------------|---------------------|--------------|----|------------|-----|-------|----|---------|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| | | | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % |
| RAINS H.S. | 117 | 3956 | 24 | 21 | 93 | 79 | 47 | 40 | 12 | 10 | 5.5 | 10 | 55 | 4.8 | 10 | 48 | 5.6 | 10 | 56 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| Male | 69 | 3891 | 19 | 28 | 50 | 72 | 26 | 38 | 5 | 7 | 5.4 | 10 | 54 | 4.3 | 10 | 43 | 5.2 | 10 | 52 | 6.1 | 10 | 61 | 6.3 | 10 | 63 |
| Female | 48 | 4049 | 5 | 10 | 43 | 90 | 21 | 44 | 7 | 15 | 5.5 | 10 | 55 | 5.4 | 10 | 54 | 6.3 | 10 | 63 | 6.6 | 10 | 66 | 6.8 | 10 | 68 |
| Hispanic/Latino | 17 | 4003 | 3 | 18 | 14 | 82 | 7 | 41 | 2 | 12 | 6.1 | 10 | 61 | 5.0 | 10 | 50 | 5.0 | 10 | 50 | 6.8 | 10 | 68 | 6.8 | 10 | 68 |
| American Indian or Alaskan Native | 2 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Asian | 1 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Black or African American | 3 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| White | 92 | 3982 | 17 | 18 | 75 | 82 | 39 | 42 | 10 | 11 | 5.5 | 10 | 55 | 4.8 | 10 | 48 | 5.9 | 10 | 59 | 6.4 | 10 | 64 | 6.6 | 10 | 66 |
| Two or More Races | 2 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Economically Disadvantaged | 60 | 3831 | 16 | 27 | 44 | 73 | 15 | 25 | 4 | 7 | 5.1 | 10 | 51 | 4.1 | 10 | 41 | 5.1 | 10 | 51 | 5.9 | 10 | 59 | 5.9 | 10 | 59 |
| Not Economically Disadvantaged | 57 | 4087 | 8 | 14 | 49 | 86 | 32 | 56 | 8 | 14 | 5.8 | 10 | 58 | 5.4 | 10 | 54 | 6.2 | 10 | 62 | 6.8 | 10 | 68 | 7.1 | 10 | 71 |
| Title I, Part A | 116 | 3962 | 23 | 20 | 93 | 80 | 47 | 41 | 12 | 10 | 5.5 | 10 | 55 | 4.8 | 10 | 48 | 5.7 | 10 | 57 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| Not Title I, Part A | 1 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Not Migrant | 117 | 3956 | 24 | 21 | 93 | 79 | 47 | 40 | 12 | 10 | 5.5 | 10 | 55 | 4.8 | 10 | 48 | 5.6 | 10 | 56 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| Current LEP | 1 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Non-LEP (Monitored 2nd Year) | 2 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Non-LEP (Monitored 3rd Year) | 1 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Other Non-LEP | 113 | 3956 | 24 | 21 | 89 | 79 | 45 | 40 | 12 | 11 | 5.4 | 10 | 54 | 4.7 | 10 | 47 | 5.7 | 10 | 57 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| Not Bilingual | 117 | 3956 | 24 | 21 | 93 | 79 | 47 | 40 | 12 | 10 | 5.5 | 10 | 55 | 4.8 | 10 | 48 | 5.6 | 10 | 56 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| ESL | 1 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - | - | 10 | - |
| Not ESL | 116 | 3957 | 24 | 21 | 92 | 79 | 47 | 41 | 12 | 10 | 5.4 | 10 | 54 | 4.8 | 10 | 48 | 5.7 | 10 | 57 | 6.3 | 10 | 63 | 6.5 | 10 | 65 |
| Special Education | 14 | 3438 | 10 | 71 | 4 | 29 | 1 | 7 | 0 | 0 | 3.9 | 10 | 39 | 2.2 | 10 | 22 | 3.4 | 10 | 34 | 4.6 | 10 | 46 | 3.4 | 10 | 34 |
| Not Special Education | 103 | 4026 | 14 | 14 | 89 | 86 | 46 | 45 | 12 | 12 | 5.7 | 10 | 57 | 5.1 | 10 | 51 | 6.0 | 10 | 60 | 6.6 | 10 | 66 | 6.9 | 10 | 69 |
| Gifted/Talented | 17 | 4486 | 0 | 0 | 17 | 100 | 16 | 94 | 6 | 35 | 7.2 | 10 | 72 | 6.7 | 10 | 67 | 7.6 | 10 | 76 | 8.4 | 10 | 84 | 8.9 | 10 | 89 |
| Not Gifted/Talented | 100 | 3866 | 24 | 24 | 76 | 76 | 31 | 31 | 6 | 6 | 5.2 | 10 | 52 | 4.4 | 10 | 44 | 5.3 | 10 | 53 | 6.0 | 10 | 60 | 6.1 | 10 | 61 |
| At-Risk | 61 | 3676 | 23 | 38 | 38 | 62 | 6 | 10 | 1 | 2 | 4.3 | 10 | 43 | 3.6 | 10 | 36 | 4.7 | 10 | 47 | 5.1 | 10 | 51 | 5.1 | 10 | 51 |
| Not At-Risk | 56 | 4261 | 1 | 2 | 55 | 98 | 41 | 73 | 11 | 20 | 6.7 | 10 | 67 | 6.0 | 10 | 60 | 6.7 | 10 | 67 | 7.6 | 10 | 76 | 8.0 | 10 | 80 |

Group Summary: Performance Levels: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, English I



Group Summary: Performance Levels: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, English II



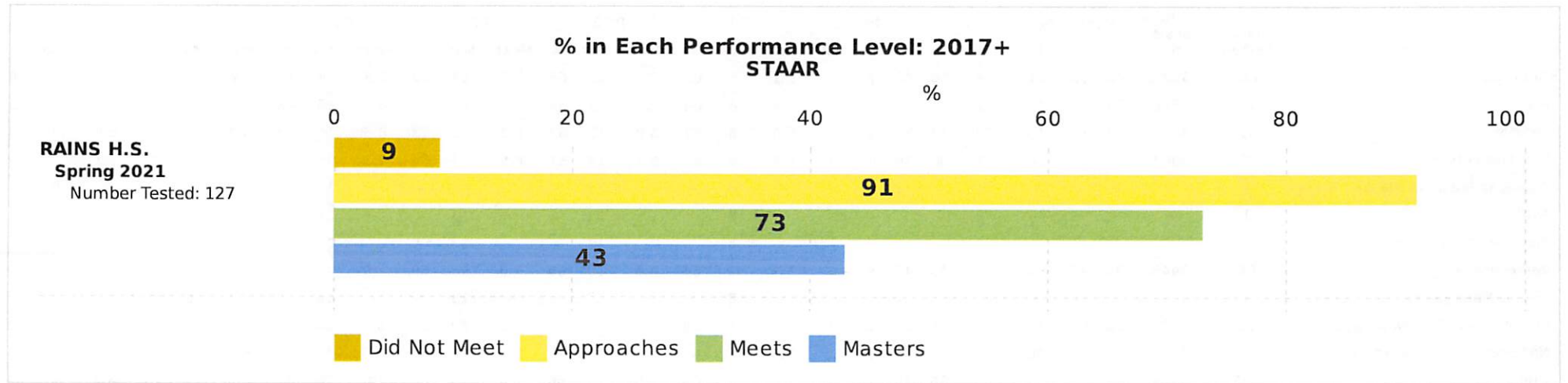
Standard Summary: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, English II

| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | | RC 5 | | | RC 6 | | |
|-----------------------------------|---------------|---------------------|--------------|----|------------|----|-------|----|---------|----|------|---|------|------|----|------|------|----|------|------|----|------|------|---|------|------|---|----|
| | | | N | % | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | |
| RAINS H.S. | 125 | 4035 | 36 | 29 | 89 | 71 | 70 | 56 | 4 | 3 | 5.8 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 68 | 8.4 | 16 | 52 | 6.9 | 9 | 77 | 6.0 | 9 | 66 |
| Male | 68 | 3970 | 24 | 35 | 44 | 65 | 34 | 50 | 3 | 4 | 5.8 | 8 | 72 | 8.6 | 13 | 66 | 8.6 | 13 | 66 | 7.9 | 16 | 49 | 6.7 | 9 | 75 | 5.6 | 9 | 62 |
| Female | 57 | 4113 | 12 | 21 | 45 | 79 | 36 | 63 | 1 | 2 | 5.8 | 8 | 72 | 9.4 | 13 | 72 | 9.2 | 13 | 71 | 9.0 | 16 | 56 | 7.1 | 9 | 79 | 6.4 | 9 | 72 |
| Hispanic/Latino | 26 | 3970 | 9 | 35 | 17 | 65 | 12 | 46 | 1 | 4 | 5.6 | 8 | 70 | 8.4 | 13 | 65 | 8.8 | 13 | 68 | 8.5 | 16 | 53 | 6.4 | 9 | 71 | 5.7 | 9 | 63 |
| American Indian or Alaskan Native | 3 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Asian | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Black or African American | 2 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| White | 86 | 4037 | 25 | 29 | 61 | 71 | 49 | 57 | 2 | 2 | 5.8 | 8 | 73 | 9.0 | 13 | 69 | 8.8 | 13 | 68 | 8.3 | 16 | 52 | 7.1 | 9 | 78 | 6.0 | 9 | 66 |
| Two or More Races | 7 | 4018 | 1 | 14 | 6 | 86 | 5 | 71 | 0 | 0 | 5.7 | 8 | 71 | 9.4 | 13 | 73 | 8.6 | 13 | 66 | 8.0 | 16 | 50 | 6.9 | 9 | 76 | 6.0 | 9 | 67 |
| Economically Disadvantaged | 68 | 3953 | 24 | 35 | 44 | 65 | 31 | 46 | 1 | 1 | 5.5 | 8 | 69 | 8.5 | 13 | 65 | 8.5 | 13 | 65 | 8.1 | 16 | 50 | 6.8 | 9 | 75 | 5.7 | 9 | 64 |
| Not Economically Disadvantaged | 57 | 4133 | 12 | 21 | 45 | 79 | 39 | 68 | 3 | 5 | 6.0 | 8 | 75 | 9.5 | 13 | 73 | 9.3 | 13 | 72 | 8.8 | 16 | 55 | 7.1 | 9 | 78 | 6.2 | 9 | 69 |
| Title I, Part A | 125 | 4035 | 36 | 29 | 89 | 71 | 70 | 56 | 4 | 3 | 5.8 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 68 | 8.4 | 16 | 52 | 6.9 | 9 | 77 | 6.0 | 9 | 66 |
| Not Migrant | 125 | 4035 | 36 | 29 | 89 | 71 | 70 | 56 | 4 | 3 | 5.8 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 68 | 8.4 | 16 | 52 | 6.9 | 9 | 77 | 6.0 | 9 | 66 |
| Current LEP | 2 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Monitored 1st Year) | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Monitored 2nd Year) | 3 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Monitored 4th Year) | 2 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Post Monitoring) | 7 | 4340 | 1 | 14 | 6 | 86 | 5 | 71 | 2 | 29 | 6.7 | 8 | 84 | 10.0 | 13 | 77 | 9.9 | 13 | 76 | 10.3 | 16 | 64 | 6.9 | 9 | 76 | 7.0 | 9 | 78 |
| Other Non-LEP | 110 | 4032 | 31 | 28 | 79 | 72 | 63 | 57 | 2 | 2 | 5.7 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 68 | 8.3 | 16 | 52 | 7.0 | 9 | 77 | 5.9 | 9 | 66 |
| Not Bilingual | 125 | 4035 | 36 | 29 | 89 | 71 | 70 | 56 | 4 | 3 | 5.8 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 68 | 8.4 | 16 | 52 | 6.9 | 9 | 77 | 6.0 | 9 | 66 |
| ESL | 2 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Not ESL | 123 | 4042 | 34 | 28 | 89 | 72 | 70 | 57 | 4 | 3 | 5.8 | 8 | 72 | 9.0 | 13 | 69 | 8.9 | 13 | 69 | 8.4 | 16 | 52 | 6.9 | 9 | 77 | 6.0 | 9 | 66 |
| Special Education | 12 | 3656 | 7 | 58 | 5 | 42 | 2 | 17 | 0 | 0 | 4.6 | 8 | 57 | 6.7 | 13 | 51 | 6.3 | 13 | 49 | 6.8 | 16 | 43 | 5.3 | 9 | 59 | 5.1 | 9 | 56 |
| Not Special Education | 113 | 4075 | 29 | 26 | 84 | 74 | 68 | 60 | 4 | 4 | 5.9 | 8 | 74 | 9.2 | 13 | 71 | 9.2 | 13 | 70 | 8.5 | 16 | 53 | 7.1 | 9 | 79 | 6.1 | 9 | 67 |
| Gifted/Talented | 14 | 4449 | 1 | 7 | 13 | 93 | 13 | 93 | 3 | 21 | 7.1 | 8 | 89 | 10.4 | 13 | 80 | 11.1 | 13 | 85 | 10.3 | 16 | 64 | 7.6 | 9 | 84 | 7.7 | 9 | 86 |
| Not Gifted/Talented | 111 | 3983 | 35 | 32 | 76 | 68 | 57 | 51 | 1 | 1 | 5.6 | 8 | 70 | 8.8 | 13 | 67 | 8.6 | 13 | 66 | 8.1 | 16 | 51 | 6.8 | 9 | 76 | 5.7 | 9 | 64 |
| At-Risk | 67 | 3844 | 31 | 46 | 36 | 54 | 23 | 34 | 0 | 0 | 5.1 | 8 | 64 | 7.8 | 13 | 60 | 7.9 | 13 | 60 | 7.6 | 16 | 47 | 6.4 | 9 | 71 | 5.3 | 9 | 59 |
| Not At-Risk | 58 | 4255 | 5 | 9 | 53 | 91 | 47 | 81 | 4 | 7 | 6.5 | 8 | 81 | 10.3 | 13 | 79 | 10.1 | 13 | 78 | 9.3 | 16 | 58 | 7.5 | 9 | 83 | 6.7 | 9 | 74 |

Standard Summary: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, English I

| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | | RC 5 | | | RC 6 | | |
|-----------------------------------|---------------|---------------------|--------------|----|------------|----|-------|----|---------|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| | | | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % |
| RAINS H.S. | 126 | 3921 | 45 | 36 | 81 | 64 | 56 | 44 | 7 | 6 | 5.1 | 8 | 63 | 8.5 | 13 | 65 | 7.7 | 13 | 60 | 7.5 | 16 | 47 | 6.2 | 9 | 69 | 6.1 | 9 | 68 |
| Male | 74 | 3850 | 28 | 38 | 46 | 62 | 29 | 39 | 2 | 3 | 5.1 | 8 | 64 | 8.3 | 13 | 64 | 7.4 | 13 | 57 | 6.7 | 16 | 42 | 6.1 | 9 | 68 | 5.8 | 9 | 65 |
| Female | 52 | 4021 | 17 | 33 | 35 | 67 | 27 | 52 | 5 | 10 | 5.0 | 8 | 62 | 8.8 | 13 | 67 | 8.2 | 13 | 63 | 8.6 | 16 | 54 | 6.3 | 9 | 70 | 6.6 | 9 | 73 |
| Hispanic/Latino | 21 | 3909 | 5 | 24 | 16 | 76 | 8 | 38 | 1 | 5 | 4.9 | 8 | 61 | 8.1 | 13 | 63 | 8.5 | 13 | 66 | 7.3 | 16 | 46 | 6.4 | 9 | 71 | 6.3 | 9 | 70 |
| American Indian or Alaskan Native | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Asian | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Black or African American | 3 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| White | 96 | 3945 | 34 | 35 | 62 | 65 | 45 | 47 | 6 | 6 | 5.1 | 8 | 64 | 8.6 | 13 | 66 | 7.8 | 13 | 60 | 7.6 | 16 | 48 | 6.2 | 9 | 69 | 6.2 | 9 | 69 |
| Two or More Races | 4 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Economically Disadvantaged | 66 | 3772 | 33 | 50 | 33 | 50 | 18 | 27 | 1 | 2 | 4.6 | 8 | 58 | 7.8 | 13 | 60 | 6.8 | 13 | 53 | 6.5 | 16 | 40 | 5.8 | 9 | 64 | 5.6 | 9 | 62 |
| Not Economically Disadvantaged | 60 | 4084 | 12 | 20 | 48 | 80 | 38 | 63 | 6 | 10 | 5.5 | 8 | 69 | 9.2 | 13 | 71 | 8.7 | 13 | 67 | 8.6 | 16 | 54 | 6.6 | 9 | 73 | 6.8 | 9 | 75 |
| Title I, Part A | 125 | 3929 | 44 | 35 | 81 | 65 | 56 | 45 | 7 | 6 | 5.1 | 8 | 63 | 8.5 | 13 | 66 | 7.8 | 13 | 60 | 7.6 | 16 | 47 | 6.2 | 9 | 69 | 6.2 | 9 | 69 |
| Not Title I, Part A | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Not Migrant | 126 | 3921 | 45 | 36 | 81 | 64 | 56 | 44 | 7 | 6 | 5.1 | 8 | 63 | 8.5 | 13 | 65 | 7.7 | 13 | 60 | 7.5 | 16 | 47 | 6.2 | 9 | 69 | 6.1 | 9 | 68 |
| Current LEP | 4 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Monitored 2nd Year) | 2 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Non-LEP (Monitored 3rd Year) | 1 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Other Non-LEP | 119 | 3922 | 44 | 37 | 75 | 63 | 54 | 45 | 7 | 6 | 5.1 | 8 | 64 | 8.5 | 13 | 66 | 7.6 | 13 | 59 | 7.5 | 16 | 47 | 6.2 | 9 | 69 | 6.1 | 9 | 68 |
| Not Bilingual | 126 | 3921 | 45 | 36 | 81 | 64 | 56 | 44 | 7 | 6 | 5.1 | 8 | 63 | 8.5 | 13 | 65 | 7.7 | 13 | 60 | 7.5 | 16 | 47 | 6.2 | 9 | 69 | 6.1 | 9 | 68 |
| ESL | 4 | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 13 | - | - | 13 | - | - | 16 | - | - | 9 | - | - | 9 | - |
| Not ESL | 122 | 3927 | 44 | 36 | 78 | 64 | 56 | 46 | 7 | 6 | 5.1 | 8 | 64 | 8.6 | 13 | 66 | 7.7 | 13 | 59 | 7.6 | 16 | 47 | 6.2 | 9 | 69 | 6.1 | 9 | 68 |
| Special Education | 14 | 3336 | 12 | 86 | 2 | 14 | 1 | 7 | 0 | 0 | 3.2 | 8 | 40 | 5.1 | 13 | 39 | 3.6 | 13 | 28 | 3.9 | 16 | 24 | 4.6 | 9 | 51 | 3.4 | 9 | 38 |
| Not Special Education | 112 | 3994 | 33 | 29 | 79 | 71 | 55 | 49 | 7 | 6 | 5.3 | 8 | 66 | 8.9 | 13 | 69 | 8.3 | 13 | 63 | 7.9 | 16 | 50 | 6.4 | 9 | 71 | 6.5 | 9 | 72 |
| Gifted/Talented | 18 | 4393 | 1 | 6 | 17 | 94 | 16 | 89 | 3 | 17 | 6.5 | 8 | 81 | 10.9 | 13 | 84 | 11.1 | 13 | 85 | 9.7 | 16 | 60 | 7.3 | 9 | 81 | 7.7 | 9 | 85 |
| Not Gifted/Talented | 108 | 3842 | 44 | 41 | 64 | 59 | 40 | 37 | 4 | 4 | 4.8 | 8 | 60 | 8.1 | 13 | 62 | 7.2 | 13 | 55 | 7.1 | 16 | 45 | 6.0 | 9 | 67 | 5.9 | 9 | 65 |
| At-Risk | 70 | 3634 | 42 | 60 | 28 | 40 | 8 | 11 | 0 | 0 | 4.0 | 8 | 50 | 7.0 | 13 | 54 | 5.8 | 13 | 45 | 6.1 | 16 | 38 | 5.3 | 9 | 59 | 5.1 | 9 | 57 |
| Not At-Risk | 56 | 4279 | 3 | 5 | 53 | 95 | 48 | 86 | 7 | 13 | 6.3 | 8 | 79 | 10.4 | 13 | 80 | 10.2 | 13 | 78 | 9.2 | 16 | 58 | 7.3 | 9 | 81 | 7.4 | 9 | 82 |

Group Summary: Performance Levels: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, U.S. History

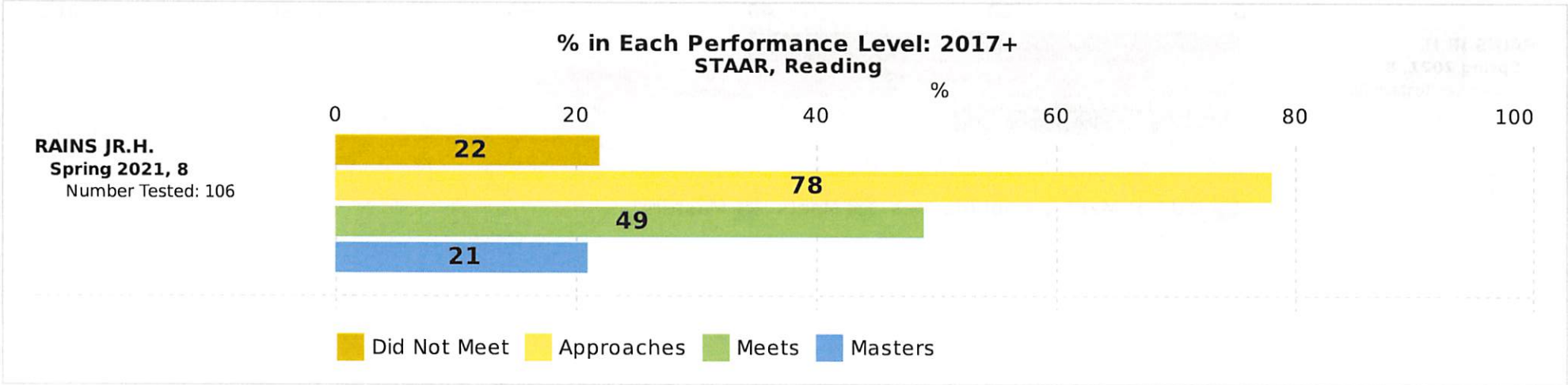


Standard Summary: STAAR EOC, RAINS H.S., 2021, Spring 2021, STAAR, U.S. History

| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | |
|-----------------------------------|---------------|---------------------|--------------|----|------------|-----|-------|-----|---------|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| | | | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % |
| RAINS H.S. | 127 | 4270 | 11 | 9 | 116 | 91 | 93 | 73 | 55 | 43 | 20.4 | 30 | 68 | 9.2 | 12 | 77 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| Male | 70 | 4346 | 6 | 9 | 64 | 91 | 54 | 77 | 34 | 49 | 21.2 | 30 | 71 | 9.4 | 12 | 78 | 6.6 | 10 | 66 | 11.5 | 16 | 72 |
| Female | 57 | 4176 | 5 | 9 | 52 | 91 | 39 | 68 | 21 | 37 | 19.5 | 30 | 65 | 9.1 | 12 | 75 | 6.0 | 10 | 60 | 11.2 | 16 | 70 |
| Hispanic/Latino | 24 | 4266 | 1 | 4 | 23 | 96 | 17 | 71 | 9 | 38 | 20.5 | 30 | 68 | 9.4 | 12 | 78 | 6.0 | 10 | 60 | 11.5 | 16 | 72 |
| American Indian or Alaskan Native | 3 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Asian | 1 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Black or African American | 2 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| White | 90 | 4249 | 9 | 10 | 81 | 90 | 65 | 72 | 40 | 44 | 20.3 | 30 | 68 | 9.1 | 12 | 76 | 6.3 | 10 | 63 | 11.3 | 16 | 70 |
| Two or More Races | 7 | 4265 | 1 | 14 | 6 | 86 | 5 | 71 | 3 | 43 | 20.4 | 30 | 68 | 9.1 | 12 | 76 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| Economically Disadvantaged | 69 | 4202 | 5 | 7 | 64 | 93 | 48 | 70 | 25 | 36 | 19.9 | 30 | 66 | 9.2 | 12 | 77 | 6.1 | 10 | 61 | 11.1 | 16 | 69 |
| Not Economically Disadvantaged | 58 | 4350 | 6 | 10 | 52 | 90 | 45 | 78 | 30 | 52 | 21.1 | 30 | 70 | 9.3 | 12 | 77 | 6.6 | 10 | 66 | 11.7 | 16 | 73 |
| Title I, Part A | 127 | 4270 | 11 | 9 | 116 | 91 | 93 | 73 | 55 | 43 | 20.4 | 30 | 68 | 9.2 | 12 | 77 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| Not Migrant | 127 | 4270 | 11 | 9 | 116 | 91 | 93 | 73 | 55 | 43 | 20.4 | 30 | 68 | 9.2 | 12 | 77 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| Current LEP | 1 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Non-LEP (Monitored 1st Year) | 1 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Non-LEP (Monitored 2nd Year) | 3 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Non-LEP (Monitored 4th Year) | 2 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Non-LEP (Post Monitoring) | 7 | 4587 | 0 | 0 | 7 | 100 | 7 | 100 | 3 | 43 | 23.4 | 30 | 78 | 10.4 | 12 | 87 | 6.7 | 10 | 67 | 13.6 | 16 | 85 |
| Other Non-LEP | 113 | 4260 | 11 | 10 | 102 | 90 | 83 | 73 | 51 | 45 | 20.4 | 30 | 68 | 9.2 | 12 | 76 | 6.3 | 10 | 63 | 11.3 | 16 | 71 |
| Not Bilingual | 127 | 4270 | 11 | 9 | 116 | 91 | 93 | 73 | 55 | 43 | 20.4 | 30 | 68 | 9.2 | 12 | 77 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| ESL | 1 | - | - | - | - | - | - | - | - | - | - | 30 | - | - | 12 | - | - | 10 | - | - | 16 | - |
| Not ESL | 126 | 4273 | 11 | 9 | 115 | 91 | 93 | 74 | 55 | 44 | 20.5 | 30 | 68 | 9.2 | 12 | 77 | 6.3 | 10 | 63 | 11.4 | 16 | 71 |
| Special Education | 12 | 3850 | 3 | 25 | 9 | 75 | 6 | 50 | 1 | 8 | 17.0 | 30 | 57 | 7.1 | 12 | 59 | 4.7 | 10 | 47 | 8.7 | 16 | 54 |
| Not Special Education | 115 | 4313 | 8 | 7 | 107 | 93 | 87 | 76 | 54 | 47 | 20.8 | 30 | 69 | 9.4 | 12 | 79 | 6.5 | 10 | 65 | 11.6 | 16 | 73 |
| Gifted/Talented | 15 | 4601 | 0 | 0 | 15 | 100 | 14 | 93 | 10 | 67 | 23.5 | 30 | 78 | 10.9 | 12 | 91 | 6.9 | 10 | 69 | 13.0 | 16 | 81 |
| Not Gifted/Talented | 112 | 4225 | 11 | 10 | 101 | 90 | 79 | 71 | 45 | 40 | 20.0 | 30 | 67 | 9.0 | 12 | 75 | 6.2 | 10 | 62 | 11.1 | 16 | 70 |
| At-Risk | 66 | 4033 | 8 | 12 | 58 | 88 | 38 | 58 | 13 | 20 | 18.0 | 30 | 60 | 8.3 | 12 | 69 | 5.5 | 10 | 55 | 10.4 | 16 | 65 |

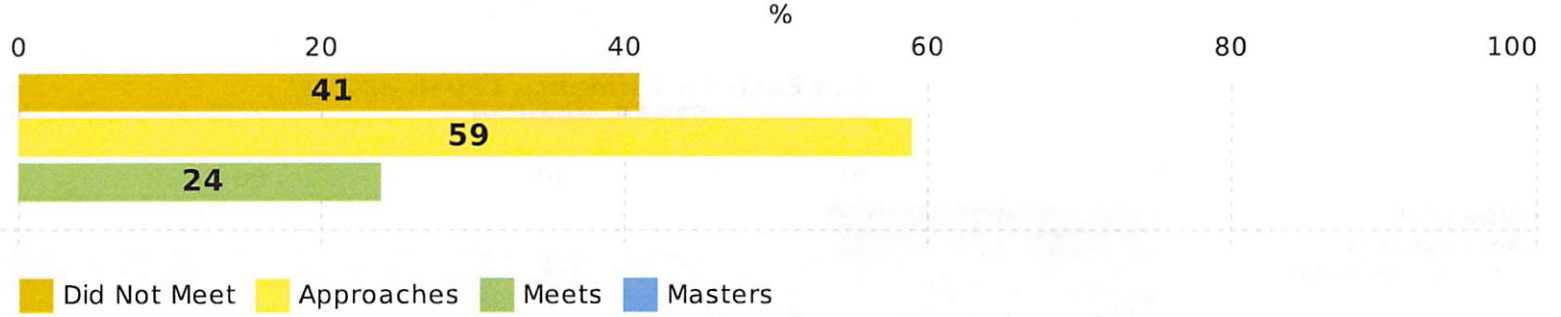
| Group | Number Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | RC 1 | | | RC 2 | | | RC 3 | | | RC 4 | | |
|-------------|---------------|---------------------|--------------|---|------------|----|-------|----|---------|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| | | | N | % | N | % | N | % | N | % | Mean | Max | % | Mean | Max | % | Mean | Max | % | Mean | Max | % |
| Not At-Risk | 61 | 4525 | 3 | 5 | 58 | 95 | 55 | 90 | 42 | 69 | 23.1 | 30 | 77 | 10.2 | 12 | 85 | 7.2 | 10 | 72 | 12.4 | 16 | 78 |

Group Summary: Performance Levels: STAAR 3-8, RAINS JR.H., Spring 2021, Grade 8



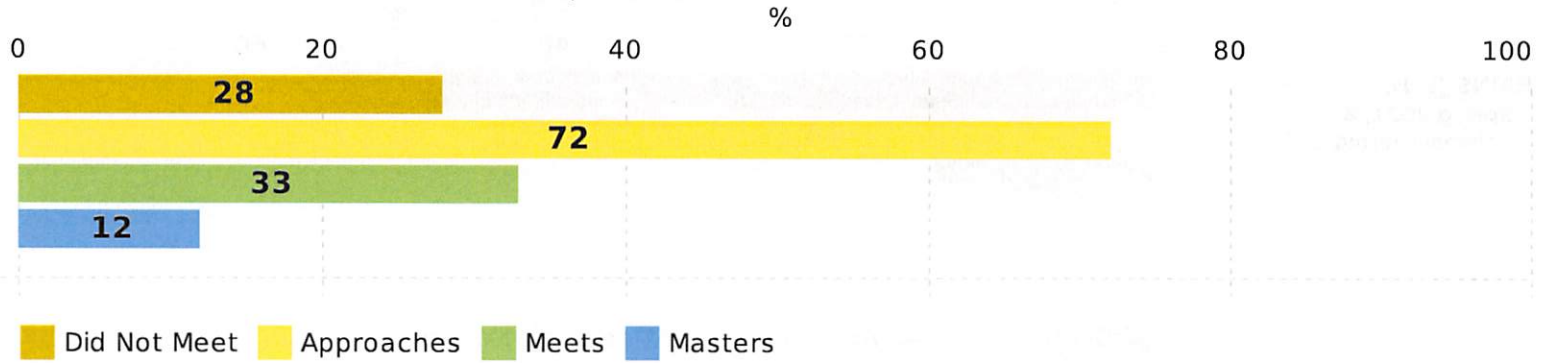
**% in Each Performance Level: 2017+
STAAR, Mathematics**

RAINS JR.H.
Spring 2021, 8
Number Tested: 88



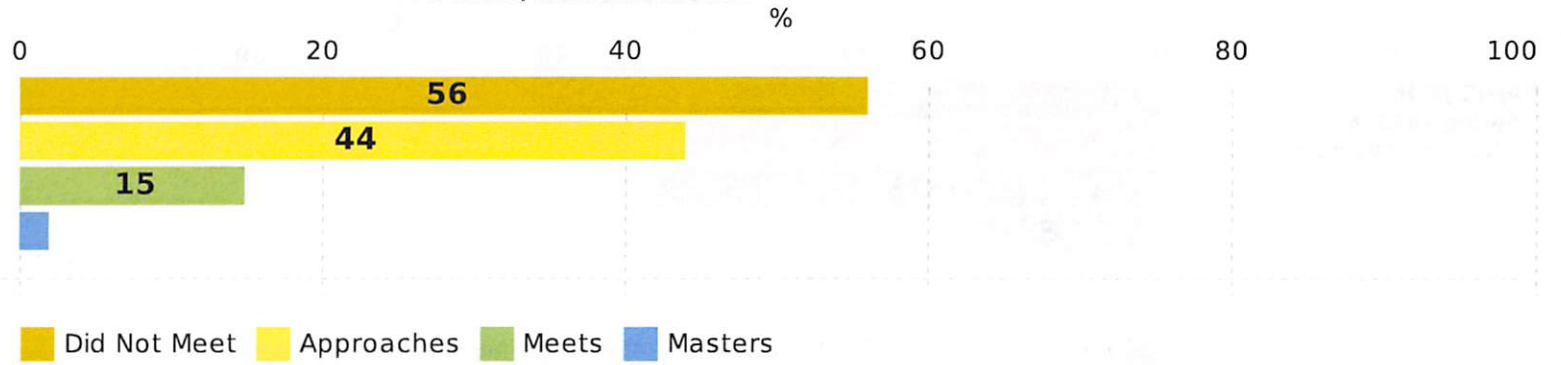
**% in Each Performance Level: 2017+
STAAR, Science**

RAINS JR.H.
Spring 2021, 8
Number Tested: 106

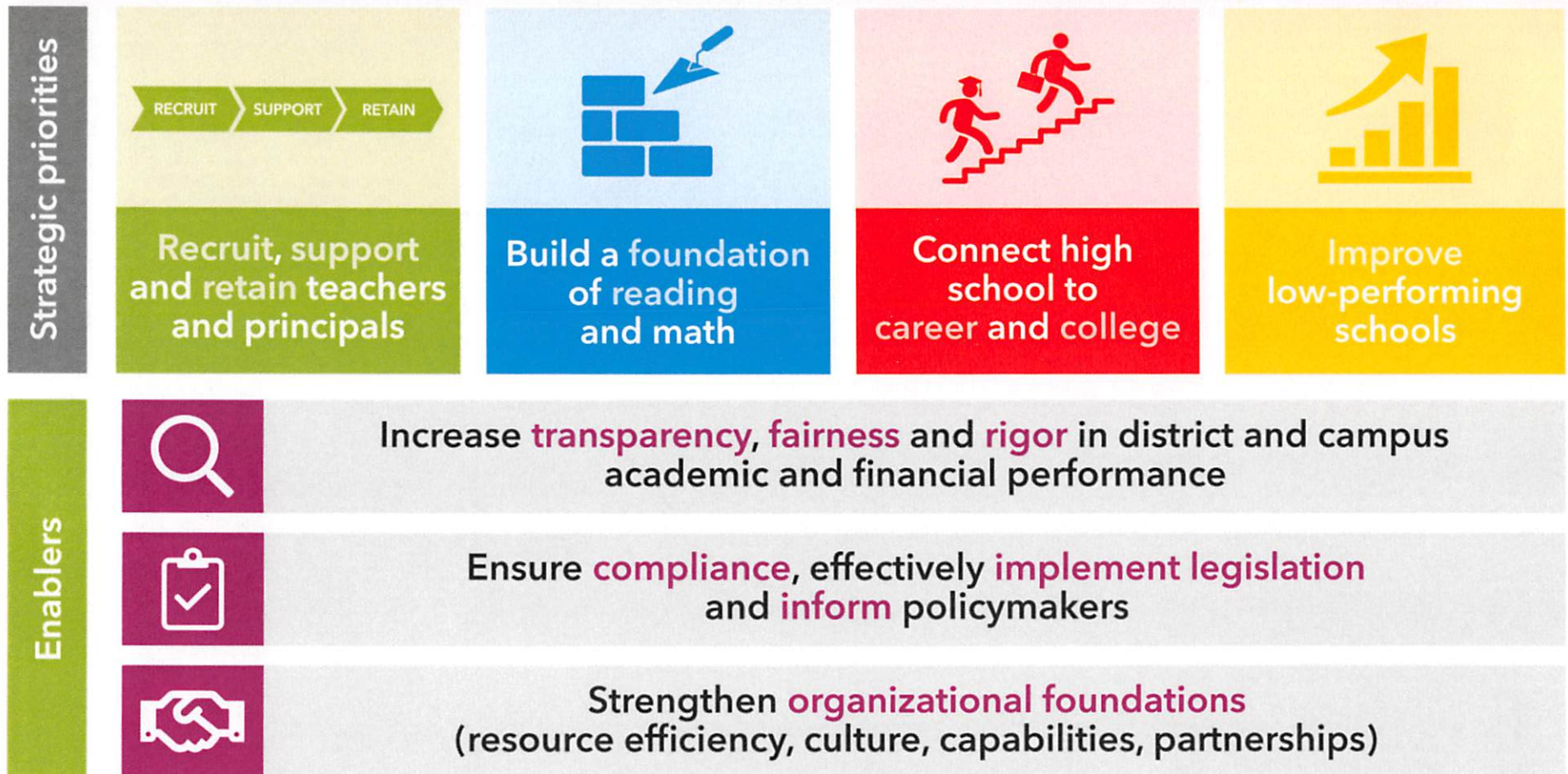


**% in Each Performance Level: 2017+
STAAR, Social Studies**

RAINS JR.H.
Spring 2021, 8
Number Tested: 106



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



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

RAINS JR HIGH

Rains Jr. High Campus Improvement Plan 2021/2022

Community. Commitment. Success.



