

Agenda of Regular Meeting

The Board of Trustees Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, February 10, 2025, 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. WILDCAT ROAR
 - II.A. Rains Intermediate School
- III. PUBLIC HEARING
 - III.A. TAPR- Texas Academic Performance Report
- IV. PUBLIC COMMENT
- V. ITEMS FOR DISCUSSION AND/OR ACTION
 - V.A. Consent Agenda
 - V.A.1. Minutes of the Previous Meeting
 - V.A.2. Financial Reports
 - V.A.3. Quarterly Investment Report
 - V.A.4. Permanent School Fund
 - V.A.5. High School 2025-2026 Course Description Guide
 - V.B. Business and Finance
 - V.B.1. Bank Depository
 - V.C. Superintendent Reports
 - V.C.1. District Activities, Facilities & Projects
 - V.C.1.a. Discussion on Intermediate Playground Project
 - V.C.2. District of Innovation (DOI) Discussion
 - V.C.3. Emergency Operations Plan Review Cycle Update
 - V.C.4. First Reading of Board Policy Update 124, Affecting (LOCAL) Policies CAA, CDA, CY, DH, EHB, EHBB, FFG, and GKA.
 - V.D. Order of Election for Rains ISD Board of Trustees on May 3, 2025
- VI. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - VI.A. Contracts (Board Action): Assistant Superintendent of Finance & Operations, Assistant Superintendent of Student Services, Executive Director of Academics, Principals, Director of Special Education, Director of Technology, Athletic Director, and Director of Health Services

- VI.B. Contracts (Report): Assistant Principal(s), Counselors, and Dean of Students
- VI.C. Personnel Changes/Update
- VII. CLOSED SESSION
 - VII.A. Personnel, Texas Government Code § 551.074
 - VII.B. Student Discipline, Texas Government Code § 551.082
 - VII.C. Security, Texas Government Code § 551.089
 - VII.D. Consultation with Attorney, Texas Government Code § 551.071
- VIII. BOARD CORRESPONDENCE, HANDOUTS (As Available)
- IX. ADJOURNMENT

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

The Rains 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 February 5, 2025, at 4:30 p.m. for the Rains I.S.D. Board of Trustees.

Annual Texas Academic Performance Report



2023-2024 School Year

Presented to the Rains ISD School Board on February 10, 2025

RAINS INDEPENDENT SCHOOL DISTRICT

P.O. Box 247, Emory, Texas 75440

ADMINISTRATIVE STAFF

Joe Nicks	Superintendent of Schools
Mike Hall	Assistant Superintendent of Finance and Operations
John Portwood	Assistant Superintendent of Student Services
Lyndsay Hayes	Executive Director of Academics
Molly Davidson	Director of Special Education
Jeff Akin	High School Principal
Kortney Clayton	High School Assistant Principal
Lynlee McNair	High School Dean of Students
Jennifer Moore	Junior High Principal
Heath Blalock	Junior High Assistant Principal
J.C. Vance	Intermediate Principal
Dusty Asbill	Intermediate Assistant Principal
Anastasia Armstreet	Elementary Principal
Mandy Lutz	Elementary Assistant Principal

BOARD OF TRUSTEES

Philip Alexander	President
Brennan Potts	Vice President
Heath Sisk	Secretary
Robert Burns	Trustee
Savanna Christian	Trustee
Brandon Pitre	Trustee
Dr. Maggie Salem	Trustee

2023-24 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

District Number: 190903

2024 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2023-24 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	2024	74%	76%	70%	*	52%	74%	-	-	-	*	61%	*	70%	71%	66%	73%
	2023	76%	78%	78%	*	73%	79%	*	-	*	*	71%	*	81%	71%	74%	73%
At Meets Grade Level or Above	2024	48%	48%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
	2023	50%	50%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
At Masters Grade Level	2024	21%	18%	7%	*	5%	8%	-	-	-	*	9%	*	6%	11%	5%	9%
	2023	20%	18%	14%	*	4%	18%	*	-	*	*	10%	*	16%	9%	8%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	70%	50%	*	48%	49%	-	-	-	*	42%	*	52%	43%	49%	55%
	2023	73%	74%	54%	*	38%	59%	*	-	*	*	62%	*	53%	54%	46%	13%
At Meets Grade Level or Above	2024	42%	41%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
	2023	45%	44%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
At Masters Grade Level	2024	15%	14%	4%	*	5%	3%	-	-	-	*	9%	*	2%	7%	4%	9%
	2023	19%	17%	7%	*	4%	9%	*	-	*	*	10%	*	9%	3%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	82%	*	96%	78%	*	-	*	*	70%	80%	88%	69%	82%	93%
	2023	77%	77%	75%	*	80%	73%	-	-	-	100%	50%	71%	69%	86%	73%	75%
At Meets Grade Level or Above	2024	51%	49%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
	2023	48%	45%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
At Masters Grade Level	2024	23%	20%	6%	*	4%	8%	*	-	*	*	5%	0%	7%	5%	6%	0%
	2023	22%	18%	8%	*	8%	8%	-	-	-	17%	0%	0%	7%	11%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	68%	45%	*	50%	45%	*	-	*	*	35%	60%	46%	41%	36%	36%
	2023	71%	69%	44%	*	44%	43%	-	-	-	67%	38%	43%	36%	58%	31%	38%
At Meets Grade Level or Above	2024	46%	44%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
	2023	48%	46%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
At Masters Grade Level	2024	21%	19%	6%	*	0%	8%	*	-	*	*	10%	20%	7%	2%	4%	0%
	2023	22%	20%	5%	*	0%	6%	-	-	-	0%	0%	0%	3%	8%	2%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 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	2024	79%	77%	86%	*	87%	85%	-	-	-	100%	79%	60%	87%	83%	91%	89%
	2023	81%	79%	75%	*	77%	76%	-	*	-	80%	57%	50%	78%	65%	72%	70%
At Meets Grade Level or Above	2024	55%	49%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
	2023	57%	53%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
At Masters Grade Level	2024	29%	23%	21%	*	22%	22%	-	-	-	17%	14%	20%	17%	31%	18%	11%
	2023	28%	25%	17%	*	17%	17%	-	*	-	0%	4%	0%	15%	23%	13%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	74%	78%	*	83%	75%	-	-	-	100%	71%	60%	71%	91%	68%	89%
	2023	80%	79%	71%	*	70%	73%	-	*	-	80%	39%	50%	76%	58%	67%	65%
At Meets Grade Level or Above	2024	50%	46%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
	2023	51%	48%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
At Masters Grade Level	2024	19%	16%	9%	*	9%	10%	-	-	-	0%	0%	0%	6%	14%	7%	11%
	2023	21%	18%	9%	*	3%	10%	-	*	-	0%	17%	0%	8%	10%	6%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	58%	64%	*	52%	68%	-	-	-	83%	50%	60%	62%	67%	55%	44%
	2023	65%	64%	68%	*	53%	76%	-	*	-	60%	61%	50%	71%	61%	61%	50%
At Meets Grade Level or Above	2024	28%	26%	30%	*	35%	28%	-	-	-	50%	29%	20%	25%	42%	18%	22%
	2023	36%	34%	36%	*	17%	45%	-	*	-	0%	39%	17%	35%	39%	27%	10%
At Masters Grade Level	2024	11%	10%	9%	*	0%	11%	-	-	-	17%	7%	0%	6%	14%	5%	0%
	2023	16%	14%	7%	*	0%	10%	-	*	-	0%	4%	0%	7%	6%	3%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	72%	*	77%	72%	-	*	-	50%	52%	*	73%	68%	64%	84%
	2023	77%	77%	73%	*	74%	71%	-	*	-	100%	44%	40%	76%	68%	72%	89%
At Meets Grade Level or Above	2024	57%	55%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
	2023	52%	51%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
At Masters Grade Level	2024	26%	22%	13%	*	10%	15%	-	*	-	0%	15%	*	14%	13%	11%	16%
	2023	22%	20%	9%	*	11%	9%	-	*	-	17%	0%	20%	7%	13%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	71%	68%	*	58%	71%	-	*	-	83%	44%	*	69%	65%	60%	68%
	2023	75%	77%	73%	*	74%	74%	-	*	-	83%	50%	80%	74%	71%	72%	89%

Texas Education Agency
2023-24 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 Meets Grade Level or Above	2024	39%	36%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
	2023	40%	40%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
At Masters Grade Level	2024	14%	11%	9%	*	3%	11%	-	*	-	0%	22%	*	7%	13%	6%	5%
	2023	16%	15%	8%	*	0%	10%	-	*	-	17%	6%	0%	7%	11%	2%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	71%	*	65%	73%	-	*	-	60%	44%	50%	72%	69%	68%	90%
	2023	78%	78%	69%	*	52%	73%	-	*	-	*	33%	*	71%	65%	62%	50%
At Meets Grade Level or Above	2024	54%	53%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
	2023	55%	53%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
At Masters Grade Level	2024	29%	26%	25%	*	35%	23%	-	*	-	40%	11%	33%	26%	24%	20%	20%
	2023	27%	25%	11%	*	0%	13%	-	*	-	*	0%	*	11%	12%	8%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	60%	55%	*	55%	54%	-	*	-	100%	33%	67%	55%	55%	49%	50%
	2023	63%	64%	51%	*	48%	52%	-	*	-	*	17%	*	57%	30%	42%	42%
At Meets Grade Level or Above	2024	34%	37%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
	2023	37%	39%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
At Masters Grade Level	2024	11%	12%	9%	*	10%	9%	-	*	-	0%	11%	17%	10%	7%	6%	10%
	2023	11%	11%	4%	*	0%	5%	-	*	-	*	0%	*	4%	3%	4%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	74%	*	67%	74%	-	*	*	*	48%	*	76%	66%	68%	80%
	2023	83%	84%	70%	60%	67%	72%	*	*	-	67%	25%	50%	70%	68%	65%	71%
At Meets Grade Level or Above	2024	56%	53%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
	2023	58%	56%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
At Masters Grade Level	2024	29%	26%	13%	*	0%	15%	-	*	*	*	0%	*	14%	10%	10%	0%
	2023	28%	26%	9%	0%	3%	13%	*	*	-	0%	0%	13%	10%	8%	6%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	67%	61%	*	61%	60%	-	*	*	*	15%	*	62%	54%	57%	60%
	2023	76%	74%	75%	80%	82%	74%	*	*	-	67%	25%	63%	76%	74%	71%	76%
At Meets Grade Level or Above	2024	43%	37%	22%	*	22%	21%	-	*	*	*	4%	*	24%	15%	16%	30%
	2023	46%	45%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%

Texas Education Agency
2023-24 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 Masters Grade Level	2024	16%	12%	3%	*	6%	2%	-	*	*	*	0%	*	3%	4%	3%	10%
	2023	17%	16%	10%	0%	0%	16%	*	*	-	0%	0%	25%	11%	8%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	66%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
	2023	74%	72%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
At Meets Grade Level or Above	2024	44%	38%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%
	2023	47%	43%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
At Masters Grade Level	2024	17%	12%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
	2023	17%	14%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	55%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
	2023	62%	60%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
At Meets Grade Level or Above	2024	33%	27%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
	2023	33%	29%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
At Masters Grade Level	2024	17%	12%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
	2023	16%	13%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	70%	76%	67%	79%	75%	*	*	-	86%	44%	86%	76%	76%	68%	76%
	2023	72%	73%	75%	38%	74%	76%	*	*	-	86%	33%	33%	79%	65%	70%	71%
At Meets Grade Level or Above	2024	52%	50%	58%	44%	54%	60%	*	*	-	57%	19%	57%	59%	55%	48%	56%
	2023	52%	51%	55%	13%	54%	56%	*	*	-	86%	27%	33%	59%	46%	48%	43%
At Masters Grade Level	2024	16%	13%	11%	11%	3%	14%	*	*	-	29%	6%	14%	12%	10%	7%	0%
	2023	13%	11%	6%	0%	6%	6%	*	*	-	14%	7%	0%	5%	8%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	74%	79%	33%	83%	79%	*	*	-	100%	41%	*	79%	78%	74%	86%
	2023	74%	75%	79%	*	79%	79%	*	-	-	*	33%	*	78%	80%	73%	73%
At Meets Grade Level or Above	2024	58%	56%	59%	0%	51%	62%	*	*	-	100%	26%	*	57%	65%	49%	43%
	2023	54%	54%	56%	*	58%	55%	*	-	-	*	14%	*	58%	51%	48%	36%

Texas Education Agency
2023-24 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 Masters Grade Level	2024	9%	6%	3%	0%	0%	4%	*	*	-	0%	7%	*	2%	8%	2%	0%
	2023	9%	8%	5%	*	0%	6%	*	-	-	*	0%	*	4%	7%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	74%	85%	38%	90%	87%	*	*	-	86%	44%	100%	87%	82%	82%	89%
	2023	79%	76%	79%	63%	65%	85%	*	-	-	100%	40%	67%	79%	78%	76%	57%
At Meets Grade Level or Above	2024	43%	36%	53%	38%	52%	53%	*	*	-	71%	19%	43%	56%	45%	46%	50%
	2023	43%	38%	31%	13%	18%	37%	*	-	-	50%	16%	17%	33%	27%	27%	14%
At Masters Grade Level	2024	24%	19%	29%	13%	19%	32%	*	*	-	57%	4%	29%	31%	27%	24%	29%
	2023	23%	19%	11%	0%	9%	14%	*	-	-	0%	12%	0%	12%	10%	9%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	90%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
	2023	88%	89%	90%	*	90%	89%	*	*	-	100%	64%	*	94%	76%	91%	83%
At Meets Grade Level or Above	2024	56%	49%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
	2023	56%	54%	59%	*	50%	62%	*	*	-	60%	36%	*	61%	52%	51%	17%
At Masters Grade Level	2024	19%	13%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
	2023	21%	17%	9%	*	0%	12%	*	*	-	0%	27%	*	11%	0%	5%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	95%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
	2023	94%	94%	70%	*	*	72%	-	-	-	*	38%	*	44%	86%	42%	*
At Meets Grade Level or Above	2024	69%	65%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
	2023	70%	67%	48%	*	*	50%	-	-	-	*	13%	*	0%	79%	8%	*
At Masters Grade Level	2024	37%	31%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%
	2023	38%	31%	17%	*	*	11%	-	-	-	*	0%	*	0%	29%	0%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
	2023	90%	92%	100%	-	*	100%	*	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2024	59%	59%	73%	-	*	67%	-	-	-	*	-	-	78%	*	*	-
	2023	61%	59%	63%	-	*	60%	*	-	-	-	-	-	61%	*	75%	-

Texas Education Agency
2023-24 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 Masters Grade Level	2024	12%	6%	0%	-	*	0%	-	-	-	*	-	-	0%	*	*	-
	2023	12%	5%	16%	-	*	13%	*	-	-	-	-	-	17%	*	13%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	71%	50%	71%	70%	63%	89%	75%	80%	49%	66%	71%	69%	65%	73%
	2023	76%	76%	70%	43%	67%	71%	65%	81%	*	80%	40%	59%	71%	67%	65%	63%
At Meets Grade Level or Above	2024	48%	45%	38%	19%	36%	40%	25%	61%	38%	41%	20%	38%	38%	39%	31%	34%
	2023	49%	47%	37%	20%	31%	39%	41%	38%	*	37%	19%	25%	37%	36%	30%	25%
At Masters Grade Level	2024	20%	16%	12%	6%	8%	13%	0%	39%	13%	12%	8%	11%	11%	13%	9%	8%
	2023	20%	17%	8%	0%	4%	10%	6%	13%	*	5%	5%	9%	8%	9%	5%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	75%	76%	59%	77%	76%	*	100%	*	80%	53%	69%	78%	73%	71%	83%
	2023	77%	77%	74%	43%	72%	75%	71%	67%	*	89%	42%	57%	75%	71%	70%	71%
At Meets Grade Level or Above	2024	54%	52%	46%	21%	42%	48%	*	71%	*	46%	22%	51%	46%	46%	38%	43%
	2023	53%	52%	43%	23%	42%	44%	43%	33%	*	55%	20%	26%	44%	41%	36%	35%
At Masters Grade Level	2024	22%	18%	12%	3%	9%	13%	*	43%	*	15%	8%	14%	12%	14%	9%	6%
	2023	20%	18%	10%	0%	6%	11%	14%	17%	*	9%	3%	10%	9%	11%	7%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	65%	36%	67%	64%	*	100%	*	81%	39%	68%	65%	63%	58%	67%
	2023	75%	74%	65%	37%	62%	67%	67%	100%	*	77%	38%	61%	67%	62%	61%	56%
At Meets Grade Level or Above	2024	43%	40%	32%	14%	30%	32%	*	67%	*	39%	19%	29%	32%	31%	24%	29%
	2023	45%	43%	30%	11%	24%	33%	33%	40%	*	31%	16%	21%	30%	29%	24%	20%
At Masters Grade Level	2024	17%	15%	11%	5%	8%	11%	*	50%	*	11%	8%	12%	11%	11%	8%	13%
	2023	19%	16%	8%	0%	3%	10%	0%	20%	*	3%	7%	11%	8%	8%	5%	2%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	73%	57%	72%	73%	*	*	*	88%	59%	69%	74%	71%	70%	70%
	2023	77%	76%	73%	55%	69%	75%	*	*	-	74%	45%	63%	75%	67%	67%	60%
At Meets Grade Level or Above	2024	43%	39%	35%	21%	36%	35%	*	*	*	41%	13%	38%	35%	38%	30%	34%
	2023	47%	44%	38%	18%	23%	45%	*	*	-	26%	26%	31%	39%	37%	30%	13%

Texas Education Agency
2023-24 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 Masters Grade Level	2024	16%	12%	8%	7%	2%	9%	*	*	*	6%	4%	6%	7%	9%	4%	2%
	2023	18%	15%	6%	0%	0%	8%	*	*	-	0%	7%	0%	7%	3%	3%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	75%	64%	*	61%	66%	*	*	*	50%	45%	*	63%	68%	60%	58%
	2023	78%	77%	60%	50%	57%	62%	*	*	-	64%	31%	56%	57%	67%	54%	64%
At Meets Grade Level or Above	2024	51%	46%	36%	*	29%	38%	*	*	*	17%	18%	*	36%	38%	31%	11%
	2023	52%	48%	25%	50%	17%	29%	*	*	-	9%	9%	22%	19%	38%	18%	23%
At Masters Grade Level	2024	27%	22%	19%	*	16%	19%	*	*	*	17%	9%	*	19%	17%	15%	5%
	2023	27%	22%	7%	0%	3%	8%	*	*	-	9%	0%	11%	4%	13%	3%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
	2023	37%	36%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
Reading and Mathematics Including EOC	2024	35%	33%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
	2023	37%	36%	20%	*	19%	22%	*	-	*	*	29%	*	21%	20%	18%	0%
Reading Including EOC	2024	48%	48%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
	2023	50%	50%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
Math Including EOC	2024	42%	41%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
	2023	45%	44%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
4th Graders																	
Reading and Mathematics	2024	38%	36%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
	2023	38%	35%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
Reading and Mathematics Including EOC	2024	38%	36%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
	2023	38%	35%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
Reading Including EOC	2024	51%	49%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
	2023	48%	45%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
Math Including EOC	2024	46%	44%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
	2023	48%	46%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
5th Graders																	
Reading and Mathematics	2024	42%	36%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
	2023	43%	39%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%

Texas Education Agency
2023-24 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	2024	42%	36%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
	2023	43%	39%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
Reading Including EOC	2024	55%	49%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
	2023	57%	53%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
Math Including EOC	2024	51%	46%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
	2023	51%	48%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
6th Graders																	
Reading and Mathematics	2024	36%	33%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
	2023	35%	34%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
Reading and Mathematics Including EOC	2024	36%	33%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
	2023	35%	34%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
Reading Including EOC	2024	57%	55%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
	2023	52%	51%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
Math Including EOC	2024	40%	37%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
	2023	40%	40%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
7th Graders																	
Reading and Mathematics	2024	35%	34%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
	2023	37%	36%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
Reading and Mathematics Including EOC	2024	36%	34%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
	2023	38%	36%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
Reading Including EOC	2024	54%	53%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
	2023	55%	53%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
Math Including EOC	2024	40%	39%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
	2023	43%	41%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
8th Graders																	
Reading and Mathematics	2024	28%	27%	14%	*	17%	12%	-	*	*	*	0%	*	15%	8%	12%	20%
	2023	31%	34%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
Reading and Mathematics Including EOC	2024	41%	37%	22%	*	17%	22%	-	*	*	*	0%	*	24%	14%	17%	20%
	2023	44%	42%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
Reading Including EOC	2024	57%	53%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
	2023	58%	57%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%