Jennifer Melton
903-473-2222
meltonj@rainsisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 33

Date Approved:

1/4/2023

RAINS JR HIGH

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS JR HIGH Site Base

| Name | Position |
|--------------------|---------------------------|
| Melton, Jennifer | Administrator |
| Timmons, Nicole | Administrator |
| Knight, Mary Ellen | Counselor/LPC |
| Canaan, Ginger | Instructional Coach |
| Smith, Sundowne | RLA Teacher |
| McAree, Misty | Math Teacher |
| Bohannon, Brandon | History Teacher |
| Drown, Maci | Science Teacher |
| Peeples, Amanda | Technology Teacher |
| Bailey, Mary | Special Education Teacher |
| Hobbs, Kimberly | Paraprofessional |
| Melton, Amy | Parent |
| Wilson, Amy | Parent |
| Wilson, Jeremy | Parent |
| Oakes, Kandi | Business Representative |
| Lopez, Troy | Community Representative |

Resources

| Resource | Source |
|------------------|---------------|
| No rows defined. | |

RAINS JR HIGH

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

Objective 1. (Parent and Family Engagement) During the 2021-2022 school year, RJH will increase parent and family engagement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|--|--|
| <p>1. The campus will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of campus events and student progress. (Title I TA: 7) (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.1,2,2.1,3,3.1,3.4)</p> | <p>Administrators, Coaches, Counselor, Instructional Coach(es), Librarians, Student Council Sponsor, Teachers</p> | <p>June, 2023</p> | <p>(L)Current staff - \$0</p> | <p>Criteria: Weekly staff newsletters, frequent social media posts (Facebook, Instagram, Twitter), Skyward Family emails, paper forms home, progress reports and report cards mailed/sent home, informational family nights (virtual/in-person), Meet the Teacher, emails, phone calls, What-a-Wildcat Awards, Parent-Teacher Conferences, ARDs, 504 meetings, MTSS meetings, Special Programs Night, 8th-grade Transition Meetings, Open House, sporting events, theatre productions, band performances, NJHS Night, etc.</p> |
| <p>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, Site-Based Decision-Making Team meetings (SBDM Team), theatre productions, band productions, and NJHS Induction Night, sporting events, 8th-grade Transition Meeting, etc. (Title I TA: 4,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.1,3.3,3.4)</p> | <p>Administrators, Teachers</p> | <p>June 2023</p> | <p>(L)Activity Funds - \$1,000, (L)Campus Budget - \$500</p> | <p>Criteria: Agendas and sign-in sheets, presentation materials</p> |

RAINS JR HIGH

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

Objective 2. (Attendance Rate) Increase the attendance rate from 97.03% to 98% by the end of 21-22

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------|--------------------------|---|
| 1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Title I TA: 1,4,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4,5,5.4) | Administrators, All Professional Staff, ARD Committee, Attendance Clerk | June, 2023 | (L)Campus Budget - \$500 | Criteria: Attendance rates from PEIMS reports |

RAINS JR HIGH

Goal 2. (Community Partnerships) Develop partnerships within the community to support our students' well-being.

Objective 1. (Community Partnerships) RJH will partner with the community to provide additional supports for students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------|---|--|
| <p>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. (Title I TA: 4,6,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.1,5.4)</p> | <p>Administrators, Counselor, Teachers</p> | <p>June 2022</p> | <p>(L)Campus principal - \$500, (L)Counselors - \$1,500</p> | <p>Criteria: JH calendar of events</p> |
| <p>2. RJH will partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday (Title I TA: 1,2,4,7,8) (Target Group: AtRisk,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,3.4,5,5.4)</p> | <p>Administrators, All Staff Members</p> | <p>June 2022</p> | <p>(F)Budget Allocations Federal - \$15,000</p> | <p>Criteria: CIS documentation of services</p> |

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 1. (Staff Retention) Rains ISD will lower the turnover rate by 10% by the year 2021-2022

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-------------------------|------------|-----------------------------|--|
| 1. New to Rains ISD teachers will be paired with veteran RJH teachers that will serve as mentors to provide ongoing, job-embedded support throughout the year. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 2,2.1) | Administrators, Mentors | June, 2022 | (F)N/A - \$0 | Criteria: Retention of new to Rains ISD teachers at Rains ISD. |
| 2. Rains ISD will attend at least one job fair a year to recruit certified teachers. (Title I TA: 5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,2.1,3,3.1,5) | Administrators | June, 2022 | (L)Campus principal - \$500 | Criteria: New candidates will apply for positions at RJH. |

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 2. (Safety and Security of All) Provide student, teacher, and staff awareness of internet safety to include bullying, suicide prevention, and cyberbullying a minimum of three times per year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--------------------------------------|------------|----------------------------|--|
| 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. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,2,3,3.2,3.3,3.4) | Administrators, Counselor | June, 2022 | (L)Campus Budget - \$2,165 | Criteria: Students and families will have a confidential and anonymous means to report bullying and other violations of the student code of conduct via the STOPit app and district webpage. |
| 2. RJH will conduct the required emergency drills outlined in the Emergency Operations Plan. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 1) | Administrators, RISD Chief of Police | June, 2022 | (F)crash buckets - \$400 | Criteria: RJH will conduct the required emergency drills outlined in the Emergency Operations Plan and each classroom will have procedures posted. |
| 3. Students, staff, and the community will be educated on drug and alcohol abuse, and students will participate in Red Ribbon Week activities. (Title I TA: 4,6,7) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.1,2,2.1,3,3.3,3.4) | Counselor | June, 2022 | (L)Counselor - \$1,000 | Criteria: Students, staff, and the community will be made aware of the dangers associated with drug and alcohol abuse. |
| 4. Increase the visibility of law enforcement district-wide to include at a minimum 3 visits per week for the 21-22 school year. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 3,3.1,3.3) | RISD Chief of Police | June, 2022 | (F)N/A - \$0 | Criteria: Law enforcement will visit the campus a minimum of three times per five-day school week. |

RAINS JR HIGH

Goal 3. (Safe and Supportive Learning Environment) Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

Objective 3. (Discipline Management) Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------|--|---|
| 1. Classroom management techniques will include a variety of tools with an emphasis on Restorative Practices. (Title I TA: 1,3,4,6,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,3.3,3.4,5,5.1) | All Professional Staff, All Staff Members | June, 2022 | (F)Staff Development - \$500, (O)Region VII (Federal & State) - \$0, (S)Region VII ESC/Code VII consultants - \$0 | Criteria: The total number of days of removals from the classroom environment (ISS, OSS, DAEP) will be reduced. |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 1. (Students with Special Education Support) By the end of the 2021-2022 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------|--|--|
| <p>1. We will provide staff development to address information on modifications and content IEP's to meet student needs. (Title I TA: 1,2,3,4,5,6,8) (Target Group: H,W,AA,ECD,SPED,AtRisk,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p> | <p>Administrators, Instructional Coach(es), Special Education Teachers</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: Sign-in Sheets; Presentation Slides</p> |
| <p>2. RLA and math supports will be provided for students with special needs as indicated by multiple pieces of data including assessment results. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,SPED,AtRisk,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)</p> | <p>Administrators, All Professional Staff, All Staff Members, ARD Committee, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator, Special Education Teachers</p> | <p>June, 2022</p> | <p>(F)Budget Allocations per pupil on each campus, (F)DMAC, (F)TEKS Resource System, (L)Cross grade level teaming and horizontal teaming, (L)Curriculum, (L)Local Special Education Budget, (L)Six weeks grade report and attendance report, (L)Special Education Teachers, (S)STAAR</p> | <p>Criteria: Compliance with ARD Committee Documents</p> |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 2. (Students with Bilingual Education Support) By the end of the 2021-2022 school year, BE students will show measurable growth through academic classes with the aid of BE support.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------|---|---|
| 1. RJH will provide regularly-scheduled, content-based support for BE students. (Title I TA: 1,2,3,4,5,8) (Target Group: H,ECD,ESL,EB,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.3,4,4.1,5,5.1,5.3) | All Professional Staff, All Staff Members, ESL Teacher(s), Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator, Volunteers | June, 2022 | (F)DMAC, (L)\$200 for supplies/per teacher, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming | Criteria: RJH Master Schedule |
| 2. A mentor will be assigned to the EL student to give individualized support (Title I TA: 1,2,3,4,5,8) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.3 ,5.4) | Administrators, All Professional Staff, All Staff Members, ESL Teacher(s), Volunteers | June, 2022 | (F)TEKS Resource System, (L)Volunteers, (S)STAAR | Criteria: Student assignment to mentor. |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 3. (Students Who are At-Risk) 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 1. The success of at-risk students will be monitored each 9 weeks during math and reading data PLC meetings. | | | | |
| 2. Counseling sessions will be provided, as needed, to equip at-risk students with resiliency. | | | | |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 4. (Dropout Rate) Reduce the dropout rate to <1% in 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------|------------------------------|-----------------|------------------|-------------------|
| No strategies defined. | | | | |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 5. (Students with Dyslexia Services) One hundred percent of students served through the General Education Dyslexia Program will be served in the MTA program and will complete the MTA program kits by the end of their 8th-grade year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------|------------------|------------|
| 1. RJH will provide information regarding Child Find and assist the parent/guardian in requesting a dyslexia evaluation for a student suspected of having dyslexia and a need for specially designed instruction. (Title I TA: 1,2,7,8) (Target Group: AtRisk,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2.1,3,3.1,3.2,3.3,3.4,5,5.3,5.4) | Administrators, All Professional Staff, All Staff Members | June, 2022 | (L)Campus Budget | |

RAINS JR HIGH

Goal 4. (Campus Demographics) Recognize demographic changes of the district and provide support to facilitate student growth.

Objective 6. (Students Identified as Migrant Students) 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------|------------------------------|-----------------|------------------|-------------------|
| No strategies defined. | | | | |

RAINS JR HIGH

Goal 5. (Technology Integration) Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 1. (Innovative Course Design) 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 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------|---|--|
| 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. (Title I TA: 1,2,3,4,5,6,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1,2,2,2,1,3,3,1,4,4,1,5,5,1,5,2,5,3,5,4) | Administrators, All Staff Members, Department Heads, Instructional Coach(es) | June, 2022 | (F)Region VII ESC Consultants \$6,960/yr - included wi - \$6,960, (L)Cross grade level teaming and horizontal teaming - \$0 | Criteria: Staff selected professional development, professional development PLCs |

RAINS JR HIGH

Goal 5. (Technology Integration) Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 2. (Device Ratio) Increase the student to device ratio to be 1:1.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------|---|------------|
| 1. Order, inventory, and distribute one Chromebook to every student at RJH in order to implement online content. (Title I TA: 1,2,3,4,6,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.3) | Administrators, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Technology Director | June, 2022 | (F)Budget Allocations per pupil on each campus - \$5,000, (S)Budgeted through Technology Allocations - \$5,000 | |

RAINS JR HIGH

Goal 5. (Technology Integration) Provide access to state-of-the-art technology, current training, and awareness of available resources.

Objective 3. (Technology Use) By the end of their 8th grade year, students will be fluent in their use of technology resources and applications the CTE technology course.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------|---|--|
| 1. All computers will be operated with current hardware and software. (Title I TA: 1) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.3,4,4.1,5,5.3) | Technology Director, Technology Staff | June, 2022 | (S)Budgeted through Technology Allocations | Criteria: District Technology Meeting Notes |

RAINS JR HIGH

Goal 6. (Allocation of Funds / Transition) Allocate funds to prepare all students for transitioning to and from RJH while maintaining effective and efficient operations.

Objective 1. (Transition/Course Design) Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------|-------------------------------|---|
| <p>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. (Title I TA: 1,2,4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,5,5.1)</p> | <p>Administrators, All Professional Staff, Counselor</p> | <p>June, 2022</p> | <p>(L)No cost to district</p> | <p>Criteria: RJH Calendar of Events</p> |
| <p>2. School staff, parents/guardians, and students will be asked to participate in completing an interest survey regarding pathways students are currently interested in participating in to drive innovative course development. (Title I TA: 2,4,5,7,8) (Target Group: 5th,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,5.3)</p> | <p>Administrators, Counselor</p> | <p>June, 2022</p> | <p>(L)No cost to district</p> | <p>Criteria: Survey data</p> |

RAINS JR HIGH

Goal 6. (Allocation of Funds / Transition) Allocate funds to prepare all students for transitioning to and from RJH while maintaining effective and efficient operations.

Objective 2. (Campus Budget) The campus budget will be carefully scrutinized and allocated according to instructional needs.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|------------|-----------|--|
| 1. School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized plan to address those needs. (Title I TA: 1,2,4,7,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.2,2,2.1,3,3.2,3.4) | Administrators, CPOC | June, 2022 | (S)Staff | Criteria: Campus Budget; Expenditure Report 11/27/21 - Pending |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 1. (Student Achievement) Raise the RJH Report Card rating from a "C" to a "B" in the area of Student Achievement by the end of 21-22. The current score is 75 out of 100.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|---|--|
| <p>1. To raise the Student Achievement domain to a "B," increase the percentage of students who demonstrate Approaches, Meets, and Masters levels on all STAAR math, reading, writing, science, and social studies tests. The current score is 75 in STAAR Performance. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.3.4,4.1,5.5.1,5.3)</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budgets, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will receive a "B" rating in the Student Achievement Domain on the STAAR tests.</p> |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 2. (School Progress) Raise the RJH Report Card rating from a "C" to a "B" in the area of School Progress by the end of the 21-22. The current score is 77 out of 100.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|---|---|
| <p>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. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.3)</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Budget Allocations, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will score a "B" in the School Progress Domain for students identified as economically disadvantaged as identified on the STAAR Performance Reports.</p> |
| <p>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. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.3)</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budgets, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will score a "B" in the School Progress Domain on the STAAR Performance Reports.</p> |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 3. (Closing the Gaps) Raise the RJH Report Card rating from a "C" to a "B" in the area of Closing the Gaps by the end of the 21-22. The current score is 71 out of 100.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-------------------|--|---|
| <p>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. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2,1.3,3.1,3.3,4,4.1,5,5.1,5.3)</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) as evidenced on all STAAR exams.</p> |
| <p>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. (Title I TA: 1,2,3,4,5,8) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2,1.3,3.1,3.3,4,4.1,5,5.1,5.3)</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to 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.</p> |
| <p>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. (Title I TA: 1,2,3,4,5,8) (Target Group:</p> | <p>Administrators, All Professional Staff, All Staff Members, Instructional Coach(es), Interventionist(s), MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)TEKS Resource System, (L)Campus Budget, (L)Cross grade level teaming and horizontal teaming, (S)STAAR</p> | <p>Criteria: RJH will raise the Closing the Gaps Domain score to a "B," to 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</p> |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 3. (Closing the Gaps) Raise the RJH Report Card rating from a "C" to a "B" in the area of Closing the Gaps by the end of the 21-22. The current score is 71 out of 100.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------|-----------------|------------------|--|
| H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,6th,7th,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.3) | | | | grade-level tests in order to get credit in this category. |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 4. (Literacy and Math Instruction) Teachers will support students who are struggling in literacy and math.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------|---|---|
| <p>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. (Title I TA: 1,3,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.3,5.4)</p> | <p>Classroom Teachers, Counselor, MTSS Committee, MTSS Coordinator, RLA Teachers</p> | <p>June, 2022</p> | <p>(L)Curriculum, (L)Principal/ELA Teachers, (L)Student work, (L)Teachers</p> | <p>Criteria: Increased Literacy Skills</p> |
| <p>2. Students who are identified with math difficulties will be placed in a Math Plus class to provide remediation and accelerated instruction. (Title I TA: 1,3,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.3,5.4)</p> | <p>Classroom Teachers, Counselor, Math Department, MTSS Committee, MTSS Coordinator</p> | <p>June, 2022</p> | <p>(L)Curriculum, (L)Teachers</p> | <p>Criteria: Increased Math Skills</p> |
| <p>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. (Title I TA: 1,2,4,5,8) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2,3,3.1,3.3,4,4.1,5,5.3,5.4)</p> | <p>Administrators, Classroom Teachers, Counselor, Instructional Coach(es), Interventionist(s), Math Department, MTSS Committee, MTSS Coordinator, RLA Teachers</p> | <p>June, 2022</p> | <p>(F)DMAC, (F)In place, (L)Committee, (L)Conduct sheets, (L)Schedule, (L)Six weeks grade report and attendance report, (L)Student work, (L)Teachers, (S)Attendance records, (S)STAAR</p> | <p>Criteria: Students in need of instructional remediation will be identified and receive targeted support.</p> |

RAINS JR HIGH

Goal 7. (Student Achievement) Improve student achievement.

Objective 5. (Participation in Physical Activities) Students will participate in required physical activities to promote and track fitness and health.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------|-----------------|------------------|-------------------------------|
| 1. Students will participate in 4 semesters of physical education while enrolled in grades 6-8. (Title I TA: 2,4) (Target Group: 6th,7th ,8th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.3) | Administrators, Counselor | June, 2022 | (S)Staff | Criteria: Student Transcripts |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

RJH provides a safe, welcoming, and positive learning environment for all students and community members. The student population is diverse in terms of socio-economic status, ethnicity, and special needs.

Demographics Weaknesses

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.

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.

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.

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.

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.

Demographics Needs

Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

There are fewer math interventionists in K-8 than reading interventionists.

Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

There are fewer math interventionists in K-8 than reading interventionists.

Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

Comprehensive Needs Assessment

Demographics Summary

RJH is a campus in Emory, Texas, that serves all students in grades 6-8 in Rains County. The total campus enrollment is 404 students. The average student to teacher ratio is 20:1. The attendance rate is 97.03%.

Student Achievement

Student Achievement Strengths

All core teachers are highly-qualified and receive annual training in pedagogy. Each department also participates in backwards design and lesson planning, which ensures students are assessed on the prioritized learning targets. With the recent incorporation of more online learning due to COVID-19, teachers and staff have risen to the challenge of creating engaging online classrooms and assignments that are authentic.

Student Achievement Weaknesses

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.

Only 57% of students passed the STAAR social studies test in 8th grade.

Only 66% of students grew a year academically in reading and math.

Student Achievement Needs

There has been a lack of vertically-aligned, consistent interventions in K-8.

Instruction was not aligned to TEKS.

Tier I instruction in reading and math lacks time and support.

Student Achievement Summary

Comprehensive Needs Assessment

RJH students met 4 of the 14 targets, or 29%, for Grade Level Performance on the 2019 state accountability system. Students met 5 out of 14 targets, or 36%, for Academic Growth. Students met 2 out of 9 targets, or 22%, for Student Achievement.

School Culture and Climate

School Culture and Climate Strengths

With a focus on technology, we are building students' strengths, using Google by providing Chrome carts and making interactive TVs available to all grade levels. We offer technology courses at two grade levels and strive to integrate technology seamlessly throughout all three grade levels. Additionally, the JH now offers a high school CTE course to 8th graders in the course guide, which is Principles of Agriculture.

School Culture and Climate Weaknesses

The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target.

School Culture and Climate Needs

Most consequences involve a removal from the classroom.

School Culture and Climate Summary

Instructional programs include TEKS Resource System and state-adopted curriculum. For reading intervention, RJH utilizes Leveled Literacy Intervention (LLI) for ESL, special education, and accelerated instruction. Nine-week assessments, Measure of Academic Progress (MAP) in math and reading, and STAAR are used to progress monitor all students.

Curriculum resources include Texas Gateway, Google for Education, Lead4ward, Pacing Tools, TExGUIDES, Discovery Education, interactive notebooks, and other online learning tools.

Student data is managed by Skyward, DMAC, Remind, and Frontline.

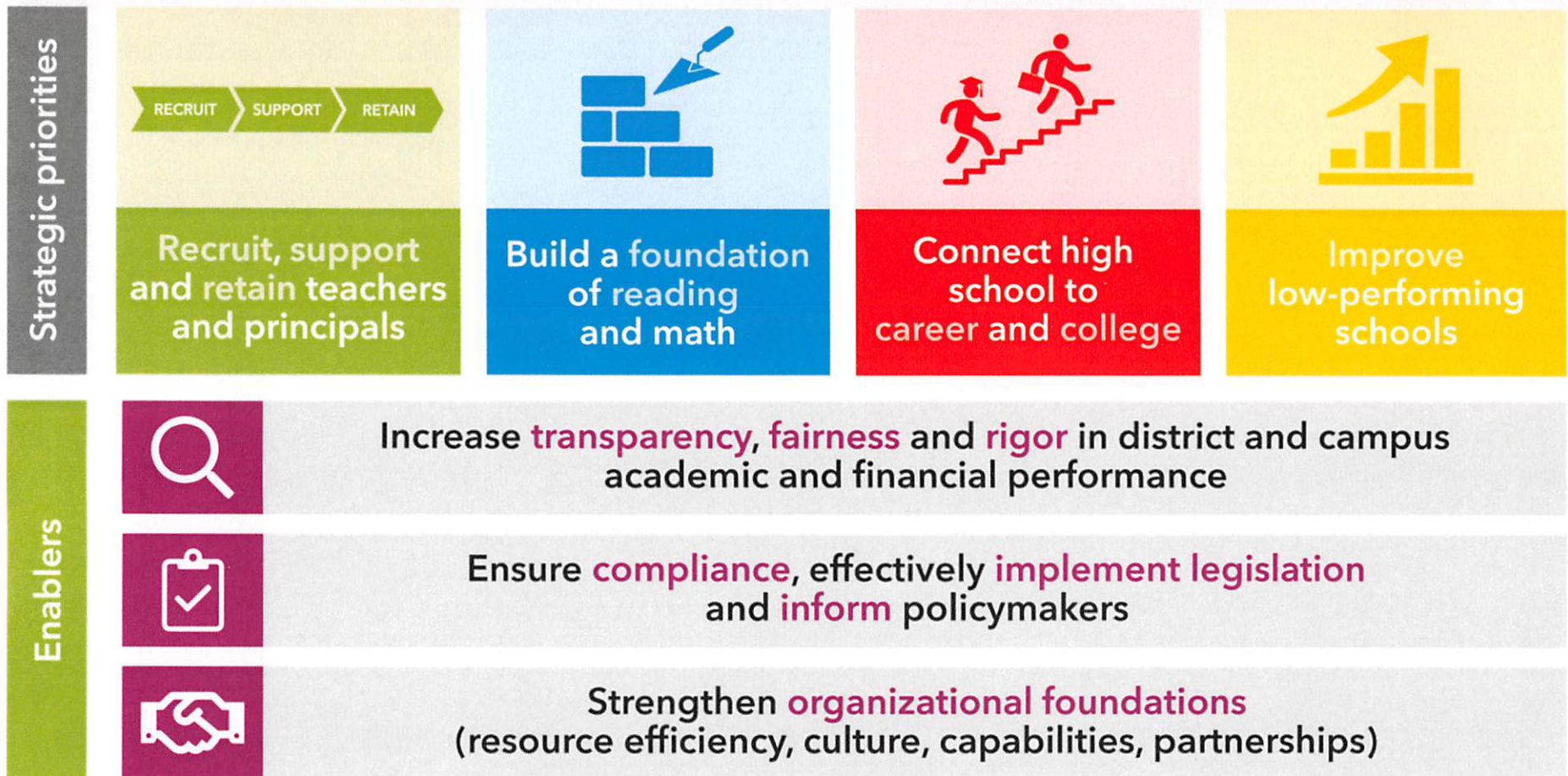
Programs that support, recruit, and retain highly-qualified personnel include: mentoring program, First-Year Teacher Academy, Region 7 and 10 training, Teacher Job Network (through Region 10), and positive campus culture and climate. RJH receives support from central administration, which provides both students and educators the tools needed

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

to be successful.

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



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

RAINS INTERMEDIATE

Campus Improvement Plan

2021/2022

Community. Commitment. Success.



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Date Reviewed:

DMAC Solutions ®

Date Approved:

RAINS INTERMEDIATE

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS INTERMEDIATE Site Base

| Name | Position |
|-------------------|--------------------------|
| Vance, Justin | Principal |
| Holmes, Amy | Assistant Principal |
| Asbill, Dusty | Counselor |
| Mcdowell, Sharyse | Teacher |
| Donley, Elizabeth | Teacher |
| Jones, Deborah | Teacher |
| Mcmullen, Kristin | Teacher |
| Bunch, Heather | Parent Representative |
| Marshall, Sarah | Business Representative |
| Rolen, Jason | Community Representative |

RAINS INTERMEDIATE

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

Objective 1. During the 2021-2022 school year, Rains Intermediate school will increase parent and family engagement, despite the challenges presented by COVID-19.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------|--------------------|-----------|---|
| 1. The campus will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news. (Target Group: 3rd,4th,5th) (ESF: 3,3.4) | All Professional Staff | End of School Year | | Criteria: Social Media shares and posts 06/01/22 - Completed (S) 01/10/22 - Some Progress |
| 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. (Title I TA: 7) (Target Group: ESL,GT,Dys,3rd,4th,5th) (ESF: 3.4) | All Professional Staff | Ongoing | | Criteria: Social Media Agendas Sign In Sheets 06/01/22 - Completed (S) 01/10/22 - Some Progress |

RAINS INTERMEDIATE

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

Objective 2. Increase the attendance rate from 95.14% to 97% by the end of 21-22.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-----------|-----------|---|
| 1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. (Target Group: 3rd,4th,5th) | Administrators | Quarterly | | Criteria: Attendance Reports Skyward Letters 06/01/22 - On Track (S) 01/10/22 - On Track |
| 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 (Target Group: 3rd,4th,5th) | Administrators | As Needed | | Criteria: Attendance Reports Skyward 06/01/22 - Completed (S) 01/10/22 - On Track |
| 3. Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances. (Target Group: 3rd,4th,5th) | Administrators | Quarterly | | Criteria: Attendance Reports 06/01/22 - Discontinued (S) 01/10/22 - No Progress |

RAINS INTERMEDIATE

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

Objective 1. Rains Intermediate School will partner with the community to provide additional supports for students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|-----------|--|
| 1. Rains Intermediate School will work with community programs such as the Andrews Center and Campus Improvement Plan to allow their services, such as mental health, to be delivered to students at school during the instructional day. (Target Group: 3rd,4th,5th) | Counselor | As Needed | | Criteria: Pamphlets Flyers Emails 06/01/22 - Completed (S) 01/10/22 - On Track |
| 2. Rains Intermediate will coordinate donations from community groups that support student well-being, such as shoes, coats, clothing, and food. (Target Group: ECD) (ESF: 3.3) | Counselor | Semester | | Criteria: Donations 06/01/22 - Completed (S) 01/10/22 - On Track |
| 3. Rains Intermediate will participate in College Shirt day once a week to promote college, technical, and trade schools. (Target Group: 3rd,4th,5th) (Strategic Priorities: 3) | All Professional Staff, All Staff Members | Ongoing | | Criteria: Observations 06/01/22 - Some Progress (S) 01/10/22 - On Track |

RAINS INTERMEDIATE

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

Objective 2. Increase student performance by engaging parents and the community in events at least four times per year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------|-----------|--|
| 1. The campus will host Meet the Teacher Night- Virtual (Fall) and Texas Public Schools Week: Open House (Spring) activities. (Target Group: 3rd,4th,5th) (ESF: 3.4) | Administrators, Classroom Teachers, Counselor | End of Year | | Criteria: Social Media Videos Social Media Shares 06/02/22 - Completed (S) 01/10/22 - On Track |
| 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. (Title I TA: 7) (Target Group: 3rd,4th,5th) (ESF: 3.4) | PTO | End of School Year | | Criteria: Agendas Membership Total Book Fair Profit Totals 06/02/22 - Some Progress (S) 01/10/22 - Some Progress |

RAINS INTERMEDIATE

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

Objective 3. Increase parent knowledge and engagement of school activities by posting on Facebook and the school website weekly.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|---|
| 1. Update the school social media sites every week so that parents are aware of what is happening in the school. (Title I TA: 7) (Target Group: 3rd,4th,5th) | Administrators | Weekly | | Criteria: Social Media 06/02/22 - Significant Progress (S) 01/10/22 - Some Progress |

RAINS INTERMEDIATE

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

Objective 4. Increase Spanish-speaking parent knowledge and engagement of school activities by posting Facebook messages in Spanish.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--------------------------------|----------|-----------|---|
| 1. Social Media Announcements will be provided in English and Spanish. (Target Group: H,ESL) | Administrators, ESL Teacher(s) | Ongoing | | Criteria: Social Media Accounts Flyers Sent Home 06/02/22 - Some Progress (S) 01/10/22 - Some Progress |

RAINS INTERMEDIATE

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

Objective 1. Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------------|--------------------|-----------|--|
| 1. Classroom management and student discipline will be handled through the Restorative Practices model and PBIS. (Target Group: 3rd,4th,5th) (ESF: 3.2) | Administrators, Classroom Teachers | End of School Year | | Criteria: Referrals Discipline Report 06/02/22 - On Track (S) 02/09/22 - Significant Progress |