Texas Education Agency
2023-24 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	2024	49%	44%	30%	*	22%	31%	-	*	*	*	4%	*	32%	21%	23%	30%
	2023	51%	50%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	33%	21%	0%	18%	23%	*	*	*	18%	17%	26%	21%	23%	15%	15%
	2023	37%	36%	23%	11%	18%	25%	*	20%	*	18%	16%	16%	22%	26%	17%	12%
Reading and Mathematics Including EOC	2024	38%	35%	23%	0%	18%	25%	*	40%	*	18%	17%	26%	23%	23%	15%	15%
	2023	39%	37%	23%	11%	18%	25%	*	20%	*	18%	16%	16%	22%	26%	17%	12%
Reading Including EOC	2024	54%	51%	41%	14%	36%	43%	*	60%	*	32%	22%	48%	41%	41%	33%	38%
	2023	53%	52%	38%	26%	37%	39%	*	20%	*	42%	20%	27%	38%	38%	31%	34%
Math Including EOC	2024	45%	42%	28%	0%	23%	29%	*	60%	*	29%	20%	26%	27%	28%	19%	21%
	2023	47%	45%	29%	11%	24%	31%	*	40%	*	27%	16%	22%	29%	29%	23%	21%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	64%	52%	*	63%	50%	*	-	*	*	45%	60%	54%	48%	51%	61%
	2023	55%	51%	36%	*	44%	35%	-	-	-	25%	7%	43%	33%	42%	35%	44%
Grade 4 Mathematics	2024	60%	57%	35%	*	42%	35%	*	-	*	*	34%	40%	35%	36%	32%	57%
	2023	63%	59%	42%	*	40%	41%	-	-	-	50%	71%	36%	38%	52%	35%	25%
Grade 5 ELA/Reading	2024	70%	65%	80%	*	72%	82%	-	-	-	92%	73%	70%	80%	80%	77%	78%
	2023	65%	63%	60%	*	59%	60%	-	*	-	90%	35%	58%	60%	62%	53%	53%
Grade 5 Mathematics	2024	65%	60%	78%	*	89%	76%	-	-	-	92%	69%	60%	78%	79%	73%	89%
	2023	71%	68%	73%	*	76%	73%	-	*	-	70%	75%	67%	76%	62%	69%	71%
Grade 6 ELA/Reading	2024	61%	61%	55%	*	45%	60%	-	*	-	40%	48%	*	53%	61%	50%	55%
	2023	51%	52%	45%	*	47%	40%	-	*	-	100%	37%	60%	49%	35%	44%	44%
Grade 6 Mathematics	2024	48%	48%	49%	*	31%	54%	-	*	-	60%	50%	*	45%	58%	44%	37%
	2023	54%	54%	46%	*	42%	48%	-	*	-	33%	60%	60%	45%	50%	40%	17%
Grade 7 ELA/Reading	2024	66%	65%	70%	*	75%	69%	-	*	-	60%	44%	50%	73%	64%	67%	85%
	2023	71%	70%	68%	*	69%	68%	-	*	-	*	52%	*	69%	65%	69%	71%
Grade 7 Mathematics	2024	49%	50%	43%	*	56%	40%	-	*	-	50%	32%	58%	47%	34%	40%	45%
	2023	56%	57%	53%	*	50%	52%	-	*	-	*	30%	*	56%	41%	52%	42%
Grade 8 ELA/Reading	2024	69%	66%	58%	*	56%	58%	-	*	*	*	43%	*	60%	50%	59%	50%
	2023	63%	61%	42%	60%	36%	46%	*	*	-	28%	34%	44%	43%	40%	37%	45%
Grade 8 Mathematics	2024	66%	65%	59%	*	69%	57%	-	*	*	*	33%	*	61%	54%	54%	65%
	2023	74%	74%	78%	90%	75%	78%	*	*	-	81%	55%	75%	81%	69%	78%	73%
End of Course English I	2024	64%	62%	73%	100%	74%	71%	*	*	-	79%	39%	71%	76%	66%	67%	68%
	2023	57%	56%	59%	8%	71%	62%	*	*	-	25%	38%	*	62%	44%	58%	70%
End of Course English II	2024	69%	68%	73%	42%	67%	76%	*	*	-	83%	57%	*	71%	81%	66%	70%
	2023	74%	76%	82%	*	65%	86%	*	-	-	*	60%	*	83%	77%	78%	70%
End of Course Algebra I	2024	72%	64%	80%	70%	88%	79%	*	*	-	79%	78%	50%	83%	72%	78%	86%
	2023	76%	70%	86%	75%	82%	88%	-	-	-	*	78%	*	84%	96%	84%	75%
All Grades Both Subjects	2024	64%	61%	62%	49%	63%	62%	40%	92%	67%	65%	48%	56%	63%	60%	57%	64%
	2023	64%	63%	59%	54%	58%	60%	50%	59%	-	61%	49%	59%	61%	55%	57%	56%
All Grades ELA/Reading	2024	67%	64%	66%	54%	64%	66%	*	100%	*	66%	49%	58%	66%	64%	62%	65%
	2023	63%	62%	56%	38%	55%	57%	40%	58%	-	55%	39%	57%	57%	52%	53%	56%
All Grades Mathematics	2024	60%	57%	58%	42%	62%	57%	*	83%	*	65%	48%	53%	59%	55%	52%	63%
	2023	66%	64%	63%	74%	63%	63%	*	60%	-	67%	59%	61%	64%	60%	61%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	39%	*	83%	25%	*	-	-	-	20%	*	53%	23%	41%	*
	2023	33%	33%	13%	*	*	15%	-	-	-	-	*	*	15%	*	20%	*
Grade 4 Mathematics	2024	26%	24%	20%	*	27%	17%	-	-	*	*	13%	*	19%	21%	17%	31%
	2023	27%	24%	7%	*	0%	6%	-	-	-	*	20%	*	6%	9%	0%	*

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	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)
Grade 5 ELA/Reading	2024	35%	32%	54%	*	80%	47%	-	-	-	-	*	*	63%	29%	70%	*
	2023	37%	33%	39%	*	45%	36%	-	-	-	*	0%	*	45%	25%	39%	*
Grade 5 Mathematics	2024	41%	37%	56%	*	69%	50%	-	-	-	*	50%	*	50%	77%	52%	80%
	2023	48%	46%	45%	*	50%	43%	-	-	-	*	14%	60%	50%	27%	43%	45%
Grade 6 ELA/Reading	2024	24%	24%	29%	*	38%	25%	-	*	-	*	10%	*	29%	27%	26%	50%
	2023	26%	28%	28%	*	*	25%	-	*	-	*	13%	*	32%	17%	24%	*
Grade 6 Mathematics	2024	27%	25%	25%	*	33%	13%	-	-	-	*	23%	*	22%	30%	24%	33%
	2023	35%	36%	50%	*	*	52%	-	-	-	*	38%	*	55%	40%	52%	*
Grade 7 ELA/Reading	2024	23%	25%	21%	*	0%	26%	-	-	-	-	0%	*	19%	25%	15%	*
	2023	39%	41%	39%	*	29%	45%	-	*	-	-	25%	*	42%	29%	33%	25%
Grade 7 Mathematics	2024	14%	15%	10%	*	20%	5%	-	-	-	*	11%	*	5%	20%	9%	*
	2023	22%	23%	18%	*	13%	20%	-	-	-	*	11%	*	20%	9%	14%	20%
Grade 8 ELA/Reading	2024	34%	33%	44%	*	38%	42%	-	*	-	-	29%	-	45%	40%	35%	*
	2023	39%	41%	20%	-	20%	20%	*	-	-	*	8%	*	23%	13%	18%	*
Grade 8 Mathematics	2024	44%	40%	41%	*	40%	42%	-	-	-	*	11%	*	39%	50%	41%	50%
	2023	49%	47%	43%	*	57%	38%	*	-	-	*	13%	*	46%	36%	45%	38%
End of Course English I	2024	20%	18%	29%	*	44%	22%	*	-	-	*	0%	*	36%	11%	24%	33%
	2023	26%	25%	35%	*	*	47%	-	-	-	*	9%	-	42%	*	42%	*
End of Course English II	2024	29%	28%	37%	*	*	45%	-	-	-	-	15%	-	31%	50%	31%	*
	2023	41%	45%	50%	*	40%	53%	-	-	-	*	43%	*	56%	40%	50%	*
End of Course Algebra I	2024	55%	43%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%
	2023	58%	52%	80%	50%	71%	87%	-	-	-	*	40%	*	79%	85%	83%	71%
All Grades Both Subjects	2024	32%	30%	36%	24%	45%	33%	*	*	*	40%	17%	28%	37%	34%	32%	48%
	2023	38%	37%	39%	21%	40%	39%	*	*	-	52%	19%	42%	42%	30%	39%	36%
All Grades ELA/Reading	2024	30%	28%	36%	23%	47%	33%	*	*	-	*	15%	22%	40%	27%	31%	50%
	2023	35%	36%	34%	9%	31%	36%	*	*	-	44%	16%	31%	38%	23%	33%	29%
All Grades Mathematics	2024	35%	32%	36%	25%	43%	34%	*	-	*	50%	19%	33%	34%	39%	33%	46%
	2023	40%	39%	42%	28%	45%	41%	*	-	-	57%	21%	53%	44%	36%	43%	40%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	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	2024	75%	73%	71%	-	-	-	-	-	-	70%	-	70%	-	89%	70%	72%	96%
	2023	76%	76%	70%	-	-	-	-	-	-	58%	-	58%	-	81%	71%	60%	97%
At Meets Grade Level or Above	2024	48%	45%	38%	-	-	-	-	-	-	29%	-	29%	-	48%	39%	31%	88%
	2023	49%	47%	37%	-	-	-	-	-	-	22%	-	22%	-	19%	38%	22%	66%
At Masters Grade Level	2024	20%	16%	12%	-	-	-	-	-	-	6%	-	6%	-	19%	12%	7%	12%
	2023	20%	17%	8%	-	-	-	-	-	-	3%	-	3%	-	0%	9%	3%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	75%	76%	-	-	-	-	-	-	80%	-	80%	-	100%	75%	82%	100%
	2023	77%	77%	74%	-	-	-	-	-	-	67%	-	67%	-	83%	74%	68%	100%
At Meets Grade Level or Above	2024	54%	52%	46%	-	-	-	-	-	-	39%	-	39%	-	40%	46%	39%	100%
	2023	53%	52%	43%	-	-	-	-	-	-	31%	-	31%	-	33%	44%	31%	91%
At Masters Grade Level	2024	22%	18%	12%	-	-	-	-	-	-	6%	-	6%	-	10%	13%	7%	0%
	2023	20%	18%	10%	-	-	-	-	-	-	5%	-	5%	-	0%	10%	5%	9%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	70%	65%	-	-	-	-	-	-	66%	-	66%	-	70%	64%	67%	83%
	2023	75%	74%	65%	-	-	-	-	-	-	53%	-	53%	-	67%	66%	54%	90%
At Meets Grade Level or Above	2024	43%	40%	32%	-	-	-	-	-	-	24%	-	24%	-	50%	32%	27%	67%
	2023	45%	43%	30%	-	-	-	-	-	-	17%	-	17%	-	17%	31%	17%	70%
At Masters Grade Level	2024	17%	15%	11%	-	-	-	-	-	-	9%	-	9%	-	30%	11%	11%	33%
	2023	19%	16%	8%	-	-	-	-	-	-	1%	-	1%	-	0%	9%	1%	30%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	73%	-	-	-	-	-	-	63%	-	63%	-	100%	74%	67%	100%
	2023	77%	76%	73%	-	-	-	-	-	-	50%	-	50%	-	*	75%	54%	100%
At Meets Grade Level or Above	2024	43%	39%	35%	-	-	-	-	-	-	24%	-	24%	-	80%	35%	30%	80%
	2023	47%	44%	38%	-	-	-	-	-	-	11%	-	11%	-	*	42%	10%	38%
At Masters Grade Level	2024	16%	12%	8%	-	-	-	-	-	-	0%	-	0%	-	20%	9%	2%	0%
	2023	18%	15%	6%	-	-	-	-	-	-	0%	-	0%	-	*	7%	0%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	75%	64%	-	-	-	-	-	-	47%	-	47%	-	*	64%	53%	*
	2023	78%	77%	60%	-	-	-	-	-	-	56%	-	56%	-	*	60%	58%	*
At Meets Grade Level or Above	2024	51%	46%	36%	-	-	-	-	-	-	0%	-	0%	-	*	38%	0%	*
	2023	52%	48%	25%	-	-	-	-	-	-	22%	-	22%	-	*	26%	21%	*
At Masters Grade Level	2024	27%	22%	19%	-	-	-	-	-	-	0%	-	0%	-	*	20%	0%	*
	2023	27%	22%	7%	-	-	-	-	-	-	6%	-	6%	-	*	7%	5%	*
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	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	
All Grades Both Subjects	2024	64%	61%	62%	-	-	-	-	-	-	62%	-	62%	-	71%	62%	63%	87%	
	2023	64%	63%	59%	-	-	-	-	-	-	54%	-	54%	-	50%	60%	54%	79%	
All Grades ELA/Reading	2024	67%	64%	66%	-	-	-	-	-	-	63%	-	63%	-	64%	66%	63%	90%	
	2023	63%	62%	56%	-	-	-	-	-	-	53%	-	53%	-	*	56%	53%	85%	
All Grades Mathematics	2024	60%	57%	58%	-	-	-	-	-	-	61%	-	61%	-	79%	57%	63%	80%	
	2023	66%	64%	63%	-	-	-	-	-	-	56%	-	56%	-	*	64%	56%	71%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2024	32%	30%	36%	-	-	-	-	-	-	47%	-	47%	-	*	34%	48%	-	
	2023	38%	37%	39%	-	-	-	-	-	-	34%	-	34%	-	*	39%	34%	*	
All Grades ELA/Reading	2024	30%	28%	36%	-	-	-	-	-	-	48%	-	48%	-	*	34%	50%	-	
	2023	35%	36%	34%	-	-	-	-	-	-	29%	-	29%	-	-	35%	29%	-	
All Grades Mathematics	2024	35%	32%	36%	-	-	-	-	-	-	47%	-	47%	-	*	34%	46%	-	
	2023	40%	39%	42%	-	-	-	-	-	-	38%	-	38%	-	*	42%	38%	*	

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	99%	100%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	91%	94%	94%	94%	96%	100%	100%	100%	88%	93%	86%	98%	86%	94%	87%
Not Included in Accountability: Mobile	4%	6%	4%	4%	4%	3%	0%	0%	0%	11%	5%	14%	1%	12%	4%	7%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	1%	0%	0%	0%	0%	1%	0%	1%	2%	1%	6%
Not Tested	1%	2%	1%	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	97%	100%	99%	* 100%	* 100%	* 100%	99%	100%	99%	99%	99%	99%	100%
Included in Accountability	91%	90%	94%	94%	91%	96%	* 100%	* 91%	* 91%	93%	88%	97%	86%	94%	82%	
Not Included in Accountability: Mobile	4%	6%	4%	3%	4%	3%	* 0%	* 0%	* 9%	4%	13%	1%	11%	3%	8%	
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	5%	1%	* 0%	* 0%	* 0%	2%	0%	1%	2%	2%	10%	
Not Tested	1%	2%	1%	3%	0%	1%	* 0%	* 0%	* 0%	1%	0%	1%	1%	1%	0%	
Absent	1%	1%	1%	3%	0%	1%	* 0%	* 0%	* 0%	1%	0%	1%	1%	1%	0%	
Other	0%	1%	0%	0%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	* 100%	* 100%	* 100%	99%	100%	99%	98%	99%	100%	
Included in Accountability	93%	91%	94%	92%	95%	96%	* 100%	* 88%	* 88%	94%	87%	98%	85%	95%	89%	
Not Included in Accountability: Mobile	5%	6%	5%	8%	5%	3%	* 0%	* 12%	* 12%	5%	13%	1%	12%	4%	10%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	* 0%	* 0%	1%	0%	0%	1%	0%	2%	
Not Tested	1%	2%	1%	0%	1%	1%	* 0%	* 0%	* 0%	1%	0%	1%	2%	1%	0%	
Absent	1%	1%	1%	0%	0%	1%	* 0%	* 0%	* 0%	1%	0%	0%	1%	1%	0%	
Other	0%	1%	1%	0%	1%	1%	* 0%	* 0%	* 0%	0%	0%	0%	1%	1%	0%	
Science																
Assessment Participant	99%	98%	99%	100%	100%	99%	* *	* *	* 95%	98%	100%	100%	98%	99%	100%	
Included in Accountability	93%	91%	95%	100%	100%	96%	* *	* *	* 85%	94%	80%	99%	86%	94%	96%	
Not Included in Accountability: Mobile	4%	7%	4%	0%	0%	3%	* *	* *	* 10%	4%	20%	1%	11%	4%	2%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* *	* *	* 0%	0%	0%	0%	1%	0%	2%	
Not Tested	1%	2%	1%	0%	0%	1%	* *	* *	* 5%	3%	0%	0%	2%	1%	0%	

Texas Education Agency
2023-24 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%	1%	1%	0%	0%	1%		*	*	*	5%	3%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%		*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																	
Assessment Participant	99%	98%	100%	*	100%	100%		*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	91%	94%	*	90%	96%		*	*	*	86%	92%	*	98%	84%	92%	83%
Not Included in Accountability: Mobile	4%	6%	4%	*	7%	3%		*	*	*	14%	6%	*	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	1%		*	*	*	0%	2%	*	1%	4%	3%	13%
Not Tested	1%	2%	0%	*	0%	0%		*	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%		*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%		*	*	*	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																	
SAT/ACT Participant	93%	82%	69%	-	*	69%		-	-	-	*	-	-	75%	*	40%	-
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	94%	100%	92%	95%	100%	100%	*	100%	94%	95%	98%	87%	94%	94%	94%
Not Included in Accountability: Mobile	4%	6%	5%	0%	6%	4%	0%	0%	*	0%	4%	5%	2%	11%	5%	3%	3%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	2%	1%	3%	3%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	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%	100%	100%	100%
Included in Accountability	92%	91%	94%	100%	89%	95%	100%	100%	*	100%	94%	95%	97%	87%	93%	88%	88%
Not Included in Accountability: Mobile	4%	6%	5%	0%	8%	4%	0%	0%	*	0%	5%	5%	3%	11%	5%	5%	5%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	3%	0%	0%	0%	*	0%	1%	0%	0%	3%	1%	7%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	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%	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	92%	94%	100%	94%	95%	100%	100%	*	100%	94%	95%	98%	87%	94%	97%	97%

Texas Education Agency
2023-24 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	5%	6%	5%	0%	6%	5%	0%	0%	*	0%	5%	5%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	95%	100%	95%	96%	*	*	-	100%	94%	100%	99%	86%	96%	100%
Not Included in Accountability: Mobile	4%	6%	4%	0%	5%	3%	*	*	-	0%	3%	0%	1%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	*	*	-	0%	3%	0%	0%	2%	0%	0%
Not Tested	1%	2%	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%
Social Studies																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	91%	96%	100%	95%	96%	*	*	-	100%	94%	90%	100%	88%	94%	100%
Not Included in Accountability: Mobile	4%	7%	4%	0%	5%	4%	*	*	-	0%	6%	10%	0%	12%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	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	93%	84%	95%	-	*	94%	*	-	-	-	-	-	100%	*	100%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 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													
2022-23	93.3%	94.9%	93.2%	92.2%	94.0%	93.0%	90.3%	97.3%	*	93.1%	92.0%	92.7%	95.0%
2021-22	92.2%	93.9%	92.1%	91.1%	92.7%	92.0%	91.9%	98.8%	*	90.6%	91.0%	91.6%	93.3%
Chronic Absenteeism													
2022-23	20.3%	14.2%	22.7%	24.4%	20.1%	22.9%	55.6%	0.0%	*	25.4%	29.2%	25.8%	16.5%
2021-22	25.7%	19.2%	29.4%	33.3%	26.3%	29.6%	28.6%	0.0%	*	41.4%	32.1%	31.6%	25.9%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.4%	0.6%	0.0%	0.0%	0.5%	*	*	-	6.3%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	1.2%	0.4%	0.0%	0.0%	0.5%	0.0%	*	*	0.0%	1.8%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.6%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%	100.0%	*
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Continued HS	3.1%	3.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	0.9%	0.0%	0.0%	1.3%	*	*	-	* 0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	92.0%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	91.8%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	3.6%	0.9%	0.0%	5.6%	0.0%	-	-	-	-	0.0%	1.5%	20.0%
Dropped Out	6.4%	4.2%	1.7%	0.0%	0.0%	2.2%	-	-	-	-	0.0%	3.1%	0.0%
Graduates and TxCHSE	90.0%	92.2%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	95.8%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	94.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.8%	4.5%	1.7%	0.0%	0.0%	2.2%	-	-	-	-	0.0%	3.1%	0.0%
Graduates and TxCHSE	92.2%	94.7%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%

Texas Education Agency
2023-24 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	93.2%	95.5%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Class of 2021													
Graduated	92.2%	94.4%	94.7%	*	100.0%	94.3%	*	-	-	*	92.9%	96.1%	100.0%
Received TxCHSE	0.4%	0.5%	0.9%	*	0.0%	1.1%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	1.0%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.3%	4.4%	*	0.0%	4.6%	*	-	-	*	7.1%	2.0%	0.0%
Graduates and TxCHSE	92.7%	94.9%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.7%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.8%	94.7%	*	100.0%	94.3%	*	-	-	*	92.9%	96.1%	100.0%
Received TxCHSE	0.5%	0.6%	0.9%	*	0.0%	1.1%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.3%	4.4%	*	0.0%	4.6%	*	-	-	*	7.1%	2.0%	0.0%
Graduates and TxCHSE	93.2%	95.5%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.7%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Class of 2020													
Graduated	92.7%	95.6%	93.5%	*	94.4%	92.9%	*	*	-	*	90.9%	95.8%	*
Received TxCHSE	0.5%	0.6%	0.8%	*	0.0%	1.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.6%	5.6%	*	5.6%	6.1%	*	*	-	*	9.1%	4.2%	*
Graduates and TxCHSE	93.2%	96.1%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Graduates, TxCHSE, and Continuers	93.8%	96.4%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.6%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Class of 2022	89.7%	91.8%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	26.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	6.1%	7.0%	0.0%	7.7%	7.9%	*	*	-	*	30.8%	6.0%	*
Class of 2022	3.7%	5.3%	1.8%	0.0%	0.0%	2.3%	-	-	-	-	18.2%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	82.8%	80.0%	100.0%	88.5%	78.9%	*	*	-	*	30.8%	76.1%	*
Class of 2022	84.3%	83.2%	86.7%	87.5%	88.2%	86.4%	-	-	-	-	45.5%	85.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.8%	87.0%	100.0%	96.2%	86.8%	*	*	-	*	61.5%	82.1%	*
Class of 2022	88.0%	88.5%	88.5%	87.5%	88.2%	88.6%	-	-	-	-	63.6%	85.5%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	19.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.3%	6.9%	0.0%	8.0%	7.7%	*	*	-	*	28.6%	6.1%	*
2021-22	3.9%	5.7%	1.7%	0.0%	0.0%	2.2%	*	-	-	*	16.7%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.9%	80.2%	85.7%	88.0%	78.2%	*	*	-	*	28.6%	74.2%	*
2021-22	82.3%	82.2%	85.0%	87.5%	90.5%	85.4%	*	-	-	*	41.7%	84.5%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.2%	87.1%	85.7%	96.0%	85.9%	*	*	-	*	57.1%	80.3%	*
2021-22	86.0%	87.7%	86.7%	87.5%	90.5%	87.6%	*	-	-	*	58.3%	84.5%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	116	100.0%	377,367	100.0%
By Ethnicity:				
African American	7	6.0%	46,822	12.4%
Hispanic	25	21.6%	197,333	52.3%
White	78	67.2%	103,009	27.3%
American Indian	3	2.6%	1,181	0.3%
Asian	1	0.9%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	2	1.7%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	15	12.9%	49,278	13.1%
Foundation H.S. Program (Endorsement)	8	6.9%	16,475	4.4%
Foundation H.S. Program (DLA)	93	80.2%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	14	12.1%	34,589	9.2%
Economically Disadvantaged Graduates	66	56.9%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	3.4%	50,229	13.3%
At-Risk Graduates	49	42.2%	168,430	44.6%
CTE Completers	54	46.6%	116,959	31.0%

Texas Education Agency
2023-24 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)													
2022-23	76.3%	74.6%	66.4%	85.7%	76.0%	61.5%	*	*	-	*	71.4%	54.5%	*
2021-22	70.0%	70.9%	48.3%	25.0%	57.1%	49.4%	*	-	-	*	100.0%	45.1%	*
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	53.7%	62.1%	85.7%	72.0%	56.4%	*	*	-	*	71.4%	48.5%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	50.4%	69.8%	85.7%	76.0%	66.7%	*	*	-	*	28.6%	62.1%	*
2021-22	57.1%	47.2%	45.8%	25.0%	47.6%	48.3%	*	-	-	*	16.7%	38.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	42.8%	58.6%	85.7%	68.0%	51.3%	*	*	-	*	28.6%	48.5%	*
2021-22	48.2%	39.1%	25.0%	12.5%	28.6%	25.8%	*	-	-	*	0.0%	23.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	37.1%	54.3%	85.7%	64.0%	47.4%	*	*	-	*	28.6%	42.4%	*
2021-22	42.2%	33.2%	24.2%	0.0%	28.6%	25.8%	*	-	-	*	0.0%	22.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	7.6%	9.5%	14.3%	8.0%	9.0%	*	*	-	*	7.1%	6.1%	*
2021-22	20.5%	7.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	2.4%	2.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	28.2%	17.2%	14.3%	8.0%	19.2%	*	*	-	*	7.1%	9.1%	*
2021-22	24.0%	28.6%	14.2%	0.0%	23.8%	13.5%	*	-	-	*	0.0%	9.9%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	4.4%	1.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.6%	6.9%	14.3%	8.0%	6.4%	*	*	-	*	57.1%	3.0%	*
2021-22	5.0%	6.4%	5.8%	12.5%	0.0%	6.7%	*	-	-	*	58.3%	4.2%	*
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 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
2022-23	36.4%	48.2%	25.9%	14.3%	28.0%	28.2%	*	*	-	*	57.1%	22.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	45.0%	18.1%	0.0%	16.0%	21.8%	*	*	-	*	14.3%	15.2%	*
2021-22	28.0%	39.2%	14.2%	12.5%	23.8%	12.4%	*	-	-	*	0.0%	14.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.2%	5.2%	14.3%	8.0%	3.8%	*	*	-	*	42.9%	3.0%	*
2021-22	2.5%	3.1%	9.2%	12.5%	4.8%	10.1%	*	-	-	*	91.7%	11.3%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.0%	3.4%	0.0%	4.0%	3.8%	*	*	-	*	7.1%	4.5%	*

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 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	2022-23	21.0%	25.3%	44.0%	14.3%	32.0%	48.7%	*	*	-	*	7.1%	33.3%	*
	2021-22	22.8%	27.5%	42.5%	25.0%	42.9%	44.9%	*	-	-	*	16.7%	36.6%	*
Mathematics	2022-23	19.9%	21.0%	22.4%	0.0%	12.0%	25.6%	*	*	-	*	7.1%	10.6%	*
	2021-22	18.7%	19.8%	21.7%	12.5%	23.8%	22.5%	*	-	-	*	0.0%	21.1%	*
Both Subjects	2022-23	12.5%	14.4%	21.6%	0.0%	12.0%	24.4%	*	*	-	*	7.1%	10.6%	*
	2021-22	12.6%	14.3%	20.8%	0.0%	23.8%	22.5%	*	-	-	*	0.0%	19.7%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	16.3%	25.9%	71.4%	40.0%	19.2%	*	*	-	*	21.4%	30.3%	*
	2021-22	11.7%	10.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics	2022-23	20.2%	17.2%	35.3%	85.7%	52.0%	25.6%	*	*	-	*	21.4%	37.9%	*
	2021-22	14.0%	13.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	11.2%	22.4%	71.4%	40.0%	14.1%	*	*	-	*	21.4%	27.3%	*
	2021-22	7.5%	6.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	10.4%	11.7%	12.5%	11.6%	11.6%	*	*	-	0.0%	3.8%	6.5%	0.0%
	2022	23.0%	10.2%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
English Language Arts	2023	13.8%	6.0%	10.9%	12.5%	9.3%	11.0%	*	*	-	0.0%	3.8%	6.5%	0.0%
	2022	13.2%	6.0%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
Mathematics	2023	7.0%	1.9%	1.7%	0.0%	4.7%	1.2%	*	*	-	0.0%	0.0%	0.8%	0.0%
	2022	6.9%	2.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Science	2023	10.3%	3.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	9.6%	3.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	4.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	12.5%	4.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	47.6%	40.7%	*	40.0%	36.8%	*	-	-	-	*	50.0%	-
	2022	53.3%	46.4%	*	-	-	*	-	-	-	-	-	*	-
English Language Arts	2023	52.3%	48.1%	44.0%	*	* 38.9%		*	-	-	-	*	50.0%	-
	2022	53.2%	47.7%	*	-	-	*	-	-	-	-	-	*	-
Mathematics	2023	50.8%	47.9%	*	-	*	*	-	-	-	-	-	*	-
	2022	50.4%	42.3%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	49.7%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	46.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	2023	42.0%	32.7%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	32.8%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	51.8%	52.6%	28.6%	48.0%	55.1%	*	*	-	*	14.3%	43.8%	*
	2021-22	71.5%	49.7%	51.7%	50.0%	61.9%	49.4%	*	-	-	*	30.8%	47.8%	*
At/Above Criterion for All Examinees	2022-23	28.9%	26.4%	23.0%	*	25.0%	20.9%	*	-	-	*	*	21.4%	*
	2021-22	32.1%	27.7%	19.4%	*	15.4%	22.7%	*	-	-	*	*	15.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	992	1039	-	1030	1042	*	-	-	-	*	1023	-
	2021-22	1001	1000	987	810	997	990	1060	-	-	-	810	984	-
English Language Arts and Writing	2022-23	497	504	530	-	534	530	*	-	-	-	*	515	-
	2021-22	506	505	496	430	485	497	610	-	-	-	430	485	-
Mathematics	2022-23	482	488	509	-	496	512	*	-	-	-	*	508	-
	2021-22	496	495	491	380	512	493	450	-	-	-	380	499	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	18.8	19.3	*	19.7	19.2	*	-	-	*	*	18.3	*
	2021-22	19.5	19.2	17.9	14.8	17.0	18.4	-	-	-	-	15.5	17.3	12.0
English Language Arts	2022-23	18.8	18.5	19.1	*	19.9	18.9	*	-	-	*	*	17.8	*
	2021-22	19.2	18.9	17.4	14.4	15.9	18.1	-	-	-	-	15.3	16.9	10.5
Mathematics	2022-23	18.9	18.6	18.3	*	18.4	18.2	*	-	-	*	*	17.8	*
	2021-22	19.3	18.8	17.8	15.3	17.9	18.0	-	-	-	-	15.3	17.5	16.0
Science	2022-23	19.5	19.2	20.2	*	20.2	20.5	*	-	-	*	*	19.6	*
	2021-22	19.8	19.5	18.2	14.5	17.3	18.7	-	-	-	-	15.8	17.3	10.0

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 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	2022-23	45.4%	38.1%	39.4%	17.6%	39.8%	41.3%	25.0%	*	-	27.8%	19.2%	34.5%	23.1%
	2021-22	44.2%	38.1%	39.5%	45.0%	45.7%	37.8%	42.9%	*	-	27.3%	21.6%	40.2%	33.3%
English Language Arts	2022-23	17.4%	14.3%	10.8%	6.3%	6.3%	12.0%	25.0%	*	-	11.8%	1.5%	6.2%	3.8%
	2021-22	16.6%	13.5%	10.0%	0.0%	11.4%	10.4%	16.7%	*	-	0.0%	2.1%	8.5%	0.0%
Mathematics	2022-23	19.5%	17.2%	20.6%	5.9%	25.0%	21.0%	14.3%	*	-	11.1%	14.7%	17.8%	12.5%
	2021-22	19.9%	17.2%	16.5%	6.3%	27.8%	13.7%	*	*	-	30.0%	4.5%	18.3%	30.8%
Science	2022-23	21.5%	21.7%	29.0%	20.0%	26.7%	31.0%	25.0%	*	-	11.8%	6.3%	21.9%	13.6%
	2021-22	21.1%	22.1%	33.0%	36.8%	38.7%	31.6%	50.0%	*	-	18.2%	17.0%	34.6%	21.4%
Social Studies	2022-23	24.0%	13.2%	6.9%	0.0%	4.1%	8.1%	12.5%	*	-	0.0%	0.0%	2.9%	0.0%
	2021-22	22.8%	13.7%	3.6%	0.0%	0.0%	4.8%	0.0%	*	-	0.0%	0.0%	1.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 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	1,737	100.0%	5,517,464	100.0%	1,738	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	3	0.2%	18,968	0.3%	4	0.2%	26,847	0.5%
Pre-Kindergarten	81	4.7%	247,979	4.5%	81	4.7%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	81	4.7%	205,531	3.7%	81	4.7%	205,907	3.7%
Kindergarten	105	6.0%	361,329	6.5%	105	6.0%	361,799	6.5%
Grade 1	129	7.4%	385,096	7.0%	129	7.4%	385,471	7.0%
Grade 2	108	6.2%	402,233	7.3%	108	6.2%	402,576	7.3%
Grade 3	123	7.1%	399,869	7.2%	123	7.1%	400,181	7.2%
Grade 4	133	7.7%	399,137	7.2%	133	7.7%	399,422	7.2%
Grade 5	119	6.9%	399,200	7.2%	119	6.8%	399,419	7.2%
Grade 6	138	7.9%	400,347	7.3%	138	7.9%	400,511	7.2%
Grade 7	132	7.6%	405,118	7.3%	132	7.6%	405,298	7.3%
Grade 8	144	8.3%	414,033	7.5%	144	8.3%	414,195	7.5%
Grade 9	160	9.2%	472,595	8.6%	160	9.2%	472,783	8.5%
Grade 10	147	8.5%	439,091	8.0%	147	8.5%	439,298	7.9%
Grade 11	111	6.4%	406,681	7.4%	111	6.4%	406,966	7.4%
Grade 12	104	6.0%	365,788	6.6%	104	6.0%	367,894	6.7%
Ethnic Distribution								
African American	40	2.3%	706,235	12.8%	40	2.3%	707,609	12.8%
Hispanic	330	19.0%	2,936,051	53.2%	330	19.0%	2,942,144	53.2%
White	1,264	72.8%	1,379,090	25.0%	1,264	72.7%	1,384,437	25.0%
American Indian	16	0.9%	17,886	0.3%	16	0.9%	17,939	0.3%
Asian	8	0.5%	295,946	5.4%	8	0.5%	296,367	5.4%
Pacific Islander	5	0.3%	8,831	0.2%	5	0.3%	8,844	0.2%
Two or More Races	74	4.3%	173,425	3.1%	75	4.3%	173,896	3.1%
Sex								
Female	767	44.2%	2,695,318	48.9%	767	44.1%	2,700,356	48.8%
Male	970	55.8%	2,822,146	51.1%	971	55.9%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,056	60.8%	3,434,955	62.3%	1,056	60.8%	3,439,856	62.2%
Non-Educationally Disadvantaged	681	39.2%	2,082,509	37.7%	682	39.2%	2,091,380	37.8%
Section 504 Students	209	12.0%	399,808	7.2%	209	12.0%	400,078	7.2%
EB Students/EL	148	8.5%	1,344,804	24.4%	148	8.5%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	48	2.5%	105,976	1.9%				
Students w/ Dyslexia	219	12.6%	329,004	6.0%	219	12.6%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	9	0.5%	12,418	0.2%	9	0.5%	12,469	0.2%
Homeless	34	2.0%	77,809	1.4%	34	2.0%	77,942	1.4%
Immigrant	5	0.3%	158,717	2.9%	5	0.3%	158,832	2.9%
Migrant	3	0.2%	13,481	0.2%	3	0.2%	13,528	0.2%
Title I	1,737	100.0%	3,624,288	65.7%	1,738	100.0%	3,632,539	65.7%
Military Connected	118	6.8%	212,919	3.9%	118	6.8%	213,035	3.9%
At-Risk	965	55.6%	2,937,834	53.2%	965	55.5%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	138	7.9%	1,350,113	24.5%	138	7.9%	1,350,920	24.4%
Career and Technical Education	495	28.5%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	439	84.1%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	101	5.8%	469,054	8.5%	101	5.8%	469,170	8.5%
Special Education	312	18.0%	764,858	13.9%	313	18.0%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	312		764,858					
Students with Intellectual Disabilities	134	42.9%	349,307	45.7%				
Students with Physical Disabilities	64	20.5%	144,191	18.9%				
Students with Autism	**	**	124,254	16.2%				
Students with Behavioral Disabilities	64	20.5%	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	233	13.9%	864,058	16.1%				
African American	10	0.6%	181,855	3.4%				
Hispanic	47	2.8%	455,070	8.5%				
White	162	9.7%	165,204	3.1%				
American Indian	5	0.3%	3,184	0.1%				
Asian	0	0.0%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	9	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	44	15.2%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	15	10.8%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	166	15.8%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	159	12.9%	767,390	18.1%				

Texas Education Agency
2023-24 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	3.7%	1.3%	0.0%	3.9%
Grade 1	4.5%	2.1%	12.5%	3.3%
Grade 2	0.0%	1.3%	0.0%	1.6%
Grade 3	0.9%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	3.4%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	10.2%	7.9%	15.2%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	12	1.4%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	17.3	18.4
Grade 1	18.4	18.8
Grade 2	15.6	19.1
Grade 3	20.3	19.4
Grade 4	21.5	19.4
Grade 5	19.5	20.9
Grade 6	20.2	19.2
Secondary		
English/Language Arts	15.8	16.3
Foreign Languages	18.8	18.8
Mathematics	15.2	17.5
Science	18.2	18.5
Social Studies	17.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	306.0	100.0%	775,882.5	100.0%
Professional Staff	165.0	53.9%	496,151.0	63.9%
Teachers	130.2	42.5%	374,799.9	48.3%
Professional Support	20.4	6.7%	86,026.7	11.1%
Campus Administration (School Leadership)	8.8	2.9%	25,836.1	3.3%
Central Administration	5.6	1.8%	9,488.3	1.2%
Educational Aides	56.4	18.4%	88,200.6	11.4%
Auxiliary Staff	84.6	27.6%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,187.0	n/a
Part-time Librarians	1.0	n/a	651.0	n/a
Full-time Counselors	3.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	42.3	13.8%	421,896.4	54.4%
Teachers by Ethnicity				
African American	3.7	2.9%	47,341.1	12.6%
Hispanic	3.7	2.8%	112,921.8	30.1%
White	121.0	92.9%	200,118.0	53.4%
American Indian	0.9	0.7%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.9	0.7%	4,726.6	1.3%
Teachers by Sex				
Males	27.5	21.1%	91,815.2	24.5%
Females	102.7	78.9%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	13.8	10.6%	9,453.8	2.5%
Bachelors	96.6	74.2%	268,886.4	71.7%
Masters	17.8	13.7%	93,414.7	24.9%
Doctorate	1.9	1.5%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	17.2	13.2%	32,507.6	8.7%
1-5 Years Experience	33.8	26.0%	102,619.4	27.4%
6-10 Years Experience	20.5	15.8%	75,585.4	20.2%
11-20 Years Experience	34.5	26.5%	101,415.3	27.1%
21-30 Years Experience	20.4	15.7%	51,471.9	13.7%
Over 30 Years Experience	3.7	2.9%	11,200.2	3.0%
Number of Students per Teacher	13.3	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	6.7	6.0
Average Years Experience of Principals with District	3.3	5.1
Average Years Experience of Assistant Principals	5.0	5.1
Average Years Experience of Assistant Principals with District	5.0	4.3
Average Years Experience of Teachers	11.5	11.1
Average Years Experience of Teachers with District	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$44,483	\$54,272
1-5 Years Experience	\$46,769	\$58,185
6-10 Years Experience	\$48,434	\$61,494
11-20 Years Experience	\$59,812	\$65,219
21-30 Years Experience	\$64,916	\$69,723
Over 30 Years Experience	\$64,382	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$53,537	\$62,474
Professional Support	\$62,690	\$73,783
Campus Administration (School Leadership)	\$71,703	\$86,738
Central Administration	\$97,216	\$116,028
Instructional Staff Percent	60.7%	65.0%
Turnover Rate for Teachers	32.4%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	-	-	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	2.7	2.0%	22,656.0	6.0%
Career and Technical Education	11.6	8.9%	20,454.1	5.5%
Compensatory Education	7.5	5.8%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	92.0	70.7%	261,452.4	69.8%
Special Education	11.7	9.0%	38,736.9	10.3%
Other	4.7	3.6%	13,749.8	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

The following information is provided for your information:

1. The total number of units is 100. The total number of units is 100. The total number of units is 100.

Category	Value	Percentage
Category A	30	30%
Category B	40	40%
Category C	30	30%

2023-24 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS H S

Campus Number: 190903001

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Texas Education Agency
2023-24 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	2024	70%	76%	76%	67%	79%	75%	*	*	-	86%	44%	86%	76%	76%	68%	76%
	2023	72%	75%	75%	38%	74%	76%	*	*	-	86%	33%	33%	79%	65%	70%	71%
At Meets Grade Level or Above	2024	52%	58%	58%	44%	54%	60%	*	*	-	57%	19%	57%	59%	55%	48%	56%
	2023	52%	55%	55%	13%	54%	56%	*	*	-	86%	27%	33%	59%	46%	48%	43%
At Masters Grade Level	2024	16%	11%	11%	11%	3%	14%	*	*	-	29%	6%	14%	12%	10%	7%	0%
	2023	13%	6%	6%	0%	6%	6%	*	*	-	14%	7%	0%	5%	8%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	79%	79%	33%	83%	79%	*	*	-	100%	41%	*	79%	78%	74%	86%
	2023	74%	79%	79%	*	79%	79%	*	-	-	*	33%	*	78%	80%	73%	73%
At Meets Grade Level or Above	2024	58%	59%	59%	0%	51%	62%	*	*	-	100%	26%	*	57%	65%	49%	43%
	2023	54%	56%	56%	*	58%	55%	*	-	-	*	14%	*	58%	51%	48%	36%
At Masters Grade Level	2024	9%	3%	3%	0%	0%	4%	*	*	-	0%	7%	*	2%	8%	2%	0%
	2023	9%	5%	5%	*	0%	6%	*	-	-	*	0%	*	4%	7%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	84%	38%	90%	85%	*	*	-	86%	44%	100%	85%	81%	81%	89%
	2023	79%	79%	78%	63%	65%	84%	*	-	-	*	40%	67%	79%	77%	76%	57%
At Meets Grade Level or Above	2024	43%	53%	49%	38%	52%	47%	*	*	-	71%	19%	43%	51%	43%	43%	50%
	2023	43%	31%	30%	13%	18%	36%	*	-	-	*	16%	17%	32%	23%	24%	14%
At Masters Grade Level	2024	24%	29%	26%	13%	19%	27%	*	*	-	57%	4%	29%	27%	23%	21%	29%
	2023	23%	11%	11%	0%	9%	14%	*	-	-	*	12%	0%	11%	10%	8%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
	2023	88%	90%	90%	*	90%	89%	*	*	-	100%	64%	*	94%	76%	91%	83%
At Meets Grade Level or Above	2024	56%	46%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
	2023	56%	59%	59%	*	50%	62%	*	*	-	60%	36%	*	61%	52%	51%	17%
At Masters Grade Level	2024	19%	6%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
	2023	21%	9%	9%	*	0%	12%	*	*	-	0%	27%	*	11%	0%	5%	0%
End of Course U.S. History																	