RAINS INTERMEDIATE

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

Objective 2. 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------------------|-----------|---|
| 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. (Target Group: 4th,5th,6th) | Administrators, Classroom Teachers, Maintenance Director | End of year | | Criteria: Drills Observations 06/02/22 - Significant Progress (S) |
| 2. Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus. (Target Group: 3rd,4th,5th) | Administrators, All Staff Members | End of Year | | Criteria: Sign In Sheets Observations 06/02/22 - On Track (S) 02/09/22 - On Track |
| 3. The school counselor and teachers will collaborate to incorporate relevant social skills, character development, and safety curriculum throughout the school year. (Target Group: 3rd,4th,5th) (ESF: 3.3) | Counselor, Teachers | End of School Year | | Criteria: Lesson plans for SEL Observations 06/02/22 - Significant Progress (S) 02/09/22 - Some Progress |
| 4. The RISD police department will scheduled and impromptu visits on campus throughout the school year. (Target Group: 3rd,4th,5th) | RISD Chief of Police | End of Year | | Criteria: Observations 06/02/22 - On Track (S) 02/09/22 - On Track |
| 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. (Target Group: 3rd,4th,5th) | Administrators | End of Year | | Criteria: Bullying Reports 06/02/22 - Pending (S) 02/09/22 - Completed |
| 6. Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan. (Target Group: 3rd,4th,5th) | Administrators | Review each Semester | | Criteria: Drill Log 06/02/22 - On Track (S) 02/09/22 - On Track |
| 7. Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying. (Target Group: 3rd,4th,5th) | Administrators, Counselor | End of Year | | Criteria: Observations Social Media 06/02/22 - No Progress (S) 02/09/22 - No Progress |

RAINS INTERMEDIATE

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

Objective 3. Students will participate in required physical activities to promote and track fitness and health.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|---|
| 1. Activities will be planned during PE to provide opportunities for fitness and health (Target Group: 3rd,4th,5th) | PE Teacher | Ongoing | | Criteria: Physical Education Lesson Plans Observations of the PE Class Fitness Gram 06/02/22 - On Track (S) 02/09/22 - On Track 10/21/21 - Pending |

RAINS INTERMEDIATE

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

Objective 4. Teachers will support students who are struggling in literacy and math.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------|-----------|--|
| <p>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. (Title I TA: 1,2,3,4) (Target Group: ESL,SPED,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4.4.1,5,5.4)</p> | <p>ESL Teacher(s), Reading Department, Reading Lab Instructor, Reading Teachers, Teachers</p> | <p>End of year</p> | | <p>Criteria: Lab Group Totals DMAC Student LLI Record</p> <p>06/20/22 - On Track (S) 02/09/22 - On Track</p> |
| <p>2. Students who are identified with math difficulties will be scheduled for remediation and accelerated learning during WIN time. (Title I TA: 1,2,3,4,5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.4.1,5,5.4)</p> | <p>Math Department, Math Lab Instructor, Math Teachers</p> | <p>End of year</p> | | <p>Criteria: WIN Schedule</p> <p>06/20/22 - On Track (S) 02/09/22 - Significant Progress</p> |
| <p>3. English Learners will receive both pull-out instruction for ESL and/or have a 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. (Title I TA: 4) (Target Group: ESL) (Strategic Priorities: 2,4) (ESF: 5.3)</p> | <p>ESL Teacher(s), Reading Teachers</p> | <p>End of year</p> | | <p>Criteria: Teacher Certifications Lesson Plans</p> <p>06/20/22 - Some Progress (S) 02/09/22 - On Track</p> |
| <p>4. PLC meetings will be held at least once per month to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations. (Title I TA: 2,4,6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4.4.1,5.3)</p> | <p>Administrators, Math Lab Instructor, Reading Lab Instructor, Teachers</p> | <p>Monthly</p> | | <p>Criteria: Agendas DMAC</p> <p>06/20/22 - Significant Progress (S) 02/09/22 - Significant Progress</p> |
| <p>5. All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an online intervention program and/or Leveled</p> | <p>Special Education Department</p> | <p>End of year</p> | | <p>Criteria: Student Grades DMAC LLI Progress</p> |

RAINS INTERMEDIATE

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

Objective 4. Teachers will support students who are struggling in literacy and math.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|--|
| Literacy Intervention. (Target Group: SPED) | | | | 06/20/22 - On Track (S) 02/09/22 - On Track |

RAINS INTERMEDIATE

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

Objective 1. Staff members will attend cultural awareness training to grow with the changing demographic.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-------------|-----------|--|
| 1. Rains Intermediate will have a cultural awareness professional development during grade level PLCs (Target Group: 3rd,4th,5th) | Administration | End of Year | | Criteria: PLC Agenda Certifications of completion 06/20/22 - No Progress (S) 02/09/22 - No Progress |

RAINS INTERMEDIATE

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------|-------------|-----------|---|
| 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. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.2) | Administrators | End of year | | Criteria: Observations Evaluations Lesson Plans PLC Discussions 06/20/22 - Some Progress (S) 02/09/22 - Significant Progress |
| 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. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4) | Administrators, Counselor | End of year | | Criteria: Master Schedule 06/20/22 - On Track (S) 02/09/22 - Significant Progress |
| 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. (Title I TA: 1,2,3,4) (Target Group: ESL) | ESL Teacher(s) | End of year | | Criteria: Master Schedule 06/20/22 - On Track (S) 02/09/22 - On Track |
| 4. Incorporate an extended intervention time in the 21-22 master schedule to include up to two intervention opportunities for each student during a 60-minute period each day. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (ESF: 4.1,5.5.1,5.3,5.4) | Administrators, Counselor | End of year | | Criteria: Master Schedule 06/20/22 - Completed (S) 02/09/22 - Some Progress |

RAINS INTERMEDIATE

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-------------|-----------|---|
| 1. Notify Region 7 to request migrant services (Target Group: Migrant) | Counselor | End of Year | | Criteria: Student Registration Records 06/20/22 - Completed (S) 02/09/22 - On Track |

RAINS INTERMEDIATE

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-------------|-----------|--|
| 1. Campus staff will seek their own training opportunities through the availability of free PD through Region 7, Region 10, and other providers. (Title I TA: 6) (Target Group: 3rd,4th,5th) | All Staff Members | Ongoing | | Criteria: PLC Agendas 06/20/22 - On Track (S) 02/09/22 - On Track |
| 2. The campus will provide on-the-job training for teachers with specific professional development needs. (Title I TA: 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1) | All Staff Members | End of year | | Criteria: Surveys Professional Learning Communities Agendas Professional Development Certifications 06/20/22 - Completed (S) 02/09/22 - On Track |

RAINS INTERMEDIATE

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|---|
| 1. Students will be assigned devices that can be used school to complete instructional assignments and investigations. (Target Group: 3rd,4th,5th) | Administration | End of year | | Criteria: Chromebook Permission Slips 06/20/22 - Completed (S) 02/09/22 - Completed |

RAINS INTERMEDIATE

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

Objective 1. The campus budget will be carefully scrutinized and allocated according to instructional needs.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-------------------------|-------------|-----------|--|
| 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. (Title I TA: 8) (Target Group: 3rd,4th,5th) | All Staff Members, CPOC | End of year | | Criteria: Survey Budget Social Media 06/20/22 - Completed (S) 02/09/22 - Some Progress |

RAINS INTERMEDIATE

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-------------------------------------|-------------|-----------|--|
| 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. (Target Group: 2nd,3rd,5th,6th) | Administrators, Counselor, Teachers | End of Year | | Criteria: Agenda Calendar Observations 06/20/22 - Completed (S) 02/09/22 - Pending |

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------|-----------|---|
| <p>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. (Title I TA: 1,2,3,4) (Target Group: H,W,AA,ESL,EB,SPED,GT,AtRisk,Dys,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p> | <p>Administrators, Classroom Teachers, Math Department Chair, Math Lab Instructor, Reading Department, Reading Lab Instructor</p> | <p>End of year</p> | | <p>Criteria: DMAC STAAR Reports</p> <p>02/09/22 - Pending</p> |

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------|-----------|---|
| <p>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. (Title I TA: 1,2,3,4) (Target Group: ECD) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p> | <p>Administrators, ESL Teacher(s), Math Department, Math Lab Instructor, Reading Lab Instructor, Reading Teachers, Teachers</p> | <p>End of year</p> | | <p>Criteria: STAAR Reports DMAC 02/09/22 - Pending</p> |
| <p>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. (Title I TA: 1,2,3,4) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p> | <p>Administrators, ESL Teacher(s), Grade Level Teachers, Math Lab Instructor, Reading Lab Instructor, Teachers</p> | <p>End of year</p> | | <p>Criteria: DMAC STAAR Reports 02/09/22 - Pending</p> |

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------|-----------|--|
| <p>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 21-22. 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. (Target Group: H,W,AA,ECD,ESL,Migrant,EB,3rd,4th,5th)</p> | <p>Administrators, ESL Teacher(s), Grade Level Teachers, Math Lab Instructor, Reading Lab Instructor</p> | <p>End of year</p> | | <p>Criteria: STAAR Reports DMAC 02/09/22 - Pending</p> |
| <p>2. Raise the Closing the Gaps rating from "D" to a "B" in the area of Academic Growth by the end of the 21-22. 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 68. (Title I TA: 1,2,3,4) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,3rd,4th,5th) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p> | <p>Administrators, ESL Teacher(s), Math Lab Instructor, Reading Lab Instructor, Teachers</p> | <p>End of year</p> | | <p>Criteria: DMAC STAAR Reports 02/09/22 - Pending</p> |
| <p>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. (Target Group: ESL,3rd,4th,5th)</p> | <p>Administrators, All Professional Staff</p> | <p>End of year</p> | | <p>Criteria: STAAR Results DMAC TELPAS Results 02/09/22 - Pending</p> |
| <p>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-</p> | <p>Administrators, All Professional Staff, All Staff Members</p> | <p>End of year</p> | | <p>Criteria: DMAC STAAR Results 02/09/22 - Pending</p> |

RAINS INTERMEDIATE

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| <p>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. (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504,3rd,4th,5th)</p> | | | | |

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Full time instructional coach to assist teachers with strengthening their tier 1 instruction.

Two interventionists who assist with closing gaps for the tier 3 students.

Student Achievement Weaknesses

Rains Intermediate special education students passed with a significantly lower percentage than the overall student population in math and reading.

Rains Intermediate was below the school average for math STAAR for African Americans compared to the overall student population.

Student Achievement Needs

Rains intermediate training in closing gaps and meeting the needs of sub-populations.

Student Achievement Summary

MAP (Fall 2021)

56 3rd grade students are at or above grade level on MAP BOY Math

66 3rd grade students are at or above grade level on MAP BOY RLA

47 4th grade students are at or above grade level on MAP BOY Math

66 4th grade students are at or above grade level on MAP BOY RLA

54 5th grade students are at or above grade level on MAP BOY Math

63 5th grade students are at or above grade level on MAP BOY RLA

56% Overall Approaches STAAR for all subjects

57% Overall Approaches STAAR for reading

58% Overall Approaches STAAR for math

55% Overall Approaches STAAR for science

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

43% Overall Approaches STAAR for writing

25% Overall Meets STAAR for all subjects

34% Overall Meets STAAR for reading

22% Overall Meets STAAR for math

35% Overall Meets STAAR for science

13% Overall Meets STAAR for writing

11% Overall Masters STAAR for all subjects

22% Overall Masters STAAR for math

35% Overall Masters STAAR for science

1% Overall Masters STAAR for writing

School Culture and Climate

School Culture and Climate Strengths

- Percentage of teachers who use TEKS Resource System consistently and accurately is people about 80%.
- All departments and grade levels meet at least once per month in PK-5.
- PLC's are now scheduled weekly and run by principals, assistant principals, and instructional coaches
- Aligning Reading and Math programs for consistency in vocab and strategies
- Access to multiple curricular resources.

The school environment is clean and in good condition.
90% of faculty and staff that completed the survey agree.

Students at this school are well-behaved.
64% of faculty and staff that completed the survey agree.

Students at this school don't care about learning.
36% of faculty and staff that completed the survey agree.

My class enrollments are too large.
18% of faculty and staff that completed the survey agree.

I have access to the tools I need to do my job.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

91 % of faculty and staff that completed the survey agree.

Teachers have close working relationships with each other.
100% of faculty and staff that completed the survey agree.

School administrators involve teachers in decision making and problem solving.
73% of faculty and staff that completed the survey agree.

School administrators and staff communicate with each other effectively.
73% of faculty and staff that completed the survey agree.

Parents know what is going on in this school. 73% of faculty and staff that completed the survey agree.

I spend a great deal of time dealing with students' social and emotional challenges. 54.6% of faculty and staff that completed the survey agree.

School Culture and Climate Weaknesses

- Turn over rates (increased numbers of first year teachers)
- Making resources suited to your own teaching style/ being vetted on resources
- Actually using resources and tools
- Unclear expectations for how to utilize resources
- Real- World PDs that is easily accessible and applicable

School Culture and Climate Needs

- More positive parental involvement to promote academic achievement
- Improved consistent classroom management technique
- Increased parental support in all aspects of our students' educational experience
- Provide an educational environment that is welcoming to all parents and community visitors
- Partner with universities for student teachers
- Attend Career Fairs

Comprehensive Needs Assessment

School Culture and Climate Summary

Rains Intermediate invests in building connections and provides a warm, inviting environment where all students feel supported and accepted. Expectations for students are high and we have respectful, confident students. This culture of respect also exists between staff and parents.

The faculty and staff were offered a survey to review the climate of the school.

Environment is safe and secure

Positive parental involvement is essential to the academic achievement of our students

Rains Intermediate maintains a positive environment in which all staff and faculty employee is appreciated and provided opportunities for professional growth.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Rains Intermediate teachers are skilled and motivated to learn. They take constructive feedback well and take initiative to improve their practice. Our administrative team and specialists have great experiences to draw from to help our staff grow and develop as instructional leaders.

Staff Quality, Recruitment and Retention Weaknesses

- Applicant pool is minimal with candidates who lack certification.
- High-rate of staff turnover

Staff Quality, Recruitment and Retention Needs

- Develop Professional Learning Communities to create a safe environment in which teachers can learn from one another, enhancing their instructional delivery. This creates confident teachers and this transfers to confidence within our students and their learning.
- Ability to hire quality certified staff earlier in the spring rather than during the summer when many quality applicants have already accepted other positions.
- Classroom Management Strategies for staff
- Quality professional development provided by region trainers in specific academic content areas and in behavior management
- Quality instruction using best practices
- Data driven decisions based upon multiple resources and teacher input

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

- Throughout the campus teachers have a variety of certifications/supplements in Special Education, Reading, ESL, Bilingual, and Gifted and Talented.
- Professional development is provided to support collaborative planning, goal setting, assessments, and lesson planning.
- New to teaching are assigned a mentor who assists in their transition to the professional community of educators.
- Rains ISD provides an exit survey to staff to review the feedback.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Percentage of teachers who use TEKS Resource System consistently and accurately is people about 80%.
- All departments and grade levels meet at least once per month in PK-5.
- PLC's are now scheduled weekly and run by principals, assistant principals, and instructional coaches
- Aligning Reading and Math programs for consistency in vocab and strategies
- Access to multiple curricular resources.

Curriculum, Instruction and Assessment Weaknesses

- Turn over rates (increased numbers of first year teachers)
- Making resources suited to your own teaching style/ being vetted on resources
- Actually using resources and tools
- Unclear expectations for how to utilize resources
- Real- World Professional Development that is easily accessible and applicable

Curriculum, Instruction and Assessment Needs

Clear expectations defining which resources are mandatory and which are supplementary

Consistent training for how to implement the resources in classroom daily

Rains Intermediate needs professional development for the consistent implementation of resources for easy, cohesive use of their available resources that can be used with fidelity.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

- Rains Intermediate School teachers consistently use the district's curriculum.
- Teachers use TEKS Resource pacing guide and resources to plan lessons
- The students are moving to online testing through DMAC.
- Walkthroughs and PLCs discussions are used to ensure that the expected TEKS are taught.
- The campus has data sheets for each class to monitor the progress of students.
- Teachers are working together to monitor student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students
- Assessment is ongoing throughout each unit
- Teachers use data to drive instruction and design differentiation for students who are struggling.
- Teachers use data from both formal and informal assessments.

Family and Community Involvement

Family and Community Involvement Strengths

- 1,285 people follow Rains Intermediate on Facebook
- On average Rains Intermediate Facebook posts reach 600 or more individuals
- The community is good at sharing out information that is put out by the school

Family and Community Involvement Weaknesses

- Language Barriers (changing demographics)
- Lack of resources for Bilingual education
- Lack of knowledge of advantages that go with higher education
- High level of poverty

Family and Community Involvement Needs

- Family and community education
- Facebook posts in Spanish

Comprehensive Needs Assessment

Family and Community Involvement Summary

- Rains Intermediate provides opportunities for parent and community involvement.
- COVID-19 has restricted some in-person events

School Context and Organization

School Context and Organization Strengths

- Teachers accommodate special populations according to individual needs and plans
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Safety drills are scheduled and enacted as defined by Texas School Safety Center's Drill Requirements

School Context and Organization Summary

- Rains Intermediate School is respected for the feeling of safety at the school.
- Campus procedures are organized with efficiency and safety.
- The master schedule is designed for maximum academic time
- Expectations are for all are high

Technology

Technology Strengths

Rains Intermediate has 13 Interactive TVs

Each student at Rains Intermediate has a Chromebook

Comprehensive Needs Assessment

Technology Weaknesses

Sixteen classes have outdated interactive boards or no interactive board.

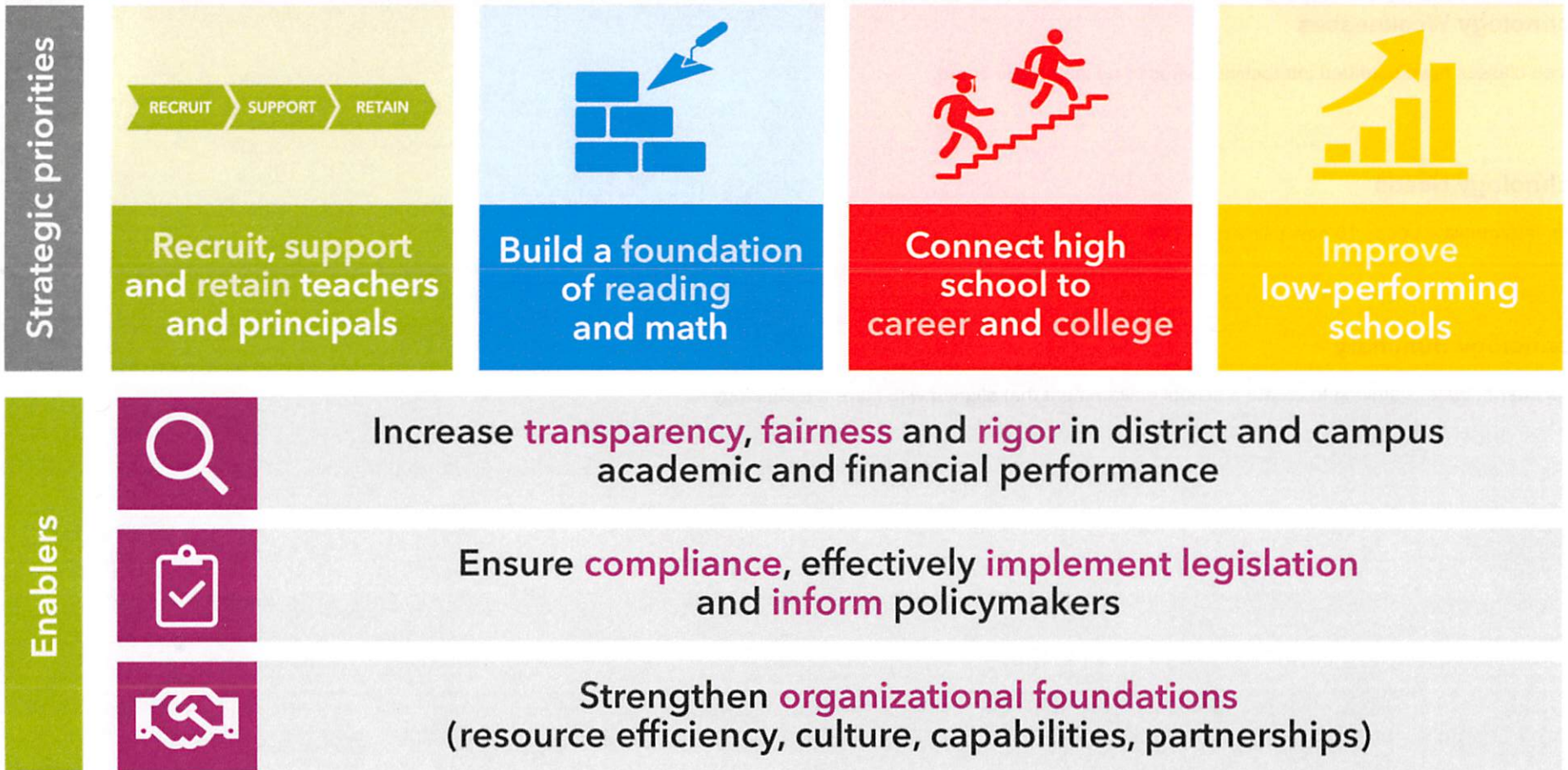
Technology Needs

Rains Intermediate needs 16 new interactive TVs

Technology Summary

Rains Intermediate is striving to create a school environment that aligned with current technology.

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



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

RAINS ELEMENTARY

Rains Elementary Campus Improvement Plan 2021/2022

Community. Commitment. Success.



Bill Morgan
409 FM 3299 Emory, TX 75440
903-473-2222
morganb@rainsisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

1/4/2023

RAINS ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS ELEMENTARY Site Base

| Name | Position |
|-------------------|------------------------------|
| Hurley, Stephanie | Teacher |
| Wiley, Brady | Counselor |
| Ramsey, Kristi | Teacher |
| Blake, Rosa | Instructional Coach |
| Horton, Heather | Reading Specialist and Coach |
| Dickens, Lori | Dean of Students |
| Murrey, Allison | Teacher |
| Hughes, Chelsea | Teacher |
| Balog, Brenna | Teacher |
| Morgan, Bill | Principal |
| Jenkins, Jala | CIS |
| Coffman, Diane | Pre K |

Resources

| Resource | Source |
|------------------------------|---------------|
| Title I | Federal |
| Region VII (Federal & Local) | Other |
| State Compensatory Funds | State |

RAINS ELEMENTARY

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

Objective 1. Uses a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community at least once a week.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| 1. Maintain and recruit parents to participate in PTO activities (Volunteering, Parent/Principal Coffees). | Academic Teams | ongoing | | |
| 2. Bilingual staff will be available to assist Spanish-speaking parents during parent/community involvement activities. | Academic Teams | ongoing | | |
| 3. Communicate with parents and families at least once a week through social media, notes home, email, phone calls, and/or conferences. | Academic Teams | ongoing | | |
| 4. Provide parent information nights, Face Book videos, and mail outs. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

Objective 2. Increase the attendance rate from 96.2% to 97.5% by the end of 20-21.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 1. Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 1. Provide school supplies and food to students with district and community support. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

Objective 1. Continue to monitor and improve procedures for student drop-off, campus visitors, and afternoon release procedures.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |
| 3. No parents will be allowed on campus unless they have an office visit. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| 1. We will provide 3 extra surprise days per 9 weeks including Muffins, Coffee, Rootbeer Floats, Donuts, Breakfast, etc. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| 1. All doors on campus will remained closed and locked to protect students from an active shooter. | Academic Teams | ongoing | | |
| 2. The school counselor and teachers will collaborate to incorporate relevant social skills, bullying, character development, and safety curriculum throughout the school year. | Academic Teams | ongoing | | |
| 3. The RISD police department will scheduled and impromptu visits on campus throughout the school year. | Academic Teams | ongoing | | |
| 4. Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

Objective 4. Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------|-----------------|------------------|-------------------|
| 1. Classroom management and student discipline will be handled through the Restorative Practices model. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

Objective 5. Students will participate in required physical activities to promote and track fitness and health.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------|------------------------------|-----------------|------------------|-------------------|
| No strategies defined. | | | | |

RAINS ELEMENTARY

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

Objective 6. Plan for rigorous, consistent instruction in Grades PK-2 that aligns with PK Standards/TEKS through weekly PLC/data meetings.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 1. The campus will provide literacy support for all student groups who are eligible during WIN Time using Leveled Literacy Intervention (LLI). | Academic Teams | ongoing | | |
| 2. The campus will provide math support for all student groups who are eligible during WIN Time. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

Objective 2. Head Start Program funding \$75,000 for 4 year old students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------|------------------------------|-----------------|------------------|-------------------|
| No strategies defined. | | | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------|------------------------------|-----------------|------------------|-------------------|
| No strategies defined. | | | | |

RAINS ELEMENTARY

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

Objective 1. Provide access to state-of-the-art technology by assigning every student at Rains Elementary 1 device for a 1:1 ratio.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 1. The district will purchase, inventory, and assign a Chromebook (grades 1-2) or iPad (kindergarten) for every student at Rains Elementary. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| 1. The campus/district will purchase another Second Grade LLI kit to meet the needs of students. | Academic Teams | ongoing | | |
| 2. Alternative assessments will be evaluated and purchased for the 21-22 school year that focus on the Five Components of Reading and easily show instructional changes that are needed. Example includes TPRI or other state-approved early reading screener | Academic Teams | ongoing | | |

RAINS ELEMENTARY

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

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|------------------------------|-----------------|------------------|-------------------|
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| <p>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> | Academic Teams | ongoing | | |
| <p>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> | Academic Teams | ongoing | | |
| <p>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> | Academic Teams | ongoing | | |
| <p>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</p> | Academic Teams | ongoing | | |

RAINS ELEMENTARY

Goal 7. Improve student achievement.

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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|-----------------|------------------|-------------------|
| in order to get credit in this category. The current score is 0. | | | | |

RAINS ELEMENTARY

Goal 7. Improve student achievement.

Objective 4. Student Achievement: By the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Reading.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |

RAINS ELEMENTARY

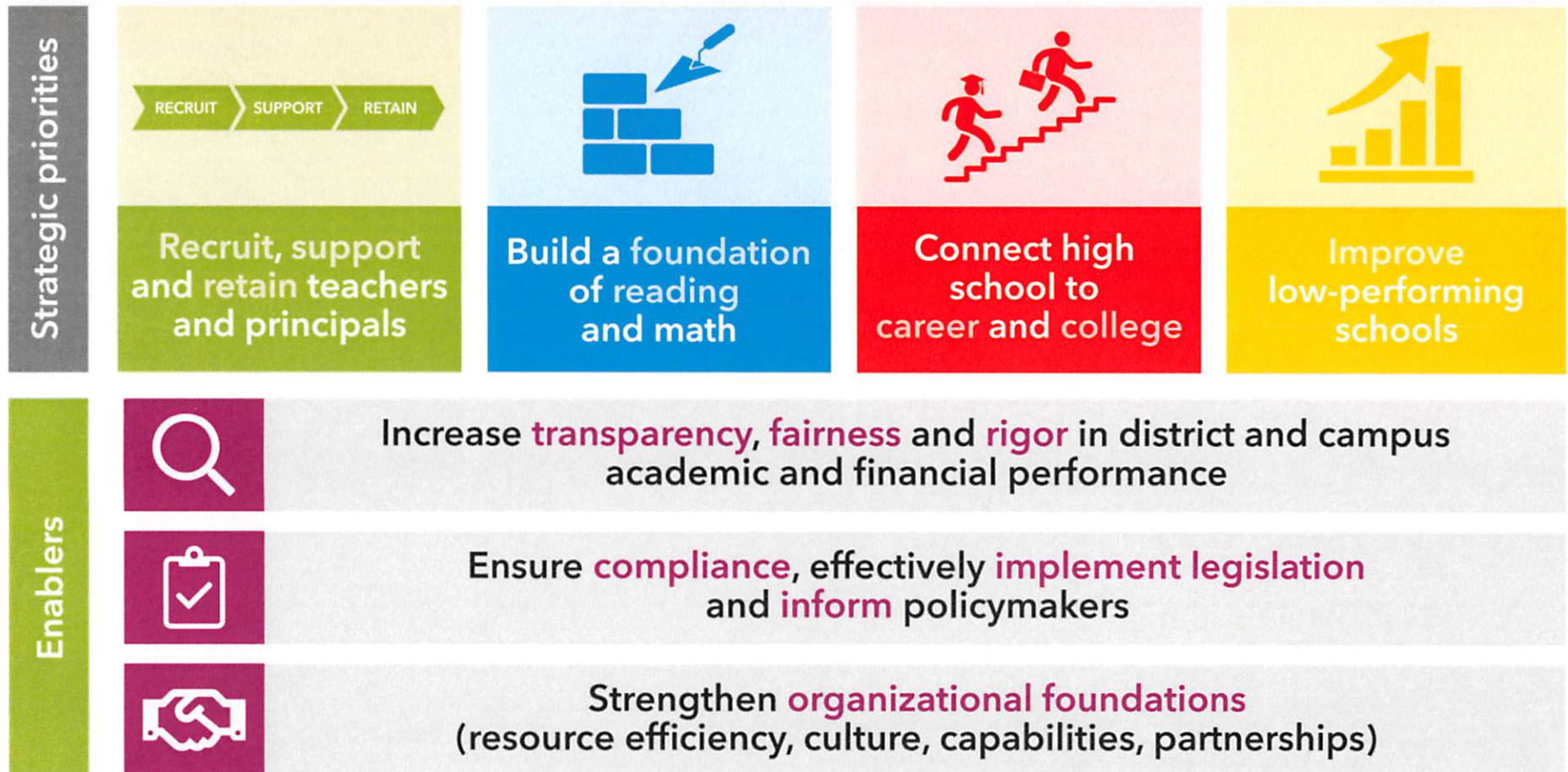
Goal 7. Improve student achievement.