Texas Education Agency
2023-24 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	2024	96%	95%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
	2023	94%	70%	70%	*	*	72%	-	-	-	*	38%	*	44%	86%	42%	*
At Meets Grade Level or Above	2024	69%	69%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
	2023	70%	48%	48%	*	*	50%	-	-	-	*	13%	*	0%	79%	8%	*
At Masters Grade Level	2024	37%	38%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%
	2023	38%	17%	17%	*	*	11%	-	-	-	*	0%	*	0%	29%	0%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	100%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
	2023	90%	100%	100%	-	*	100%	*	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2024	59%	73%	73%	-	*	67%	-	-	-	*	-	-	78%	*	*	-
	2023	61%	63%	63%	-	*	60%	*	-	-	-	-	-	61%	*	75%	-
At Masters Grade Level	2024	12%	0%	0%	-	*	0%	-	-	-	*	-	-	0%	*	*	-
	2023	12%	16%	16%	-	*	13%	*	-	-	-	-	-	17%	*	13%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	71%	85%	57%	87%	85%	67%	*	-	94%	57%	95%	85%	83%	80%	87%
	2023	76%	70%	80%	48%	75%	81%	89%	*	-	95%	39%	56%	82%	75%	75%	70%
At Meets Grade Level or Above	2024	48%	38%	55%	31%	51%	58%	33%	*	-	68%	23%	55%	56%	54%	48%	46%
	2023	49%	37%	50%	13%	44%	52%	56%	*	-	68%	21%	22%	52%	46%	41%	30%
At Masters Grade Level	2024	20%	12%	15%	11%	9%	17%	0%	*	-	23%	8%	18%	15%	15%	11%	9%
	2023	20%	8%	8%	0%	6%	9%	0%	*	-	9%	8%	0%	8%	9%	5%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	77%	53%	81%	77%	*	*	-	92%	42%	88%	78%	77%	71%	79%
	2023	77%	74%	77%	36%	76%	78%	*	*	-	91%	33%	33%	79%	72%	71%	72%
At Meets Grade Level or Above	2024	54%	46%	58%	27%	53%	61%	*	*	-	77%	22%	63%	58%	59%	48%	51%
	2023	53%	43%	56%	18%	56%	55%	*	*	-	91%	22%	22%	59%	48%	48%	40%
At Masters Grade Level	2024	22%	12%	7%	7%	1%	9%	*	*	-	15%	7%	13%	7%	9%	5%	0%
	2023	20%	10%	5%	0%	3%	6%	*	*	-	9%	4%	0%	4%	7%	4%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	65%	85%	38%	91%	87%	*	*	-	88%	44%	100%	86%	82%	82%	89%
	2023	75%	65%	81%	63%	68%	86%	*	-	-	*	40%	67%	82%	78%	78%	57%

Texas Education Agency
2023-24 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	2024	43%	32%	50%	38%	53%	49%	*	*	-	75%	19%	43%	53%	43%	43%	50%
	2023	45%	30%	34%	13%	22%	40%	*	-	-	*	16%	17%	37%	25%	29%	14%
At Masters Grade Level	2024	17%	11%	24%	13%	19%	25%	*	*	-	50%	4%	29%	25%	22%	20%	29%
	2023	19%	8%	12%	0%	11%	14%	*	-	-	*	12%	0%	12%	10%	8%	7%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
	2023	77%	73%	90%	*	90%	89%	*	*	-	100%	64%	*	94%	76%	91%	83%
At Meets Grade Level or Above	2024	43%	35%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
	2023	47%	38%	59%	*	50%	62%	*	*	-	60%	36%	*	61%	52%	51%	17%
At Masters Grade Level	2024	16%	8%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
	2023	18%	6%	9%	*	0%	12%	*	*	-	0%	27%	*	11%	0%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	64%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
	2023	78%	60%	70%	*	*	72%	-	-	-	*	38%	*	44%	86%	42%	*
At Meets Grade Level or Above	2024	51%	36%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
	2023	52%	25%	48%	*	*	50%	-	-	-	*	13%	*	0%	79%	8%	*
At Masters Grade Level	2024	27%	19%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%
	2023	27%	7%	17%	*	*	11%	-	-	-	*	0%	*	0%	29%	0%	*

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

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	73%	73%	100%	74%	71%	*	*	-	79%	39%	71%	76%	66%	67%	68%
	2023	57%	59%	59%	8%	71%	62%	*	*	-	25%	38%	*	62%	44%	58%	70%
End of Course English II	2024	69%	73%	73%	42%	67%	76%	*	*	-	83%	57%	*	71%	81%	66%	70%
	2023	74%	82%	82%	*	65%	86%	*	-	-	*	60%	*	83%	77%	78%	70%
End of Course Algebra I	2024	72%	80%	78%	70%	88%	76%	*	*	-	79%	78%	50%	81%	71%	77%	86%
	2023	76%	86%	86%	75%	82%	88%	-	-	-	*	78%	*	84%	96%	84%	75%
All Grades Both Subjects	2024	64%	62%	75%	69%	77%	74%	*	*	-	80%	58%	63%	76%	72%	70%	76%
	2023	64%	59%	75%	43%	73%	78%	*	*	-	68%	58%	75%	76%	72%	73%	72%
All Grades ELA/Reading	2024	67%	66%	73%	68%	71%	73%	*	*	-	81%	49%	75%	73%	73%	67%	69%
	2023	63%	56%	69%	19%	68%	73%	*	*	-	55%	45%	*	71%	62%	66%	70%
All Grades Mathematics	2024	60%	58%	78%	70%	88%	76%	*	*	-	79%	78%	50%	81%	71%	77%	86%
	2023	66%	63%	86%	75%	82%	88%	-	-	-	*	78%	*	84%	96%	84%	75%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	29%	29%	*	44%	22%	*	-	-	*	0%	*	36%	11%	24%	33%
	2023	26%	35%	35%	*	*	47%	-	-	-	*	9%	-	42%	*	42%	*
End of Course English II	2024	29%	37%	37%	*	*	45%	-	-	-	-	15%	-	31%	50%	31%	*
	2023	41%	50%	50%	*	40%	53%	-	-	-	*	43%	*	56%	40%	50%	*
End of Course Algebra I	2024	55%	56%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%
	2023	58%	80%	80%	50%	71%	87%	-	-	-	*	40%	*	79%	85%	83%	71%
All Grades Both Subjects	2024	32%	36%	40%	14%	53%	42%	*	-	-	*	11%	*	43%	32%	36%	50%
	2023	38%	39%	64%	30%	57%	69%	-	-	-	80%	30%	*	66%	56%	67%	67%
All Grades ELA/Reading	2024	30%	36%	32%	17%	46%	31%	*	-	-	*	8%	*	34%	27%	26%	29%
	2023	35%	34%	43%	*	33%	50%	-	-	-	*	22%	*	49%	29%	45%	60%
All Grades Mathematics	2024	35%	36%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%
	2023	40%	42%	80%	50%	71%	87%	-	-	-	*	40%	*	79%	85%	83%	71%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	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	2024	75%	71%	85%	-	-	-	-	-	-	84%	-	84%	-	92%	84%	85%	100%
	2023	76%	70%	80%	-	-	-	-	-	-	62%	-	62%	-	-	80%	62%	95%
At Meets Grade Level or Above	2024	48%	38%	55%	-	-	-	-	-	-	35%	-	35%	-	67%	56%	39%	95%
	2023	49%	37%	50%	-	-	-	-	-	-	18%	-	18%	-	-	51%	18%	70%
At Masters Grade Level	2024	20%	12%	15%	-	-	-	-	-	-	6%	-	6%	-	17%	16%	7%	15%
	2023	20%	8%	8%	-	-	-	-	-	-	3%	-	3%	-	-	8%	3%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	77%	-	-	-	-	-	-	73%	-	73%	-	*	77%	76%	100%
	2023	77%	74%	77%	-	-	-	-	-	-	63%	-	63%	-	-	77%	63%	100%
At Meets Grade Level or Above	2024	54%	46%	58%	-	-	-	-	-	-	40%	-	40%	-	*	59%	44%	100%
	2023	53%	43%	56%	-	-	-	-	-	-	21%	-	21%	-	-	57%	21%	100%
At Masters Grade Level	2024	22%	12%	7%	-	-	-	-	-	-	0%	-	0%	-	*	9%	0%	0%
	2023	20%	10%	5%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	13%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	65%	85%	-	-	-	-	-	-	90%	-	90%	-	*	84%	88%	*
	2023	75%	65%	81%	-	-	-	-	-	-	55%	-	55%	-	-	83%	55%	86%
At Meets Grade Level or Above	2024	43%	32%	50%	-	-	-	-	-	-	43%	-	43%	-	*	50%	48%	*
	2023	45%	30%	34%	-	-	-	-	-	-	9%	-	9%	-	-	34%	9%	57%
At Masters Grade Level	2024	17%	11%	24%	-	-	-	-	-	-	24%	-	24%	-	*	23%	24%	*
	2023	19%	8%	12%	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	43%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	91%	-	-	-	-	-	-	88%	-	88%	-	*	91%	89%	*
	2023	77%	73%	90%	-	-	-	-	-	-	*	-	*	-	-	90%	*	100%
At Meets Grade Level or Above	2024	43%	35%	46%	-	-	-	-	-	-	32%	-	32%	-	*	46%	36%	*
	2023	47%	38%	59%	-	-	-	-	-	-	*	-	*	-	-	62%	*	40%
At Masters Grade Level	2024	16%	8%	6%	-	-	-	-	-	-	0%	-	0%	-	*	7%	4%	*
	2023	18%	6%	9%	-	-	-	-	-	-	*	-	*	-	-	9%	*	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	64%	95%	-	-	-	-	-	-	100%	-	100%	-	*	95%	100%	*
	2023	78%	60%	70%	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
At Meets Grade Level or Above	2024	51%	36%	69%	-	-	-	-	-	-	0%	-	0%	-	*	73%	0%	*
	2023	52%	25%	48%	-	-	-	-	-	-	*	-	*	-	-	45%	*	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	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 Masters Grade Level	2024	27%	19%	38%	-	-	-	-	-	-	0%	-	0%	-	*	41%	0%	*
	2023	27%	7%	17%	-	-	-	-	-	-	*	-	*	-	-	14%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	62%	75%	-	-	-	-	-	-	71%	-	71%	-	83%	75%	72%	91%
	2023	64%	59%	75%	-	-	-	-	-	-	69%	-	69%	-	-	75%	69%	82%
All Grades ELA/Reading	2024	67%	66%	73%	-	-	-	-	-	-	63%	-	63%	-	*	74%	63%	88%
	2023	63%	56%	69%	-	-	-	-	-	-	64%	-	64%	-	-	69%	64%	86%
All Grades Mathematics	2024	60%	58%	78%	-	-	-	-	-	-	82%	-	82%	-	*	76%	85%	*
	2023	66%	63%	86%	-	-	-	-	-	-	79%	-	79%	-	-	88%	79%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	40%	-	-	-	-	-	-	50%	-	50%	-	-	38%	50%	-
	2023	38%	39%	64%	-	-	-	-	-	-	64%	-	64%	-	-	63%	64%	*
All Grades ELA/Reading	2024	30%	36%	32%	-	-	-	-	-	-	29%	-	29%	-	-	33%	29%	-
	2023	35%	34%	43%	-	-	-	-	-	-	60%	-	60%	-	-	41%	60%	-
All Grades Mathematics	2024	35%	36%	56%	-	-	-	-	-	-	80%	-	80%	-	-	50%	80%	-
	2023	40%	42%	80%	-	-	-	-	-	-	67%	-	67%	-	-	81%	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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	100%	*	-	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	94%	100%	91%	96%	100%	*	-	79%	92%	100%	97%	88%	93%	87%
Not Included in Accountability: Mobile	4%	4%	3%	0%	3%	2%	0%	*	-	21%	5%	0%	1%	8%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	6%	1%	0%	*	-	0%	3%	0%	1%	3%	3%	11%
Not Tested	1%	1%	1%	0%	0%	1%	0%	*	-	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	1%	0%	*	-	0%	0%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	94%	93%	100%	85%	96%	*	*	-	81%	91%	100%	96%	85%	91%	75%
Not Included in Accountability: Mobile	4%	4%	3%	0%	2%	3%	*	*	-	19%	5%	0%	1%	9%	4%	2%
Not Included in Accountability: Other Exclusions	4%	1%	4%	0%	13%	1%	*	*	-	0%	5%	0%	3%	6%	5%	23%
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%	99%	97%	100%	98%	96%	*	*	-	100%	100%	100%	98%	96%	97%	100%
Included in Accountability	93%	94%	94%	100%	96%	95%	*	*	-	73%	96%	100%	97%	89%	94%	97%
Not Included in Accountability: Mobile	5%	5%	3%	0%	2%	1%	*	*	-	27%	4%	0%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	3%	0%	2%	4%	*	*	-	0%	0%	0%	2%	4%	3%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	3%	0%	2%	4%	*	*	-	0%	0%	0%	2%	4%	3%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	100%	100%	97%	*	*	-	89%	95%	100%	99%	93%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	0%	3%	*	*	-	11%	5%	0%	1%	7%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	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%

Texas Education Agency
2023-24 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%	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%
Social Studies																
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	*	83%	97%	*	-	-	*	85%	-	97%	85%	88%	82%
Not Included in Accountability: Mobile	4%	4%	4%	*	13%	1%	*	-	-	*	10%	-	1%	10%	7%	0%
Not Included in Accountability: Other Exclusions	1%	2%	3%	*	4%	2%	*	-	-	*	5%	-	1%	5%	5%	18%
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	69%	69%	-	* 69%	-	-	-	-	*	-	-	75%	*	40%	-
2023 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%	91%	100%	87%	93%	100%	*	-	100%	90%	95%	96%	81%	92%	78%
Not Included in Accountability: Mobile	4%	5%	7%	0%	8%	5%	0%	*	-	0%	4%	5%	3%	13%	6%	8%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	5%	1%	0%	*	-	0%	6%	0%	0%	6%	2%	14%
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%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	91%	100%	80%	95%	*	*	-	100%	93%	100%	96%	82%	91%	68%
Not Included in Accountability: Mobile	4%	5%	6%	0%	11%	4%	*	*	-	0%	4%	0%	3%	12%	6%	11%
Not Included in Accountability: Other Exclusions	3%	1%	3%	0%	9%	1%	*	*	-	0%	4%	0%	1%	7%	3%	22%
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%
Mathematics																
Assessment Participant	99%	100%	99%	100%	100%	99%	*	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	94%	94%	91%	100%	95%	91%	*	-	-	*	89%	100%	96%	78%	93%	93%

Texas Education Agency
2023-24 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)
Not Included in Accountability: Mobile	5%	5%	7%	0%	5%	7%	*	-	-	*	4%	0%	4%	16%	6%	7%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	2%	*	-	-	*	7%	0%	0%	4%	1%	0%
Not Tested	1%	0%	1%	0%	0%	1%	*	-	-	*	0%	0%	0%	2%	0%	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%	0%	0%
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	93%	*	95%	94%	*	*	-	100%	85%	*	98%	81%	96%	100%
Not Included in Accountability: Mobile	4%	4%	5%	*	5%	4%	*	*	-	0%	0%	*	2%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	0%	3%	*	*	-	0%	15%	*	0%	6%	2%	0%
Not Tested	1%	0%	0%	*	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	*	*	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	96%	88%	*	*	86%	-	-	-	*	89%	*	100%	82%	80%	*
Not Included in Accountability: Mobile	4%	4%	12%	*	*	14%	-	-	-	*	11%	*	0%	18%	20%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	*	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	*	*	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	*	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	*	0%	-	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	95%	95%	-	*	94%	*	-	-	-	-	-	100%	*	100%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 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													
2022-23	93.3%	93.2%	92.0%	89.0%	92.8%	92.0%	89.2%	*	-	91.0%	90.7%	90.7%	93.0%
2021-22	92.2%	92.1%	90.9%	88.1%	92.2%	90.9%	91.4%	*	*	86.1%	89.4%	90.0%	91.0%
Chronic Absenteeism													
2022-23	20.3%	22.7%	29.1%	38.9%	23.1%	29.0%	55.6%	*	-	45.0%	38.0%	36.7%	25.9%
2021-22	25.7%	29.4%	36.0%	52.2%	29.1%	36.2%	28.6%	*	*	53.8%	43.6%	38.8%	26.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	0.4%	0.4%	0.0%	0.0%	0.5%	0.0%	*	*	0.0%	1.8%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	99.1%	99.1%	100.0%	100.0%	98.7%		*	*	-	* 100.0%	100.0%	*
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%		*	*	-	* 0.0%	0.0%	*
Continued HS	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%		*	*	-	* 0.0%	0.0%	*
Dropped Out	6.3%	0.9%	0.9%	0.0%	0.0%	1.3%		*	*	-	* 0.0%	0.0%	*
Graduates and TxCHSE	90.6%	99.1%	99.1%	100.0%	100.0%	98.7%		*	*	-	* 100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	99.1%	99.1%	100.0%	100.0%	98.7%		*	*	-	* 100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	97.4%	97.4%	100.0%	94.4%	97.8%		-	-	-	- 100.0%	95.4%	80.0%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%		-	-	-	- 0.0%	0.0%	0.0%
Continued HS	3.5%	0.9%	0.9%	0.0%	5.6%	0.0%		-	-	-	- 0.0%	1.5%	20.0%
Dropped Out	6.4%	1.7%	1.7%	0.0%	0.0%	2.2%		-	-	-	- 0.0%	3.1%	0.0%
Graduates and TxCHSE	90.0%	97.4%	97.4%	100.0%	94.4%	97.8%		-	-	-	- 100.0%	95.4%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	98.3%	98.3%	100.0%	100.0%	97.8%		-	-	-	- 100.0%	96.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.3%	98.3%	100.0%	100.0%	97.8%		-	-	-	- 100.0%	96.9%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%		-	-	-	- 0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%		-	-	-	- 0.0%	0.0%	0.0%
Dropped Out	6.8%	1.7%	1.7%	0.0%	0.0%	2.2%		-	-	-	- 0.0%	3.1%	0.0%
Graduates and TxCHSE	92.2%	98.3%	98.3%	100.0%	100.0%	97.8%		-	-	-	- 100.0%	96.9%	100.0%

Texas Education Agency
2023-24 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	93.2%	98.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Class of 2021													
Graduated	92.2%	94.7%	94.7%	*	100.0%	94.3%	*	-	-	*	92.9%	96.1%	100.0%
Received TxCHSE	0.4%	0.9%	0.9%	*	0.0%	1.1%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.4%	4.4%	*	0.0%	4.6%	*	-	-	*	7.1%	2.0%	0.0%
Graduates and TxCHSE	92.7%	95.6%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.6%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.7%	94.7%	*	100.0%	94.3%	*	-	-	*	92.9%	96.1%	100.0%
Received TxCHSE	0.5%	0.9%	0.9%	*	0.0%	1.1%	*	-	-	*	0.0%	2.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.4%	4.4%	*	0.0%	4.6%	*	-	-	*	7.1%	2.0%	0.0%
Graduates and TxCHSE	93.2%	95.6%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.6%	95.6%	*	100.0%	95.4%	*	-	-	*	92.9%	98.0%	100.0%
Class of 2020													
Graduated	92.7%	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	0.5%	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	93.2%	94.4%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
Graduates, TxCHSE, and Continuers	93.8%	94.4%	94.4%	*	94.4%	93.9%	*	*	-	*	90.9%	95.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	99.1%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Class of 2022	89.7%	97.4%	97.4%	100.0%	94.4%	97.8%	-	-	-	-	100.0%	95.4%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.0%	7.0%	0.0%	7.7%	7.9%	*	*	-	*	30.8%	6.0%	*
Class of 2022	3.7%	1.8%	1.8%	0.0%	0.0%	2.3%	-	-	-	-	18.2%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	80.0%	80.0%	100.0%	88.5%	78.9%	*	*	-	*	30.8%	76.1%	*
Class of 2022	84.3%	86.7%	86.7%	87.5%	88.2%	86.4%	-	-	-	-	45.5%	85.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.0%	87.0%	100.0%	96.2%	86.8%	*	*	-	*	61.5%	82.1%	*
Class of 2022	88.0%	88.5%	88.5%	87.5%	88.2%	88.6%	-	-	-	-	63.6%	85.5%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.9%	6.9%	0.0%	8.0%	7.7%	*	*	-	*	28.6%	6.1%	*
2021-22	3.9%	1.7%	1.7%	0.0%	0.0%	2.2%	*	-	-	*	16.7%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.2%	80.2%	85.7%	88.0%	78.2%	*	*	-	*	28.6%	74.2%	*
2021-22	82.3%	85.0%	85.0%	87.5%	90.5%	85.4%	*	-	-	*	41.7%	84.5%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.1%	87.1%	85.7%	96.0%	85.9%	*	*	-	*	57.1%	80.3%	*
2021-22	86.0%	86.7%	86.7%	87.5%	90.5%	87.6%	*	-	-	*	58.3%	84.5%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	116	100.0%	116	377,367
By Ethnicity:				
African American	7	6.0%	7	46,822
Hispanic	25	21.6%	25	197,333
White	78	67.2%	78	103,009
American Indian	3	2.6%	3	1,181
Asian	1	0.9%	1	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	2	1.7%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	15	12.9%	15	49,278
Foundation H.S. Program (Endorsement)	8	6.9%	8	16,475
Foundation H.S. Program (DLA)	93	80.2%	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	14	12.1%	14	34,589
Economically Disadvantaged Graduates	66	56.9%	66	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	3.4%	4	50,229
At-Risk Graduates	49	42.2%	49	168,430
CTE Completers	54	46.6%	54	116,959

Texas Education Agency
2023-24 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)													
2022-23	76.3%	66.4%	66.4%	85.7%	76.0%	61.5%	*	*	-	*	71.4%	54.5%	*
2021-22	70.0%	48.3%	48.3%	25.0%	57.1%	49.4%	*	-	-	*	100.0%	45.1%	*
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	62.1%	62.1%	85.7%	72.0%	56.4%	*	*	-	*	71.4%	48.5%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	69.8%	69.8%	85.7%	76.0%	66.7%	*	*	-	*	28.6%	62.1%	*
2021-22	57.1%	45.8%	45.8%	25.0%	47.6%	48.3%	*	-	-	*	16.7%	38.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	58.6%	58.6%	85.7%	68.0%	51.3%	*	*	-	*	28.6%	48.5%	*
2021-22	48.2%	25.0%	25.0%	12.5%	28.6%	25.8%	*	-	-	*	0.0%	23.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	54.3%	54.3%	85.7%	64.0%	47.4%	*	*	-	*	28.6%	42.4%	*
2021-22	42.2%	24.2%	24.2%	0.0%	28.6%	25.8%	*	-	-	*	0.0%	22.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	9.5%	9.5%	14.3%	8.0%	9.0%	*	*	-	*	7.1%	6.1%	*
2021-22	20.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	17.2%	17.2%	14.3%	8.0%	19.2%	*	*	-	*	7.1%	9.1%	*
2021-22	24.0%	14.2%	14.2%	0.0%	23.8%	13.5%	*	-	-	*	0.0%	9.9%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.9%	6.9%	14.3%	8.0%	6.4%	*	*	-	*	57.1%	3.0%	*
2021-22	5.0%	5.8%	5.8%	12.5%	0.0%	6.7%	*	-	-	*	58.3%	4.2%	*
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 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
2022-23	36.4%	25.9%	25.9%	14.3%	28.0%	28.2%	*	*	-	*	57.1%	22.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	18.1%	18.1%	0.0%	16.0%	21.8%	*	*	-	*	14.3%	15.2%	*
2021-22	28.0%	14.2%	14.2%	12.5%	23.8%	12.4%	*	-	-	*	0.0%	14.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2021-22	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)													
2022-23	2.7%	5.2%	5.2%	14.3%	8.0%	3.8%	*	*	-	*	42.9%	3.0%	*
2021-22	2.5%	9.2%	9.2%	12.5%	4.8%	10.1%	*	-	-	*	91.7%	11.3%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	3.4%	3.4%	0.0%	4.0%	3.8%	*	*	-	*	7.1%	4.5%	*

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 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	2022-23	21.0%	44.0%	44.0%	14.3%	32.0%	48.7%	*	*	-	*	7.1%	33.3%	*
	2021-22	22.8%	42.5%	42.5%	25.0%	42.9%	44.9%	*	-	-	*	16.7%	36.6%	*
Mathematics	2022-23	19.9%	22.4%	22.4%	0.0%	12.0%	25.6%	*	*	-	*	7.1%	10.6%	*
	2021-22	18.7%	21.7%	21.7%	12.5%	23.8%	22.5%	*	-	-	*	0.0%	21.1%	*
Both Subjects	2022-23	12.5%	21.6%	21.6%	0.0%	12.0%	24.4%	*	*	-	*	7.1%	10.6%	*
	2021-22	12.6%	20.8%	20.8%	0.0%	23.8%	22.5%	*	-	-	*	0.0%	19.7%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	25.9%	25.9%	71.4%	40.0%	19.2%	*	*	-	*	21.4%	30.3%	*
	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics	2022-23	20.2%	35.3%	35.3%	85.7%	52.0%	25.6%	*	*	-	*	21.4%	37.9%	*
	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	22.4%	22.4%	71.4%	40.0%	14.1%	*	*	-	*	21.4%	27.3%	*
	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	11.7%	11.7%	12.5%	11.6%	11.6%	*	*	-	0.0%	3.8%	6.5%	0.0%
	2022	23.0%	0.4%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
English Language Arts	2023	13.8%	10.9%	10.9%	12.5%	9.3%	11.0%	*	*	-	0.0%	3.8%	6.5%	0.0%
	2022	13.2%	0.4%	0.4%	0.0%	0.0%	0.6%	*	-	-	*	0.0%	0.8%	0.0%
Mathematics	2023	7.0%	1.7%	1.7%	0.0%	4.7%	1.2%	*	*	-	0.0%	0.0%	0.8%	0.0%
	2022	6.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Science	2023	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	9.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	12.5%	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	2023	53.3%	40.7%	40.7%	*	40.0%	36.8%	*	-	-	-	*	50.0%	-
	2022	53.3%	*	*	-	-	*	-	-	-	-	-	*	-
English Language Arts	2023	52.3%	44.0%	44.0%	*	*	38.9%	*	-	-	-	*	50.0%	-
	2022	53.2%	*	*	-	-	*	-	-	-	-	-	*	-
Mathematics	2023	50.8%	*	*	-	*	*	-	-	-	-	-	*	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	52.6%	52.6%	28.6%	48.0%	55.1%	*	*	-	*	14.3%	43.8%	*
	2021-22	71.5%	51.7%	51.7%	50.0%	61.9%	49.4%	*	-	-	*	30.8%	47.8%	*
At/Above Criterion for All Examinees	2022-23	28.9%	23.0%	23.0%	*	25.0%	20.9%	*	-	-	*	*	21.4%	*
	2021-22	32.1%	19.4%	19.4%	*	15.4%	22.7%	*	-	-	-	*	15.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1039	1039	-	1030	1042	*	-	-	-	*	1023	-
	2021-22	1001	987	987	810	997	990	1060	-	-	-	810	984	-
English Language Arts and Writing	2022-23	497	530	530	-	534	530	*	-	-	-	*	515	-
	2021-22	506	496	496	430	485	497	610	-	-	-	430	485	-
Mathematics	2022-23	482	509	509	-	496	512	*	-	-	-	*	508	-
	2021-22	496	491	491	380	512	493	450	-	-	-	380	499	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	19.3	19.3	*	19.7	19.2	*	-	-	*	*	18.3	*
	2021-22	19.5	17.9	17.9	14.8	17.0	18.4	-	-	-	-	15.5	17.3	12.0
English Language Arts	2022-23	18.8	19.1	19.1	*	19.9	18.9	*	-	-	*	*	17.8	*
	2021-22	19.2	17.4	17.4	14.4	15.9	18.1	-	-	-	-	15.3	16.9	10.5
Mathematics	2022-23	18.9	18.3	18.3	*	18.4	18.2	*	-	-	*	*	17.8	*
	2021-22	19.3	17.8	17.8	15.3	17.9	18.0	-	-	-	-	15.3	17.5	16.0
Science	2022-23	19.5	20.2	20.2	*	20.2	20.5	*	-	-	*	*	19.6	*
	2021-22	19.8	18.2	18.2	14.5	17.3	18.7	-	-	-	-	15.8	17.3	10.0

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- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 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	2022-23	45.4%	39.4%	39.4%	17.6%	39.8%	41.3%	25.0%	*	-	27.8%	19.2%	34.5%	23.1%
	2021-22	44.2%	39.5%	39.5%	45.0%	45.7%	37.8%	42.9%	*	-	27.3%	21.6%	40.2%	33.3%
English Language Arts	2022-23	17.4%	10.8%	10.8%	6.3%	6.3%	12.0%	25.0%	*	-	11.8%	1.5%	6.2%	3.8%
	2021-22	16.6%	10.0%	10.0%	0.0%	11.4%	10.4%	16.7%	*	-	0.0%	2.1%	8.5%	0.0%
Mathematics	2022-23	19.5%	20.6%	20.6%	5.9%	25.0%	21.0%	14.3%	*	-	11.1%	14.7%	17.8%	12.5%
	2021-22	19.9%	16.5%	16.5%	6.3%	27.8%	13.7%	*	*	-	30.0%	4.5%	18.3%	30.8%
Science	2022-23	21.5%	29.0%	29.0%	20.0%	26.7%	31.0%	25.0%	*	-	11.8%	6.3%	21.9%	13.6%
	2021-22	21.1%	33.0%	33.0%	36.8%	38.7%	31.6%	50.0%	*	-	18.2%	17.0%	34.6%	21.4%
Social Studies	2022-23	24.0%	6.9%	6.9%	0.0%	4.1%	8.1%	12.5%	*	-	0.0%	0.0%	2.9%	0.0%
	2021-22	22.8%	3.6%	3.6%	0.0%	0.0%	4.8%	0.0%	*	-	0.0%	0.0%	1.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
2023-24 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	522	100.0%	1,737	5,517,464	522	100.0%	1,738	5,531,236
Students by Grade								
Grade 9	160	30.7%	9.2%	8.6%	160	30.7%	9.2%	8.5%
Grade 10	147	28.2%	8.5%	8.0%	147	28.2%	8.5%	7.9%
Grade 11	111	21.3%	6.4%	7.4%	111	21.3%	6.4%	7.4%
Grade 12	104	19.9%	6.0%	6.6%	104	19.9%	6.0%	6.7%
Ethnic Distribution								
African American	15	2.9%	2.3%	12.8%	15	2.9%	2.3%	12.8%
Hispanic	105	20.1%	19.0%	53.2%	105	20.1%	19.0%	53.2%
White	372	71.3%	72.8%	25.0%	372	71.3%	72.7%	25.0%
American Indian	6	1.1%	0.9%	0.3%	6	1.1%	0.9%	0.3%
Asian	2	0.4%	0.5%	5.4%	2	0.4%	0.5%	5.4%
Pacific Islander	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Two or More Races	22	4.2%	4.3%	3.1%	22	4.2%	4.3%	3.1%
Sex								
Female	226	43.3%	44.2%	48.9%	226	43.3%	44.1%	48.8%
Male	296	56.7%	55.8%	51.1%	296	56.7%	55.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	305	58.4%	60.8%	62.3%	305	58.4%	60.8%	62.2%
Non-Educationally Disadvantaged	217	41.6%	39.2%	37.7%	217	41.6%	39.2%	37.8%
Section 504 Students	82	15.7%	12.0%	7.2%	82	15.7%	12.0%	7.2%
EB Students/EL	42	8.0%	8.5%	24.4%	42	8.0%	8.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	35	6.4%	2.5%	1.9%				
Students w/ Dyslexia	63	12.1%	12.6%	6.0%	63	12.1%	12.6%	6.0%
Foster Care	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Homeless	10	1.9%	2.0%	1.4%	10	1.9%	2.0%	1.4%
Immigrant	3	0.6%	0.3%	2.9%	3	0.6%	0.3%	2.9%
Migrant	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Title I	522	100.0%	100.0%	65.7%	522	100.0%	100.0%	65.7%
Military Connected	56	10.7%	6.8%	3.9%	56	10.7%	6.8%	3.9%
At-Risk	261	50.0%	55.6%	53.2%	261	50.0%	55.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	40	7.7%	7.9%	24.5%	40	7.7%	7.9%	24.4%
Career and Technical Education	439	84.1%	28.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	439	84.1%	84.1%	73.3%	-	-	-	-
Gifted and Talented Education	47	9.0%	5.8%	8.5%	47	9.0%	5.8%	8.5%
Special Education	79	15.1%	18.0%	13.9%	79	15.1%	18.0%	14.0%

Texas Education Agency
2023-24 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 with Disabilities by Type of Primary Disability								
Total Students with Disabilities	79							
Students with Intellectual Disabilities	38	48.1%	42.9%	45.7%				
Students with Physical Disabilities	*	*	20.5%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	30	38.0%	20.5%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	89	16.2%	13.9%	16.1%				
African American	4	0.7%	0.6%	3.4%				
Hispanic	17	3.1%	2.8%	8.5%				
White	64	11.6%	9.7%	3.1%				
American Indian	1	0.2%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	17	21.3%	15.2%	17.6%				
Count and Percent of EB Students/EL who are Mobile	6	22.2%	10.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	57	18.3%	15.8%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	59	14.9%	12.9%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	10.2%	10.2%	7.9%	15.2%	15.2%	11.9%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	25.0	20.2	19.2
Secondary			
English/Language Arts	15.3	15.8	16.3

Texas Education Agency
2023-24 Student Information (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Foreign Languages	18.9	18.8	18.8
Mathematics	13.9	15.2	17.5
Science	15.5	18.2	18.5
Social Studies	13.5	17.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	64.5	100.0%	100.0%	100.0%
Professional Staff	50.3	78.0%	53.9%	63.9%
Teachers	43.5	67.4%	42.5%	48.3%
Professional Support	4.0	6.2%	6.7%	11.1%
Campus Administration (School Leadership)	2.8	4.3%	2.9%	3.3%
Educational Aides	14.2	22.0%	18.4%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	7.1	11.0%	13.8%	54.4%
Teachers by Ethnicity				
African American	1.0	2.3%	2.9%	12.6%
Hispanic	1.8	4.2%	2.8%	30.1%
White	40.6	93.5%	92.9%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.3%
Teachers by Sex				
Males	18.3	42.1%	21.1%	24.5%
Females	25.2	57.9%	78.9%	75.5%
Teachers by Highest Degree Held				
No Degree	7.2	16.6%	10.6%	2.5%
Bachelors	24.4	56.1%	74.2%	71.7%
Masters	10.3	23.7%	13.7%	24.9%
Doctorate	1.5	3.5%	1.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	9.0	20.8%	13.2%	8.7%
1-5 Years Experience	10.2	23.6%	26.0%	27.4%
6-10 Years Experience	7.7	17.6%	15.8%	20.2%
11-20 Years Experience	9.7	22.4%	26.5%	27.1%
21-30 Years Experience	4.9	11.3%	15.7%	13.7%
Over 30 Years Experience	1.9	4.4%	2.9%	3.0%
Number of Students per Teacher	12.0	n/a	13.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	6.7	6.0
Average Years Experience of Principals with District	5.0	3.3	5.1
Average Years Experience of Assistant Principals	16.0	5.0	5.1
Average Years Experience of Assistant Principals with District	16.0	5.0	4.3
Average Years Experience of Teachers	10.6	11.5	11.1
Average Years Experience of Teachers with District	4.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$44,396	\$44,483	\$54,272
1-5 Years Experience	\$48,466	\$46,769	\$58,185
6-10 Years Experience	\$48,615	\$48,434	\$61,494
11-20 Years Experience	\$68,620	\$59,812	\$65,219
21-30 Years Experience	\$66,304	\$64,916	\$69,723
Over 30 Years Experience	\$66,972	\$64,382	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$54,978	\$53,537	\$62,474
Professional Support	\$54,243	\$62,690	\$73,783
Campus Administration (School Leadership)	\$78,364	\$71,703	\$86,738
Instructional Staff Percent	n/a	60.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.4	0.8%	2.0%	6.0%
Career and Technical Education	11.2	25.7%	8.9%	5.5%
Compensatory Education	0.0	0.0%	5.8%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	22.8	52.4%	70.7%	69.8%
Special Education	4.5	10.3%	9.0%	10.3%
Other	4.7	10.9%	3.6%	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Account	2022-23 Actual	2023-24 Budget	2023-24 Actual
10000000	10000000	10000000	10000000
10000001	10000000	10000000	10000000
10000002	10000000	10000000	10000000
10000003	10000000	10000000	10000000
10000004	10000000	10000000	10000000
10000005	10000000	10000000	10000000
10000006	10000000	10000000	10000000
10000007	10000000	10000000	10000000
10000008	10000000	10000000	10000000
10000009	10000000	10000000	10000000
10000010	10000000	10000000	10000000
10000011	10000000	10000000	10000000
10000012	10000000	10000000	10000000
10000013	10000000	10000000	10000000
10000014	10000000	10000000	10000000
10000015	10000000	10000000	10000000
10000016	10000000	10000000	10000000
10000017	10000000	10000000	10000000
10000018	10000000	10000000	10000000
10000019	10000000	10000000	10000000
10000020	10000000	10000000	10000000
10000021	10000000	10000000	10000000
10000022	10000000	10000000	10000000
10000023	10000000	10000000	10000000
10000024	10000000	10000000	10000000
10000025	10000000	10000000	10000000
10000026	10000000	10000000	10000000
10000027	10000000	10000000	10000000
10000028	10000000	10000000	10000000
10000029	10000000	10000000	10000000
10000030	10000000	10000000	10000000
10000031	10000000	10000000	10000000
10000032	10000000	10000000	10000000
10000033	10000000	10000000	10000000
10000034	10000000	10000000	10000000
10000035	10000000	10000000	10000000
10000036	10000000	10000000	10000000
10000037	10000000	10000000	10000000
10000038	10000000	10000000	10000000
10000039	10000000	10000000	10000000
10000040	10000000	10000000	10000000
10000041	10000000	10000000	10000000
10000042	10000000	10000000	10000000
10000043	10000000	10000000	10000000
10000044	10000000	10000000	10000000
10000045	10000000	10000000	10000000
10000046	10000000	10000000	10000000
10000047	10000000	10000000	10000000
10000048	10000000	10000000	10000000
10000049	10000000	10000000	10000000
10000050	10000000	10000000	10000000

Account	2022-23 Actual	2023-24 Budget	2023-24 Actual
10000051	10000000	10000000	10000000
10000052	10000000	10000000	10000000
10000053	10000000	10000000	10000000
10000054	10000000	10000000	10000000
10000055	10000000	10000000	10000000
10000056	10000000	10000000	10000000
10000057	10000000	10000000	10000000
10000058	10000000	10000000	10000000
10000059	10000000	10000000	10000000
10000060	10000000	10000000	10000000
10000061	10000000	10000000	10000000
10000062	10000000	10000000	10000000
10000063	10000000	10000000	10000000
10000064	10000000	10000000	10000000
10000065	10000000	10000000	10000000
10000066	10000000	10000000	10000000
10000067	10000000	10000000	10000000
10000068	10000000	10000000	10000000
10000069	10000000	10000000	10000000
10000070	10000000	10000000	10000000
10000071	10000000	10000000	10000000
10000072	10000000	10000000	10000000
10000073	10000000	10000000	10000000
10000074	10000000	10000000	10000000
10000075	10000000	10000000	10000000
10000076	10000000	10000000	10000000
10000077	10000000	10000000	10000000
10000078	10000000	10000000	10000000
10000079	10000000	10000000	10000000
10000080	10000000	10000000	10000000

2023-24 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

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Texas Education Agency
2023-24 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	2024	77%	72%	72%	*	77%	72%	-	*	-	50%	52%	*	73%	68%	64%	84%
	2023	77%	73%	73%	*	74%	71%	-	*	-	100%	44%	40%	76%	68%	72%	89%
At Meets Grade Level or Above	2024	57%	45%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
At Masters Grade Level	2024	26%	13%	13%	*	10%	15%	-	*	-	0%	15%	*	14%	13%	11%	16%
	2023	22%	9%	9%	*	11%	9%	-	*	-	17%	0%	20%	7%	13%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	68%	*	58%	71%	-	*	-	83%	44%	*	69%	65%	60%	68%
	2023	75%	73%	73%	*	74%	74%	-	*	-	83%	50%	80%	74%	71%	72%	89%
At Meets Grade Level or Above	2024	39%	27%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
At Masters Grade Level	2024	14%	9%	9%	*	3%	11%	-	*	-	0%	22%	*	7%	13%	6%	5%
	2023	16%	8%	8%	*	0%	10%	-	*	-	17%	6%	0%	7%	11%	2%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	71%	71%	*	65%	73%	-	*	-	60%	44%	50%	72%	69%	68%	90%
	2023	78%	69%	69%	*	52%	73%	-	*	-	*	33%	*	71%	65%	62%	50%
At Meets Grade Level or Above	2024	54%	55%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
At Masters Grade Level	2024	29%	25%	25%	*	35%	23%	-	*	-	40%	11%	33%	26%	24%	20%	20%
	2023	27%	11%	11%	*	0%	13%	-	*	-	*	0%	*	11%	12%	8%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	55%	55%	*	55%	54%	-	*	-	100%	33%	67%	55%	55%	49%	50%
	2023	63%	51%	51%	*	48%	52%	-	*	-	*	17%	*	57%	30%	42%	42%
At Meets Grade Level or Above	2024	34%	27%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
	2023	37%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
At Masters Grade Level	2024	11%	9%	9%	*	10%	9%	-	*	-	0%	11%	17%	10%	7%	6%	10%
	2023	11%	4%	4%	*	0%	5%	-	*	-	*	0%	*	4%	3%	4%	0%
Grade 8 Reading																	