Objective 5. To improve student achievement by the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Math.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| 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. | Academic Teams | ongoing | | |
| 2. K-2 teachers will review/revise 9 week assessments to ensure Readiness Standards are addressed. | Academic Teams | ongoing | | |
| 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. | Academic Teams | ongoing | | |

Comprehensive Needs Assessment

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



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

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

| | District | | | | | | State | | |
|--|--------------|---------|-------------|--------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Revenues | | | | | | | | | |
| Operating Revenue | | | | | | | | | |
| Local Property Tax from M&O (excluding recapture) | \$6,642,945 | 41.14% | \$3,894 | \$6,642,945 | 33.79% | \$3,894 | \$26,132,322,677 | 42.39% | \$4,876 |
| State Operating Funds | \$9,018,617 | 55.85% | \$5,286 | \$9,233,614 | 46.97% | \$5,412 | \$24,792,291,636 | 40.21% | \$4,626 |
| Federal Funds | \$207,001 | 1.28% | \$121 | \$2,928,519 | 14.90% | \$1,717 | \$8,899,057,269 | 14.43% | \$1,661 |
| Other Local | \$280,324 | 1.74% | \$164 | \$854,644 | 4.35% | \$501 | \$1,829,823,955 | 2.97% | \$341 |
| Total Operating Revenue | \$16,148,887 | 100.00% | \$9,466 | \$19,659,722 | 100.00% | \$11,524 | \$61,653,495,537 | 100.00% | \$11,505 |
| Other Revenue | | | | | | | | | |
| Local Property Tax from I&S | \$0 | 0.00% | \$0 | \$1,046,972 | 39.95% | \$614 | \$8,341,065,357 | 80.13% | \$1,557 |
| State Assistance for Debt Service | \$0 | 0.00% | \$0 | \$37,843 | 1.44% | \$22 | \$355,910,306 | 3.42% | \$66 |
| Other Receipts (excluding debt service financing) | \$743,002 | 100.00% | \$436 | \$791,736 | 30.21% | \$464 | \$939,273,230 | 9.02% | \$175 |
| Total Other Revenue | \$743,002 | 100.00% | \$436 | \$2,621,008 | 100.00% | \$1,536 | \$10,408,865,906 | 100.00% | \$1,942 |
| Subtotal: Operating and Other Revenue | \$16,891,889 | 100.00% | \$9,901 | \$22,280,730 | 100.00% | \$13,060 | \$72,062,361,443 | 100.00% | \$13,447 |
| Recapture Revenue | | | | | | | | | |
| Local Property Tax Recaptured | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 100.00% | \$554 |
| Total Recaptured Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 100.00% | \$554 |
| Subtotal: Operating, Other and Recaptured Revenue | \$16,891,889 | 100.00% | \$9,901 | \$22,280,730 | 100.00% | \$13,060 | \$75,032,970,187 | 100.00% | \$14,002 |
| Debt Service Financing and TRS Estimate Revenue | | | | | | | | | |
| Debt Service Financing Related Revenue | \$0 | 0.00% | \$0 | \$1,978,797 | 69.49% | \$1,160 | \$11,937,813,333 | 82.63% | \$2,228 |
| Estimated State TRS Contributions | \$833,666 | 100.00% | \$489 | \$868,913 | 30.51% | \$509 | \$2,509,216,302 | 17.37% | \$468 |
| Subtotal: Debt Service Financing and TRS Estimate Revenue | \$833,666 | 100.00% | \$489 | \$2,847,710 | 100.00% | \$1,669 | \$14,447,029,635 | 100.00% | \$2,696 |
| Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture | \$17,725,555 | 100.00% | \$10,390 | \$25,128,440 | 100.00% | \$14,729 | \$86,509,391,078 | 100.00% | \$16,143 |
| Expenditures | | | | | | | | | |
| Operating Expenditures by Object (61xx-64xx only) | | | | | | | | | |
| Payroll Expenditures (Object 61xx) | \$13,113,815 | 83.43% | \$7,687 | \$14,631,722 | 76.08% | \$8,577 | \$47,346,128,779 | 79.55% | \$8,835 |
| Professional & Contracted Services (Object 62xx) | \$944,754 | 6.01% | \$554 | \$1,721,562 | 8.95% | \$1,009 | \$5,485,075,586 | 9.22% | \$1,024 |

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

| | District | | | | | | State | | |
|--|---------------------|----------------|----------------|---------------------|----------------|-----------------|-------------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Supplies & Materials (Object 63xx) | \$1,252,048 | 7.97% | \$734 | \$2,466,635 | 12.83% | \$1,446 | \$5,314,672,096 | 8.93% | \$992 |
| Other Operating Expenditures (Object 64xx) | \$407,104 | 2.59% | \$239 | \$412,651 | 2.15% | \$242 | \$1,370,305,583 | 2.30% | \$256 |
| Total Operating Expenditures by Object | \$15,717,721 | 100.00% | \$9,213 | \$19,232,570 | 100.00% | \$11,273 | \$59,516,182,044 | 100.00% | \$11,106 |
| Non-Operating Expenditures by Object | | | | | | | | | |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Debt Services(Object 65xx) | \$89,544 | 11.89% | \$52 | \$1,226,038 | 64.09% | \$719 | \$9,364,911,548 | 47.35% | \$1,748 |
| Capital Outlay(Object 66xx) | \$663,297 | 88.11% | \$389 | \$686,924 | 35.91% | \$403 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Object | \$752,841 | 100.00% | \$441 | \$1,912,962 | 100.00% | \$1,121 | \$19,778,323,488 | 100.00% | \$3,691 |
| Grand Total: Operating and Non-Operating Expenditures by Object | \$16,470,562 | 100.00% | \$9,654 | \$21,145,532 | 100.00% | \$12,395 | \$79,294,505,532 | 100.00% | \$14,797 |
| Operating Expenditures by Function (61xx-64xx only) | | | | | | | | | |
| Instruction(Function 11,95) | \$9,252,920 | 58.87% | \$5,424 | \$10,670,008 | 55.48% | \$6,254 | \$34,074,074,457 | 57.25% | \$6,358 |
| Instructional Resources & Media Services (Function 12) | \$187,089 | 1.19% | \$110 | \$187,089 | 0.97% | \$110 | \$620,903,003 | 1.04% | \$116 |
| Curriculum & Staff Development (Function 13) | \$188,639 | 1.20% | \$111 | \$224,808 | 1.17% | \$132 | \$1,355,190,192 | 2.28% | \$253 |
| Instructional Leadership (Function 21) | \$336,229 | 2.14% | \$197 | \$336,411 | 1.75% | \$197 | \$994,704,027 | 1.67% | \$186 |
| School Leadership (Function 23) | \$983,583 | 6.26% | \$577 | \$993,780 | 5.17% | \$583 | \$3,502,296,166 | 5.88% | \$654 |
| Guidance Counseling Services (Function 31) | \$657,983 | 4.19% | \$386 | \$895,829 | 4.66% | \$525 | \$2,332,550,758 | 3.92% | \$435 |
| Social Work Services (Function 32) | \$37,824 | 0.24% | \$22 | \$37,824 | 0.20% | \$22 | \$188,765,383 | 0.32% | \$35 |
| Health Services (Function 33) | \$131,480 | 0.84% | \$77 | \$131,480 | 0.68% | \$77 | \$709,855,162 | 1.19% | \$132 |
| Transportation (Function 34) | \$720,656 | 4.58% | \$422 | \$720,656 | 3.75% | \$422 | \$1,599,751,820 | 2.69% | \$299 |
| Food Services (Function 35) | \$0 | 0.00% | \$0 | \$932,246 | 4.85% | \$546 | \$2,564,517,174 | 4.31% | \$479 |
| Extracurricular (Function 36) | \$805,337 | 5.12% | \$472 | \$958,421 | 4.98% | \$562 | \$1,572,719,628 | 2.64% | \$293 |
| General Administration (Function 41,92) | \$630,385 | 4.01% | \$370 | \$635,196 | 3.30% | \$372 | \$1,934,297,273 | 3.25% | \$361 |
| Facilities Maintenance & Operations (Function 51) | \$1,617,418 | 10.29% | \$948 | \$2,052,380 | 10.67% | \$1,203 | \$5,884,055,590 | 9.89% | \$1,098 |
| Security & Monitoring Services (Function 52) | \$70,346 | 0.45% | \$41 | \$105,679 | 0.55% | \$62 | \$638,286,567 | 1.07% | \$119 |
| Data Processing Services (Function 53) | \$97,832 | 0.62% | \$57 | \$97,832 | 0.51% | \$57 | \$1,219,335,870 | 2.05% | \$228 |
| Community Services (Function 61) | \$0 | 0.00% | \$0 | \$252,931 | 1.32% | \$148 | \$307,113,473 | 0.52% | \$57 |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$17,765,501 | 0.03% | \$3 |
| Total Operating Expenditures by Function | \$15,717,721 | 100.00% | \$9,213 | \$19,232,570 | 100.00% | \$11,273 | \$59,516,182,044 | 100.00% | \$11,106 |

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

| | District | | | | | | State | | |
|---|---------------------|----------------|----------------|---------------------|----------------|-----------------|-------------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Non-Operating Expenditures by Function | | | | | | | | | |
| Non-Operating Expenditures by Function (81) (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | \$89,544 | 11.89% | \$52 | \$1,226,038 | 64.09% | \$719 | \$9,364,911,548 | 47.35% | \$1,748 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | \$663,297 | 88.11% | \$389 | \$686,924 | 35.91% | \$403 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Function | \$752,841 | 100.00% | \$441 | \$1,912,962 | 100.00% | \$1,121 | \$19,778,323,488 | 100.00% | \$3,691 |
| Grand Total: Operating and Non-Operating Expenditures by Function | \$16,470,562 | 100.00% | \$9,654 | \$21,145,532 | 100.00% | \$12,395 | \$79,294,505,532 | 100.00% | \$14,797 |
| Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only) | | | | | | | | | |
| Basic Educational Services (PIC 11) | \$6,574,207 | 41.83% | \$3,854 | \$6,757,292 | 35.13% | \$3,961 | \$25,274,728,911 | 42.47% | \$4,716 |
| Gifted and Talented (PIC 21) | \$10,948 | 0.07% | \$6 | \$10,948 | 0.06% | \$6 | \$407,913,365 | 0.69% | \$76 |
| Career and Technical (PIC 22) | \$801,560 | 5.10% | \$470 | \$824,702 | 4.29% | \$483 | \$1,964,869,701 | 3.30% | \$367 |
| Students with Disabilities (PICs 23,33) | \$2,074,102 | 13.20% | \$1,216 | \$2,750,271 | 14.30% | \$1,612 | \$7,563,730,764 | 12.71% | \$1,411 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | \$1,450,114 | 9.23% | \$850 | \$1,965,830 | 10.22% | \$1,152 | \$5,468,145,158 | 9.19% | \$1,020 |
| Bilingual (PICs 25,35) | \$85,211 | 0.54% | \$50 | \$85,211 | 0.44% | \$50 | \$702,535,245 | 1.18% | \$131 |
| High School Allotment (PIC 31) | \$4,361 | 0.03% | \$3 | \$4,361 | 0.02% | \$3 | \$91,476,602 | 0.15% | \$17 |
| PreKindergarten (PIC 32) | \$120,006 | 0.76% | \$70 | \$120,006 | 0.62% | \$70 | \$561,611,446 | 0.94% | \$105 |
| Early Education Allotment (PIC 36) | \$458,235 | 2.92% | \$269 | \$458,235 | 2.38% | \$269 | \$1,125,006,152 | 1.89% | \$210 |
| Dyslexia or Related Disorder Services (PIC 37) | \$154,456 | 0.98% | \$91 | \$154,456 | 0.80% | \$91 | \$299,949,455 | 0.50% | \$56 |
| College, Career, and Military Readiness (CCMR) (PIC 38) | \$64,689 | 0.41% | \$38 | \$64,689 | 0.34% | \$38 | \$311,574,001 | 0.52% | \$58 |
| Athletics/Related Activities (PIC 91) | \$770,945 | 4.90% | \$452 | \$770,945 | 4.01% | \$452 | \$1,119,281,429 | 1.88% | \$209 |
| Un-Allocated (PIC 99) | \$3,148,887 | 20.03% | \$1,846 | \$5,265,624 | 27.38% | \$3,087 | \$14,625,359,815 | 24.57% | \$2,729 |
| Total Operating Expenditures by Program Intent Code (PIC) | \$15,717,721 | 100.00% | \$9,213 | \$19,232,570 | 100.00% | \$11,273 | \$59,516,182,044 | 100.00% | \$11,106 |
| Non-Operating Expenditures by PIC | | | | | | | | | |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | \$89,544 | 11.89% | \$52 | \$1,226,038 | 64.09% | \$719 | \$9,364,911,548 | 47.35% | \$1,748 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | \$663,297 | 88.11% | \$389 | \$686,924 | 35.91% | \$403 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Program Intent Code (PIC) | \$752,841 | 100.00% | \$441 | \$1,912,962 | 100.00% | \$1,121 | \$19,778,323,488 | 100.00% | \$3,691 |

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

| | District | | | | | | State | | |
|---|--------------|---------|-------------|--------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC) | \$16,470,562 | 100.00% | \$9,654 | \$21,145,532 | 100.00% | \$12,395 | \$79,294,505,532 | 100.00% | \$14,797 |
| Disbursements | | | | | | | | | |
| Total Disbursements | | | | | | | | | |
| Operating Expenditures | \$15,717,721 | 89.51% | \$9,213 | \$19,232,570 | 86.49% | \$11,273 | \$59,516,182,044 | 70.68% | \$11,106 |
| Recapture | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 3.53% | \$554 |
| Total Other Uses | \$791,736 | 4.51% | \$464 | \$791,736 | 3.56% | \$464 | \$1,287,501,819 | 1.53% | \$240 |
| Intergovernmental Charge | \$298,258 | 1.70% | \$175 | \$298,258 | 1.34% | \$175 | \$653,080,535 | 0.78% | \$122 |
| Debt Service (Object 6500) | \$89,544 | 0.51% | \$52 | \$1,226,038 | 5.51% | \$719 | \$9,364,911,548 | 11.12% | \$1,748 |
| Capital Projects (Object 6600) | \$663,297 | 3.78% | \$389 | \$686,924 | 3.09% | \$403 | \$10,372,278,176 | 12.32% | \$1,936 |
| Total Disbursements | \$17,560,556 | 100.00% | \$10,293 | \$22,235,526 | 100.00% | \$13,034 | \$84,205,696,630 | 100.00% | \$15,713 |
| Tax Rates | | | | | | | | | |
| 2020 - 2021 (current tax year) Tax Rates | | | | | | | | | |
| Maintenance & Operations | | | | 0.8948 | | | 0.9843 | | |
| Interest & Sinking | | | | 0.1400 | | | 0.2235 | | |
| Total Tax Rate | | | | 1.0348 | | | 1.2078 | | |
| Fund Balance** | | | | | | | | | |
| Fund Balance | | | | | | | | | |
| Nonspendable Fund Balance | \$0 | | \$0 | \$31,588 | | \$19 | \$342,667,048 | | \$69 |
| Restricted Fund Balance | \$0 | | \$0 | \$371,210 | | \$218 | \$20,204,526,878 | | \$4,047 |
| Committed Fund Balance | \$0 | | \$0 | \$216,464 | | \$127 | \$4,009,536,094 | | \$803 |
| Assigned Fund Balance | \$114,000 | | \$67 | \$114,000 | | \$67 | \$3,530,241,520 | | \$707 |
| Unassigned Fund Balance | \$2,771,405 | | \$1,625 | \$2,771,405 | | \$1,625 | \$16,344,075,825 | | \$3,273 |
| Total Fund Balance** | \$2,885,405 | | \$1,691 | \$3,504,667 | | \$2,054 | \$44,431,047,365 | | \$8,899 |
| Fund Balance Reconciliation | | | | | | | | | |
| 2019-2020 Total Fund Balance (Previous Year) | \$2,683,248 | | \$1,557 | \$3,161,717 | | \$1,835 | \$42,166,833,966 | | \$8,200 |
| 2020-2021 Excess (Deficiency) Operating Expenditures | \$250,891 | | \$147 | \$254,227 | | \$149 | \$-8,057,529,155 | | \$-1,614 |

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

| | District | | | | | | State | | |
|--|--------------|---|-------------|-------------|---|-------------|------------------|---|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| 2020-2021 Excess (Deficiency) Non-Operating Expenditures | \$-48,734 | | \$-29 | \$88,723 | | \$52 | \$10,242,175,517 | | \$2,051 |
| 2020-2021 Uncommon Items | \$0 | | \$0 | \$0 | | \$0 | \$79,567,037 | | \$16 |
| 2020-2021 Total Fund Balance | \$2,885,405 | | \$1,691 | \$3,504,667 | | \$2,054 | \$44,431,047,365 | | \$8,899 |

**RAINS INDEPENDENT SCHOOL DISTRICT
2020-2021 Violent / Criminal Incidents**

| Campus | Reason Type Code | Number of Incidents |
|---|-------------------------|----------------------------|
| Elementary School (425 students) | None | 0 |
| Intermediate School (388 students) | None | 0 |
| Junior High School (397 students) | 01 | 2 |
| | 35 | 1 |
| | 41 | 27 |
| | 59 | 1 |
| | 61 | 2 |
| High School (457 students) | 04 | 11 |
| | 05 | 1 |
| | 07 | 2 |
| | 12 | 1 |
| | 14 | 1 |
| | 26 | 1 |
| | 41 | 7 |

Reason Code Description:

04 = Marijuana or other Substances
 01 = Permanent Removal by a Teacher From Class
 05 = Alcohol
 07 = Public lewdness or Indecent Exposure
 12 = Unlawful Carrying of a Location-Restricted Knife
 14 = Conduct Containing the Elements of an Offense Relating to Prohibited Weapons
 26 = Terroristic Threat

35 = False Alarm/ False Report
 41 = Fighting/Mutual Combat
 59 = Serious Misbehavior while expelled to/ placed in DAEP
 61 = Bullying

**Texas High School Graduates From FY 2021
Enrolled in Texas Public Higher Education Fall 2021**

County=RAINS COUNTY

| District | Code | Institution | Students |
|-----------|--------|--|------------|
| RAINS ISD | 190903 | TYLER JUNIOR COLLEGE (003648) | 9 |
| | | PARIS JUNIOR COLLEGE (003601) | 7 |
| | | TEXAS A&M UNIVERSITY-COMMERCE (003565) | 6 |
| | | U. OF TEXAS AT TYLER (011163) | 6 |
| | | Other Public 4-yr Institution (5) | 6 |
| | | Other Public 2-yr Institution (5) | 8 |
| | | Not trackable | 1 |
| | | Not found | 64 |
| | | <i>Total high school graduates</i> | <i>107</i> |

Districts with more than 25 graduates

"Other" records combine records where total Students for one institution < 5.

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

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

Press Release from the office of Federal Programs, Curriculum, and Instruction at Rains ISD

Rains County Leader

January 5, 2023 edition

NOTICE OF PUBLIC HEARING

RAINS I.S.D. WILL HOLD ITS ANNUAL PUBLIC HEARING FOR THE DISCUSSION OF THE ANNUAL TEXAS ACADEMIC PERFORMANCE REPORT. THE HEARING WILL BE HELD MONDAY, JANUARY 09, 2023 AT 6:30 P.M. IN THE RAINS SCHOOL ADMINISTRATION BUILDING AT THE REGULARLY SCHEDULED BOARD MEETING. THE PUBLIC IS INVITED TO ATTEND.

SCHOOL BOARD RECOGNITION MONTH



**Forward,
Together.**

January 2023

LET'S GO



STATE OF TEXAS
OFFICE OF THE GOVERNOR

To catch a glimpse of the Texas of tomorrow, we need only look into the classrooms of today. The boys and girls presently enrolled in our schools will, in due time, take the reins of the nation and determine the destiny of our people. In their prescience, our founders knew that the American democratic experiment could succeed only if our population remained virtuous and educated, and our schools promote the very enlightenment upon which our republic depends. Consequently, the task that befalls our school boards is of the utmost importance.

Recognizing that our educational system is foundational to our social order, individual schools and districts are answerable to the people through elected school boards. These boards set a vision for their district based on students' needs and community values. They uphold standards of rigor, achievement, discipline, and decency, and they provide a forum in which concerned parents and citizens can involve themselves in the educational process and make their voices heard on pressing issues. Ultimately, meaningful progress must be initiated at the grassroots level, and to this end, school boards ensure that the concerns of parents and citizens alike are addressed.

A child's God-given capacity is practically unlimited, and to unlock the fullness of this potential, we must all support the efforts of local school boards in any way we can. We must likewise remain informed about issues facing our school districts, never forgetting that these bodies are accountable to the citizenry.

At this time, I encourage all Texans to acknowledge and celebrate the thousands of school board trustees who voluntarily serve the next generation of leaders. From the Panhandle to the Gulf of Mexico, our school board members advocate on behalf of our children, strive to provide them the best possible education, and ensure that their needs—and those of their parents—remain a central focus. In so doing, they pave the way for a better, brighter future for the Lone Star State.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim January 2023 to be

School Board Recognition Month

in Texas and urge the appropriate recognition whereof.

In official recognition whereof,
I hereby affix my signature, this the
18th day of November, 2022.



Governor of Texas



**Non Payroll
Expenditures
December 2022**

| Account Number Fnd | 2022-23 Revised Budget | 2022-23 FYTD Activity | Unencumbered Balance |
|---|---------------------------|--------------------------|-------------------------|
| 181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 405,631.00 | 142,240.02 | 263,390.98 |
| 199 E 11 --- INSTRUCTION | 748,498.00 | 985,134.56 | -236,636.56 |
| 199 E 12 --- INST. RESOURCES & MEDIA SVCS | 51,380.00 | 37,765.21 | 13,614.79 |
| 199 E 13 --- CURRICULUM DEV.& INST.STF DEV | 102,788.00 | 9,308.60 | 93,479.40 |
| 199 E 21 --- INSTRUCTIONAL LEADERSHIP | 52,000.00 | 12,849.62 | 39,150.38 |
| 199 E 23 --- SCHOOL LEADERSHIP | 33,816.00 | 14,747.77 | 19,068.23 |
| 199 E 31 --- GUIDANCE & COUNSELING | 57,300.00 | 26,606.10 | 30,693.90 |
| 199 E 32 --- SOCIAL WORK SERVICES | 74,000.00 | 0.00 | 74,000.00 |
| 199 E 33 --- HEALTH SERVICES | 4,550.00 | 2,400.56 | 2,149.44 |
| 199 E 34 --- PUPIL TRANSPORTATION | 453,300.00 | 117,701.49 | 335,598.51 |
| 199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 0.00 | 0.00 | 0.00 |
| 199 E 41 --- GENERAL ADMINISTRATION | 172,475.00 | 96,356.22 | 76,118.78 |
| 199 E 51 --- PLANT MAINTENANCE & OPERATIONS | 1,018,800.00 | 389,181.09 | 629,618.91 |
| 199 E 52 --- SECURITY & MONITORING SERVICES | 31,100.00 | 16,343.88 | 14,756.12 |
| 199 E 53 --- DATA PROCESSING SERVICES | 119,500.00 | 69,061.71 | 50,438.29 |
| 199 E 61 --- COMMUNITY SERVICES | 0.00 | 0.00 | 0.00 |
| 199 E 71 --- DEBT SERVICE | 0.00 | 0.00 | 0.00 |
| 199 E 81 --- FACILITIES ACQUISITION | 0.00 | 0.00 | 0.00 |
| 199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS | 0.00 | 0.00 | 0.00 |
| 199 E 99 --- Other Intergovernmental | 0.00 | 0.00 | 0.00 |
| 240 E 35 --- FOOD SERVICES | 609,000.00 | 17,264.78 | 591,735.22 |
| | 3,934,138.00 | 1,936,961.61 | 49.2% 1,997,176 |
| | | | 33.3% of year |

**Payroll
Expenditures
December 2022**

| Account Number Fnd | 2022-23 Revised Budget | 2022-23 FYTD Activity | Unencumbered Balance |
|---|---------------------------|--------------------------|-------------------------|
| 181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 434,913.00 | 155,852.93 | 279,060 |
| 199 E 11 --- INSTRUCTION | 9,352,214.00 | 2,977,831.34 | 6,374,383 |
| 199 E 12 --- INST. RESOURCES & MEDIA SVCS | 150,517.00 | 51,472.94 | 99,044 |
| 199 E 13 --- CURRICULUM DEV.& INST.STF DEV | 108,894.00 | 53,640.87 | 55,253 |
| 199 E 21 --- INSTRUCTIONAL LEADERSHIP | 300,344.00 | 111,256.52 | 189,087 |
| 199 E 23 --- SCHOOL LEADERSHIP | 939,188.00 | 309,233.92 | 629,954 |
| 199 E 31 --- GUIDANCE & COUNSELING | 600,618.00 | 196,673.81 | 403,944 |
| 199 E 32 --- SOCIAL WORK SERVICES | 0.00 | 0.00 | 0 |
| 199 E 33 --- HEALTH SERVICES | 122,758.00 | 43,045.42 | 79,713 |
| 199 E 34 --- PUPIL TRANSPORTATION | 638,331.00 | 261,525.39 | 376,806 |
| 199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 0.00 | 0.00 | 0 |
| 199 E 41 --- GENERAL ADMINISTRATION | 511,131.00 | 165,088.90 | 346,042 |
| 199 E 51 --- PLANT MAINTENANCE & OPERATIONS | 1,270,614.00 | 424,582.90 | 846,031 |
| 199 E 52 --- SECURITY & MONITORING SERVICES | 47,901.00 | 18,576.36 | 29,325 |
| 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 | 465,749.00 | 154,798.34 | 310,951 |
| | 14,943,172.00 | 4,923,579.64 | 32.9% 10,019,592 |
| | | | 33.3% of year |

Expenditures
December 2022

| Account Number Fnd | 2022-23 Revised Budget | 2022-23 FYTD Activity | Unencumbered Balance |
|---|---------------------------|--------------------------|-------------------------|
| 181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 840,544.00 | 298,092.95 | 542,451.05 |
| 199 E 11 --- INSTRUCTION | 10,100,712.00 | 3,962,965.90 | 6,137,746.10 |
| 199 E 12 --- INST. RESOURCES & MEDIA SVCS | 201,897.00 | 89,238.15 | 112,658.85 |
| 199 E 13 --- CURRICULUM DEV.& INST.STF DEV | 211,682.00 | 62,949.47 | 148,732.53 |
| 199 E 21 --- INSTRUCTIONAL LEADERSHIP | 352,344.00 | 124,106.14 | 228,237.86 |
| 199 E 23 --- SCHOOL LEADERSHIP | 973,004.00 | 323,981.69 | 649,022.31 |
| 199 E 31 --- GUIDANCE & COUNSELING | 657,918.00 | 223,279.91 | 434,638.09 |
| 199 E 32 --- SOCIAL WORK SERVICES | 74,000.00 | 0.00 | 74,000.00 |
| 199 E 33 --- HEALTH SERVICES | 127,308.00 | 45,445.98 | 81,862.02 |
| 199 E 34 --- PUPIL TRANSPORTATION | 1,091,631.00 | 379,226.88 | 712,404.12 |
| 199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES | 0.00 | 0.00 | 0.00 |
| 199 E 41 --- GENERAL ADMINISTRATION | 683,606.00 | 261,445.12 | 422,160.88 |
| 199 E 51 --- PLANT MAINTENANCE & OPERATIONS | 2,289,414.00 | 813,763.99 | 1,475,650.01 |
| 199 E 52 --- SECURITY & MONITORING SERVICES | 79,001.00 | 34,920.24 | 44,080.76 |
| 199 E 53 --- DATA PROCESSING SERVICES | 119,500.00 | 69,061.71 | 50,438.29 |
| 199 E 61 --- COMMUNITY SERVICES | 0.00 | 0.00 | 0.00 |
| 199 E 71 --- DEBT PAYMENT | 0.00 | 0.00 | 0.00 |
| 199 E 81 --- FACILITIES ACQUISITION | 0.00 | 0.00 | 0.00 |
| 199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS | 0.00 | 0.00 | 0.00 |
| 199 E 99 --- Other Intergovernmental | 340,389.00 | 167,813.87 | 172,575.13 |
| 240 E 35 --- FOOD SERVICES | 1,074,749.00 | 396,742.09 | 678,006.91 |
| | 19,217,699.00 | 7,253,034.09 | 37.7% 11,964,664.91 |
| | | | 33.3% of year |

Rains High School Course Catalog 2023-2024



**Responsible Hardworking Students Create Adults That
Succeed!**

Rains High School
1755 W. U.S. Highway 69
Emory, TX 75440
(903) 473-2222

RHS Course Catalog 2023-2024

Rains High School Students,

We are very pleased to present the Rains High School Course Catalog. Please use it as a guide for designing a successful academic path at RHS. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the Armed Forces, or move directly into a chosen career upon your graduation from Rains? You will need to be enrolled in the courses our state has mandated, but you may choose electives that will lead you to your future goals.

Rains Independent School District is committed to guiding you in making your future goals a reality. We are extremely fortunate to have the staff and course offerings that will provide you with an endorsement in the area(s) of your choosing. Additionally, as you are charting your course for your future, take a close look at our honors and dual credit offerings. Numerous pathways and honors options are available over the course of your high school career. We also strongly encourage you to become and remain an active member of our campus life. Consider one of our many clubs, organizations, and/or extracurricular activities!

We look forward to the coming school year and want it to be a positive building block for your future, and we take our partnership in your educational success very seriously. We are committed to excellence and your academic success, now and in the future!

Jennifer Moore, M. Ed.
RHS Dean of Students

Lindsay Morgan, Ed. D.
RHS Principal

Jeana Penny, M.Ed.
RHS Counselor

Rains ISD Shared Mission

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

RISD Vision

In the pursuit of excellence:

- *We value community **partnerships**.*
- *We encourage **communication**.*
- *We embrace **challenges**.*
- *We celebrate **growth and success**.*

| | |
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GENERAL INFORMATION

Grade Classification

A student in grades 9-12 will be advanced with their cohort based on the number of course credits earned. Students who accelerate or intend on graduating early will be reclassified as a senior upon successful completion of the appropriate number of credits.

| Earned Credits | Earned Classification |
|----------------|-----------------------|
| 6.5 | Grade 10 (Sophomore) |
| 13 | Grade 11 (Junior) |
| 20 | Grade 12 (Senior) |

Class Load

All students must take a full class load each semester. Options for work study will be considered upon completion of appropriate application.

Scheduling

Rains High School operates on a traditional 8-period schedule / 4 instructional days per week.

Schedule Changes

Course selections made during pre-registration are considered final. Any request for a change in course(s) after spring registration must be made in writing. Changes at the beginning of the school year will be limited due to the effect those changes have on classroom enrollment and the disruption of classroom instruction.

Testing Requirements

Students will be required to demonstrate success on the following STAAR End-of-Course (EOC) Exams to meet graduation requirements: Algebra I, Biology, English I, English II, and U.S. History.

Registration Information

- The RHS Counselor will schedule academic conferences with students and parents to ensure proper academic placement. These conferences take place late January through early February.
- After academic counseling has been completed, students will select their desired courses.
- Teachers/staff are hired (as needed) and the master schedule is set, with careful attention to class sizes. Staffing needs are dependent upon the integrity of the course selection process.
- Courses listed in this catalog are subject to student selection patterns and staffing availability, and though offered may not actually become part of the final master schedule.

ESSENTIALS FOR GRADUATION

I. ATTENDANCE

Students must comply with all local and state laws regarding attendance and awarding of credit.

II. COURSE REQUIREMENTS

For students entering the ninth grade in the fall of 2014 or later, the Foundation Plan with a selected endorsement is the default graduation plan. (Committee and parent approval after completion of 10th grade will be required for a student to graduate on the Foundation Plan.) *See Graduation Credit Requirements on p. 2

All students shall complete a minimum of:

22 units of credit to receive a high school diploma on the **Foundation High School Plan,**

or

26 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement,**

or

26 units of credit to receive a diploma on the **Foundation High School Plan with an Endorsement and Distinguished Achievement (must include Algebra II)**

III. TEST REQUIREMENTS

Students entering the ninth grade in 2011 and later must successfully complete the required measures of the State of Texas Assessments of Academic Readiness (STAAR) for high school graduation.

GRADE REPORTING

Each year is divided into two semesters. Report cards will be issued at nine-week intervals during the school year. A student may earn credit for each semester if the passing semester average is a 70 or higher. A student may earn yearly credit for courses in which the first and second semester average to a 70 or higher (for students completing first semester courses at Rains High School).

FOUR YEAR PLANS

Prior to entering high school, each student will meet with the high school counselor to develop a 4-year Personal Graduation Plan (PGP) that outlines the courses the student will take throughout high school. The PGP serves as a guide for the student and may be changed as needed from year to year.

GRADUATION CREDIT REQUIREMENTS

| Course | Foundation Plan | Foundation Plan w/Endorsement | Foundation Plan w/Endorsement & Distinguished Achievement |
|--|------------------------|--------------------------------------|--|
| English | 4 Credits | 4 Credits | 4 Credits |
| Mathematics Algebra I & Geometry Required | 3 Credits | 4 Credits | 4 Credits Algebra II Required |
| Science Biology Required | 3 Credits | 4 Credits | 4 Credits |
| Social Studies World Geography OR World History, *US History & Government/Economics Required | 3 Credits | 3 Credits | 3 Credits |
| Languages other than English (LOTE) | 2 Credits | 2 Credits | 2 Credits |
| Physical Education | 1 Credit | 1 Credit | 1 Credit |
| Fine Arts | 1 Credit | 1 Credit | 1 Credit |
| Electives *Next Step (Required Elective) | 5 Credit | 8 Credit | 8 Credit |
| TOTAL Credits Required | 22 Credits | 26 Credits | 26 Credits |
| Available Endorsements: STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary | | | |

CAREER AND TECHNICAL PROGRAMS- Career and Technical Education programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

ENDORSEMENTS- Under House Bill 5, students may graduate, not only with a high school diploma, but they may also earn an endorsement. An endorsement is a formal acknowledgement that a student has completed a program of studies in a specific discipline. A student may choose one of the endorsement-focused plan that RHS has to offer. Each specific plan satisfies the requirement of one of the five endorsement areas:

- Business and Industry
- Public Service
- Science, Technology, Engineering and Mathematics (STEM)
- Arts and Humanities
- Multidisciplinary

Endorsements Pathways

(**Indicates future courses offered)

Business & Industry

| Sequence | Required Courses |
|---|--|
| Animal Science | Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Livestock Production Level 3: Advanced Animal Science Level 4: Practicum in Agriculture, Food, & Natural Resources |
| Applied Agricultural Engineering | Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Agriculture Mechanics and Metal Technologies Level 3: Agriculture Power Systems OR Agriculture Equipment Design & Fabrication Level 4: Practicum in Agriculture, Food, & Natural Resources |
| Digital Communications | Level 1: Principles of Arts, A/V Technology and Communication Level 2: Audio/Video Production I/Lab Level 3: Audio Video Production II/Lab Level 4: **Practicum of Audio/Video Production |
| Information Technology Support and Services | Level 1: Principles of Information Technology- Tech Squad I Level 2: Computer Maintenance Lab- Tech Squad II Level 3: **Computer Technician Practicum- Tech Squad III Level 4: **Computer Technician Practicum (Second Time Taken)- Tech Squad IV |
| Plant Science | Level 1: Principles of Agriculture, Food, & Natural Resources Level 2: Floral Design Level 3: Advanced Floral Design Level 4: Practicum in Agriculture, Food, & Natural Resources OR Practicum in Floral Design |

| | |
|--------------------------|---|
| Plumbing and Pipefitting | Level 1: Principles of Construction Level 2: Plumbing Technology I Level 3: Plumbing Technology II Level 4: Practicum in Construction Technology |
| Design & Multimedia Arts | Level 1: Digital Media Level 2: Graphic Design & Illustration I Level 3: Graphic Design & Illustration II/Lab Level 4: Practicum in Graphic Design |
| Marketing and Sales | Grade 9: Principles of Business, Marketing, & Finance Grade 10: Sports and Entertainment Marketing and Social Media Marketing Grade 11: Retail Management Grade 12: Practicum in Marketing |

Public Services

| Sequence | Required Courses |
|---------------------|--|
| Teaching & Training | Level 1: Principles of Human Services Level 2: Human Growth and Development Level 3: Instructional Practices Level 4: Practicum in Education |
| Culinary Arts | Level 1: Introduction to Culinary Arts Level 2: Culinary Arts Level 3: Advanced Culinary Arts Level 4: Practicum in Culinary Arts |
| Cosmetology | Level 1: Introduction to Cosmetology Level 2: Cosmetology I or I w/Lab Level 3: Cosmetology II or II w/Lab Level 4: Practicum in Human Services |
| Barbering | Level 1: Introduction to Cosmetology Level 2: Barbering I Level 3: Barbering II Level 4: Practicum in Human Services |
| | Level 1: Principles of Health Science Level 2: Medical Terminology |

| | |
|------------------------------|--|
| Healthcare Diagnostics | Level 3: Anatomy & Physiology and/or Practicum in Health Science I (Phlebotomy) Level 4: Practicum in Health Science II and Anatomy & Physiology (if not previously taken) |
| Emergency Medical Technician | Level 1: Principles of Health Science Level 2: Medical Terminology Level 3: Anatomy and Physiology (Practicum in Health Science (Phlebotomy) recommended) Level 4: Emergency Medical Technician –Basic Practicum and Anatomy & Physiology (if not previously taken) |

Science, Technology, Engineering, and Mathematics (STEM)

| Sequence | Required Courses |
|-----------------|--|
| Science | Level 1: Biology Level 2: Chemistry AND Physics Level 3: Advanced Science Course Level 4: Advanced Science Course |
| Math | Level 1: Algebra I AND Geometry Level 2: Algebra II Level 3: Advanced Math Course Level 4: Advanced Math Course *Chemistry AND Physics must also be taken for STEM Math endorsement. |
| Engineering | Level 1- Engineering Essentials Level 2- Engineering Design and Development Level 3- Engineering Science Level 4- Engineering Design and Problem-Solving |

Arts and Humanities

| Sequence | Required Courses |
|-----------------|--|
| Fine Arts | Level 1: Art, Theater, or Band I Level 2: Art, Theater, or Band II Level 3: Art, Theater, or Band III Level 4: Art, Theater, or Band IV |
| | |

| | |
|----------------|---|
| Social Studies | Level 1: World Geography Level 2: World History Level 3: US History or College History Level 4: Government & Economics *An additional History course is required. (See the counselor for course options.) |
|----------------|---|

Multidisciplinary Studies

| Sequence | Required Courses |
|----------------------------------|---|
| Advanced Courses | Any four advanced courses |
| Core Courses | Four credits in foundational subject areas and includes Chemistry and/or Physics AND English IV |
| Advanced Placement & Dual Credit | Four credits in any Advanced Placement & Dual Credit courses |

Certifications

| CTE Endorsement | Certification earned | Class to earn certification |
|----------------------------------|--|--|
| Animal Science | Certified Vet Assistant | Livestock Prod/Adv Animal Sci |
| Applied Agricultural Engineering | NCCER Core Curriculum | Ag Mechanics |
| | NCCER Welding 1 | Ag Power/Ag Fab |
| Digital Communication | Adobe Certified Associate (ACA)-After Effects | A/V Tech and Communication II or Practicum of A/V Tech |
| Plant Science | TX State Floral Assoc. Basic Skills | Floral Design |
| | TX State Floral Assoc. Level 1 TX State Floral Assoc. Level 2 | Floral Design/Practicum |
| Plumbing and Pipefitting | NCCER Core Curriculum | Plumbing 1 or Plumbing 2 |
| | Tradesman Plumber – Limited License | Practicum in Construction Technology |
| Design & Multimedia | Adobe Certified Assoc.-Photoshop | Graphic Design 2 or Practicum in Graphic Design |
| Marketing and Sales | StuKent Social Media Marketing | Practicum in Marketing |

| | | |
|------------------------|--------------------------------------|--|
| Teaching and Training | Educational Aide 1 | Practicum in Education and Training |
| Culinary Arts | Certified Fundamentals Cook | Culinary Arts or Advanced Culinary Arts |
| | ServSafe Manager | Advanced Culinary Arts or Practicum in Culinary Arts |
| Cosmetology | Cosmetology Operator License | Practicum in Human Services |
| Healthcare Diagnostics | CPR, First Aid | Principles of Health Science |
| | Phlebotomy Tech | Practicum in Health Science I |
| EMT (Health Science) | Emergency Medical Technician - Basic | EMT- Basic |

**Certifications are not guaranteed and are contingent upon student completion of the certification requirements, i.e., trainings and exams.*

CREDIT BY EXAM

Students may receive credit for some courses through Credit by Exam as outlined in the Student Handbook and in accordance with state and local policy. Please refer to the RHS Student Handbook and/or school board policy EHDB (LOCAL) and EHDC for more information.