Texas Education Agency
2023-24 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	2024	81%	74%	74%	*	67%	74%	-	*	*	*	48%	*	76%	66%	68%	80%
	2023	83%	70%	70%	60%	67%	72%	*	*	-	67%	25%	50%	70%	68%	65%	71%
At Meets Grade Level or Above	2024	56%	34%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
At Masters Grade Level	2024	29%	13%	13%	*	0%	15%	-	*	*	*	0%	*	14%	10%	10%	0%
	2023	28%	9%	9%	0%	3%	13%	*	*	-	0%	0%	13%	10%	8%	6%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	61%	61%	*	61%	60%	-	*	*	*	15%	*	62%	54%	57%	60%
	2023	76%	75%	75%	80%	82%	74%	*	*	-	67%	25%	63%	76%	74%	71%	76%
At Meets Grade Level or Above	2024	43%	22%	22%	*	22%	21%	-	*	*	*	4%	*	24%	15%	16%	30%
	2023	46%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
At Masters Grade Level	2024	16%	3%	3%	*	6%	2%	-	*	*	*	0%	*	3%	4%	3%	10%
	2023	17%	10%	10%	0%	0%	16%	*	*	-	0%	0%	25%	11%	8%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	58%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
	2023	74%	64%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
At Meets Grade Level or Above	2024	44%	26%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%
	2023	47%	25%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%
At Masters Grade Level	2024	17%	9%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
	2023	17%	2%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	39%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
	2023	62%	59%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
At Meets Grade Level or Above	2024	33%	10%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
	2023	33%	22%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
At Masters Grade Level	2024	17%	3%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
	2023	16%	5%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	85%	100%	-	-	100%	-	*	-	-	-	-	100%	*	100%	-
	2023	79%	79%	*	-	-	*	-	-	-	*	-	-	*	*	*	-

Texas Education Agency
2023-24 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	2024	43%	53%	100%	-	-	100%	-	*	-	-	-	-	100%	*	100%	-
	2023	43%	31%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
At Masters Grade Level	2024	24%	29%	71%	-	-	69%	-	*	-	-	-	-	67%	*	83%	-
	2023	23%	11%	*	-	-	*	-	-	-	*	-	-	*	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	71%	63%	38%	59%	63%	-	86%	*	65%	37%	50%	64%	59%	57%	63%
	2023	76%	70%	67%	56%	66%	67%	*	75%	-	73%	29%	60%	68%	64%	63%	67%
At Meets Grade Level or Above	2024	48%	38%	31%	6%	24%	33%	-	57%	*	22%	12%	26%	32%	30%	25%	27%
	2023	49%	37%	31%	31%	27%	33%	*	13%	-	36%	10%	24%	32%	31%	26%	28%
At Masters Grade Level	2024	20%	12%	11%	0%	8%	12%	-	36%	*	8%	7%	12%	12%	11%	9%	8%
	2023	20%	8%	7%	0%	1%	10%	*	0%	-	5%	1%	10%	7%	8%	5%	1%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	72%	57%	71%	73%	-	100%	*	60%	49%	54%	74%	68%	67%	85%
	2023	77%	74%	71%	55%	64%	72%	*	*	-	83%	33%	59%	72%	67%	66%	69%
At Meets Grade Level or Above	2024	54%	46%	44%	14%	36%	47%	-	60%	*	33%	18%	38%	44%	44%	38%	41%
	2023	53%	43%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
At Masters Grade Level	2024	22%	12%	17%	0%	14%	18%	-	40%	*	20%	8%	23%	17%	16%	14%	13%
	2023	20%	10%	10%	0%	4%	12%	*	*	-	11%	0%	12%	10%	11%	7%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	65%	63%	29%	58%	63%	-	100%	*	80%	31%	62%	64%	59%	56%	62%
	2023	75%	65%	67%	45%	70%	66%	*	*	-	75%	28%	65%	69%	60%	63%	69%
At Meets Grade Level or Above	2024	43%	32%	28%	0%	20%	30%	-	60%	*	20%	14%	23%	29%	26%	20%	21%
	2023	45%	30%	32%	18%	29%	33%	*	*	-	45%	8%	18%	33%	31%	27%	29%
At Masters Grade Level	2024	17%	11%	9%	0%	6%	10%	-	40%	*	0%	11%	8%	9%	10%	7%	8%
	2023	19%	8%	8%	0%	0%	10%	*	*	-	5%	2%	12%	8%	7%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
	2023	77%	73%	64%	80%	70%	63%	*	*	-	67%	21%	63%	64%	66%	58%	62%
At Meets Grade Level or Above	2024	43%	35%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%
	2023	47%	38%	25%	40%	12%	30%	*	*	-	22%	8%	38%	25%	26%	19%	14%

Texas Education Agency
2023-24 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	2024	16%	8%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
	2023	18%	6%	2%	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	1%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	64%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
	2023	78%	60%	59%	60%	58%	60%	*	*	-	56%	29%	50%	58%	61%	56%	62%
At Meets Grade Level or Above	2024	51%	36%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
	2023	52%	25%	22%	60%	15%	25%	*	*	-	0%	8%	25%	21%	24%	19%	19%
At Masters Grade Level	2024	27%	19%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
	2023	27%	7%	5%	0%	0%	8%	*	*	-	0%	0%	13%	4%	8%	3%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	25%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
Reading and Mathematics Including EOC	2024	36%	25%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
	2023	35%	28%	28%	*	42%	25%	-	*	-	33%	19%	20%	27%	29%	21%	22%
Reading Including EOC	2024	57%	45%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
	2023	52%	42%	42%	*	58%	37%	-	*	-	83%	19%	20%	44%	37%	38%	67%
Math Including EOC	2024	40%	27%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
	2023	40%	32%	32%	*	42%	31%	-	*	-	33%	19%	20%	32%	32%	25%	22%
7th Graders																	
Reading and Mathematics	2024	35%	27%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
	2023	37%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
Reading and Mathematics Including EOC	2024	36%	27%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
	2023	38%	16%	16%	*	10%	18%	-	*	-	*	0%	*	18%	12%	14%	8%
Reading Including EOC	2024	54%	55%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
	2023	55%	31%	31%	*	29%	32%	-	*	-	*	13%	*	31%	29%	29%	25%
Math Including EOC	2024	40%	27%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
	2023	43%	23%	23%	*	10%	26%	-	*	-	*	0%	*	26%	12%	15%	8%
8th Graders																	
Reading and Mathematics	2024	28%	14%	14%	*	17%	12%	-	*	*	*	0%	*	15%	8%	12%	20%
	2023	31%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%

Texas Education Agency
2023-24 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	2024	41%	22%	22%	*	17%	22%	-	*	*	*	0%	*	24%	14%	17%	20%
	2023	44%	29%	29%	40%	18%	34%	*	*	-	22%	8%	25%	28%	32%	20%	19%
Reading Including EOC	2024	57%	34%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
	2023	58%	35%	35%	60%	30%	36%	*	*	-	33%	8%	25%	34%	37%	26%	33%
Math Including EOC	2024	49%	30%	30%	*	22%	31%	-	*	*	*	4%	*	32%	21%	23%	30%
	2023	51%	41%	41%	40%	33%	44%	*	*	-	44%	8%	25%	41%	42%	36%	43%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	21%	22%	0%	19%	23%	-	*	*	13%	13%	23%	22%	22%	16%	15%
	2023	37%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
Reading and Mathematics Including EOC	2024	38%	23%	24%	0%	19%	26%	-	40%	*	13%	13%	23%	25%	24%	18%	15%
	2023	39%	23%	24%	18%	22%	25%	*	*	-	28%	8%	18%	24%	25%	19%	17%
Reading Including EOC	2024	54%	41%	44%	14%	36%	47%	-	60%	*	33%	18%	38%	44%	44%	38%	41%
	2023	53%	38%	36%	27%	37%	35%	*	*	-	50%	13%	24%	36%	35%	31%	38%
Math Including EOC	2024	45%	28%	28%	0%	20%	30%	-	60%	*	20%	14%	23%	29%	26%	20%	21%
	2023	47%	29%	32%	18%	29%	33%	*	*	-	39%	8%	18%	33%	29%	26%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	55%	55%	*	45%	60%	-	*	-	40%	48%	*	53%	61%	50%	55%
	2023	51%	45%	45%	*	47%	40%	-	*	-	100%	37%	60%	49%	35%	44%	44%
Grade 6 Mathematics	2024	48%	49%	49%	*	31%	54%	-	*	-	60%	50%	*	45%	58%	44%	37%
	2023	54%	46%	46%	*	42%	48%	-	*	-	33%	60%	60%	45%	50%	40%	17%
Grade 7 ELA/Reading	2024	66%	70%	70%	*	75%	69%	-	*	-	60%	44%	50%	73%	64%	67%	85%
	2023	71%	68%	68%	*	69%	68%	-	*	-	*	52%	*	69%	65%	69%	71%
Grade 7 Mathematics	2024	49%	43%	43%	*	56%	40%	-	*	-	50%	32%	58%	47%	34%	40%	45%
	2023	56%	53%	53%	*	50%	52%	-	*	-	*	30%	*	56%	41%	52%	42%
Grade 8 ELA/Reading	2024	69%	58%	58%	*	56%	58%	-	*	*	*	43%	*	60%	50%	59%	50%
	2023	63%	42%	42%	60%	36%	46%	*	*	-	28%	34%	44%	43%	40%	37%	45%
Grade 8 Mathematics	2024	66%	59%	59%	*	69%	57%	-	*	*	*	33%	*	61%	54%	54%	65%
	2023	74%	78%	78%	90%	75%	78%	*	*	-	81%	55%	75%	81%	69%	78%	73%
End of Course Algebra I	2024	72%	80%	100%	-	-	100%	-	*	-	-	-	-	100%	*	100%	-
	2023	76%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	62%	56%	46%	52%	57%	-	90%	*	50%	42%	50%	57%	54%	53%	54%
	2023	64%	59%	56%	64%	54%	55%	*	75%	-	60%	44%	63%	58%	50%	53%	52%
All Grades ELA/Reading	2024	67%	66%	61%	50%	56%	62%	-	100%	*	43%	45%	42%	61%	60%	59%	62%
	2023	63%	56%	52%	55%	49%	53%	*	*	-	56%	42%	62%	54%	46%	50%	52%
All Grades Mathematics	2024	60%	58%	52%	43%	48%	52%	-	80%	*	57%	39%	58%	53%	49%	47%	46%
	2023	66%	63%	59%	75%	59%	58%	*	*	-	65%	47%	65%	61%	53%	57%	51%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	29%	29%	*	38%	25%	-	*	-	*	10%	*	29%	27%	26%	50%
	2023	26%	28%	28%	*	*	25%	-	*	-	*	13%	*	32%	17%	24%	*
Grade 6 Mathematics	2024	27%	25%	25%	*	33%	13%	-	-	-	*	23%	*	22%	30%	24%	33%
	2023	35%	50%	50%	*	*	52%	-	-	-	*	38%	*	55%	40%	52%	*
Grade 7 ELA/Reading	2024	23%	21%	21%	*	0%	26%	-	-	-	-	0%	*	19%	25%	15%	*
	2023	39%	39%	39%	*	29%	45%	-	*	-	-	25%	*	42%	29%	33%	25%
Grade 7 Mathematics	2024	14%	10%	10%	*	20%	5%	-	-	-	*	11%	*	5%	20%	9%	*
	2023	22%	18%	18%	*	13%	20%	-	-	-	*	11%	*	20%	9%	14%	20%
Grade 8 ELA/Reading	2024	34%	44%	44%	*	38%	42%	-	*	-	-	29%	-	45%	40%	35%	*
	2023	39%	20%	20%	-	20%	20%	*	-	-	*	8%	*	23%	13%	18%	*
Grade 8 Mathematics	2024	44%	41%	41%	*	40%	42%	-	-	-	*	11%	*	39%	50%	41%	50%
	2023	49%	43%	43%	*	57%	38%	*	-	-	*	13%	*	46%	36%	45%	38%
All Grades Both Subjects	2024	32%	36%	30%	30%	31%	29%	-	*	-	40%	15%	33%	30%	32%	26%	40%
	2023	38%	39%	33%	20%	34%	34%	*	*	-	33%	17%	44%	36%	25%	31%	29%
All Grades ELA/Reading	2024	30%	36%	32%	*	29%	31%	-	*	-	*	16%	*	33%	29%	25%	45%
	2023	35%	34%	32%	*	24%	34%	*	*	-	40%	17%	44%	35%	21%	27%	29%

Texas Education Agency
2023-24 STAAR Progress (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)
All Grades Mathematics	2024	35%	36%	29%	33%	33%	27%	-	-	-	*	15%	40%	27%	34%	28%	36%
	2023	40%	42%	35%	29%	42%	34%	*	-	-	*	17%	43%	37%	28%	35%	29%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	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	2024	75%	71%	63%	-	-	-	-	-	-	62%	-	62%	-	*	63%	64%	*
	2023	76%	70%	67%	-	-	-	-	-	-	61%	-	61%	-	100%	67%	63%	100%
At Meets Grade Level or Above	2024	48%	38%	31%	-	-	-	-	-	-	25%	-	25%	-	*	32%	26%	*
	2023	49%	37%	31%	-	-	-	-	-	-	24%	-	24%	-	33%	32%	25%	58%
At Masters Grade Level	2024	20%	12%	11%	-	-	-	-	-	-	8%	-	8%	-	*	12%	8%	*
	2023	20%	8%	7%	-	-	-	-	-	-	1%	-	1%	-	0%	8%	1%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	72%	-	-	-	-	-	-	84%	-	84%	-	*	71%	84%	*
	2023	77%	74%	71%	-	-	-	-	-	-	65%	-	65%	-	*	71%	67%	*
At Meets Grade Level or Above	2024	54%	46%	44%	-	-	-	-	-	-	41%	-	41%	-	*	44%	39%	*
	2023	53%	43%	36%	-	-	-	-	-	-	35%	-	35%	-	*	35%	36%	*
At Masters Grade Level	2024	22%	12%	17%	-	-	-	-	-	-	14%	-	14%	-	*	18%	13%	*
	2023	20%	10%	10%	-	-	-	-	-	-	3%	-	3%	-	*	11%	3%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	65%	63%	-	-	-	-	-	-	62%	-	62%	-	*	63%	63%	*
	2023	75%	65%	67%	-	-	-	-	-	-	65%	-	65%	-	*	66%	67%	*
At Meets Grade Level or Above	2024	43%	32%	28%	-	-	-	-	-	-	19%	-	19%	-	*	29%	21%	*
	2023	45%	30%	32%	-	-	-	-	-	-	22%	-	22%	-	*	33%	23%	*
At Masters Grade Level	2024	17%	11%	9%	-	-	-	-	-	-	5%	-	5%	-	*	10%	8%	*
	2023	19%	8%	8%	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	58%	-	-	-	-	-	-	22%	-	22%	-	*	60%	30%	-
	2023	77%	73%	64%	-	-	-	-	-	-	53%	-	53%	-	*	65%	56%	*
At Meets Grade Level or Above	2024	43%	35%	26%	-	-	-	-	-	-	11%	-	11%	-	*	26%	20%	-
	2023	47%	38%	25%	-	-	-	-	-	-	12%	-	12%	-	*	27%	11%	*
At Masters Grade Level	2024	16%	8%	9%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	-
	2023	18%	6%	2%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	64%	39%	-	-	-	-	-	-	11%	-	11%	-	*	41%	20%	-
	2023	78%	60%	59%	-	-	-	-	-	-	53%	-	53%	-	*	58%	56%	*
At Meets Grade Level or Above	2024	51%	36%	10%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	-
	2023	52%	25%	22%	-	-	-	-	-	-	18%	-	18%	-	*	22%	17%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	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 Masters Grade Level	2024	27%	19%	3%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	-
	2023	27%	7%	5%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	62%	56%	-	-	-	-	-	-	54%	-	54%	-	*	57%	54%	*
	2023	64%	59%	56%	-	-	-	-	-	-	51%	-	51%	-	*	56%	50%	75%
All Grades ELA/Reading	2024	67%	66%	61%	-	-	-	-	-	-	62%	-	62%	-	*	61%	61%	*
	2023	63%	56%	52%	-	-	-	-	-	-	50%	-	50%	-	*	52%	50%	*
All Grades Mathematics	2024	60%	58%	52%	-	-	-	-	-	-	46%	-	46%	-	*	53%	47%	*
	2023	66%	63%	59%	-	-	-	-	-	-	51%	-	51%	-	*	60%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	30%	-	-	-	-	-	-	40%	-	40%	-	-	29%	40%	-
	2023	38%	39%	33%	-	-	-	-	-	-	29%	-	29%	-	-	34%	29%	-
All Grades ELA/Reading	2024	30%	36%	32%	-	-	-	-	-	-	45%	-	45%	-	-	30%	45%	-
	2023	35%	34%	32%	-	-	-	-	-	-	29%	-	29%	-	-	32%	29%	-
All Grades Mathematics	2024	35%	36%	29%	-	-	-	-	-	-	36%	-	36%	-	-	28%	36%	-
	2023	40%	42%	35%	-	-	-	-	-	-	29%	-	29%	-	-	36%	29%	-

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	95%	99%	99%	-	100%	*	97%	97%	100%	99%	97%	98%	100%
Included in Accountability	92%	94%	94%	80%	95%	95%	-	100%	*	95%	92%	100%	99%	82%	95%	82%
Not Included in Accountability: Mobile	4%	4%	4%	15%	5%	3%	-	0%	*	3%	4%	0%	1%	13%	2%	13%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	0%	1%	-	0%	*	0%	1%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	5%	1%	1%	-	0%	*	3%	3%	0%	1%	3%	2%	0%
Absent	1%	1%	1%	5%	1%	1%	-	0%	*	3%	3%	0%	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	89%	99%	98%	-	100%	*	100%	96%	100%	99%	97%	98%	100%
Included in Accountability	91%	94%	94%	78%	93%	95%	-	100%	*	100%	91%	100%	98%	84%	96%	81%
Not Included in Accountability: Mobile	4%	4%	4%	11%	5%	2%	-	0%	*	0%	4%	0%	0%	11%	1%	15%
Not Included in Accountability: Other Exclusions	4%	1%	1%	0%	0%	1%	-	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	2%	11%	1%	2%	-	0%	*	0%	4%	0%	1%	3%	2%	0%
Absent	1%	1%	2%	11%	1%	2%	-	0%	*	0%	4%	0%	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	100%	*	100%	99%	100%	99%	98%	98%	100%
Included in Accountability	93%	94%	93%	78%	93%	95%	-	100%	*	94%	91%	100%	99%	82%	95%	81%
Not Included in Accountability: Mobile	5%	5%	5%	22%	7%	3%	-	0%	*	6%	6%	0%	0%	14%	3%	15%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	1%	-	0%	*	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	1%	0%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	2%	0%
Absent	1%	1%	1%	0%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	2%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	*	100%	98%	-	*	*	*	93%	*	100%	91%	96%	100%
Included in Accountability	93%	95%	94%	*	100%	94%	-	*	*	*	93%	*	99%	77%	93%	83%
Not Included in Accountability: Mobile	4%	4%	4%	*	0%	3%	-	*	*	*	0%	*	1%	11%	2%	8%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	-	*	*	*	0%	*	0%	3%	1%	8%
Not Tested	1%	1%	2%	*	0%	2%	-	*	*	*	7%	*	0%	9%	4%	0%

Texas Education Agency
2023-24 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)
Absent	1%	1%	2%	*	0%	2%	-	*	*	*	7%	*	0%	9%	4%	0%
Other	0%	0%	0%	*	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	*	100%	95%	-	*	*	*	96%	*	99%	83%	95%	83%
Not Included in Accountability: Mobile	4%	4%	4%	*	0%	4%	-	*	*	*	4%	*	1%	14%	4%	8%
Not Included in Accountability: Other Exclusions	1%	2%	1%	*	0%	1%	-	*	*	*	0%	*	0%	3%	1%	8%
Not Tested	1%	0%	0%	*	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
2023 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%	94%	96%	*	100%	-	100%	94%	93%	98%	91%	95%	98%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	3%	*	0%	-	0%	6%	7%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
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%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	94%	96%	*	*	-	100%	94%	89%	97%	92%	95%	95%
Not Included in Accountability: Mobile	4%	5%	4%	0%	5%	4%	*	*	-	0%	6%	11%	3%	8%	4%	2%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
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%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	95%	100%	95%	95%	*	*	-	100%	93%	89%	97%	91%	95%	98%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	4%	*	*	-	0%	7%	11%	3%	8%	5%	2%

Texas Education Agency
2023-24 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	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%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	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%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	100%	94%	99%	*	*	-	100%	96%	100%	100%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	3%	0%	6%	1%	*	*	-	0%	4%	0%	0%	10%	3%	0%
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 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													
2022-23	93.3%	93.2%	93.9%	96.1%	94.7%	93.6%	*	*	-	94.0%	92.1%	93.6%	96.3%
2021-22	92.2%	92.1%	92.3%	94.0%	92.1%	92.3%	*	*	-	91.6%	90.8%	91.9%	92.9%
Chronic Absenteeism													
2022-23	20.3%	22.7%	18.9%	0.0%	19.0%	19.6%	*	*	-	14.3%	26.9%	21.8%	11.6%
2021-22	25.7%	29.4%	30.3%	20.0%	29.9%	30.2%	*	*	-	45.5%	31.4%	33.0%	30.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.6%	0.6%	0.0%	0.0%	0.5%	*	*	-	6.3%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	*	-	-	*	-	-	-	-	-	-	-
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	116	377,367
By Ethnicity:				
African American	-	-	7	46,822
Hispanic	-	-	25	197,333
White	-	-	78	103,009
American Indian	-	-	3	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	15	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	14	34,589
Economically Disadvantaged Graduates	-	-	66	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	50,229
At-Risk Graduates	-	-	49	168,430
CTE Completers	-	-	54	116,959

Texas Education Agency
2023-24 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
2023-24 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	414	100.0%	1,737	5,517,464	414	100.0%	1,738	5,531,236
Students by Grade								
Grade 6	138	33.3%	7.9%	7.3%	138	33.3%	7.9%	7.2%
Grade 7	132	31.9%	7.6%	7.3%	132	31.9%	7.6%	7.3%
Grade 8	144	34.8%	8.3%	7.5%	144	34.8%	8.3%	7.5%
Ethnic Distribution								
African American	9	2.2%	2.3%	12.8%	9	2.2%	2.3%	12.8%
Hispanic	71	17.1%	19.0%	53.2%	71	17.1%	19.0%	53.2%
White	313	75.6%	72.8%	25.0%	313	75.6%	72.7%	25.0%
American Indian	0	0.0%	0.9%	0.3%	0	0.0%	0.9%	0.3%
Asian	5	1.2%	0.5%	5.4%	5	1.2%	0.5%	5.4%
Pacific Islander	1	0.2%	0.3%	0.2%	1	0.2%	0.3%	0.2%
Two or More Races	15	3.6%	4.3%	3.1%	15	3.6%	4.3%	3.1%
Sex								
Female	182	44.0%	44.2%	48.9%	182	44.0%	44.1%	48.8%
Male	232	56.0%	55.8%	51.1%	232	56.0%	55.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	267	64.5%	60.8%	62.3%	267	64.5%	60.8%	62.2%
Non-Educationally Disadvantaged	147	35.5%	39.2%	37.7%	147	35.5%	39.2%	37.8%
Section 504 Students	72	17.4%	12.0%	7.2%	72	17.4%	12.0%	7.2%
EB Students/EL	39	9.4%	8.5%	24.4%	39	9.4%	8.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	11	2.4%	2.5%	1.9%				
Students w/ Dyslexia	81	19.6%	12.6%	6.0%	81	19.6%	12.6%	6.0%
Foster Care	1	0.2%	0.5%	0.2%	1	0.2%	0.5%	0.2%
Homeless	7	1.7%	2.0%	1.4%	7	1.7%	2.0%	1.4%
Immigrant	1	0.2%	0.3%	2.9%	1	0.2%	0.3%	2.9%
Migrant	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Title I	414	100.0%	100.0%	65.7%	414	100.0%	100.0%	65.7%
Military Connected	38	9.2%	6.8%	3.9%	38	9.2%	6.8%	3.9%
At-Risk	263	63.5%	55.6%	53.2%	263	63.5%	55.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	36	8.7%	7.9%	24.5%	36	8.7%	7.9%	24.4%
Career and Technical Education	56	13.5%	28.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.1%	73.3%	-	-	-	-
Gifted and Talented Education	29	7.0%	5.8%	8.5%	29	7.0%	5.8%	8.5%
Special Education	74	17.9%	18.0%	13.9%	74	17.9%	18.0%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	74							
Students with Intellectual Disabilities	46	62.2%	42.9%	45.7%				
Students with Physical Disabilities	5	6.8%	20.5%	18.9%				
Students with Autism	11	14.9%	**	16.2%				
Students with Behavioral Disabilities	12	16.2%	20.5%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	57	12.6%	13.9%	16.1%				
African American	2	0.4%	0.6%	3.4%				
Hispanic	9	2.0%	2.8%	8.5%				
White	42	9.3%	9.7%	3.1%				
American Indian	2	0.4%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.5%	0.5%				
Special Ed Students who are Mobile	12	15.4%	15.2%	17.6%				
Count and Percent of EB Students/EL who are Mobile	4	9.3%	10.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	46	15.1%	15.8%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	32	11.6%	12.9%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.5%	3.4%	3.4%	0.4%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	19.8	20.2	19.2
Secondary			
English/Language Arts	16.5	15.8	16.3
Foreign Languages	18.0	18.8	18.8
Mathematics	16.8	15.2	17.5
Science	24.5	18.2	18.5
Social Studies	26.8	17.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	45.0	100.0%	100.0%	100.0%
Professional Staff	36.1	80.1%	53.9%	63.9%
Teachers	33.0	73.2%	42.5%	48.3%
Professional Support	1.0	2.2%	6.7%	11.1%
Campus Administration (School Leadership)	2.1	4.7%	2.9%	3.3%
Educational Aides	9.0	19.9%	18.4%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	4.5	9.9%	13.8%	54.4%
Teachers by Ethnicity				
African American	1.8	5.5%	2.9%	12.6%
Hispanic	1.0	3.0%	2.8%	30.1%
White	30.2	91.5%	92.9%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.3%
Teachers by Sex				
Males	8.3	25.1%	21.1%	24.5%
Females	24.7	74.9%	78.9%	75.5%
Teachers by Highest Degree Held				
No Degree	5.5	16.7%	10.6%	2.5%
Bachelors	23.2	70.3%	74.2%	71.7%
Masters	3.9	11.9%	13.7%	24.9%
Doctorate	0.4	1.1%	1.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.6	14.0%	13.2%	8.7%
1-5 Years Experience	13.8	41.9%	26.0%	27.4%
6-10 Years Experience	2.4	7.2%	15.8%	20.2%
11-20 Years Experience	5.4	16.5%	26.5%	27.1%
21-30 Years Experience	5.8	17.7%	15.7%	13.7%
Over 30 Years Experience	0.9	2.7%	2.9%	3.0%
Number of Students per Teacher	12.6	n/a	13.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	6.7	6.0
Average Years Experience of Principals with District	1.0	3.3	5.1
Average Years Experience of Assistant Principals	1.0	5.0	5.1
Average Years Experience of Assistant Principals with District	1.0	5.0	4.3
Average Years Experience of Teachers	10.1	11.5	11.1
Average Years Experience of Teachers with District	4.3	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$42,676	\$44,483	\$54,272
1-5 Years Experience	\$45,972	\$46,769	\$58,185
6-10 Years Experience	\$45,583	\$48,434	\$61,494
11-20 Years Experience	\$57,840	\$59,812	\$65,219
21-30 Years Experience	\$64,288	\$64,916	\$69,723
Over 30 Years Experience	\$64,410	\$64,382	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$51,183	\$53,537	\$62,474
Professional Support	\$77,414	\$62,690	\$73,783
Campus Administration (School Leadership)	\$73,080	\$71,703	\$86,738
Instructional Staff Percent	n/a	60.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	2.0%	6.0%
Career and Technical Education	0.4	1.3%	8.9%	5.5%
Compensatory Education	0.0	0.0%	5.8%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	28.8	87.3%	70.7%	69.8%
Special Education	3.8	11.4%	9.0%	10.3%
Other	0.0	0.0%	3.6%	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

CONFIDENTIAL - SECURITY INFORMATION

CONFIDENTIAL - SECURITY INFORMATION

2023-24 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS INT

Campus Number: 190903051

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Texas Education Agency
2023-24 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	2024	74%	70%	70%	*	52%	74%	-	-	-	*	61%	*	70%	71%	66%	73%
	2023	76%	78%	78%	*	73%	79%	*	-	*	*	71%	*	81%	71%	74%	73%
At Meets Grade Level or Above	2024	48%	28%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
	2023	50%	41%	41%	*	42%	42%	*	-	*	*	38%	*	45%	31%	34%	27%
At Masters Grade Level	2024	21%	7%	7%	*	5%	8%	-	-	-	*	9%	*	6%	11%	5%	9%
	2023	20%	14%	14%	*	4%	18%	*	-	*	*	10%	*	16%	9%	8%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	50%	50%	*	48%	49%	-	-	-	*	42%	*	52%	43%	49%	55%
	2023	73%	54%	54%	*	38%	59%	*	-	*	*	62%	*	53%	54%	46%	13%
At Meets Grade Level or Above	2024	42%	14%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
	2023	45%	21%	21%	*	19%	23%	*	-	*	*	29%	*	21%	23%	18%	0%
At Masters Grade Level	2024	15%	4%	4%	*	5%	3%	-	-	-	*	9%	*	2%	7%	4%	9%
	2023	19%	7%	7%	*	4%	9%	*	-	*	*	10%	*	9%	3%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	82%	82%	*	96%	78%	*	-	*	*	70%	80%	88%	69%	82%	93%
	2023	77%	75%	75%	*	80%	73%	-	-	-	100%	50%	71%	69%	86%	73%	75%
At Meets Grade Level or Above	2024	51%	31%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
	2023	48%	37%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
At Masters Grade Level	2024	23%	6%	6%	*	4%	8%	*	-	*	*	5%	0%	7%	5%	6%	0%
	2023	22%	8%	8%	*	8%	8%	-	-	-	17%	0%	0%	7%	11%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	45%	45%	*	50%	45%	*	-	*	*	35%	60%	46%	41%	36%	36%
	2023	71%	44%	44%	*	44%	43%	-	-	-	67%	38%	43%	36%	58%	31%	38%
At Meets Grade Level or Above	2024	46%	18%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
	2023	48%	22%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
At Masters Grade Level	2024	21%	6%	6%	*	0%	8%	*	-	*	*	10%	20%	7%	2%	4%	0%
	2023	22%	5%	5%	*	0%	6%	-	-	-	0%	0%	0%	3%	8%	2%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 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	2024	79%	86%	86%	*	87%	85%	-	-	-	100%	79%	60%	87%	83%	91%	89%
	2023	81%	75%	75%	*	77%	76%	-	*	-	80%	57%	50%	78%	65%	72%	70%
At Meets Grade Level or Above	2024	55%	52%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
	2023	57%	42%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
At Masters Grade Level	2024	29%	21%	21%	*	22%	22%	-	-	-	17%	14%	20%	17%	31%	18%	11%
	2023	28%	17%	17%	*	17%	17%	-	*	-	0%	4%	0%	15%	23%	13%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	78%	78%	*	83%	75%	-	-	-	100%	71%	60%	71%	91%	68%	89%
	2023	80%	71%	71%	*	70%	73%	-	*	-	80%	39%	50%	76%	58%	67%	65%
At Meets Grade Level or Above	2024	50%	51%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
	2023	51%	33%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
At Masters Grade Level	2024	19%	9%	9%	*	9%	10%	-	-	-	0%	0%	0%	6%	14%	7%	11%
	2023	21%	9%	9%	*	3%	10%	-	*	-	0%	17%	0%	8%	10%	6%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	64%	64%	*	52%	68%	-	-	-	83%	50%	60%	62%	67%	55%	44%
	2023	65%	68%	68%	*	53%	76%	-	*	-	60%	61%	50%	71%	61%	61%	50%
At Meets Grade Level or Above	2024	28%	30%	30%	*	35%	28%	-	-	-	50%	29%	20%	25%	42%	18%	22%
	2023	36%	36%	36%	*	17%	45%	-	*	-	0%	39%	17%	35%	39%	27%	10%
At Masters Grade Level	2024	11%	9%	9%	*	0%	11%	-	-	-	17%	7%	0%	6%	14%	5%	0%
	2023	16%	7%	7%	*	0%	10%	-	*	-	0%	4%	0%	7%	6%	3%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	71%	68%	47%	67%	68%	*	-	*	84%	56%	64%	68%	67%	62%	68%
	2023	76%	70%	67%	16%	63%	69%	*	83%	*	80%	56%	59%	67%	65%	62%	56%
At Meets Grade Level or Above	2024	48%	38%	32%	6%	31%	33%	*	-	*	38%	26%	39%	31%	35%	22%	27%
	2023	49%	37%	33%	11%	27%	37%	*	50%	*	20%	30%	27%	33%	36%	26%	20%
At Masters Grade Level	2024	20%	12%	9%	0%	6%	10%	*	-	*	6%	8%	6%	7%	12%	6%	5%
	2023	20%	8%	10%	0%	5%	11%	*	33%	*	3%	8%	11%	10%	10%	6%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	79%	71%	79%	79%	*	-	*	92%	67%	71%	81%	75%	77%	85%
	2023	77%	74%	76%	38%	77%	76%	*	*	*	93%	62%	69%	76%	75%	73%	72%

Texas Education Agency
2023-24 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	2024	54%	46%	37%	14%	35%	39%		*	-	*	31%	27%	57%	37%	37%	26%	35%
	2023	53%	43%	40%	25%	37%	43%		*	*	*	33%	29%	31%	40%	42%	32%	30%
At Masters Grade Level	2024	22%	12%	11%	0%	10%	12%		*	-	*	8%	9%	7%	10%	15%	8%	6%
	2023	20%	10%	13%	0%	10%	15%		*	*	*	7%	6%	13%	13%	14%	9%	9%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	65%	57%	43%	60%	56%		*	-	*	77%	46%	57%	56%	59%	48%	56%
	2023	75%	65%	57%	0%	52%	59%		*	*	*	73%	48%	53%	57%	57%	50%	42%
At Meets Grade Level or Above	2024	43%	32%	27%	0%	25%	28%		*	-	*	38%	25%	29%	26%	30%	18%	21%
	2023	45%	30%	26%	0%	20%	29%		*	*	*	13%	27%	27%	25%	28%	20%	14%
At Masters Grade Level	2024	17%	11%	6%	0%	4%	7%		*	-	*	0%	7%	7%	5%	8%	4%	6%
	2023	19%	8%	7%	0%	2%	9%		*	*	*	0%	12%	13%	7%	7%	5%	2%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	64%	*	52%	68%		-	-	-	83%	50%	60%	62%	67%	55%	44%
	2023	77%	73%	68%	*	53%	76%		-	*	-	60%	61%	50%	71%	61%	61%	50%
At Meets Grade Level or Above	2024	43%	35%	30%	*	35%	28%		-	-	-	50%	29%	20%	25%	42%	18%	22%
	2023	47%	38%	36%	*	17%	45%		-	*	-	0%	39%	17%	35%	39%	27%	10%
At Masters Grade Level	2024	16%	8%	9%	*	0%	11%		-	-	-	17%	7%	0%	6%	14%	5%	0%
	2023	18%	6%	7%	*	0%	10%		-	*	-	0%	4%	0%	7%	6%	3%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																		
3rd Graders																		
Reading and Mathematics	2024	35%	11%	11%	*	5%	13%		-	-	-	*	21%	*	12%	11%	8%	9%
	2023	37%	20%	20%	*	19%	22%		*	-	*	*	29%	*	21%	20%	18%	0%
Reading and Mathematics Including EOC	2024	35%	11%	11%	*	5%	13%		-	-	-	*	21%	*	12%	11%	8%	9%
	2023	37%	20%	20%	*	19%	22%		*	-	*	*	29%	*	21%	20%	18%	0%
Reading Including EOC	2024	48%	28%	28%	*	14%	33%		-	-	-	*	27%	*	26%	36%	24%	18%
	2023	50%	41%	41%	*	42%	42%		*	-	*	*	38%	*	45%	31%	34%	27%
Math Including EOC	2024	42%	14%	14%	*	10%	16%		-	-	-	*	21%	*	15%	11%	11%	9%
	2023	45%	21%	21%	*	19%	23%		*	-	*	*	29%	*	21%	23%	18%	0%
4th Graders																		
Reading and Mathematics	2024	38%	15%	15%	*	13%	18%		*	-	*	*	15%	40%	18%	10%	14%	7%
	2023	38%	18%	18%	*	12%	21%		-	-	-	17%	0%	0%	15%	25%	10%	13%

Texas Education Agency
2023-24 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	2024	38%	15%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
	2023	38%	18%	18%	*	12%	21%	-	-	-	17%	0%	0%	15%	25%	10%	13%
	2024	51%	31%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
	2023	48%	37%	37%	*	36%	39%	-	-	-	33%	0%	14%	31%	50%	27%	38%
Math Including EOC	2024	46%	18%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
	2023	48%	22%	22%	*	16%	23%	-	-	-	33%	13%	14%	20%	25%	13%	13%
5th Graders																	
Reading and Mathematics Including EOC	2024	42%	38%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
	2023	43%	25%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2024	42%	38%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
Reading Including EOC	2023	43%	25%	25%	*	10%	33%	-	*	-	0%	30%	0%	22%	35%	16%	10%
	2024	55%	52%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
	2023	57%	42%	42%	*	33%	47%	-	*	-	40%	30%	17%	41%	45%	33%	30%
	2024	51%	51%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
3rd - 8th Graders	2023	51%	33%	33%	*	23%	40%	-	*	-	0%	30%	17%	32%	39%	27%	25%
	2024	36%	21%	21%	0%	18%	23%	*	-	*	23%	21%	29%	20%	23%	13%	15%
	2023	37%	23%	21%	0%	14%	25%	*	*	*	7%	25%	13%	20%	26%	16%	7%
	2024	38%	23%	21%	0%	18%	23%	*	-	*	23%	21%	29%	20%	23%	13%	15%
Reading and Mathematics Including EOC	2023	39%	23%	21%	0%	14%	25%	*	*	*	7%	25%	13%	20%	26%	16%	7%
	2024	54%	41%	37%	14%	35%	39%	*	-	*	31%	27%	57%	37%	37%	26%	35%
	2023	53%	38%	40%	25%	37%	43%	*	*	*	33%	29%	31%	40%	42%	32%	30%
	2024	45%	28%	27%	0%	25%	28%	*	-	*	38%	25%	29%	26%	30%	18%	21%
Math Including EOC	2024	47%	29%	26%	0%	20%	29%	*	*	*	13%	27%	27%	25%	28%	20%	14%
	2023	47%	29%	26%	0%	20%	29%	*	*	*	13%	27%	27%	25%	28%	20%	14%

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

Texas Education Agency
2023-24 STAAR Progress (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)	
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2024	67%	52%	52%	*	63%	50%	*	-	*	*	45%	60%	54%	48%	51%	61%	
	2023	55%	36%	36%	*	44%	35%	-	-	-	25%	7%	43%	33%	42%	35%	44%	
Grade 4 Mathematics	2024	60%	35%	35%	*	42%	35%	*	-	*	*	34%	40%	35%	36%	32%	57%	
	2023	63%	42%	42%	*	40%	41%	-	-	-	50%	71%	36%	38%	52%	35%	25%	
Grade 5 ELA/Reading	2024	70%	80%	80%	*	72%	82%	-	-	-	92%	73%	70%	80%	80%	77%	78%	
	2023	65%	60%	60%	*	59%	60%	-	*	-	90%	35%	58%	60%	62%	53%	53%	
Grade 5 Mathematics	2024	65%	78%	78%	*	89%	76%	-	-	-	92%	69%	60%	78%	79%	73%	89%	
	2023	71%	73%	73%	*	76%	73%	-	*	-	70%	75%	67%	76%	62%	69%	71%	
All Grades Both Subjects	2024	64%	62%	61%	25%	66%	60%	*	-	*	73%	52%	58%	61%	59%	54%	68%	
	2023	64%	59%	53%	50%	56%	53%	-	*	-	57%	51%	50%	53%	53%	51%	54%	
All Grades ELA/Reading	2024	67%	66%	65%	33%	67%	65%	*	-	*	80%	56%	65%	67%	63%	61%	67%	
	2023	63%	56%	49%	30%	52%	48%	-	*	-	55%	28%	50%	48%	51%	46%	50%	
All Grades Mathematics	2024	60%	58%	56%	17%	65%	55%	*	-	*	65%	48%	50%	56%	56%	47%	70%	
	2023	66%	63%	58%	70%	59%	57%	-	*	-	59%	74%	50%	59%	56%	56%	57%	
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2024	38%	39%	39%	*	83%	25%	*	-	-	-	20%	*	53%	23%	41%	*	
	2023	33%	13%	13%	*	*	15%	-	-	-	-	*	*	15%	*	20%	*	
Grade 4 Mathematics	2024	26%	20%	20%	*	27%	17%	-	-	*	*	13%	*	19%	21%	17%	31%	
	2023	27%	7%	7%	*	0%	6%	-	-	-	*	20%	*	6%	9%	0%	*	
Grade 5 ELA/Reading	2024	35%	54%	54%	*	80%	47%	-	-	-	-	*	*	63%	29%	70%	*	
	2023	37%	39%	39%	*	45%	36%	-	-	-	*	0%	*	45%	25%	39%	*	
Grade 5 Mathematics	2024	41%	56%	56%	*	69%	50%	-	-	-	*	50%	*	50%	77%	52%	80%	
	2023	48%	45%	45%	*	50%	43%	-	-	-	*	14%	60%	50%	27%	43%	45%	
All Grades Both Subjects	2024	32%	36%	41%	25%	56%	35%	*	-	*	*	32%	0%	43%	37%	38%	54%	
	2023	38%	39%	29%	11%	37%	26%	-	-	-	56%	11%	33%	32%	19%	30%	26%	
All Grades ELA/Reading	2024	30%	36%	46%	*	82%	36%	*	-	-	-	33%	*	59%	25%	52%	83%	
	2023	35%	34%	32%	*	42%	29%	-	-	-	*	0%	17%	36%	21%	34%	0%	
All Grades Mathematics	2024	35%	36%	38%	20%	46%	35%	-	-	*	*	31%	*	36%	44%	32%	44%	
	2023	40%	42%	28%	0%	35%	24%	-	-	-	57%	16%	50%	31%	18%	28%	36%	