ADVANCED PLACEMENT & HONORS COURSES

Advanced Placement (AP) Courses:

Why take AP courses?

AP courses are set up to prepare students for college by allowing them to study subjects they love at a more rapid pace. These courses cover more material than regular high school courses and go further in depth, allowing students to work independently to research and analyze.

How do AP courses benefit students?

Not only do AP courses help prepare for the college transition, but these classes can also help boost a student's GPA with weighted credits. In addition to this, when students take the AP exam for the course at the end of the year, they have the opportunity for colleges to accept the score, if they score high enough. If scores are accepted, it allows students to earn college credit without paying tuition for the course.

**Any student enrolled in a College Board AP course will be required to complete the AP exam at the end of the school year.

Honors Enrollment and Requirements:

1. Grades: Overall average of 90 or above in the previous course in the same academic area as the advanced course for which the request is being made (85 or above if the previous course was an advanced course).
2. STAAR: Achieved at least "Meets Grade Level" on the most recent state assessment in the same academic area as the advanced course for which the request is being made.

3. Teacher Approval: the teacher of record in the enrolled course will complete a review at the 3-week grade mark during the first 9 weeks of the semester. At this time, any student not being successful in the course, who may lose credit due to a failing grade point average, may be removed from the course, at the teacher's discretion and with approval from an administrator.

4. As juniors and seniors, any students enrolled in advanced courses are required to take the SAT/ACT by the 2nd semester of their junior year or at least one time in their senior year.

**Students wishing to take an honors level course will receive approval from the Dean of Students or Counselor to ensure all requirements have been met.

Advanced courses currently offered at RHS:

(These courses will be considered honors weighted on the GPA scale)

LANGUAGE ARTS

Honors English I
Honors English II
Honors English III
Advanced Placement English IV

SCIENCE

Honors Biology
Honors Chemistry
Honors Physics
Anatomy & Physiology
Advanced Animal Science
*AP Biology (This course is offered through an online Edgenuity course.)
*AP Environmental Science (This course is offered through an online Edgenuity course.)
*AP Psychology (This course is offered through an online Edgenuity course.)

MATHEMATICS

Honors Algebra I
Honors Geometry
Honors Algebra II
Pre-Calculus (Class of 2025 and beyond)
*AP Calculus AB (This course is offered through an online Edgenuity course.)
*AP Statistics (This course is offered through an online Edgenuity course.)

SOCIAL STUDIES

Honors U.S. History
Honors World History
Honors World Geography

OTHER

Honors Spanish III
Honors Spanish IV
EMT-Basic Practicum

DUAL CREDIT PROGRAM

Students may take college courses and receive dual credit through our partner schools, Texas A&M University-Commerce (TAMU-C) and Trinity Valley Community College (TVCC). All courses taken through TAMU-C are face-to-face with an instructor on campus at least two days a week, while most courses taken through TVCC are online. Students who choose to take online courses will be given an “online” and/or “study hall” class period to complete these dual credit courses. The student is responsible for all tuition fees to the partner school in which the student is enrolled. Rains ISD purchases the required textbooks for each course. Please visit the RHS Counseling Center for more information.

Dual Credit Course Sequence

There are 3 Dual Credit pathways that a student can follow while at Rains High School.

- **Dual Credit Basic**-a student takes just a few courses during their high school to transfer to their college of choice after graduation.
- **Dual Credit Core Complete**-a student can complete 42 semester hours that will transfer to any public college or university in the state of Texas.
- **Dual Credit Associates degree**-a student can complete 60+ semester hours and will receive an Associate of Arts degree, Liberal Arts major (AA), or the Associate of Arts degree, Teaching major (AAT) from TVCC.

What does it mean to be core complete?

To receive a bachelor’s degree from a public university, Texas law requires that students complete a core curriculum of 42 credit hours. Each college or university identifies which of its courses fit into the core curriculum.

- Bachelor degree programs consist of two components: core curricular coursework and coursework required for major area of study.

What are the Benefits?

- If you complete the core curriculum with grades of “C” or better and transfer, **the entire core curriculum transfers and substitutes for the core curriculum you would have taken at your state college or university.**
- Many courses within the “core” also meet high school graduation requirements.
- Students can complete coursework that also may be required for bachelor’s degree programs.
- Saves students/parents money on college tuition.
- Significantly reduces the amount of time required to receive a bachelor’s degree.

Core Curriculum from TVCC

To see description of courses at TVCC click [here](https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/) or <https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/>

Core Curriculum: **other courses available, please see the counselor for questions.

| Core Component Area | College Course Number | College Course Name | High School Course | HS Credit |
|---|---|--|--|-------------------------------|
| Communications (6 semester hours) | ENGL 1301 & ENGL 1302 | English Composition 1 English Composition 2 | English 3 | 1 |
| Mathematics (3 semester hours) | MATH 1314 | College Algebra | Independent Study in Math | 1 |
| Life & Physical Science (8 semester hours) | BIOL1406 BIOL 1407 OR BIOL 1408 BIOL 1409 | Biology for Science Majors I Biology for Science Majors II Biology for Non-Science Majors I Biology for Non-Science Majors II | Scientific Research and Design | 1 |
| Creative Arts (3 hours) | ARTS 1301 | Art Appreciation (recommended) *other courses available | Art | 1 |
| Language/Philosophy/ Culture (choose 1 course- 3 semester hours) | HUMA 1301 SPAN 2311 ENGL 2322 | Introduction to Humanities Intermediate Spanish I British Literature I | Humanities 1 Spanish 3 English 4 | ½ 1 ½ |
| History (6 semester hours) | HIST 1301 & HIST 1302 | United States History to 1877 United States History from 1877 | US History | 1 |
| Government (6 semester hours) | GOVT 2305 GOVT 2306 | US Government and Constitution Texas Government and Constitution | US Government Special Topics in Social Studies | ½ ½ |
| Social/Behavioral Science (choose 1 course-3 semester hours) | ECON 2301 PSYC 2301 SOC1 1301 | Principles of Macroeconomics General Psychology Introduction to Sociology | Economics Psychology Sociology | ½ ½ ½ |
| Component Area Requirement (choose 2 courses) | | **See below for other suggestions or visit https://coursecatalog.tvcc.edu/degrees-certificates/academic-division/core-curriculum/ | | |
| Other course offerings for High School credit: **Speak with your counselor before | BCIS 1305 ARTS 1303 SPCH 1315 MATH 2312 ENGL 2323 | Business Computer Applications Art History 1 Public Speaking Pre-Calculus Math British Literature II | Bus. Information Mangt. Art 1 (required for full art credit) Communication Application | 1 ½ ½ 1 ½ |

| | | | | |
|---|--|--|--|--|
| taking additional courses not on the list** | | | Pre-Calculus English 4 (required for full Eng. credit) | |
|---|--|--|--|--|

Recommended Sequence: *courses are 3 semester course hours unless otherwise noted.

| | Dual Credit-Basic | Dual Credit-Core (42 HOURS) | Dual Credit-Associates (60 HOURS) |
|-------------------|--|---|---|
| 9th grade | | | BCIS 1305 ARTS 1301 & ARTS 1303# EDUC/PSYC 1300 |
| 10th grade | | ARTS 1301 & ARTS 1303** SPCH 1315 GOVT 2306 EDUC/PSYC 1300 | SOCI 1301# PSYC 2301# SPCH 1315 GOVT 2306 |
| 11th grade | HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE) | HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE) | HIST 1301 & HIST 1302 (TAMU-C COURSE) ENGL 1301 & ENGL 1302 (TAMU-C COURSE) BIOL 1406 (4 hours) & BIOL 1407 (4 hours) (FOR SCIENCE MAJORS) OR BIOL 1408 (4 hours) & BIOL 1409 (4 hours) (FOR NON SCIENCE MAJORS) MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE) |
| 12th grade | SPCH 1315 GOVT 2306 & GOVT 2305 ECON 2301 MATH 1314 (TAMU-C COURSE) MATH 2312 (TAMU-C COURSE) | MATH 1314 (TAMU-C COURSE) MATH 2312**# (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323** | MATH 1314 (TAMU-C COURSE) MATH 2312# (TAMU-C COURSE) GOVT 2305 ECON 2301 ENGL 2322 & ENGL 2323# |

| | | | |
|--------------------------------|------------------------------|--|---|
| Summer school or online | HUMA 1301 OR SPAN 2311 | HUMA 1301 OR SPAN 2311 | HUMA 1301 OR SPAN 2311 |
| | POSSIBLE 27 HOURS | 42 HOURS + 9 HOURS ELECTIVE **COURSES ARE NOT PART OF CORE BUT REQUIRED FOR HS CREDIT | 65 hours # COUNT TOWARDS ELECTIVE HOURS |

Other TVCC pathways:

For additional information about other pathways click [here](https://coursecatalog.tvcc.edu/pathways/) or <https://coursecatalog.tvcc.edu/pathways/>

| Pathway | Dual Credit Opportunity |
|---------------------|---|
| Cybersecurity | ITNW 1358, ITNW 1325, ITSY 1300, ITSY 1342 |
| Cloud Computing | ITNW 1308, ITSC 1316, BCIS 1305, ITNW 1309, ITNW 1336, ITSC 1315, ISW 1307, COSC 1336, ITNW 2327, ITNW 2329 |
| Robotic Technology | RBTC 1241, RBTC 1243, RBTC 1245, RBTC 1305, RBTC 2239 |
| Accounting | ACNT 1303, ACNT 1304, ACNT 1313, ITSW 1304, BCIS 1305, PSYC 1300, BUSG 1301, POFT 1301, ENGL 2322, ECON 2301, MATH 1332, ENGL 1301 |
| Business Management | BCIS 1305, BUSG 1301, POFI 2301, ITSW 1304, POFT 2312, BUSG 2309, PSYC 1300, ACNT 1303, ACNT 1311, MATH 1332, POFT 1301, ECON 2301, ENGL 2322, ENGL 1301 |
| Law Enforcement | CJSA 1322, CJSA 1312, CJCR 1307, CJSA 1348, CJSA 1342, CJSA 1327, ENGL 1301, PSYC 1300, CJSA 1317, CJSA 1313, MATH 1332, ENGL 2322, GOVT 2305/2306, CJSA 1359, POFT 2312, PSYC 2301 |

Dual Credit Requirements:

1. Acceptance to the college/university
2. Complete TSI Assessment (TSIA2) (limit of 3 attempts), unless exempt through ACT/SAT/EOC or Texas College Bridge
3. Approval from high school counselor and/or Dean of Students
4. Meet ALL scheduled deadlines for dual credit advising and enrollment

TSIA2 Testing

Testing or proof of testing is required for registration for academic dual credit classes. Students must meet the requirements of the Texas Success Initiative (TSIA2) for the subject(s) that correspond to the course. (ie. math course=pass math TSI). RHS is a TSIA testing site and will offer 2 FREE tests per subject (math, ELA). If an additional test is required in order to pass, the cost is \$10 (each).

Passing scores administered AFTER January 11, 2021

| | |
|------------------------------|--|
| Mathematics | Greater than or equal to 950 OR Less than 950 PLUS a diagnostic = 6 |
| English Language Arts | Greater than or equal to 945 AND essay greater than or equal to 5 OR Less than 945 AND essay greater than or equal to 5 AND diagnostic greater than or equal to 5. |

To learn more about the TSIA2 click [here](#) or <https://accuplacer.collegeboard.org/accuplacer/pdf/tsia2-interpreting-your-scores.pdf>

Texas College Bridge

The Texas College Bridge Program is a free program for juniors and seniors that have not demonstrated college readiness in math and/or English. Students are invited to take this online, personalized college prep course. Students may work at their own pace and will be monitored by a staff member that can provide assistance, if needed. When complete, the student will earn course credit and possibly a TSI exemption, depending on their intended college.

For more information about Texas College Bridge: <https://texascollegebridge.org/student/>

A list of participating college/universities can be found on the Texas College Bridge website:

<https://drive.google.com/file/d/1vjrmg2O4NdCfCtFtl-JSxzefo9rKsyd/view>
College Transfer Concerns: Things to Consider Regarding Credit Transfer

College Transfer Concerns: Things to Consider Regarding Credit Transfer

1. It is the student's responsibility to check with the institution they plan to transfer to, concerning the transferability of a course before they register for the course. Some private universities will not accept college credit if used for high school credit.
2. Texas public colleges and universities generally transfer courses which have common course numbers and designations. For example: ENGL 1301 is a common course that all

Texas public colleges and universities carry. If a course does not carry the same number or designation at the transferring institution it may or may not transfer. The student should contact the receiving institution with concerns regarding transferability.

3. When a course transfers from one institution to another, the course may not count toward the courses needed for completion of a particular major. Transfer guides for most Texas institutions are available through the TVCC or TAMU-C advisors. The student is responsible for checking with the receiving institution regarding required courses for particular majors.

4. Private and out-of-state institutions will decide which courses will transfer individually. The student must contact the private or out-of-state institution to determine if a course will transfer.

****For any student requesting Late Arrival, they must be TSIA2 or Texas College Bridge complete in both math and English.****

COURSE DESCRIPTIONS

All courses listed in this guide will be open for students to request in the spring when choosing classes for the next school year. However, due to the number of student requests and available staffing, every course listed may not make the final schedule of classes.

ENGLISH LANGUAGE ARTS

ENGLISH I

Service ID: 03220100

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

English I studies include grammar and various types of literature, i.e. the novel, short story, drama, poetry. Students will read and study at least one novel per semester in class and also work to improve writing skills and oral communication. While various forms of writing may be explored, this course focuses on expository writing techniques. Preparation for the English I STAAR EOC is an integral part of this course.

Honors ENGLISH I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English I, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development,

literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH I for Speakers of Other Languages

Service ID: 03200600

Grade Level: 9

Prerequisite(s): None

Credit: 1 English Language Arts credit

ESOL I is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English I with a focus on developing students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English I STAAR EOC is an integral part of this course.

ENGLISH II

Service ID: 03220200

Grade Level: 10

Prerequisite(s): English I

Credit: 1 English Language Arts credit

English II studies involve students assimilating information, drawing conclusions, and expressing ideas in both oral and written composition for effective communication. In order to enhance composition, a sound vocabulary is stressed in readings of various prose and poetry selections from the adopted textbook and supplemental novels. Increased comprehension of figurative, literal and implied meanings is facilitated. Grammar and writing mechanics are stressed to strengthen writing skills. While various forms of writing may be explored, this course focuses on persuasive writing techniques. Preparation for the English II STAAR EOC is an integral part of this course.

Honors ENGLISH II

Grade Level: 10

Prerequisite(s): English I, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English II, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH II for Speakers of Other Languages

Service ID: 03200700

Grade Level: 10

Prerequisite(s): English I or ESOL I

Credit: 1 English Language Arts credit

ESOL II is a course for students who receive services as English Learners (EL). This course takes the place of and addresses the same objectives as English II with a focus on the

continued development of students' pre-academic language proficiency in the areas of listening, speaking, reading, and writing. Preparation for the English II STAAR EOC is an integral part of this course.

ENGLISH III

Service ID: 03220300

Grade Level: 11

Prerequisite(s): English II

Credit: 1 English Language Arts credit

English III covers American Literature from the Colonial era through the present, with emphasis on analytical structure appropriate for understanding each genre, i.e. prose, poetry, short fiction, the novel, etc. This course is designed to introduce students to various American authors and literary movements. Students are presumed to have basic knowledge of English grammar, mechanics, and rhetoric, and the course focuses on refining and expanding these skills. Emphasis will be on coherence, ideas, elaboration, and organization. While various forms of writing may be explored, this course focuses on analytical writing techniques.

Honors ENGLISH III

Grade Level: 11

Prerequisite(s): English II, approval needed

Credit: 1 English Language Arts credit

This course will address the same objectives as English III, as well as prepare students for future advanced English classes. Students will be required to utilize higher-level thinking skills while studying advanced topics related to research, oral language development, literature concepts and skills, and literary appreciation. Geared to be challenging and college preparatory, the course demands substantial outside reading and study.

ENGLISH IV

Service ID: 03220400

Grade Level: 12

Prerequisite(s): English III

Credit: 1 English Language Arts credit

English IV prepares students to make personal progress in speaking, listening, reading, and writing. British literature, from its origins to the present, is a major area of study in this course. Oral discussion and written composition related to the literature enables the student to understand characters and conflicts, as well as improve upon communication skills. Literary analysis and argumentative writing are emphasized, and preparation for college English is an integral part of this course.

Advanced Placement (AP) ENGLISH Literature and Composition

Service ID: A3220200

Grade Level: 12

Prerequisite(s): English III, approval needed

Credit: 1 English Language Arts credit

The AP English Literature and Composition course is aligned with introductory, college-level literary analysis and writing. Students are engaged in various forms of writing opportunities, including reading response journals, reaction writing, timed writings, expository/argumentative writings, critical analyses, and additional creative writing. This course allows students to read a mixture of British, American, and World Literature. The readings engage students in the study of major authors, periods, genres, and themes—with a focus on drama, fiction, poetry, and prose. Students will be expected to closely read selections and examine the use of language, structure, style, and theme, as well as smaller elements like figurative language, imagery, symbolism, tone, attitude, diction, and mood and analyze how it affects a literary work.

READING I-II

Service ID:

03270700

03270800

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Elective credit

Reading I-II offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. These courses are designed to help struggling students be successful on their English STAAR EOC's.

COLLEGE ENGLISH PREP

Service ID: CP110100

Grade Level: 11-12

Prerequisite- None

Credit: 1 Elective credit

Through an online course, students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s).

MATHEMATICS

ALGEBRA I

Service ID: 03100500

Grade Level: 9

Prerequisite(s): None

Credit: 1 Mathematics credit

Algebra I provides students a foundation for advanced mathematics courses in high school. This course focuses on algebraic thinking and symbolic reasoning that can be used to generalize mathematical situations; the relationship between equations and functions, and function concepts; representations, tools, and technology for expressing functions; and equations and the underlying mathematical processes of Algebra. Preparation for the Algebra I STAAR EOC is an integral part of this course.

Honors ALGEBRA I

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra I, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness. Preparation for the Algebra I STAAR EOC is an integral part of this course.

GEOMETRY

Service ID: 03100700

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Mathematics credit

Geometry provides students the opportunity to study concepts and skills involving the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. Students will connect algebraic concepts to geometric ideals and real-world applications.

Honors GEOMETRY

Grade Level: 9-10

Prerequisite(s): None, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Geometry, as well as prepare students for future honors classes. Students will be required to utilize higher-level thinking skills while

constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

ALGEBRA II

Service ID: 03100600

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

Algebra II allows students to build on knowledge and skills learned in Algebra I and Geometry. Students will further their study of quadratic functions, exponential functions, and systems of equations, as well as study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Connections between functions and their inverses and associated equations and solutions will be made mathematically and applied to real-world situations.

Honors ALGEBRA II

Grade Level: 10-12

Prerequisite(s): Algebra I, approval needed

Credit: 1 Mathematics credit

This course will address the same objectives as Algebra II, as well as prepare students for future advanced level courses such as Pre-Calculus and College Math. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college and career readiness.

MATHEMATICAL MODELS WITH APPLICATIONS

Service ID: 03102400

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Mathematics credit

Math Models is a course designed to allow students to continue to build on their K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. This course requires students to use problem solving, language and communication, mathematical connections, and reasoning skills and involves practical applications in banking, credit cards, taxes, 1040 Forms, and investments concepts. This course **must be taken prior to Algebra II** if a student plans to complete their fourth year of math in Algebra II.

STATISTICS

Service ID: 13016900

Grade Level: 11-12

Prerequisite(s): Algebra II

Credit: 1 Mathematics credit

The course provides a study of statistics, including four main areas: exploratory analysis, probability, experimental design, and statistical inference. This course provides a solid base

of statistical thinking for any students wanting to utilize the vast amounts of data in our world in order to make intelligent decisions.

PRE-CALCULUS

Service ID: 03101100

Grade Level: 11-12

Prerequisite(s): Algebra I, Geometry & Algebra II

Credit: 1 Mathematics credit

In Pre-Calculus, the student will explore advanced mathematical concepts. The course will include a study of the properties and applications of circular and trigonometric functions; Cartesian and polar coordinates; vectors; conic sections; advanced properties of points, lines and planes; functions and matrices will be considered. The course will conclude with an introduction to integral and differential calculus. Logic and analytic thinking will be emphasized. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of mathematical concepts that are necessary for college level mathematics courses.

AP CALCULUS AB

Service ID: A3100101

Grade Level: 12

Prerequisite(s): Pre-Calculus or College Math

Credit: 1 Mathematics Credit

Through an online course, in AP Calculus AB, the concepts, methods, and applications of differential and integral calculus are explored. Students will determine expressions and values using mathematical procedures and rules, connect representations, justify reasoning and solutions, and use correct notation, language, and mathematical conventions to communicate results or solutions. This course is in line with a first semester college calculus course, and college credit may be earned upon successful completion of the AP Calculus AB exam, which all students in the course will be expected to take.

COLLEGE MATH PREP

Service ID: CP111200

Grade Level: 12

Prerequisite(s): Algebra II

Credit: 1 Mathematics credit

Through an online course, College Math Prep is a course designed to prepare students for college math. Students in this course will continue to build on their Algebra II knowledge as they study factoring rules, rational expressions, rational exponents, radicals, complex numbers, inequalities, inequalities containing absolute values, quadratic equations, linear equations, and equations with radicals, rational expressions, exponents, and functions. An average of C or better indicates student readiness for a college math course.

SCIENCE

BIOLOGY

Service ID: 03010200

Grade Level: 9

Prerequisite(s): None

Credit: 1 Science credit

Biology includes useful terms, vocabulary, facts, basic laws, and theories of living organisms. It also develops an understanding of the relationships of man to his environment, of one organism to another, of structures to their functions, and of biological laws and principals to their applications. Biology provides extensive individual laboratory experiences. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors BIOLOGY

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Science credit

This course will address the same objectives as Biology, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

INTEGRATED PHYSICS AND CHEMISTRY

Service ID: 03060201

Grade Level: 9-10

Prerequisite(s): none

Credit: 1 Science credit

IPC is the foundational study of chemistry and physics concepts, which includes the study of the relationship between matter and energy, the study of actions and reactions, atomic structure, physical laws and chemical processes. Laboratory work and demonstrations are performed in this class to improve ability to distinguish experimental facts from theoretical concepts. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

CHEMISTRY

Service ID: 03040000

Grade Level: 10-12

Prerequisite(s): Biology & Algebra I

Credit: 1 Science credit

Chemistry is an introduction to the study of the properties and changes in matter. Students will study the characteristics and classification of matter, use of the Periodic Table, development of atomic theory and structure, the mole, chemical bonding, nomenclature, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear

chemistry. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors CHEMISTRY

Grade Level: 10-12

Prerequisite(s): Biology, Algebra I, approval needed

Credit: 1 Science credit

This course will address the same objectives as Chemistry, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

PRINCIPLES OF TECHNOLOGY

Service ID: 13037100

Grade Level: 10-12

Prerequisite(s): Biology and Algebra I

Credit: 1 Science credit

Principles of Technology is a practical laboratory-based course where students learn how to apply traditional physics concepts to technological situations and focuses more on the use of physics concepts in the workplace. Students will study traditional physics concepts in the context of their relationship to four energy systems - mechanical, fluid, electrical, and thermal.

PHYSICS

Service ID: 03050000

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Science credit

Physics is a course designed to give students the opportunity to study concepts in the area of physical science. Students will learn about the interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge. This course requires students to engage in thinking about physical relationships thoroughly, such as consequences of a physical interaction, and experimenting and interpreting the results of a physical interaction, as well as develop a basic knowledge of the structure of matter and the nature of energy. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

Honors PHYSICS

Grade Level: 10-12

Prerequisite(s): Algebra I, approval needed

Credit: 1 Science credit

This course will address the same objectives as Physics, as well as prepare students for future advanced level science courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ANATOMY & PHYSIOLOGY

Service ID: 13020600 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology and one additional science course, approval needed

Credit: 1 Science credit

A&P is the study of the structure and function of the human body. This course is designed to prepare students for careers in the Health Science field. Students will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

ENVIRONMENTAL SYSTEMS

Service ID: 03020000

Grade Level: 11-12

Prerequisite(s): Biology & Physics or IPC

Credit: 1 Science credit

Environmental Systems is a course that extends on life and physical science topics, including factors in habitats; ecosystems and biomes; interrelationships among resources and an environment system; sources of energy through an environmental system; relationship between carrying capacity and changes in populations; and changes in environments. Students will make predictions and examine alternative solutions to environmental issues of today. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FORENSIC SCIENCE

Service ID: 13029500 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology & Chemistry

Credit: 1 Science credit

Forensic science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures to solve crimes, as well as the history, legal aspects, and career options for forensic science. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

Service ID: 03320100

Grade Level: 9

Prerequisite(s): None

Credit: 1 Social Studies credit

World Geography Studies is a course designed around the general study of the nature of physical and cultural geography and the interactions of humans to their physical environments in major regions and settings. Students will learn about physical, political, and cultural geographical concepts through basic geographical themes such as location, place, human-environment interaction, movement, and region.

Honors WORLD GEOGRAPHY STUDIES

Grade Level: 9

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as World Geography Studies, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES HISTORY

Service ID: 03340100

Grade Level: 11

Prerequisite(s): None

Credit: 1 Social Studies credit

U.S. History covers the time and events between 1877 and the present. Students will study historical content involving the political, economic, and social events and issues throughout various eras including the Industrial Revolution, World War I and II, the civil rights movement, and the War on Terror. This course also delves into topics in American citizenship and culture, as well as American advancements in science and technology.

Honors UNITED STATES HISTORY

Grade Level: 11

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as United States History, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

WORLD HISTORY STUDIES

Service ID: 03340400

Grade Level: 10

Prerequisite(s): None

Credit: 1 Social Studies credit

World History is a global study of humankind's achievements from the beginning of written records to the present. Special emphasis is given to cultural patterns that have arisen as a result of the interrelation of geographic, social, economic and political factors, specifically since the 17th century. Attention to current world affairs is provided in an attempt to understand the past in terms of present-day forces and problems.

Honors WORLD HISTORY STUDIES

Grade Level: 10

Prerequisite(s): None, approval needed

Credit: 1 Social Studies credit

This course will address the same objectives as World History Studies, as well as prepare students for future advanced level social studies courses. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of social studies concepts that are necessary for college and career readiness.

UNITED STATES GOVERNMENT

Service ID: 03330100

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

United States Government provides an opportunity to explore the political and governing processes, elements of political theories and governmental structures included in the social studies at previous levels. Students will study state government and local governing bodies, and the rights and responsibilities of American citizenship.

PERSONAL FINANCIAL LITERACY AND ECONOMICS

Service ID: 03380083

Grade Level: 12

Prerequisite(s): None

Credit: ½ Social Studies credit

Personal Financial Literacy and Economics is an interactive and research-based course that teaches students to analyze financial decisions that will allow them to lead secure lifestyles and understand personal financial responsibility. The ideas, concepts, knowledge, and skills gained in the course will enable students to become wise, successful, and knowledgeable consumers, savers, investors, users of credit, money managers, and to be participating members of a global workforce and society.

LANGUAGES OTHER THAN ENGLISH (LOTE)

SPANISH I

Service ID: 03440100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Foreign Language credit

This is an introductory course to the Spanish language and the cultures of its speakers. The purpose of Spanish I is to facilitate the practical application of the language in everyday oral and written communication at the beginning novice level. Emphasis is also placed on learning basic vocabulary as a building block to oral speech, communication and grammar. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible.

SPANISH II

Service ID: 03440200

Grade Level: 10-12

Prerequisite(s): Spanish I

Credit: 1 Foreign Language credit

This course completes the introduction to the basic grammar of Spanish and is designed for persons with essential knowledge of Spanish. Emphasis will be on proficiency in basic communication, listening, speaking, reading and writing. Students will become more aware of the culture that speaks the language through selected readings and discussions and through active participation in selected projects.

Honors SPANISH III

Service ID: 03440300

Grade Level: 11-12

Prerequisite(s): Spanish II, approval needed

Credit: 1 Foreign Language credit

Spanish III is a course emphasizing the use of Spanish for active communication; it involves aural/oral skills, reading comprehension, grammar and composition. This course explores the arts, history, current events, literature, culture and music of Spanish speaking countries. Students will be expected to routinely practice advanced listening, speaking, reading, and writing skills in Spanish.

Honors SPANISH IV

Service ID: 03440400

Grade Level: 12

Prerequisite(s): Spanish III, approval needed

Credit: 1 Foreign Language credit

Spanish IV extends the skills acquired in Spanish III through a variety of exercises, including guided conversations, games, songs, role-playing, and informal and formal presentations. While emphasis is on oral communication, students are expected to read, write, listen, and speak in Spanish fluently.

PHYSICAL EDUCATION

Fall semester of marching band counts as a ½ credit of physical education.

FOUNDATIONS OF PERSONAL FITNESS (PE)

Service ID: PES00052

Grade Level: 9-12

Prerequisite(s): None

Credit: ½ credit per semester

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

ATHLETICS

Service ID:

PES00000 (Athletics 1)

PES00001 (Athletics 2)

PES00002 (Athletics 3)

PES00003 (Athletics 4)

Grade Level: 9-12

Prerequisite(s): Physical examination each school year & Athletic Director approval

Credit: ½ credit per semester

Athletics involves participation in a series of competitive events throughout the year. Students may earn their physical education graduation requirement through this course. Participation in athletics develops the bodies and minds of young people to higher levels of efficiency, as well as self-confidence and a sense of personal accomplishment. Competition in athletics teaches commitment, dedication, and goal setting skills. Also, athletics will develop work ethic, physical skills, and athletic ability. The athlete will develop the ability to compete physically and mentally.

FINE ARTS

ART I

Service ID: 03500100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

Art I is a course designed to give beginner level art students experience in basic techniques in drawing, painting, design, and sculpture, as well as a foundational understanding of terminology. Students explore a variety of art media in this foundational course that emphasizes the elements of art.

ART II

Service ID: 03500200

Grade Level: 10-12

Prerequisite(s): Art I

Credit: 1 Fine Arts credit

Art II is a continuation of various art processes, procedures, and experiences acquired in Art I. Students explore the principles of design in order to strengthen technical and creative skills in art.

ART III

Service ID: 03500300

Grade Level: 11-12

Prerequisite(s): Art II

Credit: 1 Fine Arts credit

Art III is a continuation of various art processes, procedures, and experiences acquired in both Art I and Art II. Students use their knowledge while exploring new ideas and concepts to strengthen their work and creative imagination. Students will begin in creating a working portfolio, demonstrating a more in-depth study and concentration in their areas of interest.

ART IV

Service ID: 03500400

Grade Level: 12

Prerequisite(s): Art III

Credit: 1 Fine Arts credit

This program allows the advanced student to have concentrated experiences in areas of special interest. This course is primarily designed for those students interested in art as a career, support for related fields, or personal satisfaction. Students create a working portfolio based on their special interest in art media and subject matter.

BAND I-IV

Service ID:

03150100 (Band 1)

03150200 (Band 2)

03150300 (Band 3)

03150400 (Band 4)

Grade Level: 9-12

Prerequisite(s): 2 years of JH Band and/or Band Director approval

Credit: 1 Fine Arts credit (each level) and/or ½ PE credit for fall semester

This course will consist of marching band in the fall semester and concert band in the spring semester. Students taking band will be required to attend extra rehearsals in preparation for the various activities and contests they will be entering. Much of their grade will be

dependent on their participation. Varsity football players and cheerleaders who wish to take band may do so and marching status will be reviewed on a case by case basis. However, junior varsity members who wish to do both will still be required to march. After school rehearsals will be worked out with the director. Students taking band during the fall semester will be given physical education credit. Two semesters of marching band will satisfy the physical education requirement.

INSTRUMENTAL ENSEMBLE I-IV

Service ID:

03151700 (Instrumental Ensemble I)

03151800 (Instrumental Ensemble II)

03151900 (Instrumental Ensemble III)

03152000 (Instrumental Ensemble IV)

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Band

Credit: 1 Fine Arts credit (each level)

This is an upper-level project driven class which explores and expands a student's knowledge and experiences in instrumental music. Students will develop instrumental technique, music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies.

MUSIC APPRECIATION

Service ID:

03155600 (Music Appreciation I)

03155700 (Music Appreciation II)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

This is a non-performance class that explores music of various styles through listening experiences. All styles of music are covered (classical, folk, music theater, jazz, popular, etc.). Investigations of composers and performers integral to the styles are included in the class. Activities include listening, discussions, projects, and presentations on each style of music.

THEATRE ARTS I

Service ID: 03250100

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Fine Arts credit

In Theatre I, students are introduced to the basic concepts and experiences of theatre. Students will learn individual and group acting skills and will be introduced to the primary elements of live theater and drama: improvisation, pantomime, theatre terms, theatre history, diction, vocal production, dramatic structure, technical design, and much more.

THEATRE ARTS II

Service ID: 03250200

Grade Level: 9-12

Prerequisite(s): Theatre Arts I

Credit: 1 Fine Arts credit

In Theatre II, students learn even more about the concepts and experiences of theatre. In addition to exploring improvisation, theatre history, dramatic structure, diction, and many of the other concepts to which students were introduced in Theatre Arts I, students spend much time focusing on Acting Theory, exploring the history of acting styles and practicing both traditional and modern techniques geared toward developing their acting ability.

THEATRE ARTS III, IV

Service ID:

03250300

03250400

Grade Level: 9-12

Prerequisite(s): Theatre Arts II or Theater Arts III

Credit: 1 Fine Arts credit (each level)

In Theatre Arts III and IV, students will further explore individual and group acting skills. Students will learn even more about dramatic structure, diction, script analysis, and other theatrical concepts and skills as they explore acting styles, technical design, and actual direction and production in an advanced and practical setting. Students will be given the opportunity to develop and enhance their acting skills so that they can be well-prepared for collegiate or professional study.

ELECTIVES-AGRICULTURE & CONSTRUCTION

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID: 13000200 (1 credit)

Grade Level: 8-12

Prerequisite(s): None

Credit: 1 Elective credit

Principles of Ag is a basic course designed to provide an introduction to global agriculture. The course includes agricultural units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture. Students will develop a basic agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

LIVESTOCK PRODUCTION

Service ID:

13000300 (1 credit)

13000310 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals. Students will develop an understanding of topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

ADVANCED ANIMAL SCIENCE

Service ID: 13000700 (1 credit)

Grade Level: 11-12

Prerequisite(s): Biology, Chemistry or IPC, Algebra I, Geometry, & Livestock Production

Credit: 1 Elective or additional Science credit

Advanced Animal Science is a course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of animals. Students will explore the relationships amongst human, scientific, and technological aspects of livestock production. Students will be required to utilize higher-level thinking skills while constructing in-depth understanding of scientific concepts that are necessary for college and career readiness. This course includes at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

FLORAL DESIGN

Service ID:

13001800 (1 credit)

Grade Level: 9-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective or Fine Arts credit (2 Elective Credits if taken w/Lab)

In this course students will be trained on careers in floral design. Students will attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

ADVANCED FLORAL DESIGN

Service ID: N1300270 (1 credit)

Grade Level: 11-12

Prerequisite: Floral Design/Lab

Credit: 1 Elective Credit

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral

design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

Service ID:

13002200 (1 credit)

13002210 (2 credits)

Grade Level: 10-12

Prerequisite(s): Principles of Ag, Food, and Natural Resources

Credit: 1 Elective credit

This course is designed to develop skills in selection, operation, and maintenance of small air-cooled engines, multi-cylinder engines, hydraulic motors, electric motors, and agricultural machinery and tractors. Students will develop skills in the maintenance, evaluation, design, and building of agricultural structures using approved construction techniques.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION

Service ID:

13002350 (1 credit)

Grade Level: 11-12

Prerequisite(s): Ag Mechanics and Metal Technologies

Credit: 1 Elective credit

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. Students will attain knowledge and skills related to agricultural structures design and fabrication.

AGRICULTURAL POWER SYSTEMS

Service ID:

13002400 (2 credits)

Grade Level: 11-12

Prerequisite(s): Agriculture Mechanics and Metal Technologies

Credit: 2 Elective credits

This course is a comprehensive pre-employment laboratory-oriented course designed to develop skills in the maintenance, repair, and recondition of agricultural vehicles and machinery. The course emphasizes basic principles of operation, while including modern, high-tech components, systems monitors, on-board computers, etc.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

Service ID:

13002500 (2 credits)

13002505 (3 credits)

13002510 (2 credits)

13002515 (3 credits)

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in any Ag/Food/NatRes coherent sequence

Credit: 2 Elective credits

This course is a work-site learning course designed to provide training in specific agribusiness careers. Classroom learning and work-site learning provide career and related training by alternating group and individual instruction in the classroom with the work-site training experiences at an approved agribusiness training station in the local community. *Students must enter this course within the first 7 days of school.*

PRINCIPLES OF CONSTRUCTION

Service ID: 13004220 (1 credit)

Grade Level: 9-12

Prerequisite: None

Credit: 1 elective credit

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

PLUMBING TECHNOLOGY I

Service ID: 13006000 (1 credit)

Grade Level: 10-12

Prerequisite: Principles of Construction

Credit: 1 Elective credit

In Plumbing Technology, I, students will gain knowledge and skills needed to enter the industry as a plumbing apprentice, building maintenance technician, or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in industry workplace basics and employer/customer expectations, including how to use a plumbing code book; how to identify and use power and hand tools; how to be safe on the jobsite and when using hand and power tools; how to apply basic plumbing mathematics and plumbing drawing; and how to identify, fit, and use plastic, copper, cast iron, carbon steel, and corrugated stainless steel pipe.

PLUMBING TECHNOLOGY II

Service ID: 13006100 (2 credits)

Grade Level: 11-12

Prerequisite: Plumbing Technology I

Credit: 2 Elective Credits

In Plumbing Technology II, students will gain the advanced knowledge and skills needed to enter the industry as a plumber, building maintenance technician, or supervisor or prepare for a postsecondary degree in mechanical engineering. Students will acquire knowledge and skills in plumbing codes, industry workplace basics, and employer/customer expectations, including tool and jobsite safety, advanced plumbing mathematics, commercial drawings, basic electricity, hanger installation, supports and structural penetrations, roof drains, fixture installation, valves and faucets, and oxy-fuel safety. Students will also learn about setup, cutting, brazing, and welding water system sizing; gas, drain, waste and vent installation and testing; and water heater installation.

PRACTICUM IN CONSTRUCTION TECHNOLOGY

Service ID:

13005250 (2 credits)

13005255 (3 credits)

13005260 (2 credits)

13005265 (3 credits)

Grade Level: 12

Prerequisite: Construction Technology II or Plumbing Technology I

Credit: 2 Elective credits

In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

ELECTIVES-COMMUNICATIONS

PRINCIPLES OF AUDIO AND VIDEO TECHNOLOGY

SERVICE ID: 13008200 (1 credit)

Grade Level: 9

Prerequisite: None

Credit: 1 Elective credit

The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

AUDIO AND VIDEO PRODUCTION I or AUDIO AND VIDEO PRODUCTION I W/LAB

Service ID:

13008500 (1 credit)

13008510 (2 credits)

Grade Level: 10-12

Prerequisite(s): None

Credit: 1 Elective credit

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student led productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects.

AUDIO AND VIDEO PRODUCTION II or AUDIO AND VIDEO PRODUCTION II W/LAB

Service ID:

13008600 (1 credit)

13008610 (2 credits)

Grade Level: 10-12

Prerequisite: Audio and Video Production I

Credit: 1 Elective Credit

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

PRACTICUM OF AUDIO AND VIDEO PRODUCTION

Service ID:

13008700 (2 credits)

13008705 (3 credits)

13008710 (2 credits)

13008715 (3 credits)

Grade Level: 11-12

Prerequisite: Audio and Video Production II

Credit: 2 Elective Credits

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

ELECTIVES-FOOD SERVICES

INTRO TO CULINARY ARTS

Service ID: 13022550 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students will develop basic food production skills, industry management skills, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry.

CULINARY ARTS

Service ID: 13022600 (2 credits)

Grade Level: 10-12

Prerequisite(s): Intro to Culinary Arts

Credit: 2 Elective credits

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students will develop advanced skills in reading, writing, mathematics, and science for the food service industry, as well as principles in time management, decision making, effective communication, and prioritizing. In addition, students will be expected to use technology and computer applications to manage food service operations.

ADVANCED CULINARY ARTS

Service ID: 13022650 (2 credits)

Grade Level: 11-12

Prerequisite(s): Culinary Arts

Credit: 2 Elective credits

This course provides students with advanced level skills in the areas of food service and hospitality. Students will apply the knowledge and skills developed in Culinary Arts while planning, costing, preparing, and serving meals through project-based learning. Upon completion of this course, students will be prepared for entry-level positions in the food industry.

PRACTICUM IN CULINARY ARTS

Service ID:

13022700 (2 credits)

13022705 (3 credits)

13022710 (2 credits)

13022715 (3 credits)

Grade Level:12

Prerequisite: Advanced Culinary Arts

Credit: 2 Elective Credits

Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines

classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions, with the goal of further enhancing the knowledge, skills, and industry-based experiences that students receive through workplace application.

ELECTIVES-DIGITAL ARTS

DIGITAL MEDIA

Service ID: 13027800 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

In this course, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will learn the basics of graphic design and animation, including Color Theory, photo editing, digital publishing, and stop motion animation. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

GRAPHIC DESIGN AND ILLUSTRATION I or GRAPHIC DESIGN AND ILLUSTRATION w/LAB

Service ID: 13008800 (1 credit)

Service ID: 13008810 (2 credits)

Grade Level: 10-12

Prerequisite(s): Digital Media

Credit: 1 or 2 Elective credits

This course allows students to explore careers in graphic design and illustration, which span all aspects of the advertising and visual communications industries. Within this context, students will develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

GRAPHIC DESIGN AND ILLUSTRATION II or GRAPHIC DESIGN AND ILLUSTRATION II w/LAB

Service ID:

13008900 (1 credit)

13008910 (2 credits)

Grade Level: 11-12

Prerequisite(s): Graphic Design & Illustration I

Credit: 1 Elective credit (or 2 Elective credits if taken w/lab)

This course is a continuation of Graphic Design and Illustration I. Students will develop advanced skills in visual design concepts, color theory, drawing, typography, print production, advertising, corporate design, publications design, packaging design, website design and photography.

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION

Service ID:

13009000 (2 credits)

13009005 (3 credits)

13009010 (2 credits)

13009015 (3 credits)

Grade Level: 12

Prerequisite(s): Graphic Design II

Credit: 2 or 3 Elective credits

In this course, students develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career prep opportunities.

ELECTIVES-FINANCIAL SERVICES

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Service ID: 13011200

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

FINANCIAL MATHEMATICS

Service ID: 13018000

Grade Level: 10-12

Prerequisite(s): Algebra I

Credit: 1 Elective or Mathematics credit

Financial Mathematics is a course that allows students to deal with personal money management and apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. This course integrates career and postsecondary education planning into financial decision making.

SPORTS AND ENTERTAINMENT MARKETING

Service ID: 13034600

Grade Level: 10-12

Prerequisite(s): None

Credit: 1/2 Elective credit

Sports and Entertainment Marketing is a course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

SOCIAL MEDIA MARKETING

Service ID: 13034650

Grade Level: 10-12

Prerequisite(s): None

Credit: 1/2 Elective credit

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Practicum in Business Management

Service ID:

13012200 (2 credits)

13012205 (3 credits)

Grade Level: 11-12

Prerequisite(s): None

Credit: 2 or 3 Elective credits

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

ELECTIVES-HUMAN SERVICES & EDUCATION

PRINCIPLES OF HUMAN SERVICES

Service ID: 13024200 (1 credit)

Grade Level: 9-10

Prerequisite(s): None

Credit: 1 Elective credit

This course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and wage earner roles are included.

HUMAN GROWTH AND DEVELOPMENT

Service ID: 13014300 (1 credit)

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: 1 Elective credit

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is an introductory course in developmental psychology or human development.

INSTRUCTIONAL PRACTICES

Service ID: 13014400 (2 credits)

Grade Level: 11-12

Prerequisite(s): Human Growth and Development

Credit: 2 Elective credits

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

PRACTICUM IN EDUCATION

Service ID:

13014500 (2 credits)

13014505 (3 credits)

13014510 (2 credits)

13014515 (3 credits)

Grade Level: 12

Prerequisite(s): Instructional Practices

Credit: 2 Elective credits

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

INTRODUCTION TO COSMETOLOGY

Service ID: 13025100

Grade Level: 9-12

Prerequisite(s): None; Co-requisite: Principles of Human Services

Credits: 1 Elective credit

Students will explore such areas as hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring and facial makeup. The students will develop dexterity, a sense of style lines and an eye for color tones. Upon completion of this course, the student will have a better understanding of the art and science of beauty care. Students may begin to earn hours toward state licensing requirements.

COSMETOLOGY I or COSMETOLOGY I w/LAB

Service ID:

Cos I- 13025200 (2 credits)

Cos Lab I- 13025210 (3 credit)

Grade Level: 10-12

Prerequisite(s): Intro to Cosmetology

Credits: 2-3 Elective credits

Cosmetology services include the knowledge and application of the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will learn the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

COSMETOLOGY II or COSMETOLOGY II w/LAB

Service ID:

Cos II- 13025300

Cos Lab- 13025310

Grade Level: 11-12

Prerequisite(s): Cosmetology I or Cosmetology I w/Lab

Credits: 2-3 Elective credits

Cosmetology Services II includes the application of knowledge learned in the prerequisite courses including the principles and practice of the treatment of hair, skin, and nails in accordance with licensing requirements. Students will practice the function and application of the tools, equipment, technologies, and materials used in cosmetology. Students will earn hours toward state licensing requirements.

Barbering I

Service ID: N1302534

Grade Level: 10-12

Prerequisite(s): Introduction to Cosmetology

Credit: 3 Elective credits

Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.

PRACTICUM IN HUMAN SERVICES

Service ID:

13025000 (First Time Taken)

13025010 (Second Time Taken)

Grade Level: 12

Prerequisite(s): Must have completed 2-3 courses in any Public Services coherent sequence

Credit: 2 Elective credits

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

ELECTIVES-HEALTH SCIENCES

PRINCIPLES OF HEALTH SCIENCE

Service ID: 13020200 (1 credit)

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective Credit

Principles of Health Science provides an overview of career exploration through systems of the healthcare industry. The course focuses on ethics, leadership, cultural diversity,

communication skills and an introduction to medical math and research, with an emphasis on past and current healthcare trends. Students will also be introduced to new topics specific to the healthcare industry to expand upon previous knowledge. Key topics include: public health, community education, nutrition, health and wellness across life stages and infection control. Students must demonstrate competency in medical skills as well as master medical terminology. This course will help prepare students for the transition into clinical or work-based experiences.

MEDICAL TERMINOLOGY

Service ID: 13020300 (1 credit)

Grade Level: 10-12

Prerequisite(s): Biology

Credit: 1 Elective credit

A course designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

EMERGENCY MEDICAL TECHNICIAN- BASIC

13020510 (2 credits)

13020515 (3 credits)

Grade Level: 11-12

Prerequisite: Biology and A&P (A&P can be taken with EMT-Basic)

Credit: 2 Elective credits

(EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course. This course ties into the Law, Public Safety, Corrections, and Security Career Cluster.

PRACTICUM IN HEALTH SCIENCE

Service ID:

13020500 (2 credits)

13020505 (3 credits)

Grade Level: 11-12

Prerequisite(s): Health Science Theory and Biology

Credit: 2 Elective credits

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to

employ their ethical and legal responsibilities and limitations and understand the implications of their actions. **This course may require the student to travel to an off-site location.**

ENGINEERING

Engineering Essentials

Service ID: N1303760

Grade Level: 9-10

Credit: 1 Elective credit

The purpose of the Engineering Essentials (EES) course is to provide a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems. Goals and outcomes for students include developing a strategic, systematic design and inquiry processes to guide development of an effective solution to a problem. In EES, students discover that successful STEM professionals exhibit personal and professional characteristics that lend themselves to the creative, collaborative, and solution-driven nature of their professions. Students investigate engineering career fields and determine the technical literacy and career-specific knowledge and skills to support professional practice. They incorporate computational thinking, modeling, systems thinking, professional practices and communication, project management, collaboration, professionalism, and ethics as critical parts of a problem-solving process that supports the ability to interpret complex, open-ended problems across disciplines.

Engineering Design and Development

Service ID: N1303749

Grade Level: 9-12

Credit: 1 Elective credit

Engineering Design and Development is an open-ended engineering research course in which students design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solutions, students select an approach, create, and test the solution prototype. Students present and defend their solution to an outside panel. While progressing through the engineering design process, students work closely with experts and continually hone their organizational, communication and interpersonal skills, and their creative and problem-solving abilities.

ELECTIVES-COLLEGE & CAREER READINESS

NEXT STEP

Service ID: N1270153

Grade Level: 12

Prerequisite(s): None

Credit: 1 Elective credit *REQUIRED for Class of 2024 and beyond*

This course provides students with the opportunity to explore a multitude of options for post-secondary life (college, career, and military). Students will obtain knowledge of the skills needed for employment and how to obtain those skills, as well as how to adapt to life beyond high school. Employability skills that are necessary to be productive in any career will be developed. This course will guide students to making the best post-secondary choice for them based on investigative measures and skill development activities. This course is a local graduation requirement for all students entering their 9th grade year in 2020.

CAREER PREPARATION I-II (Work Program)

Service ID:

12701300 (CAREERP1) 2 credits

12701305 (EXCAREE1) 3 credits

12701400 (CAREERP2) 2 credits

12701405 (EXCAREE2) 3 credits

Grade Level: 11-12

Prerequisite(s): Must have completed 2-3 courses in a CTE coherent sequence

Credit: 2 Elective credits (each level)

Career Preparation I and II provide opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Students must enter this course within the first 7 days of school.

****To qualify for the Work Program, a student must be in good standing on attendance, class credits, EOC requirements (relevant for grade level), and must complete one course from Texas College Bridge (Math or English) OR pass one portion of TSIA (Math or English).**

ELECTIVES-TECHNOLOGY APPLICATIONS

FUNDAMENTALS OF COMPUTER SCIENCE

Service ID: 03580140

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Technology credit

This online, Edgenuity course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process

to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in computer science.

PRINCIPLES OF INFORMATION TECHNOLOGY (TECH SQUAD 1)

Service ID: 13027200 (1 credit)

Grade Level: 9-10

Prerequisite: None

Credit: 1 Elective credit

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

COMPUTER MAINTENANCE or COMPUTER MAINTENANCE W/LAB (Tech Squad 2)

Service ID:

13027300 (1 credit)

13027310 (2 credits)

Grade Level: 9-10

Prerequisite: Principles of Information Technology

Credit: 1 or 2 Elective Credits

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

SPECIAL COURSE OFFERINGS

ATHLETIC TRAINER

Service ID: N1302104

Grade Level: 9-12

Prerequisite: None

Credit: local credit

Students will gain an understanding of body mechanics, physiological functions of muscles and movements, and the psychological impact of sports and athletic performance while actively assisting during athletic activities and/or events. A student must go through an application process with Instructor approval.

PSYCHOLOGY

Service ID: 03350100

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: ½ Social Studies credit

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

INTERPERSONAL STUDIES

Service ID: 13024400

Grade Level: 10-12

Prerequisite(s): Principles of Human Services

Credit: ½ Elective credit

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

NEWSPAPER/YEARBOOK I

Service ID: 03580400

Grade Level: 9-12

Prerequisite(s): None

Credit: 1 Elective credit

Students study the basic principles of print as they examine the role of news media in our society while exploring topics in broadcasting, newspaper reporting, and yearbook production. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles while demonstrating creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others, as well as independently. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect and will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

NEWSPAPER/YEARBOOK II

Service ID: 13009100

Grade Level: 9-12

Prerequisite: Newspaper/Yearbook I

Credit: 1 Elective credit

This course introduces students to the print production process with emphasis on newspaper reporting with a focus on creating quality photographs. Students are expected to plan, draft,

and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students utilize works of professional journalists, technology, and visual and electronic media, tools for learning, as students create, clarify, critique, write, and produce effective communications.

NEWSPAPER/YEARBOOK III

Service ID: 13009200

Grade Level: 10 -12

Prerequisite(s): Newspaper/Yearbook II

Credit: 1 Elective credit

This course is a study of the advanced principles of journalism. Students continue to practice the different types of written news and visual communications, photography with a focus on producing, promoting, and presenting professional quality photographs, and practicing editing techniques. Students master the computer programs necessary for desktop publishing and have increasing responsibility for newspaper production and photographs, editing, and layout.

NEWSPAPER/YEARBOOK IV

Service ID:

13009250 (First Time Taken)

13009260 (Second Time Taken)

Grade Level: 11 -12

Prerequisite(s): Newspaper/Yearbook III

Credit: 2 Elective credits

This course is a continuation of Newspaper/Yearbook skills with an advanced technical understanding of photography, with a focus on producing and presenting professional quality photographs for newspaper and yearbook production. Students are expected to become analytical consumers of media and technology to enhance their communication skills, as well as demonstrate advanced practices in journalistic reporting and writing.

Course Guide Amendments for 2023-2024

- P. 7 **Additions to Endorsement Pathways:**
MARKETING AND SALES
BARBERING
- P. 7 **Deleted Endorsement Pathways:**
ACCOUNTING AND FINANCIAL SERVICES
- P. 9 **Certification Added:**
Marketing and Sales
Certification Earned:
StuKent Social Media Marketing
Class to Earn Certification:
Practicum in Marketing
- Certification Deleted:**
Accounting and Financial Services
Certification Earned:
Accounting
Class to Earn Certification:
Accounting I or Accounting II
- P. 10 Additional information added to: **ADVANCED PLACEMENT &
HONORS COURSES**
- P. 10 Additional information added to: **Honors Enrollment and Requirements:**
- P. 11 **ADDITIONS TO: Advanced Courses Currently Offered at RHS:**
*AP Biology (This course is offered through an
online Edgenuity course.)
*AP Environmental Science (This course is
offered through an online Edgenuity course.)
*AP Psychology (This course is offered through an
online Edgenuity through an online Edgenuity course.)
*AP Statistics (This course is offered through an online Edgenuity course.)

ADDITIONAL COURSES:

- P. 28 **ECONOMICS** will be replaced with:
Add **PERSONAL FINANCIAL LITERACY AND ECONOMICS**
- P. 36 Add **PLUMBING TECHNOLOGY I**
Add **PLUMBING TECHNOLOGY II**
- P. 39 Add **PRACTICUM OF AUDIO AND VIDEO PRODUCTION**
- P. 41 Add **SPORTS ENTERTAINMENT AND MARKETING**
- P. 42 Add **SOCIAL MEDIA MARKETING**
- P. 45 Add **BARBERING I**
- P. 45 Add **PRACTICUM IN HEALTH SCIENCE**
- P. 47 Add **ENGINEERING DESIGN AND DEVELOPMENT**

Removals:

- P. 33 **THEATRE PRODUCTION I-IV**
- P. 35 **GREENHOUSE OPERATIONS & PRODUCTION**
- P. 42 **ACCOUNTING I**
ACCOUNTING II



Service Agreement

Rains Elementary School

Lifetouch ID: 67106
 Account Representative Email: conners@lifetouch.com

School Year(s): 2023-2024
 Agreement Length: 1

Account Information

Rains Elementary School
 409 FM 3299
 Emory, TX 75440

Main Phone: 903-473-2222
 Enrollment: 475
 Grades: Pre-K - 3

Summary of Programs Provided

- Fall Individuals
- Spring Individuals
- Underclass Grads
- Yearbook
- Prestige Seniors
- Sports
- Groups
- Dance
- Special Events
- Commencements
- Other/Misc

| Program Type* | Start Date | End Date | Setup Time | Start Time | End Time | Est. Photo'd | Setup Location |
|-------------------------------|------------|----------|------------|------------|----------|--------------|----------------|
| Classroom Groups - Original | | | | | | | |
| Spring Individuals - Original | | | | | | | |
| Underclass Grads - Original | | | | | | | |
| Fall Individuals - Original | | | | | | | |

*All dates are tentative and subject to change or TBD if blank.

Account Services

- Yearbook - Media CD/DMD
- Storefront
- Lifetouch Portal

Storefront Contact:
 Lifetouch Portal Contact: Courtney Small

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Photo Labels

Additional Details

| Description | Incentive Details |
|-------------------|--|
| Fall Individual | 20% Commission paid on net sales calculated 45 days after original Picture Day(s). |
| Spring Individual | 10% Commission paid on net sales calculated 45 days after original Picture Day(s). |
| Special Event | Folios |

Contact information

| Contact Name | Title | Phone | Email |
|------------------|----------------|--------------|-----------------------|
| Jennifer Johnson | Superintendent | 903-473-2222 | johnsonj@rainsisd.org |

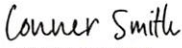
Agreement Terms

During the Agreement Term, Shutterfly Lifetouch, LLC. is designated as the Account's exclusive professional photographer and authorized hereby (i) to photograph all students and staff who participate in "Picture Day" events and (ii) to produce and deliver photographs and services for the programs identified above. The Account is solely responsible for obtaining any parental consents necessary and/or for enabling parents to opt out of participation in Picture Day activities or inclusion in class photographs or yearbooks (as the case may be). In exchange for the services, the Account will allow access to students, staff and use of Account property and information for Account-authorized purposes, including Picture Day administration, fulfillment and distribution of deliverables to the Account, delivery of Picture Day notices, and to provide parents of students photographed opportunities to purchase individual and class pictures and yearbooks as applicable. Lifetouch will not disclose confidential information provided by the Account (the Account Data) or use it for any purpose except to fulfill the services requested to be performed by Lifetouch. The school remains in control of the Account Data at all times, and Lifetouch will retain the Account Data only as necessary to fulfill its obligations under this Agreement.

The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:


07CFB719EFEC495...

1/9/2023

Conner Smith

Sales Account Executive - School

Jennifer Johnson

Superintendent



Service Agreement

Rains Intermediate School

Lifetouch ID: 276487
 Account Representative Email: conners@lifetouch.com

School Year(s): 2023-2024
 Agreement Length: 1

Account Information

Rains Intermediate School
 1755 W US Highway 69
 Emory, TX 75440

Main Phone: 903-473-2222
 Enrollment: 361
 Grades: 3 - 5

Summary of Programs Provided

- Fall Individuals
- Spring Individuals
- Underclass Grads
- Yearbook
- Prestige Seniors
- Sports
- Groups
- Dance
- Special Events
- Commencements
- Other/Misc

| Program Type* | Start Date | End Date | Setup Time | Start Time | End Time | Est. Photo'd | Setup Location |
|-------------------------------|------------|----------|------------|------------|----------|--------------|----------------|
| Fall Individuals - Original | | | | | | | |
| Classroom Groups - Original | | | | | | | |
| Spring Individuals - Original | | | | | | | |

*All dates are tentative and subject to change or TBD if blank.

Account Services

- Yearbook - Media CD/DMD
 - Storefront
 - Lifetouch Portal
- Storefront Contact:
 Lifetouch Portal Contact: Renee Dudley

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Principal Album - Hard Cover Binder

Additional Details

| Description | Incentive Details |
|-------------------|--|
| Fall Individual | 20% Commission paid on net sales calculated 45 days after original Picture Day(s). |
| Spring Individual | 10% Commission paid on net sales calculated 45 days after original Picture Day(s). |

Contact information

| Contact Name | Title | Phone | Email |
|------------------|----------------|--------------|-----------------------|
| Jennifer Johnson | Superintendent | 903-473-2222 | johnsonj@rainsisd.org |

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07CFB719EFEC495...

1/9/2023

Conner Smith

Sales Account Executive - School

Jennifer Johnson

Superintendent



Service Agreement

Rains Junior High School

Lifetouch ID: 67108

Account Representative Email: conners@lifetouch.com

School Year(s): 2023-2024

Agreement Length: 1

Account Information

Rains Junior High School
1751 W Highway 69
Emory, TX 75440

Main Phone: 903-473-2222
Enrollment: 373
Grades: 6 - 8

Summary of Programs Provided

- Fall Individuals
- Spring Individuals
- Underclass Grads
- Yearbook
- Prestige Seniors
- Sports
- Groups
- Dance
- Special Events
- Commencements
- Other/Misc

| Program Type* | Start Date | End Date | Setup Time | Start Time | End Time | Est. Photo'd | Setup Location |
|-------------------------------|------------|----------|------------|------------|----------|--------------|----------------|
| Fall Individuals - Original | | | | | | | |
| Sports - Original | | | | | | | |
| Spring Individuals - Original | | | | | | | |

*All dates are tentative and subject to change or TBD if blank.

Account Services

- Yearbook - Media CD/DMD
 - Storefront
 - Lifetouch Portal
- Storefront Contact:
- Lifetouch Portal Contact: Stephanie Wiley

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

Digital Media Download
8x10 Team Print - Coaches with Border
16x20 Team Print - With Border

Additional Details

| Description | Incentive Details |
|-----------------|--|
| Fall Individual | 20% Commission paid on net sales calculated 45 days after original Picture Day(s). |

Contact information

| Contact Name | Title | Phone | Email |
|------------------|----------------|--------------|-----------------------|
| Jennifer Johnson | Superintendent | 903-473-2222 | johnsonj@rainsisd.org |

Agreement Terms

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Signatures

DocuSigned by:

Conner Smith
07CFB719EFEC495...

1/9/2023

Conner Smith

Sales Account Executive - School

Jennifer Johnson

Superintendent



Service Agreement

Rains High School

Lifetouch ID: 67107
 Account Representative Email: conners@lifetouch.com

School Year(s): 2023-2024
 Agreement Length: 1

Account Information

Rains High School
 1759 W Highway 69
 Emory, TX 75440

Main Phone: 903-473-2222
 Enrollment: 510
 Grades: 9 - 12

Summary of Programs Provided

- Fall Individuals
- Spring Individuals
- Underclass Grads
- Yearbook
- Prestige Seniors
- Sports
- Groups
- Dance
- Special Events
- Commencements
- Other/Misc

| Program Type* | Start Date | End Date | Setup Time | Start Time | End Time | Est. Photo'd | Setup Location |
|-----------------------------|------------|----------|------------|------------|----------|--------------|----------------|
| Sports - Original | | | | | | | |
| Underclass Grads - Original | | | | | | | |
| Fall Individuals - Original | | | | | | | |

*All dates are tentative and subject to change or TBD if blank.

Account Services

- Yearbook - Media CD/DMD
 - Storefront
 - Lifetouch Portal
- Storefront Contact:
 Lifetouch Portal Contact: Stephanie Wiley

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

- Digital Media Download - Medium Res - Yearbook
- Lab Media Download - Wall Composite
- Digital Media Download - Medium Res - Yearbook
- Digital Media Download

Additional Details

| Description | Incentive Details |
|-----------------|--|
| Fall Individual | 20% Commission paid on net sales calculated 45 days after original Picture Day(s). |

Contact information

| Contact Name | Title | Phone | Email |
|------------------|----------------|--------------|-----------------------|
| Jennifer Johnson | Superintendent | 903-473-2222 | johnsonj@rainsisd.org |

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Signatures

DocuSigned by:

07CFB719EFEC495...

1/9/2023

Conner Smith

Sales Account Executive - School

Jennifer Johnson

Superintendent



Rains ISD Return to School Guidance 2021-2023

Board Approved July 12, 2021
Revised January 10, 2022
Revised February 8, 2022
Board Approved February 14, 2022
Board Approved August 8, 2022

Introduction

This guide has been designed to provide information to parents, students, and staff. Rains ISD will review this plan every six months at school board meetings to update.

Prior to those board meetings, stakeholders will be given the opportunity to offer input concerning the plan. Stakeholders invited to give input concerning all aspects of this plan as well as plans for uses of ESSER funds include, but are not limited to, staff, students, parents, community members, and board members.

COVID-19 Response Team – Rains ISD has developed a COVID-19 Response Team to respond to concerns and communicate district decisions. Members of the team and email addresses are noted below:

| | | |
|------------------|--|--|
| Jennifer Johnson | Superintendent | johnsonj@rainsisd.org |
| Jeff Fisher | Assistant Supt. of Finance | fisherj@rainsisd.org |
| Rachel Bounds | Assistant Supt. of Curr. & Instruction | boundsr@rainsisd.org |
| Trinity Edwards | Director of Health Services | edwardst@rainsisd.org |
| Donna Morgan | Director of Special Education | morgand@rainsisd.org |
| Lindsay Morgan | High School Principal | morganl@rainsisd.org |
| John Portwood | Junior High Principal | portwoodj@rainsisd.org |
| JC Vance | Intermediate Principal | vancej@rainsisd.org |
| Bill Morgan | Elementary Principal | morganb@rainsisd.org |
| Lisa Clark | Director of Technology | ljclark@rainsisd.org |
| Charlie Coker | Athletic Director | cokerc@rainsisd.org |

Prevention and Mitigation

Health and Safety Guidance

- **Social and Emotional Well-Being** – Students’ social and emotional well-being are a top priority for Rains ISD. Together, schools and families can support students throughout the year. Counselors and staff will:
 - Work to keep routines predictable
 - Reach out to support students in their learning setting
 - Provide a social worker for extra counseling and support
 - Enter into an MOU with Andrews Center to provide support to students, staff, and families
- **Masks** – According to Governor Greg Abbott’s Executive Order GA-36, masks are to be optional in all school facilities.
- **Hand Washing/Sanitizing**
 - Alcohol-based hand sanitizer will be available at various locations throughout the campuses.
 - Teachers will provide hand sanitizer in the classrooms and will periodically remind students during the instructional day.
 - Staff and students are expected to frequently wash or sanitize their hands.
- **Disinfecting Expectations**
 - Staff will have access to disinfectant spray to sanitize working surfaces and shared objects during breaks in instruction.
 - Each classroom and restroom will be cleaned daily.

- **Social Distancing**

- Staff and students will work to maintain social distancing in indoor and outdoor settings, to the extent possible.
- Classrooms will be arranged to allow for as much space as possible between seating areas.

Screening Protocols

- Staff are encouraged to self-screen for symptoms of communicable diseases such as COVID-19 prior to reporting to work each day.
- Parents/guardians are expected to screen their children each day prior to sending their student to school.
- Parents must ensure they do not send a child to school if the child has any communicable disease or COVID-19 symptoms or is lab-confirmed with COVID-19.
- Teachers will monitor students and send them to the nurse if symptoms are present throughout the day.

Response

Nurse aides/nurse are staffed at each campus, and Rains ISD also employs a Director of Health Services, Trinity Edwards, RN. These individuals have been trained to support and assist with health and safety matters.

- **Staff / Student COVID-19 Protocol**

School systems must exclude staff from attending school in person who are actively sick with COVID-19 or who have received a positive test result for COVID-19. Based on recent updates from the CDC, staff may return when:

- Those who have tested positive for COVID-19 and have symptoms should isolate for at least 5 days. If symptomatic you must be fever free* and have symptoms improved
- For those with no symptoms but test positive, it is recommended that you isolate for at least 5 days.

*Fever free for 24 hours without the use of fever suppressing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

***RISD will honor medical instructions/releases provided by physicians.*

- Staff who meet the close contact threshold with a covid-19 positive individual do not need to stay at home.
- District communication will be provided to the staff and students who come into contact with anyone who tests positive for COVID-19.
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on-campus activities. If an individual is determined to have had close contact, he/she or the parent/guardian will be individually contacted.

Instructional Models

Rains ISD will offer traditional in-person learning for instructional delivery for our students:

*Traditional In-Person Learning: (face-to-face, on campus) Students attend school daily, as with a regular school year, and follow safety, sanitation, and social distancing expectations.

The campuses MUST provide instruction in the Texas Essential Knowledge and Skills (TEKS) for the required grade level/subject/course. Monitoring student learning and progress remains integral to the success of the students. This includes attendance, grades, formative/summative assessments, and other monitoring systems that help teachers know how students are making progress.

The following pages of this document address the specifics of school procedures for the 2021-2022 school year.

- **Attendance**
 - District funding and resources are linked to attendance.
 - Attendance will be taken each day for face-to-face learning.
 - Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered in order to be awarded credit for the course and/or to be promoted to the next grade.
- **Grading**
 - State law requires each district to adopt its own grading policies. This policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
 - Rains ISD grading policies are published annually in the campus Student Handbook.
 - Progress reports and report cards, along with parent conferences, will be used to communicate each student's progress and performance.
- **State and Local Testing** – All students are expected to follow state and local testing requirements.

Special Programs (Special Education, ESL, 504, Dyslexia, GT)

- **Program Participation and Services** – Students currently participating in special program services, such as special education, 504, ESL, GT, and dyslexia will continue to receive services, including monitoring and intervention as established in program handbooks. Parent meetings may be held using in-person or virtual meeting platforms.
- **Evaluations and Testing** – District protocols have been established to evaluate students who have been referred for special programs. Social distancing and/or personal protective equipment (PPE) will be used, as appropriate.

Staff and Student Support

- A safe learning environment will be provided.
- The district will provide: bullying prevention, suicide prevention, child abuse prevention, dating violence prevention, sexual harassment prevention.
- Certified counselors will be provided at each campus.
- A multi-tiered system of support (MTSS) will be provided.
- Interventions will be provided at all grade levels.
- Tutorials will be provided.

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
|-----------------|-----------------------|--|---------------|-----------------|-----------|
| 39004 | SUPERIOR TROPHIES | Buckles and banners for floral competition | 12/01/2022 | 11/30/2022 | 502.86 |
| 39005 | WALMART COMMUNITY | WALMART - TEACHER LOUNGE AND SNACK CABINET SUPPLIES - COFFEE, FILTERS, CHIPS, CANDY | 12/08/2022 | 11/02/2022 | 331.61 |
| 39006 | COUNTRY FLOWERS & GI | ROSES FOR SENIOR NIGHT 11/4/22 - REQUESTED BY CHARLIE COKER | 12/08/2022 | 11/01/2022 | 300.00 |
| 39007 | DAIRY QUEEN MT VERNON | DAIRY QUEEN MT VERNON - JH FOOTBALL MEALS FOR 91 STUDENTS - 7 COACHES / HS FOOTBALL MEALS 40 STUDENTS / TRAINERS - 14 COACHES - REQUESTED BY CHARLIE COKER KB | 12/08/2022 | 10/13/2022 | 1,260.01 |
| 39008 | SAMS CLUB DIRECT | Drinks and Snacks for The Blue Market sales | 12/08/2022 | 11/02/2022 | 1,122.24 |
| | SAMS CLUB DIRECT | SAM'S - POPCORN FOR POPCORN THURSDAYS | 12/08/2022 | 11/11/2022 | 196.20 |
| 39009 | SCHOLASTIC BOOK FAIR | Scholastic Book Fair Sales | 12/08/2022 | 11/11/2022 | 2,991.13 |
| 39010 | SPIRIT INK | BASEBALL SUPPLIES - HOODIES, PRINTING -REQUESTED BY BRANDON KAJIHIRO KB | 12/08/2022 | 11/29/2022 | 778.00 |
| | SPIRIT INK | SCREEN PRINTING FOR BASEBALL DRIFITS - REQUESTED BY BRANDON KAJIHIRO KB | 12/08/2022 | 11/29/2022 | 697.00 |
| 39012 | WALMART COMMUNITY | Staff Christmas party supplies, games and gifts. | 12/16/2022 | 12/02/2022 | 605.77 |
| | WALMART COMMUNITY | WALMART - POPCORN, JUICES, SNACKS - ATTN LINDSAY CHAMNESS | 12/16/2022 | 12/06/2022 | 50.00 |
| | WALMART COMMUNITY | WALMART SNACKS FOR UIL COMPETITION ON DECEMBER 1ST. | 12/16/2022 | 12/06/2022 | 50.72 |
| | WALMART COMMUNITY | WALMART - CUPS, SNACKS, HOT CHOCOLATE, CRACKERS, NAPKINS, PRIZES ATTN AMY BANKS | 12/16/2022 | 12/06/2022 | 92.16 |
| | WALMART COMMUNITY | WALMART - PLATES, CUPS, HOT CHOCOLATE, MARSHMALLOWS, WHIP CREAM, PARTY FAVORS - ATTN GINGER BARTLEY | 12/16/2022 | 12/05/2022 | 92.08 |
| | WALMART COMMUNITY | WALMART - CHIPS, JUICE, CAKE, CANDY - ATTN KENYA DAVIS | 12/16/2022 | 12/05/2022 | 66.64 |
| | WALMART COMMUNITY | Meat and Supplies for Cosmo and Ag's Friendsgiving Celebration party | 12/16/2022 | 11/16/2022 | 249.47 |
| 39013 | CIRCLE C INK | JH GIRLS BASKETBALL SHIRTS - REQUESTED BY JACQUELYN YOUNG KB | 12/16/2022 | 12/15/2022 | 1,179.00 |
| 39014 | Lions Club Emory | PORTION OF PROCEEDS FROM JH / LIONS CLUB BASKETBALL TOURNAMENT - REQUESTED BY CHARLIE COKER | 12/16/2022 | 12/16/2022 | 520.00 |
| 39015 | RAINS ISD | OFFICIALS / GATEWORKERS FOR JH / LIONS CLUB BASKETBALL TOURNAMENT ON 12/10/22 - REQUESTED BY CHARLIE COKER KB | 12/16/2022 | 12/16/2022 | 1,635.00 |
| 39016 | SAMS CLUB DIRECT | SUPPLIES FOR CONCESSION FOR THE BOYS BASKETBALL TOURNAMENT ON 12/10/22 - REQUESTED BY LAURA JENKINS KB | 12/16/2022 | 12/10/2022 | 399.98 |
| 222300193 | AMAZON CAPITAL SERVI | AMAZON FUNDRAISER SUPPLIES FOR JH CAREER CLUB | 12/01/2022 | 11/22/2022 | 347.34 |
| | AMAZON CAPITAL SERVI | Snacks for students | 12/01/2022 | 11/11/2022 | 78.85 |
| | AMAZON CAPITAL SERVI | Fridge lock and portable battery for Blue Market | 12/01/2022 | 11/11/2022 | 230.01 |
| 222300194 | N.A.S.S.P. | NJHS AFFILIATION DUES | 12/01/2022 | 11/14/2022 | 385.00 |
| 222300223 | AMAZON CAPITAL SERVI | walkie talkies for elementary staff, and rechargeable batteries. | 12/08/2022 | 11/23/2022 | 562.80 |
| 222300248 | AMAZON CAPITAL SERVI | BASEBALL SUPPLIES - REQUESTED BY BRANDON KAJIHIRO KB | 12/15/2022 | 11/30/2022 | 45.95 |
| 222300260 | AMAZON CAPITAL SERVI | AMAZON - CLASS TREASURE BOX ITEMS - CANDY, FIDGETS, ERASERS - ATTN KENYA DAVIS | 12/16/2022 | 10/25/2022 | 148.40 |
| | AMAZON CAPITAL SERVI | AMAZON - POPCORN BAGS | 12/16/2022 | 10/19/2022 | 115.79 |
| 63146 | ROYSE CITY I.S.D. | Entry fee for 2022 Royce City Marching Classic | 12/01/2022 | 09/26/2022 | -325.00 |
| 63387 | FREEDOM CHARTERS & T | CHARTER BUS FOR GIRLS VOLLEYBALL REGIONAL QUARTERFINALS PLAYOFF GAMES 11/11/222 KB | 12/01/2022 | 11/11/2022 | -2,405.00 |
| 63410 | A R TACTICAL PLUMBIN | INV #1182022 REPAIRED 2" WATER LINE AT | 12/01/2022 | 11/08/2022 | 1,625.00 |

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
|-----------------|----------------------|--|---------------|-----------------|-----------|
| | | INTERMEDIATE PLAY GROUND - MAINT DEPT | | | |
| 63411 | ATSSB REGION 3 | RHS All-Region entry fees for 22-23 school year | 12/01/2022 | 11/18/2022 | 225.00 |
| 63412 | ATSSB REGION 3 | TEXAS MUSIC EDUCATORS ASSOCIATION AUDITION ENTRY FORM | 12/01/2022 | 11/30/2022 | 360.00 |
| 63413 | BROWNSBORO ISD | HIGH SCHOOL BOYS BASKETBALL TOURNAMENT AT BROWNSBORO - REQUESTED BY BRANDON FIELDS KB | 12/01/2022 | 11/30/2022 | 450.00 |
| 63414 | Carolina Biological | Dissection kits, tools, and animals for Advanced Animal & Livestock | 12/01/2022 | 11/18/2022 | 2,132.75 |
| 63415 | COCA-COLA S.W. BEVER | | 12/01/2022 | 11/07/2022 | 210.49 |
| | COCA-COLA S.W. BEVER | | 12/01/2022 | 11/07/2022 | 352.63 |
| | COCA-COLA S.W. BEVER | | 12/01/2022 | 11/18/2022 | 587.61 |
| | COCA-COLA S.W. BEVER | | 12/01/2022 | 11/18/2022 | 557.66 |
| 63416 | D.H. PACE CO., INC | INV #SMINV328924 JR HIGH INV #SMINV328632 FOR AG BLDG | 12/01/2022 | 11/03/2022 | 2,212.84 |
| 63417 | DUKO OIL COMPANY | INV #206583 CONVENTIONAL UNLEADED 87 OCTAN; DYED DIESEL RDD - TRANSPORTATION DEPT | 12/01/2022 | 11/16/2022 | 8,139.05 |
| 63418 | ERWIN, BRETT | Brett Erwin Instruction Time Sheet 11/07-11/18 | 12/01/2022 | 11/18/2022 | 525.00 |
| 63419 | FIELDHOUSE SPORTS | GIRLS BASKETBALL SUPPLIES - REQUESTED BY LAURA JENKINS KB | 12/01/2022 | 11/16/2022 | 2,486.00 |
| 63420 | FORTE FROZEN | | 12/01/2022 | 11/18/2022 | 1,225.17 |
| | FORTE FROZEN | | 12/01/2022 | 11/18/2022 | 471.42 |
| 63421 | FREEDOM CHARTERS & T | CHARTER BUS FOR GIRLS VOLLEYBALL REGIONAL FINALS 11/12/22 KB | 12/01/2022 | 11/14/2022 | 2,405.00 |
| 63422 | GOLDSTAR PRODUCTIONS | INV #0077370-IN FASTBALL ALL PURPOSE WIPES; FREIGHT - TRANSPORTATION DEPT | 12/01/2022 | 11/18/2022 | 440.52 |
| 63423 | HUNT REGIONAL MEDICA | INV 7951C9148 - HUNTREGIONALMEDICAL PARTNERS - PHYSICALS FOR EMPLOYEES - BRITTANY BRAKE & ESMERALDA DUMALE - CUSTODIAL & FOOD SERVICE DEPT | 12/01/2022 | 11/01/2022 | 140.00 |
| 63424 | IMMANUEL BAPTIST CHU | IMMANUEL BAPTIST CHURCH - MEALS FOR UIL STUDENTS COMPETING | 12/01/2022 | 11/29/2022 | 396.00 |
| 63425 | J & R AUTO SUPPLY | INV #147699 FUEL TREATMENT FOR BUS #12 - TRANSPORTATION DEPT | 12/01/2022 | 11/16/2022 | 31.64 |
| 63426 | The Library Store, I | Russwood nook desk for Highschool Library. In reference to approved PO 4002200326 for high school library furniture for this year budget. | 12/01/2022 | 11/02/2022 | 12,553.32 |
| 63427 | MARTIN, SHERRY | Cheer uniform alterations | 12/01/2022 | 10/31/2022 | 135.00 |
| 63428 | MHS | Protocol - Autism Spectrum Rating Scale | 12/01/2022 | 11/02/2022 | 358.52 |
| 63429 | RAINS CNTY TAX ASSES | INV #11162022 TITLE TRANSFER FOR NEW BUS 2023 VIN #4DRBUPWN4PB003146 - TRANSPORTATION DEPT | 12/01/2022 | 11/16/2022 | 10.00 |
| | RAINS CNTY TAX ASSES | INV #11162022 TITLE TRANSFER FOR NEW BUS 2023 VIN #4DRBUPWN4PB003146 - TRANSPORTATION DEPT | 12/07/2022 | 11/16/2022 | -10.00 |
| 63430 | RHITHM, INC | QUOTE #4386309000080766243 SOCIAL EMOTIONAL LEARNING CURRICULUM & ASSESSMENT FOR ELEM & INT | 12/01/2022 | 11/02/2022 | 5,824.00 |
| 63431 | ROBERT'S CYCLE & SOU | INV #2806 REPLACED FUEL PUMP & INSTALLED NEW INLINE FUEL FILTER ON GATOR - GROUNDS DEPT | 12/01/2022 | 11/07/2022 | 72.90 |
| 63432 | School Health Corpor | QUOTE #4135805-00; ADMIN REPLACEMENT AED PADS | 12/01/2022 | 11/14/2022 | 58.89 |
| | School Health Corpor | QUOTE #4135942-00; HS AG AED REPLACEMENT BATTERY/PADS | 12/01/2022 | 11/11/2022 | 260.03 |
| | School Health Corpor | QUOTE #4135808-00; JH AED LIFEPAK CR2 FULLY AUTO | 12/01/2022 | 11/14/2022 | 1,775.55 |
| 63433 | TATUM ISD | HIGH SCHOOL BOYS BASKETBALL TOURNAMENT @ TATUM ON DEC. 1-3, 2022 - REQUESTED BY BRANDON FIELDS KB | 12/01/2022 | 11/30/2022 | 500.00 |
| 63434 | TATUM MUSIC CO, INC | TATUM MUSIC SUPPLIES FOR JH BAND | 12/01/2022 | 11/23/2022 | 75.96 |
| | TATUM MUSIC CO, INC | TATUM MUSIC SUPPLIES FOR JH BAND | 12/01/2022 | 11/07/2022 | 330.09 |
| 63436 | TERMINIX INTERNATION | INV #426738317 PEST CONTROL FOR ELEMENTARY KITCHEN W/O #18935597124 - OPERATIONS DEPT INV #426738421 PEST CONTROL FOR INTERMEDIATE | 12/01/2022 | 11/08/2022 | 296.04 |

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
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| | | KITCHEN W/O #18935597122 - OPERATIONS DEPT INV | | | |
| | | #426738192 PEST CONTROL FOR JR HIGH KITCHEN | | | |
| | | W/O #18950383464 - OPERATIONS DEPT INV | | | |
| | | #426738532 PEST CONTROL FOR HIGH SCHOOL KITCHEN | | | |
| | | W/O #18950361851 - OPERATIONS DEPT | | | |
| 63437 | THE HOME DEPOT PRO | | 12/01/2022 | 11/07/2022 | 580.03 |
| | THE HOME DEPOT PRO | | 12/01/2022 | 11/07/2022 | 387.53 |
| | THE HOME DEPOT PRO | | 12/01/2022 | 11/07/2022 | 643.20 |
| | THE HOME DEPOT PRO | | 12/01/2022 | 11/18/2022 | 553.42 |
| | THE HOME DEPOT PRO | | 12/01/2022 | 11/18/2022 | 391.05 |
| | THE HOME DEPOT PRO | | 12/01/2022 | 11/18/2022 | 186.72 |
| 63438 | TRINITY VALLEY VOLLE | TVVOA - TOURNAMENT FOR JV1 AND JV2 TOURNAMENT @ EUSTACE HS AUG 11 & 13, 2022 - REQUESTED BY KALEY JONES | 12/01/2022 | 11/14/2022 | 200.00 |
| 63449 | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 361.13 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 564.26 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 423.63 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 275.60 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 575.78 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 800.34 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 431.76 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 695.37 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 484.57 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 78.13 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 446.20 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 381.39 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 119.54 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 377.85 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 542.65 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 394.56 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 275.46 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 483.96 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 112.88 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 250.70 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 234.58 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 196.03 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 147.03 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 508.80 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 119.10 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 156.36 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 159.45 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | -27.28 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 136.01 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 305.00 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 258.14 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 244.91 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 366.04 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 819.36 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 77.94 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 286.68 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 533.01 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 423.63 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 566.57 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 468.20 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 564.26 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 499.44 |

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| NUMBER | VENDOR | DESCRIPTION | DATE | DATE | |
| 63449 | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 48.38 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 323.50 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 439.26 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 354.75 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 397.01 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 408.01 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 336.82 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 282.50 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 506.38 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 237.01 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 312.76 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 156.39 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 253.13 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 282.95 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | -12.88 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 201.51 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 164.14 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 264.38 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 204.88 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 338.57 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 229.20 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 220.51 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 242.51 |
| | TURNER HOLDINGS DBA | | 12/01/2022 | 11/18/2022 | 267.39 |
| 63450 | WILLS POINT H.S. ATH | WILLS POINT JV BASEBALL TOURNAMENT ENTRY FEE - REQUESTED BY BRANDON KAJIHIRO KB | 12/01/2022 | 11/14/2022 | 250.00 |
| 63451 | YUMI ICE CREAM CO., | | 12/01/2022 | 11/07/2022 | 704.40 |
| | YUMI ICE CREAM CO., | | 12/01/2022 | 11/07/2022 | 704.40 |
| | YUMI ICE CREAM CO., | | 12/01/2022 | 11/07/2022 | 687.72 |
| 63452 | RAINS CNTY TAX ASSES | INV #11162022 TITLE TRANSFER FOR NEW BUS 2023 VIN #4DRBUPWN4PB003146 - TRANSPORTATION DEPT | 12/07/2022 | 11/16/2022 | 22.00 |
| 63455 | WALMART COMMUNITY | Edible cell project for Principles of Ag | 12/08/2022 | 10/19/2022 | 131.40 |
| | WALMART COMMUNITY | Fabric for Theater production wall | 12/08/2022 | 11/06/2022 | 364.88 |
| | WALMART COMMUNITY | Gatorade, hot cocoa mix, whipped topping, mini marshmallows for GT hot cocoa bar | 12/08/2022 | 11/01/2022 | 53.59 |
| | WALMART COMMUNITY | Large containers and zip ties to organize technology items | 12/08/2022 | 11/01/2022 | 162.42 |
| | WALMART COMMUNITY | Seasonings, brown sugar, eggs, cocoa powder, butter, milk, m&m's, shortening, and vanilla to bake cookies for the teacher's lounge and begin restocking the kitchen area | 12/08/2022 | 10/26/2022 | 197.10 |
| | WALMART COMMUNITY | Green Tablecloths for college and career expo PO 4002300097 items were canceled due to not receiving the item in time | 12/08/2022 | 10/13/2022 | 61.29 |
| | WALMART COMMUNITY | Classroom Budget: Big Joe Milano Bean Bag Chair, Hardboard Clipboard | 12/08/2022 | 10/10/2022 | 82.44 |
| 63456 | A R TACTICAL PLUMBING | INV #1212022 REPAIR GAS LEAK - MAINT DEPT | 12/08/2022 | 12/01/2022 | 11,126.00 |
| 63457 | AT&T MOBILITY LLC | INV #287319218417X11232022 FIRST NET MOBILE GEO TAB FOR BUSES - TRANSPORTATION DEPT | 12/08/2022 | 11/15/2022 | 673.61 |
| 63458 | ATMOS ENERGY | ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 10-12 TO 11-09-22 | 12/08/2022 | 11/21/2022 | 1,044.46 |
| 63459 | BSN SPORTS/SPORT SUP | BASKETBALL SUPPLIES (SHOES, POLO, PANT, GAME BOARDS, SCOREBOOKS, LANYARD) - REQUESTED BY BRANDON FIELDS KB | 12/08/2022 | 11/25/2022 | 2,932.89 |
| 63460 | CITY OF EMORY | SERVICE THRU NOV 2022 | 12/08/2022 | 11/21/2022 | 11,365.24 |
| 63461 | COMPLETE SUPPLY INC | INV 301266 - COMPLETE SUPPLY - SYM GREEN CERT | 12/08/2022 | 11/28/2022 | 1,996.94 |

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| | | FOAM HAND SOAP, 3A FLOW CNTRL NEUTRAL CLNR, 3M CLEAN & SHINE DAILY FLOOR ENHANCER CONC, 30 DISINFECTANT CLNR, FRES SCENT CONCENTRATE 41A, JELL AIR FRESHENER - CUSTODIAL SUPPLIES - CUSTODIAL DEPT | | | |
| 63462 | DAKTRONICS, INC | INV #7010913 REMOTE START/STOP/HORN; SHPG - MAINT DEPT | 12/08/2022 | 11/21/2022 | 90.00 |
| 63463 | DENIGER, MARIA | INV #11-5 TRIP REPORT LUNCHESES FOR NOVEMBER 11, 2022 - TRANSPORTATION DEPT | 12/08/2022 | 11/11/2022 | 15.00 |
| 63464 | EXPLORE LEARNING, LL | 505 Student school Gizmos science department licenses | 12/08/2022 | 11/30/2022 | 2,499.75 |
| 63465 | GIBSON, STACY | MEALS FOR UIL COMPETITION AT CHISUM ISD, DEC 9th Great Western Dining Chisum ISD Food Service 3250 Church St Paris, TX 75462 | 12/08/2022 | 12/08/2022 | 540.00 |
| 63466 | GILLIARD, PAMELA | REIMBURSEMENT TO PAMELA GILLIARD FOR SUPPLIES PURCHASED AT WAL-MART, LINDALE ON 12/7/22 FOR DISTRICT CHRISTMAS RECEPTION ON 12/14/22. (PLATES, NAPKINS, TABLECLOTH, CIDER, CANDY, CHIPS AND SNACKS) | 12/08/2022 | 12/07/2022 | 226.64 |
| 63467 | HAL LEONARD CORP | HAL LEONARD - HOLIDAY MUSIC - ATTN KRISTIN MCMULLEN | 12/08/2022 | 11/14/2022 | 95.88 |
| 63468 | HARLETON ISD | HS GIRLS BASKETBALL TOURNAMENT FEE @ HARLETON ISD DEC. 8, 2022 - REQUESTED BY LAURA JENKINS KB | 12/08/2022 | 12/06/2022 | 200.00 |
| 63469 | HUNTER, ROBBIE | INV #11-4 TRIP REPORT LUNCHESES FOR NOVEMEBR 8, 2022 - TRANSPORTATION DEPT | 12/08/2022 | 11/08/2022 | 15.00 |
| 63470 | BRAMDAK DBA INTERQUE | K-9 SNIFF 11-17-22; HALF DAY SERVICE | 12/08/2022 | 11/30/2022 | 375.00 |
| 63471 | LARUE, BOBBY | INV #11-3 TRIP REPORT MEALS FOR NOVEMBER 17, 2022 - TRANSPORTATION DEPT | 12/08/2022 | 11/17/2022 | 15.00 |
| 63472 | LINEBARGER GOGGAN BL | 2020 PROPERTY VALUE STUDY AUDIT | 12/08/2022 | 12/02/2022 | 1,020.00 |
| 63473 | MORGAN, LINDSAY | 760 mileage reimbursement for Lindsay Morgan for football, volleyball, band, cross country, and the career fair in Commerce | 12/08/2022 | 12/06/2022 | 452.20 |
| | MORGAN, LINDSAY | 760 mileage reimbursement for Lindsay Morgan for football, volleyball, band, cross country, and the career fair in Commerce | 12/08/2022 | 12/06/2022 | -452.20 |
| 63474 | PATTERSON, JEREMY | INV #1122 - 1 TRIP REPORT MEALS FOR NOVEMBER 2022 - TRANSPORTATION DEPT | 12/08/2022 | 11/17/2022 | 30.00 |
| 63475 | PEOPLES COMMUNICATIO | MO SER FOR DEC 2022 | 12/08/2022 | 12/06/2022 | 1,085.86 |
| 63476 | PEOPLE'S EDUCATION I | MASTERY EDUCATION SUPPLEMENTAL MATH MATERIAL CURRICULUM FOR WIN AND MATH PLUS | 12/08/2022 | 11/07/2022 | 379.96 |
| 63477 | PLANK ROAD PUB. INC. | MUSIC K-8 - VETERAN'S DAY MUSIC DOWNLOAD | 12/08/2022 | 11/18/2022 | 17.45 |
| 63478 | PLAYSCRIPTS | Playscripts for JH Theater | 12/08/2022 | 12/06/2022 | 60.00 |
| 63479 | POTTS GAS COMPANY | INV 292071 - POTTS GAS CO - PROPANE FOR FLOOR BUFFER - CUSTODIAL SUPPLES - CUSTODIAL DEPT | 12/08/2022 | 12/06/2022 | 44.00 |
| 63480 | RAPTOR TECHNOLOGIES, | INV #INV56450 RAPTOR CR5400 DUPLEX SCANNER FOR GUARD SHACK - OPERATIONS DEPT | 12/08/2022 | 11/28/2022 | 600.00 |
| 63481 | REGION 7 EDUCATION S | JOB FAIR CARDS - REQUESTED BY RACHEL BOUNDS KB | 12/08/2022 | 11/30/2022 | 487.50 |
| 63482 | SAMS CLUB DIRECT | SAM'S- FALL TEACHER PLEASER- PANCAKE MIX, HAMBURGERS, BUNS, CHIPS, CONDIMENTS | 12/08/2022 | 11/08/2022 | 426.91 |
| 63483 | SCHOLASTIC MAGAZINE | SCHOLASTIC - STORYWORKS FOR 5TH GRADE | 12/08/2022 | 10/06/2022 | 233.48 |
| 63484 | SOUTH RAINS WATER SU | MO SERV FROM 10-18-22 TO 11-21-22; NOV 2022 | 12/08/2022 | 11/21/2022 | 30.15 |
| 63485 | SPARKLETTES | NOV/DEC INVOICE #22085073-120522 | 12/08/2022 | 12/05/2022 | 79.47 |
| 63486 | SPECTRUM CORPORATION | INV #0195935-IN SERVICED BASEBALL SCOREBOARD - ATHLETICS DEPT | 12/08/2022 | 11/18/2022 | 301.39 |
| 63487 | STEVENS, EDWARD I | INV #11-2 TRIP REPORT LUNCHESES FOR NOVEMBER 17, 2022 - TRANSPORTATION DEPT | 12/08/2022 | 11/17/2022 | 15.00 |

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| 63488 | T & G Medical Billin | SHARS Medicaid reimbursement for November 2022 | 12/08/2022 | 12/01/2022 | 47.71 |
| | T & G Medical Billin | SHARS Medicaid reimbursement for: October 2022 | 12/08/2022 | 11/28/2022 | 536.00 |
| 63489 | TEPSA | TEPSA Membership for Assistant Principal | 12/08/2022 | 10/20/2022 | 364.00 |
| 63490 | THE HOME DEPOT PRO | Inv #720629666 MERV 8 AIR FILTERS 20X25X1; MERV 8 PLEATED AIR FILTERS 16X30X1 - MAINT DEPT | 12/08/2022 | 12/06/2022 | 265.68 |
| 63491 | THE LAB | ATHLETIC DRUG SCREENING 11-28-22; INVOICE #23803 | 12/08/2022 | 11/30/2022 | 1,410.00 |
| 63492 | VERIZON WIRELESS | OCT 20-NOV 19, 2022; INVOICE 9920920115 | 12/08/2022 | 11/19/2022 | 75.98 |
| 63493 | MORGAN, LINDSAY | 760 mileage reimbursement for Lindsay Morgan for football, volleyball, band, cross country, and the career fair in Commerce | 12/08/2022 | 12/06/2022 | 541.63 |
| 63494 | ATMOS ENERGY | ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 11-10 TO 12-07-22 | 12/15/2022 | 12/07/2022 | 2,206.01 |
| 63496 | BSN SPORTS/SPORT SUP | GIRLS BASKETBALL SHOES - REQUESTED BY LAURA JENKINS (SEE ATTACHED QUOTE) KB | 12/15/2022 | 12/07/2022 | 1,602.72 |
| | BSN SPORTS/SPORT SUP | HS VOLLEYBALL SUPPLIES (SEE ATTACHED QUOTE) - REQUESTED BY KALEY JONES KB | 12/15/2022 | 11/16/2022 | 805.58 |
| | BSN SPORTS/SPORT SUP | JUNIOR HIGH VOLLEYBALL SUPPLIES (SEE ATTACHED QUOTE) - REQUESTED BY KALEY JONES KB | 12/15/2022 | 11/16/2022 | 197.94 |
| 63497 | CANTON ISD | 2023 CANTON BASEBALL TOURNAMENT ENTRY FEE - REQUESTED BY BRANDON KAJIHIRO KB | 12/15/2022 | 12/09/2022 | 375.00 |
| 63498 | D&D LUBE CENTER | INV #195890 & 195839 OIL CHANGES FOR VEH #58 AND #57 - TRANSPORTATION DEPT | 12/15/2022 | 12/07/2022 | 137.62 |
| 63499 | D.H. PACE CO., INC | INV #SMINV330259 DOORS FOR INTERMEDIATE PORTABLES - MAINT DEPT | 12/15/2022 | 11/21/2022 | 2,704.78 |
| 63500 | EMORY AUTO SUPPLY | INV #347078 BATTERY FOR VEH #57; BATTERY FEE - TRANSPORTATION DEPT | 12/15/2022 | 11/02/2022 | 317.95 |
| 63501 | EVANS, MADALYN | UIL Meal Money for Pinetree | 12/15/2022 | 12/14/2022 | 100.00 |
| 63502 | GOODYEAR TIRE & RUBB | INV #015-1183147 11R22.5 MARATHON TIRES; 225/75R16 WRL FORT C HT 10 TIRES; FUEL SURCHARGE - TRANSPORTATION DEPT INV #015-1182519CM ALL CASING TRADE IN - TRANSPORTATION DEPT INV #015-1183237CM ALL CASING TRADE IN - TRANSPORTATION DEPT | 12/15/2022 | 11/16/2022 | 3,955.59 |
| 63503 | GREENVILLE SUPPLY CO | INV #543255 & #543479 PLUMBING PARTS & DEFROST CONTROL FOR JR HIGH KITCHEN - MAINT DEPT | 12/15/2022 | 11/08/2022 | 320.30 |
| 63504 | HANG EM HIGH OHD | INV #0001 REPLACED ROLL-UP DOORS AT HIGH SCHOOL CAFETERIA - MAINT DEPT | 12/15/2022 | 11/01/2022 | 2,952.00 |
| 63505 | HARDY, COOK & HARDY, | Professional Services for November 2022 and Monthly Retainer | 12/15/2022 | 12/06/2022 | 220.00 |
| 63506 | HUNT REGIONAL MEDICA | INV 80541C9148 - HUNT REGIONAL MEDICAL PARTNERS - PHYSICAL FOR BRYCE HURST - STUDENT WORKER FOR MAINTENANCE DEPT - OPERATIONS DEPT | 12/15/2022 | 12/01/2022 | 70.00 |
| 63507 | J & R AUTO SUPPLY | INV #01NV000281 OGBAIR LINE (BUS AIR LINE) - TRANSPORTATION DEPT | 12/15/2022 | 12/12/2022 | 94.50 |
| 63508 | LAWSON PRODUCTS, INC | INV #9310160571 SHOP SUPPLIES - TRANSPORTATION DEPT | 12/15/2022 | 12/05/2022 | 854.81 |
| 63509 | MEDCO SUPPLY | GATORADE SIDELINES 2022 PERFORM PKG - REQEUSTED BY CHASE STOLTENBERG | 12/15/2022 | 09/29/2022 | 530.00 |
| 63510 | MTS Publications | MTS 2 COMPLETE KIT THIS NEW REQUISITION MUST BE PROCESSED UNDER THIS FISCAL YEAR, REFER TO PO 3002200074 WHICH WAS ALREADY APPROVED. | 12/15/2022 | 12/14/2022 | 328.90 |
| 63511 | NORTH TEXAS TOLLWAY | INV #124135457 TOLLWAY FOR VEH #49 TO DALLAS - TRANSPORTATION DEPT INV #1241750789 TOLLWAY FOR BUS #25 VOLLEYBALL TO BULLARD - TRANSPORTATION DEPT | 12/15/2022 | 11/22/2022 | 28.50 |
| 63512 | O'Reilly Auto Parts | INV #5658-389696 RESISTOR FOR VEH #38 - | 12/15/2022 | 12/08/2022 | 29.71 |

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
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| | | TRANSPORTATION DEPT | | | |
| 63513 | PIONEER - REVERE | INV #863990 WEIGHTED VINYL JUMP PIT COVER 12' - ATHLETICS DEPT | 12/15/2022 | 10/31/2022 | 3,083.80 |
| 63514 | RAINS COUNTY CLERK'S | ELECTION SERVICES PROVIDED BY RAINS COUNTY ELECTION ADMINISTRATOR'S OFFICE FOR SPECIAL ELECTION- VATRE NOVEMBER 8, 2022 INVOICE# | 12/15/2022 | 12/12/2022 | 5,760.85 |
| 63516 | REGION 7 EDUCATION S | REGION 7 CONTRACTS; INVOICES 089165,089013 | 12/15/2022 | 11/09/2022 | 53,834.71 |
| 63517 | RICHARDSON ISD | GYM RENTAL / OFFICIALS FOR VOLLEYBALL REGIONAL QUARTRFINALS PLAYOFF GAME @ J.J. PEARCE HIGH SCHOOL ON 11/8/22 KB | 12/15/2022 | 11/08/2022 | 186.50 |
| 63518 | SAMS CLUB DIRECT | SAMS: Supplies for District Christmas Reception on 12/14/22 | 12/15/2022 | 12/07/2022 | 637.54 |
| 63519 | TATUM ISD | MEALS FOR JV BASKETBALL TOURNAMENT AT TATUM - REQEUSTED BY NOBLE KELLEY KB | 12/15/2022 | 12/02/2022 | 245.00 |
| 63521 | TERMINIX INTERNATION | INV #427696145 PEST CONTROL FOR ELEMENTARY KITCHEN W/O #19015373175 - OPERATIONS DEPT INV #427696240 PEST CONTROL FOR INTERMEDIATE KITCHEN W/O #19015380689 - OPERATIONS DEPT INV #427696318 PEST CONTROL FOR JR HIGH KITCHEN W/O #19015364168 - OPERATIONS DEPT INV #427696037 PEST CONTROL FOR HIGH SCHOOL KITCHEN W/O #19015346584 - OPERATIONS DEPT | 12/15/2022 | 12/02/2022 | 296.04 |
| 63522 | TEXAS DEPT OF LICENS | School License for Cosmo expires in February | 12/15/2022 | 12/05/2022 | 200.00 |
| 63524 | THE HOME DEPOT PRO | INV 718014897 - THE HOME DEPOT PRO - RENOWN PAPER TOWEL ROLL NATURAL, RENOWN SINGLE ROLL TOILET TISSUE 2-PLY, RENOWN TRASH LINERS 38X58 BLACK, RENOWN TRASH LINERS 24X32 BLACK, CLOROX BLEACH, BLUE MOP HEADS, VINYL PWD-FREE SMALL GLOVES - CUSTODIAL SUPPLIES - CUSTODIAL DEPT | 12/15/2022 | 11/18/2022 | 5,059.21 |
| 63526 | TRINITY VALLEY COMM. | LAB / SCIENCE KITS FOR ONLINE COLLEGE COURSE BIOL 2420, CHEM 1411 - REQUESTED BY JEANA PENNY KB | 12/15/2022 | 12/12/2022 | 775.00 |
| | TRINITY VALLEY COMM. | DUAL CREDIT BOOKS FOR HUMA 1301, CHEM 1411, BCIS 1305 - REQUESTED BY JEANA PENNY KB | 12/15/2022 | 12/12/2022 | 1,124.91 |
| | TRINITY VALLEY COMM. | COLLEGE BOOK FOR HS STUDENT -HUMA 1301 CENGAGE UNLIMITED ACCESS FOR 1 SEMESTER REQUESTED BY JEANA PENNY KB | 12/15/2022 | 12/12/2022 | 263.14 |
| 63529 | WALMART COMMUNITY | Dish strainers, pie making ingredients | 12/16/2022 | 11/15/2022 | 188.60 |
| | WALMART COMMUNITY | Accelerated Reader prizes. Snacks, drinks, toys. | 12/16/2022 | 11/10/2022 | 387.48 |
| | WALMART COMMUNITY | Family and Community services supplies, Instructional Practices supplies, Human Growth and Development supplies: food and craft supplies, classroom consumables | 12/16/2022 | 12/04/2022 | 386.36 |
| | WALMART COMMUNITY | Elmer's craft bond spray, Borax, paper towels, exam gloves, blood glucose strips, chenille stems for Science Department | 12/16/2022 | 12/01/2022 | 148.80 |
| | WALMART COMMUNITY | Elmer's craft bond spray, Borax, paper towels, exam gloves, blood glucose strips, chenille stems for Science Department | 12/16/2022 | 11/30/2022 | 82.34 |
| | WALMART COMMUNITY | Shellfish, fish, milk, heavy whipping cream, parmesan cheese, noodles | 12/16/2022 | 11/08/2022 | 145.94 |
| | WALMART COMMUNITY | Ingredients to make cookies and cupcakes for Veteran's Day | 12/16/2022 | 11/08/2022 | 101.19 |
| 63530 | AMTECH SOLUTIONS INC | INVOICE 0004349; PROJECT DAL.2022.001044; PHASE I-III: ROOF ASSESSMENT AND FIELD WORK FEES | 12/16/2022 | 12/12/2022 | 43,500.00 |
| 63531 | BSN SPORTS/SPORT SUP | BASEBALL SUPPLIES - REQUESTED BY BRANDON KAHIIHIRO (SEE ATTACHED QUOTE) KB | 12/16/2022 | 12/12/2022 | 370.20 |

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
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| 63531 | BSN SPORTS/SPORT SUP | BASEBALL CAPS / BASEBALLS - REQUESTED BY BRANDON KAJIHIRO KB | 12/16/2022 | 12/13/2022 | 3,411.09 |
| 63532 | CIRCLE C INK | CIRCLE C INK - INTERMEDIATE INSTRUCTIONAL STAFF CAMPUS TSHIRTS | 12/16/2022 | 12/08/2022 | 816.00 |
| 63533 | VERIZON WIRELESS | INVOICE #9922469168; HOT SPOTS FOR DISTRICT NOV 9 - DEC 8, 2022 | 12/16/2022 | 12/08/2022 | 240.68 |
| 222300203 | AMAZON CAPITAL SERVI | Supplies for HS Life skills classroom | 12/01/2022 | 11/02/2022 | 75.40 |
| | AMAZON CAPITAL SERVI | AMAZON SUPPLIES FOR JH THEATER | 12/01/2022 | 11/03/2022 | 374.12 |
| | AMAZON CAPITAL SERVI | AMAZON DOCUMENT SCANNER FOR JH ART | 12/01/2022 | 11/14/2022 | 191.10 |
| | AMAZON CAPITAL SERVI | Intubation manikin and Oxygen tranfill hose adapter | 12/01/2022 | 11/11/2022 | 375.94 |
| | AMAZON CAPITAL SERVI | AMAZON TONER REPLACEMENT FOR AMANDA PEEPLES | 12/01/2022 | 11/22/2022 | 62.99 |
| | AMAZON CAPITAL SERVI | Storage containers and towels for Culinary per conversation Jessica Austin had with Robert Fisher | 12/01/2022 | 11/14/2022 | 58.88 |
| | AMAZON CAPITAL SERVI | Black, Red, Pink, and white butcher paper for student/teacher projects | 12/01/2022 | 11/21/2022 | 271.51 |
| | AMAZON CAPITAL SERVI | Cups for the Hot Cocoa bar for GT | 12/01/2022 | 11/21/2022 | 75.99 |
| | AMAZON CAPITAL SERVI | Snacks for STAAR | 12/01/2022 | 11/21/2022 | 95.72 |
| | AMAZON CAPITAL SERVI | Large screen for group presentation in the gym area | 12/01/2022 | 11/10/2022 | 174.24 |
| | AMAZON CAPITAL SERVI | Disposable paper coffee cups for GT hot chocolate bar | 12/01/2022 | 11/01/2022 | 29.58 |
| | AMAZON CAPITAL SERVI | Pens from Classroom budget | 12/01/2022 | 11/02/2022 | 49.35 |
| | AMAZON CAPITAL SERVI | Dress and Magnifier glass for play | 12/01/2022 | 10/26/2022 | 71.36 |
| | AMAZON CAPITAL SERVI | Doorbell for ISS as the banging on the door when work is delivered interrupts the Ag class adjacent | 12/01/2022 | 10/14/2022 | 18.85 |
| | AMAZON CAPITAL SERVI | Previous Amazon order too large for the cart. Fabric marker set, permanent markers, envelopes, studs, stationery | 12/01/2022 | 10/14/2022 | 105.66 |
| | AMAZON CAPITAL SERVI | INV #11142022 DOOR SCOPES, PAPER TOWELS FOR BUSES, STYOFOAM CUPS - MAINT DEPT | 12/01/2022 | 11/18/2022 | 454.84 |
| | AMAZON CAPITAL SERVI | Tab Binder Dividers LCD Screen Replacement for Lenovo Chromebooks 100E Matte LED Display SamData 8GB USB Flash Drives 5PK | 12/01/2022 | 11/21/2022 | 167.32 |
| | AMAZON CAPITAL SERVI | Cat6A ethernet cables- Red, Yellow, Blue & green Network tester Custom labels for CTE devices | 12/01/2022 | 11/21/2022 | 2,895.68 |
| | AMAZON CAPITAL SERVI | Glucose test strips, centrifuge tube, mounting boards, self stick easel pads, packing tape, and glow stick bracelets for Science department | 12/01/2022 | 11/14/2022 | 346.86 |
| | AMAZON CAPITAL SERVI | Clothing for Fall play | 12/01/2022 | 10/25/2022 | 668.90 |
| 222300204 | BROTHER'S PRODUCE | | 12/01/2022 | 11/18/2022 | 233.05 |
| 222300205 | DEALERS ELECTRIC CO | INV #S100404149.003 & #S100404149.001 2X4 LIGHT COVERSAND STOCK LIGHT BULBS - MAINT DEPT | 12/01/2022 | 11/17/2022 | 659.38 |
| | DEALERS ELECTRIC CO | INV #S100378597.002 BREEZEWAY LIGHTS - MAINT DEPT | 12/01/2022 | 11/08/2022 | 141.54 |
| 222300206 | DIGITAL GRAPHICS LLC | INV #9546 DECALS FOR LIGHTS - MAINT DEPT | 12/01/2022 | 11/16/2022 | 60.00 |
| 222300207 | GASTON SANITATION SE | INV #1921 JR HIGH COMPACTOR DUMPED TKT #1227261 - OPERATIONS DEPT | 12/01/2022 | 11/11/2022 | 475.00 |
| | GASTON SANITATION SE | INV #1923 COMPACTOR DUMPED AT ELEMENTARY, INTERMEDIATE, & HIGH SCHOOL - OPERATIONS DEPT | 12/01/2022 | 11/17/2022 | 1,425.00 |
| 222300208 | GILLIARD, PAMELA | MEALS FOR SECRETARY OF STATE CONFERENCE (ELECTIONS) 11/29-12/2/2022 | 12/01/2022 | 11/29/2022 | 140.00 |
| 222300209 | HUIZAR, AVIS | MEALS FOR SECRETARY OF STATE CONFERENCE(ELECTIONS) 11/29-12/2/2022 | 12/01/2022 | 11/29/2022 | 140.00 |

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| NUMBER | VENDOR | DESCRIPTION | DATE | DATE | |
| 222300210 | JOHNSON, JENNIFER | REIMBURSEMENT TO JENNIFER JOHNSON FOR MILEAGE TO TYLER, TEXAS FOR SUPERINTENDENT'S MEETING ON NOVEMBER 16, 2022. | 12/01/2022 | 11/16/2022 | 67.24 |
| | JOHNSON, JENNIFER | REIMBURSEMENT TO JENNIFER JOHNSON FOR MILEAGE TO MIDLOTHIAN HIGH SCHOOL FOR VOLLEYBALL REGIONAL SEMI AND REGIONAL FINAL GAME ON NOVEMBER 11-12, 2022. | 12/01/2022 | 11/12/2022 | 201.11 |
| 222300211 | KIRBY RESTAURANT SUP | | 12/01/2022 | 11/18/2022 | 372.80 |
| | KIRBY RESTAURANT SUP | | 12/01/2022 | 11/18/2022 | 407.80 |
| | KIRBY RESTAURANT SUP | | 12/01/2022 | 11/18/2022 | 316.00 |
| | KIRBY RESTAURANT SUP | | 12/01/2022 | 11/18/2022 | 772.90 |
| 222300212 | KISER'S GLASS | INV #29032 WINDOW FOR INTERMEDIATE CLASS ROOMS - MAINT DEPT | 12/01/2022 | 11/18/2022 | 286.19 |
| 222300219 | LABATT FOOD SERVICE | | 12/01/2022 | 11/07/2022 | 3,321.01 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/07/2022 | 3,053.28 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/07/2022 | 3,191.05 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/07/2022 | 3,150.24 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 2,902.06 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 2,853.17 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 3,145.84 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 3,526.19 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 3,150.88 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 3,612.91 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 2,667.33 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 4,074.40 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 4,043.24 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 27.42 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 462.51 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/08/2022 | 3,759.82 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/16/2022 | 3,223.26 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,622.90 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 4,036.43 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,978.36 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,769.77 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 4,973.08 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 2,927.16 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 2,747.32 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 2,848.73 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 2,860.07 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 87.24 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 76.34 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,060.16 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,221.06 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,666.25 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 26.75 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 83.58 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,729.14 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,790.17 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,784.51 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,650.30 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 4,162.93 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 4,673.06 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 4,522.03 |
| | LABATT FOOD SERVICE | | 12/01/2022 | 11/18/2022 | 3,366.81 |
| 222300220 | Performance Equipmen | INV #48907 WIRELESS MONITORING SERVICE FOR FIRE ALARM 1/1 - 12/31/2023 ELEMENTARY #52169; | 12/01/2022 | 11/08/2022 | 1,478.80 |

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| | | WIRELESS MONITORING SERVICE FOR FIRE ALARM 1/1 - 12/31/2023 HIGH SCHOOL #52166; WIRELES MONITORING SERVICE FOR FIRE ALARM 1/1 - 12/31/2023 INTERMEDIATE #52168 - OPERATIONS DEPT | | | |
| 222300221 | RAINS COUNTY LEADER | EMPLOYMENT AD FOR CUSTODIANS, BUS DRIVERS, FOOD SERVICE, CHILD DEVELOPMENT CENTER, AND MAINTENANCE. SEPTEMBER-DECEMBER 2022. | 12/01/2022 | 11/29/2022 | 93.80 |
| 222300222 | RULE PEDIATRIC THERA | Physical Therapy Services for September 2022. | 12/01/2022 | 11/30/2022 | 1,767.50 |
| 222300232 | AMAZON CAPITAL SERVI | Supply Order for teachers' workroom and veteran's day: stationary, envelopes, studs, command strips, permanent markers, glue, posterboard, color paper, pencils, folders, post-it notes, legal pads, erasers, pens, pencil sharpeners, coffee pods, lip balm, mouthwash, kleenex, whiteboard cleaner and erasers, expo markers, push pins, tape dispenser, tape, staplers, binder clips, | 12/08/2022 | 11/12/2022 | 1,916.28 |
| | AMAZON CAPITAL SERVI | Counseling Center: Testing supplies: basic calculators needed for student accommodations during testing, tubs for testing materials, and ear buds for accommodations. | 12/08/2022 | 10/30/2022 | 255.88 |
| | AMAZON CAPITAL SERVI | Counseling Center office supplies, folders, colored copy paper, sheet protectors, etc... | 12/08/2022 | 10/25/2022 | 128.19 |
| | AMAZON CAPITAL SERVI | SUPPLIES FOR SRO L. BRIMER: COMPUTER/PRINTER SPLITTER, USB SHARING SWITCH, CANNON 120 LED HIDE-A-WAY | 12/08/2022 | 11/21/2022 | 165.87 |
| | AMAZON CAPITAL SERVI | Library supplies, materials, decor, and STEM/STEAM student engagement items. | 12/08/2022 | 10/04/2022 | 843.52 |
| | AMAZON CAPITAL SERVI | Counseling supplies- 2 books | 12/08/2022 | 12/02/2022 | 27.54 |
| | AMAZON CAPITAL SERVI | Kindergarten classroom supplies Ms. Carr. storage boxes, zipper pouch, line stamp, pocket organizer, clipboards, thermal paper, hole punch, etc. | 12/08/2022 | 10/20/2022 | 197.25 |
| 222300233 | APPLE, INC. | Ipad, Case and App for student | 12/08/2022 | 11/16/2022 | 55.00 |
| | APPLE, INC. | Ipad, Case and App for student | 12/08/2022 | 11/10/2022 | 299.99 |
| | APPLE, INC. | Ipad, Case and App for student | 12/08/2022 | 11/14/2022 | 299.00 |
| 222300234 | BICKERSTAFF HEATH DE | INVOICE #119016; PROFESSIONAL SERVICES RENDERED THRU OCT 15, 2022 REGARDING EARLY VOTING | 12/08/2022 | 11/07/2022 | 60.00 |
| 222300235 | CROSSROAD COMMUNICAT | INV #12844 RENT FOR BUS RADIO UNITS PER BUS; RENT FOR TK #3140 PORTABLE UNITS - TRANSPORTATION/OPERATIONS DEPT INV #12843 DVR CAMERA FOR BUSES -TRANSPORTATION DEPT | 12/08/2022 | 11/25/2022 | 2,378.00 |
| 222300236 | DEALERS ELECTRIC CO | INV #S100404149.004 HS LIGHT FIXTURES - MAINT DEPT | 12/08/2022 | 11/29/2022 | 831.91 |
| 222300237 | FARMERS ELECTRIC COO | ELECTRICITY 10-22 TO 11-22-22 | 12/08/2022 | 12/06/2022 | 28,886.83 |
| | FARMERS ELECTRIC COO | ELECTRICITY 10-22 TO 11-22-22 | 12/08/2022 | 12/06/2022 | 482.88 |
| | FARMERS ELECTRIC COO | ELECTRICITY 10-22 TO 11-22-22 | 12/08/2022 | 12/06/2022 | 23.15 |
| | FARMERS ELECTRIC COO | ELECTRICITY 10-22 TO 11-22-22 | 12/08/2022 | 12/06/2022 | 35.48 |
| 222300238 | FLINN SCIENTIFIC | Iodine, Tincture, 500mL; ABO Simulated Blood Typing - Refill Kit; Acetone, Reagent, 4 L; Ethyl Alcohol, 95%, 500 mL; Microscope Slides, Glass, Economy Choice; Cover Slips; Nutrient Agar Plates | 12/08/2022 | 09/22/2022 | 14.00 |
| 222300239 | J W PEPPER & SON INC | Open PO for purchase of sheet music for concert band, ensembles, and solos | 12/08/2022 | 11/05/2022 | 487.83 |
| 222300240 | MIKULAK, PHYLLIS | Mileage for November 2022 for Homebound Services | 12/08/2022 | 11/28/2022 | 211.34 |
| 222300242 | Performance Equipmen | INV #49102 TROUBLE SHOOT FIRE PANEL AT JR HIGH | 12/08/2022 | 11/21/2022 | 2,650.90 |

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| | | & CHECK ALL OTHER FIRE PANELS FOR ANY TROUBLE CONDITIONS. REPLACED BATTERIES & REPAIRED SMOKE DETECTOR AT JR HIGH - MAINT DEPT INV #49114 REPLACED FIRE ALARM PANEL IN THE VOCATIONAL BLDG DUE TO INTERNAL GROUND FAULT. REPLACED PANEL WITH NEW CONVENTIONAL PANEL & TESTED. REMOVED RED TAG - MAINT DEPT | | | |
| 222300243 | PRICE INTERNATIONAL | INVOICES: INV #371465F, #371350F, #371754F, AND CM #370764F FOR BUS PARTS AND RETURNED PARTS; ENERGY SURC - TRANSPORTATION DEPT | 12/08/2022 | 11/15/2022 | 320.17 |
| 222300244 | RAINS COUNTY APPRAIS | INVOICE #1-2023; FIRST QUARTER APPRAISAL AND COLLECTION FEES | 12/08/2022 | 11/15/2022 | 97,104.25 |
| 222300245 | RULE PEDIATRIC THERA | Physical Therapy Services for October 2022 | 12/08/2022 | 12/01/2022 | 1,300.13 |
| 222300246 | RUSSELL, JACQUELINE | Voxer Subscription for easy staff communication | 12/08/2022 | 12/08/2022 | 32.01 |
| 222300247 | SCHOOL SPECIALTY | Pencils, Oil Pastels, White oil pastels | 12/08/2022 | 11/30/2022 | 111.08 |
| 222300254 | AMAZON CAPITAL SERVI | Leather crafttool, stackable tool box, leather paint kit, leather sheen, keychain tassels, leathercraft carving tool, leather hole punch, permanent markers, spray bottles, blue painter's tape, cleaning scrub sponge, alphabet stamp tool set, leather stamping tool, tanned tooling for key fob | 12/15/2022 | 11/20/2022 | 648.15 |
| | AMAZON CAPITAL SERVI | LAMINATOR REFILLS - REQUESTED BY CHARLIE COKER KB | 12/15/2022 | 11/14/2022 | 114.57 |
| | AMAZON CAPITAL SERVI | Fillable Christmas ornaments Order canceled by Amazon on PO 4222300039 as the price changed | 12/15/2022 | 12/05/2022 | 367.20 |
| | AMAZON CAPITAL SERVI | Cricut vinyl, plastic ornaments, glitter and polycrylic glass | 12/15/2022 | 11/13/2022 | 139.25 |
| | AMAZON CAPITAL SERVI | Headset with Headphones for TELPAS testing | 12/15/2022 | 12/05/2022 | 360.23 |
| | AMAZON CAPITAL SERVI | Coffee, sweet n low, creamer, etc. | 12/15/2022 | 11/30/2022 | 223.70 |
| | AMAZON CAPITAL SERVI | Math department budget: pink paper | 12/15/2022 | 11/06/2022 | 47.36 |
| | AMAZON CAPITAL SERVI | Supplies for Math Department: color paper, fidget chair bands, golf pencils, printer ink, exploragons, graph sticky notes, dry erase markers, dry erase boards, geometry compass, colored pencils, algebra tiles, snap cubes, AAA batteries, 1.5v batteries | 12/15/2022 | 11/14/2022 | 1,246.29 |
| | AMAZON CAPITAL SERVI | INV #11292022 GPR-48 BLACK CARTRIDGE TONER - OPERATIONS DEPT | 12/15/2022 | 11/30/2022 | 113.50 |
| | AMAZON CAPITAL SERVI | Items for Staff Christmas Party unable to add to previous cart | 12/15/2022 | 12/12/2022 | 54.95 |
| 222300255 | GILLIARD, PAMELA | Reimbursement to Pamela Gilliard for chips purchased at SAM's Club, Texarkana on December 11, 2022. To be used with chick fil a sandwiches on December 12 & 13, 2022. | 12/15/2022 | 12/11/2022 | 151.84 |
| 222300256 | RAINS COUNTY APPRAIS | REIMB VARIVERGE INVOICE 39875; TAX STATEMENTS, LASER PRINTING, RENDERING, PERF PAPER FOR LASER PRINTING, ENVELOPES, POSTAGE | 12/15/2022 | 11/17/2022 | 4,629.03 |
| 222300257 | RAINS COUNTY LEADER | NOTICE TO RUN IN RAINS COUNTY LEADER ON 12/1 AND 12/8/22 FOR PUBLIC HEARING FOR THE F.I.R.S.T. REPORT . | 12/15/2022 | 12/08/2022 | 152.00 |
| 222300258 | SHORT, COURTNEY | REIMBURSE MILEAGE; BANK TRIPS FALL 2022; 73 TRIPS @ 4 MILES PER TRIP | 12/15/2022 | 12/15/2022 | 173.74 |
| 222300259 | W.O.I. PETROLEUM INC | INV #0577928-IN WASHER FLUID; RED GREASE - TRANSPORTATION DEPT | 12/15/2022 | 11/18/2022 | 756.39 |
| 222300264 | AMAZON CAPITAL SERVI | PHLEBOTOMY CHAIR FOR CTE PER H. WASSON | 12/16/2022 | 10/20/2022 | 738.00 |
| | AMAZON CAPITAL SERVI | Supplies for students: Tournament of Houses | 12/16/2022 | 10/03/2022 | 258.82 |

| CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | CHECK DATE | INVOICE DATE | AMOUNT |
|-------------------|----------------------|---|---------------|-----------------|------------|
| | | rewards/prizes, certificates! | | | |
| | AMAZON CAPITAL SERVI | AMAZON - GYM EQUIPMENT - PICKLE BALL PADLES, NETS, CLIPBOARD - ATTN SARAH KRECK | 12/16/2022 | 10/23/2022 | 192.52 |
| | AMAZON CAPITAL SERVI | AMAZON - WHITEBOARD FOR PE | 12/16/2022 | 10/13/2022 | 129.90 |
| | AMAZON CAPITAL SERVI | AMAZON - PRINTER INK FOR THE COUNSELOR - ATTN DEBBIE JONES | 12/16/2022 | 10/11/2022 | 433.56 |
| | AMAZON CAPITAL SERVI | AMAZON - ITEMS FOR CDC - CUPS, CONTAINERS, THERMOMETER, BRUSHES, HUMIDIFIER - ATTN HOLLY MORGAN | 12/16/2022 | 10/11/2022 | 273.80 |
| | AMAZON CAPITAL SERVI | AMAZON - LIGHT COVERS FOR PRINCIPAL OFFICE - ATTN AMY HOLMES | 12/16/2022 | 10/10/2022 | 30.98 |
| | AMAZON CAPITAL SERVI | AMAZON - IPAD CASES - ATTN JC VANCE | 12/16/2022 | 09/30/2022 | 79.90 |
| | AMAZON CAPITAL SERVI | AMAZON - PE ITEMS - PICKLE BALL PADDLES, MICROPHONE, AIR STOPPERS - ATTN SARAH KRECK | 12/16/2022 | 10/03/2022 | 62.96 |
| 222300265 | HARRIS SCHOOL SOLUTI | JDOX DEC 2022; INVOICE JR3MN0001371 | 12/16/2022 | 12/01/2022 | 1,026.00 |
| 46395 | RAINS ISD | Payroll accrual | 12/16/2022 | 12/16/2022 | 9,587.32 |
| | RAINS ISD | Payroll accrual | 12/16/2022 | 12/16/2022 | 0.00 |
| | RAINS ISD | Payroll accrual | 12/16/2022 | 12/16/2022 | 11.14 |
| 46396 | AccuFlex Services In | Payroll accrual | 12/16/2022 | 12/16/2022 | 311.48 |
| 46397 | ASSOC OF TX PROFESSI | Payroll accrual | 12/16/2022 | 12/16/2022 | 29.16 |
| 46398 | TEXAS CLASSROOM TEAC | Payroll accrual | 12/16/2022 | 12/16/2022 | 74.16 |
| 120522 | INTERNAL REVENUE SER | Payroll accrual | 12/05/2022 | 12/05/2022 | 795.12 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/05/2022 | 12/05/2022 | 2,496.41 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/05/2022 | 12/05/2022 | 210.38 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/05/2022 | 12/05/2022 | 795.12 |
| | OFFICE OF THE ATTORN | Payroll accrual | 12/05/2022 | 12/05/2022 | 232.50 |
| | RAINS ISD | Payroll accrual | 12/05/2022 | 12/05/2022 | 462.99 |
| 121622 | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 1,746.69 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 907.38 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 6,067.79 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 2,342.58 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 2,058.40 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 1,105.00 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 124.86 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 2,261.66 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 333.00 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 1,764.95 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 1,406.80 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 440.70 |
| | Gentry Financial Gro | Payroll accrual | 12/16/2022 | 12/16/2022 | 2,457.75 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/16/2022 | 12/16/2022 | 16,117.28 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/16/2022 | 12/16/2022 | 62,730.10 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/16/2022 | 12/16/2022 | 3,428.18 |
| | INTERNAL REVENUE SER | Payroll accrual | 12/16/2022 | 12/16/2022 | 16,117.28 |
| | National Life Group | Payroll accrual | 12/16/2022 | 12/05/2022 | 2.70 |
| | National Life Group | Payroll accrual | 12/16/2022 | 12/16/2022 | 2,153.98 |
| | OFFICE OF THE ATTORN | Payroll accrual | 12/16/2022 | 12/16/2022 | 980.53 |
| | OMNI | Payroll accrual | 12/16/2022 | 12/16/2022 | 3,270.00 |
| | RAINS ISD | Payroll accrual | 12/16/2022 | 12/16/2022 | 10,043.90 |
| Totals for checks | | | | | 711,622.20 |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u> | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|--------------------------------|----------------------|----------------|----------------|--------------|
| 181 | COCURRICULAR | 0.00 | 0.00 | 21,184.87 | 21,184.87 |
| 199 | GENERAL FUND | 0.00 | 0.00 | 284,549.52 | 284,549.52 |
| 211 | TITLE I | 0.00 | 0.00 | 27,631.02 | 27,631.02 |
| 240 | FOOD SERVICE | 0.00 | 0.00 | 155,996.58 | 155,996.58 |
| 244 | VOC. ED.-BASIC GRANT | 0.00 | 0.00 | 738.00 | 738.00 |
| 281 | ESSER II | 0.00 | 0.00 | 45,160.06 | 45,160.06 |
| 289 | CLASS SIZE REDUCTION GRANT | 0.00 | 0.00 | 6,024.00 | 6,024.00 |
| 410 | STATE TEXTBOOK FUND | 0.00 | 0.00 | 2,163.05 | 2,163.05 |
| 461 | Campus Activity | 0.00 | 0.00 | 15,034.01 | 15,034.01 |
| 494 | Rains CDC/After School Program | 0.00 | 0.00 | 273.80 | 273.80 |
| 863 | PAYROLL CLEARING | 152,867.29 | 0.00 | 0.00 | 152,867.29 |
| *** | Fund Summary Totals *** | 152,867.29 | 0.00 | 558,754.91 | 711,622.20 |

***** End of report *****