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	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	2024	75%	71%	68%	-	-	-	-	-	-	63%	-	63%	-	82%	68%	66%	*
	2023	76%	70%	67%	-	-	-	-	-	-	54%	-	54%	-	70%	68%	56%	-
At Meets Grade Level or Above	2024	48%	38%	32%	-	-	-	-	-	-	25%	-	25%	-	27%	32%	26%	*
	2023	49%	37%	33%	-	-	-	-	-	-	21%	-	21%	-	10%	35%	20%	-
At Masters Grade Level	2024	20%	12%	9%	-	-	-	-	-	-	3%	-	3%	-	18%	9%	5%	*
	2023	20%	8%	10%	-	-	-	-	-	-	5%	-	5%	-	0%	10%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	79%	-	-	-	-	-	-	82%	-	82%	-	100%	79%	85%	*
	2023	77%	74%	76%	-	-	-	-	-	-	72%	-	72%	-	*	76%	72%	-
At Meets Grade Level or Above	2024	54%	46%	37%	-	-	-	-	-	-	36%	-	36%	-	20%	37%	33%	*
	2023	53%	43%	40%	-	-	-	-	-	-	31%	-	31%	-	*	42%	30%	-
At Masters Grade Level	2024	22%	12%	11%	-	-	-	-	-	-	4%	-	4%	-	20%	12%	6%	*
	2023	20%	10%	13%	-	-	-	-	-	-	10%	-	10%	-	*	14%	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	65%	57%	-	-	-	-	-	-	54%	-	54%	-	60%	57%	55%	*
	2023	75%	65%	57%	-	-	-	-	-	-	41%	-	41%	-	*	59%	42%	-
At Meets Grade Level or Above	2024	43%	32%	27%	-	-	-	-	-	-	18%	-	18%	-	20%	28%	18%	*
	2023	45%	30%	26%	-	-	-	-	-	-	15%	-	15%	-	*	27%	14%	-
At Masters Grade Level	2024	17%	11%	6%	-	-	-	-	-	-	4%	-	4%	-	20%	6%	6%	*
	2023	19%	8%	7%	-	-	-	-	-	-	3%	-	3%	-	*	8%	2%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	64%	-	-	-	-	-	-	29%	-	29%	-	*	65%	38%	*
	2023	77%	73%	68%	-	-	-	-	-	-	44%	-	44%	-	*	72%	50%	-
At Meets Grade Level or Above	2024	43%	35%	30%	-	-	-	-	-	-	14%	-	14%	-	*	31%	25%	*
	2023	47%	38%	36%	-	-	-	-	-	-	11%	-	11%	-	*	41%	10%	-
At Masters Grade Level	2024	16%	8%	9%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	*
	2023	18%	6%	7%	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	62%	61%	-	-	-	-	-	-	67%	-	67%	-	67%	60%	67%	*
	2023	64%	59%	53%	-	-	-	-	-	-	53%	-	53%	-	*	53%	54%	-
All Grades ELA/Reading	2024	67%	66%	65%	-	-	-	-	-	-	63%	-	63%	-	*	65%	66%	*
	2023	63%	56%	49%	-	-	-	-	-	-	50%	-	50%	-	*	48%	50%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	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 Mathematics	2024	60%	58%	56%	-	-	-	-	-	-	71%	-	71%	-	*	55%	68%	*	
	2023	66%	63%	58%	-	-	-	-	-	-	56%	-	56%	-	*	58%	57%	-	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2024	32%	36%	41%	-	-	-	-	-	-	55%	-	55%	-	*	38%	54%	-	
	2023	38%	39%	29%	-	-	-	-	-	-	24%	-	24%	-	*	30%	26%	-	
All Grades ELA/Reading	2024	30%	36%	46%	-	-	-	-	-	-	80%	-	80%	-	*	42%	83%	-	
	2023	35%	34%	32%	-	-	-	-	-	-	0%	-	0%	-	-	35%	0%	-	
All Grades Mathematics	2024	35%	36%	38%	-	-	-	-	-	-	47%	-	47%	-	*	37%	44%	-	
	2023	40%	42%	28%	-	-	-	-	-	-	33%	-	33%	-	*	27%	36%	-	

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	94%	100%	96%	97%	*	-	*	91%	95%	70%	98%	87%	95%	93%
Not Included in Accountability: Mobile	4%	4%	6%	0%	4%	3%	*	-	*	9%	5%	30%	2%	13%	5%	7%
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%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	94%	95%	100%	96%	97%	*	-	*	93%	96%	74%	98%	88%	95%	92%
Not Included in Accountability: Mobile	4%	4%	5%	0%	4%	3%	*	-	*	7%	4%	26%	2%	12%	5%	8%
Not Included in Accountability: Other Exclusions	4%	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%	99%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	100%	96%	97%	*	-	*	93%	96%	74%	98%	87%	95%	92%
Not Included in Accountability: Mobile	5%	5%	6%	0%	4%	3%	*	-	*	7%	4%	26%	2%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	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%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	93%	*	100%	96%	-	-	-	86%	93%	56%	99%	84%	90%	100%
Not Included in Accountability: Mobile	4%	4%	7%	*	0%	4%	-	-	-	14%	7%	44%	1%	16%	10%	0%
Not Included in Accountability: Other Exclusions	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%

Texas Education Agency
2023-24 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%	1%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
2023 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%	95%	100%	94%	95%	*	100%	*	100%	97%	100%	99%	87%	94%	98%
Not Included in Accountability: Mobile	4%	5%	5%	0%	6%	5%	*	0%	*	0%	3%	0%	1%	13%	6%	2%
Not Included in Accountability: Other Exclusions	2%	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%	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%	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	93%	95%	*	*	*	100%	96%	100%	98%	87%	94%	98%
Not Included in Accountability: Mobile	4%	5%	5%	0%	7%	5%	*	*	*	0%	4%	0%	2%	13%	6%	2%
Not Included in Accountability: Other Exclusions	3%	1%	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%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	100%	93%	95%	*	*	*	100%	98%	100%	98%	87%	94%	98%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	5%	*	*	*	0%	2%	0%	2%	13%	6%	2%
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	99%	100%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	*	97%	95%	-	*	-	100%	96%	100%	99%	86%	95%	100%
Not Included in Accountability: Mobile	4%	4%	5%	*	3%	5%	-	*	-	0%	4%	0%	1%	14%	5%	0%

Texas Education Agency
2023-24 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	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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

Texas Education Agency
2023-24 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													
2022-23	93.3%	93.2%	93.8%	94.5%	94.9%	93.5%	*	*	*	93.3%	92.2%	93.6%	95.1%
2021-22	92.2%	92.1%	92.9%	93.4%	93.9%	92.5%	*	*	-	92.8%	91.8%	92.7%	94.9%
Chronic Absenteeism													
2022-23	20.3%	22.7%	18.3%	0.0%	18.0%	18.4%	*	*	*	23.5%	25.4%	21.7%	17.8%
2021-22	25.7%	29.4%	23.9%	10.0%	18.5%	26.0%	*	*	-	23.5%	28.1%	26.5%	19.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	88.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	116	377,367
By Ethnicity:				
African American	-	-	7	46,822
Hispanic	-	-	25	197,333
White	-	-	78	103,009
American Indian	-	-	3	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	15	49,278
Foundation H.S. Program (Endorsement)	-	-	8	16,475
Foundation H.S. Program (DLA)	-	-	93	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	14	34,589
Economically Disadvantaged Graduates	-	-	66	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	50,229
At-Risk Graduates	-	-	49	168,430
CTE Completers	-	-	54	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Indicator	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	Indicator
001							001
002							002
003							003
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Texas Education Agency
2023-24 Student Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	375	100.0%	1,737	5,517,464	375	100.0%	1,738	5,531,236
Students by Grade								
Grade 3	123	32.8%	7.1%	7.2%	123	32.8%	7.1%	7.2%
Grade 4	133	35.5%	7.7%	7.2%	133	35.5%	7.7%	7.2%
Grade 5	119	31.7%	6.9%	7.2%	119	31.7%	6.8%	7.2%
Ethnic Distribution								
African American	8	2.1%	2.3%	12.8%	8	2.1%	2.3%	12.8%
Hispanic	69	18.4%	19.0%	53.2%	69	18.4%	19.0%	53.2%
White	282	75.2%	72.8%	25.0%	282	75.2%	72.7%	25.0%
American Indian	1	0.3%	0.9%	0.3%	1	0.3%	0.9%	0.3%
Asian	0	0.0%	0.5%	5.4%	0	0.0%	0.5%	5.4%
Pacific Islander	2	0.5%	0.3%	0.2%	2	0.5%	0.3%	0.2%
Two or More Races	13	3.5%	4.3%	3.1%	13	3.5%	4.3%	3.1%
Sex								
Female	170	45.3%	44.2%	48.9%	170	45.3%	44.1%	48.8%
Male	205	54.7%	55.8%	51.1%	205	54.7%	55.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	218	58.1%	60.8%	62.3%	218	58.1%	60.8%	62.2%
Non-Educationally Disadvantaged	157	41.9%	39.2%	37.7%	157	41.9%	39.2%	37.8%
Section 504 Students	43	11.5%	12.0%	7.2%	43	11.5%	12.0%	7.2%
EB Students/EL	31	8.3%	8.5%	24.4%	31	8.3%	8.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	2	0.5%	2.5%	1.9%				
Students w/ Dyslexia	54	14.4%	12.6%	6.0%	54	14.4%	12.6%	6.0%
Foster Care	2	0.5%	0.5%	0.2%	2	0.5%	0.5%	0.2%
Homeless	9	2.4%	2.0%	1.4%	9	2.4%	2.0%	1.4%
Immigrant	1	0.3%	0.3%	2.9%	1	0.3%	0.3%	2.9%
Migrant	1	0.3%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Title I	375	100.0%	100.0%	65.7%	375	100.0%	100.0%	65.7%
Military Connected	19	5.1%	6.8%	3.9%	19	5.1%	6.8%	3.9%
At-Risk	225	60.0%	55.6%	53.2%	225	60.0%	55.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	27	7.2%	7.9%	24.5%	27	7.2%	7.9%	24.4%
Career and Technical Education	0	0.0%	28.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.1%	73.3%	-	-	-	-
Gifted and Talented Education	18	4.8%	5.8%	8.5%	18	4.8%	5.8%	8.5%
Special Education	83	22.1%	18.0%	13.9%	83	22.1%	18.0%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 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 with Disabilities	83							
Students with Intellectual Disabilities	34	41.0%	42.9%	45.7%				
Students with Physical Disabilities	21	25.3%	20.5%	18.9%				
Students with Autism	9	10.8%	**	16.2%				
Students with Behavioral Disabilities	19	22.9%	20.5%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	45	11.0%	13.9%	16.1%				
African American	0	0.0%	0.6%	3.4%				
Hispanic	10	2.4%	2.8%	8.5%				
White	31	7.6%	9.7%	3.1%				
American Indian	2	0.5%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	4	6.3%	15.2%	17.6%				
Count and Percent of EB Students/EL who are Mobile	3	6.7%	10.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	32	12.4%	15.8%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	22	8.8%	12.9%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.9%	0.9%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

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

Texas Education Agency
2023-24 Student Information (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 3	20.3	20.3	19.4
Grade 4	21.5	21.5	19.4
Grade 5	19.5	19.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	42.8	100.0%	100.0%	100.0%
Professional Staff	27.5	64.2%	53.9%	63.9%
Teachers	25.8	60.3%	42.5%	48.3%
Professional Support	0.6	1.4%	6.7%	11.1%
Campus Administration (School Leadership)	1.0	2.4%	2.9%	3.3%
Educational Aides	15.3	35.8%	18.4%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	0.0	n/a	3.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	3.7	8.7%	13.8%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	2.9%	12.6%
Hispanic	0.9	3.5%	2.8%	30.1%
White	24.9	96.5%	92.9%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.3%
Teachers by Sex				
Males	0.9	3.5%	21.1%	24.5%
Females	24.9	96.5%	78.9%	75.5%
Teachers by Highest Degree Held				
No Degree	0.3	1.0%	10.6%	2.5%
Bachelors	24.7	95.5%	74.2%	71.7%
Masters	0.9	3.5%	13.7%	24.9%
Doctorate	0.0	0.0%	1.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.8	7.0%	13.2%	8.7%
1-5 Years Experience	4.3	16.5%	26.0%	27.4%
6-10 Years Experience	5.1	19.7%	15.8%	20.2%
11-20 Years Experience	10.2	39.5%	26.5%	27.1%
21-30 Years Experience	3.6	13.8%	15.7%	13.7%
Over 30 Years Experience	0.9	3.5%	2.9%	3.0%
Number of Students per Teacher	14.5	n/a	13.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	0.0	6.7	6.0
Average Years Experience of Principals with District	0.0	3.3	5.1
Average Years Experience of Assistant Principals	1.0	5.0	5.1
Average Years Experience of Assistant Principals with District	1.0	5.0	4.3
Average Years Experience of Teachers	13.5	11.5	11.1
Average Years Experience of Teachers with District	8.4	5.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$46,034	\$44,483	\$54,272
1-5 Years Experience	\$46,657	\$46,769	\$58,185
6-10 Years Experience	\$48,915	\$48,434	\$61,494
11-20 Years Experience	\$55,279	\$59,812	\$65,219
21-30 Years Experience	\$63,934	\$64,916	\$69,723
Over 30 Years Experience	\$58,856	\$64,382	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$53,278	\$53,537	\$62,474
Professional Support	\$65,572	\$62,690	\$73,783
Campus Administration (School Leadership)	\$62,176	\$71,703	\$86,738
Instructional Staff Percent	n/a	60.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	1.6	6.1%	2.0%	6.0%
Career and Technical Education	0.0	0.0%	8.9%	5.5%
Compensatory Education	1.2	4.7%	5.8%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	20.5	79.2%	70.7%	69.8%
Special Education	2.6	9.9%	9.0%	10.3%
Other	0.0	0.0%	3.6%	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Information is provided for your information only. It is not intended to be used as a substitute for professional advice. Please contact your advisor for more information.

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2023-24 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS EL

Campus Number: 190903101

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2023-24 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
2023-24 STAAR Participation (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2023-24 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													
2022-23	93.3%	93.2%	93.4%	90.1%	93.5%	93.4%	*	-	*	94.8%	92.9%	93.4%	94.3%
2021-22	92.2%	92.1%	92.6%	*	92.4%	92.7%	*	-	*	*	92.3%	92.0%	93.5%
Chronic Absenteeism													
2022-23	20.3%	22.7%	23.1%	57.1%	19.6%	23.1%	*	-	*	15.4%	25.0%	20.2%	12.5%
2021-22	25.7%	29.4%	23.2%	*	28.0%	21.3%	*	-	*	50.0%	25.5%	25.5%	26.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

**2022 - 2023 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,753**

	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)	\$8,094,671	48.22%	\$4,618	\$8,094,671	38.10%	\$4,618	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$8,251,856	49.16%	\$4,707	\$8,332,874	39.23%	\$4,753	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$189,230	1.13%	\$108	\$3,750,985	17.66%	\$2,140	\$14,132,922,804	20.03%	\$2,568
Other Local	\$249,771	1.49%	\$142	\$1,064,926	5.01%	\$607	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$16,785,528	100.00%	\$9,575	\$21,243,456	100.00%	\$12,118	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$845,720	37.58%	\$482	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$57,998	2.58%	\$33	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$4,555	0.20%	\$3	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$1,284,528	100.00%	\$733	\$1,342,371	59.64%	\$766	\$879,081,869	7.47%	\$160
Total Other Revenue	\$1,284,528	100.00%	\$733	\$2,250,644	100.00%	\$1,284	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$18,070,056	100.00%	\$10,308	\$23,494,100	100.00%	\$13,402	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$18,070,056	100.00%	\$10,308	\$23,494,100	100.00%	\$13,402	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$989,899	100.00%	\$565	\$1,026,748	100.00%	\$586	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$989,899	100.00%	\$565	\$1,026,748	100.00%	\$586	\$5,199,444,085	100.00%	\$945

Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$19,059,955	100.00%	\$10,873	\$24,520,848	100.00%	\$13,988	\$87,528,881,123	100.00%	\$15,905
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Expenditures

Operating Expenditures by Object (61xx-64xx only)

Payroll Expenditures (Object 61xx)	\$14,510,728	84.22%	\$8,278	\$16,997,377	78.81%	\$9,696	\$53,061,122,304	77.83%	\$9,642
Professional & Contracted Services (Object 62xx)	\$994,521	5.77%	\$567	\$1,575,006	7.30%	\$898	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$1,250,191	7.26%	\$713	\$2,474,645	11.47%	\$1,412	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$473,596	2.75%	\$270	\$520,427	2.41%	\$297	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$17,229,036	100.00%	\$9,828	\$21,567,455	100.00%	\$12,303	\$68,178,348,415	100.00%	\$12,389

Non-Operating Expenditures by Object

Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$1,063,400	37.76%	\$607	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$1,520,207	100.00%	\$867	\$1,753,067	62.24%	\$1,000	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$1,520,207	100.00%	\$867	\$2,816,467	100.00%	\$1,607	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$18,749,243	100.00%	\$10,696	\$24,383,922	100.00%	\$13,910	\$92,414,047,078	100.00%	\$16,792

Operating Expenditures by Function (61xx-64xx only)

Instruction (Function 11,95)	\$9,828,063	57.04%	\$5,606	\$11,273,148	52.27%	\$6,431	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$200,624	1.16%	\$114	\$200,624	0.93%	\$114	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$194,969	1.13%	\$111	\$208,856	0.97%	\$119	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$338,411	1.96%	\$193	\$683,371	3.17%	\$390	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$908,980	5.28%	\$519	\$908,980	4.21%	\$519	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$599,640	3.48%	\$342	\$784,186	3.64%	\$447	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$70,002	0.41%	\$40	\$70,002	0.32%	\$40	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$150,712	0.87%	\$86	\$150,712	0.70%	\$86	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$1,005,874	5.84%	\$574	\$1,005,874	4.66%	\$574	\$2,059,867,566	3.02%	\$374

Food Services (Function 35)	\$0	0.00%	\$1,285,133	5.96%	\$733	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$962,136	5.58%	\$1,351,939	6.27%	\$771	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$779,771	4.53%	\$779,771	3.62%	\$445	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$1,996,388	11.59%	\$2,293,398	10.63%	\$1,308	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$132,947	0.77%	\$173,974	0.81%	\$99	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$60,519	0.35%	\$112,333	0.52%	\$64	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$0	0.00%	\$285,154	1.32%	\$163	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4
Total Operating Expenditures by Function	\$17,229,036	100.00%	\$21,567,455	100.00%	\$12,303	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function	\$0	0.00%	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-64xx)	\$0	0.00%	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-65xx)	\$0	0.00%	\$1,063,400	37.76%	\$607	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x)	\$1,520,207	100.00%	\$1,753,067	62.24%	\$1,000	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$1,520,207	100.00%	\$2,816,467	100.00%	\$1,607	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$18,749,243	100.00%	\$24,383,922	100.00%	\$13,910	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)								
Basic Educational Services (PIC 11)	\$6,698,932	38.88%	\$6,849,601	31.76%	\$3,907	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$59,192	0.34%	\$59,192	0.27%	\$34	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$768,112	4.46%	\$1,033,737	4.79%	\$590	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$2,325,063	13.50%	\$2,699,241	12.52%	\$1,540	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,415,756	8.22%	\$2,281,447	10.58%	\$1,301	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$124,404	0.72%	\$124,404	0.58%	\$71	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$702,346	4.08%	\$702,346	3.26%	\$401	\$1,312,642,101	1.93%	\$239

Dyslexia or Related Disorder Services (PIC 37)	\$165,519	0.96%	\$94	\$232,481	1.08%	\$133	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$85,191	0.49%	\$49	\$85,191	0.39%	\$49	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$820,863	4.76%	\$468	\$820,863	3.81%	\$468	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$4,063,658	23.59%	\$2,318	\$6,678,952	30.97%	\$3,810	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$17,229,036	100.00%	\$9,828	\$21,567,455	100.00%	\$12,303	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,063,400	37.76%	\$607	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,520,207	100.00%	\$867	\$1,753,067	62.24%	\$1,000	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,520,207	100.00%	\$867	\$2,816,467	100.00%	\$1,607	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$18,749,243	100.00%	\$10,696	\$24,383,922	100.00%	\$13,910	\$92,414,047,078	100.00%	\$16,792

Disbursements

Total Disbursements

Operating Expenditures	\$17,229,036	86.20%	\$9,828	\$21,567,455	84.17%	\$12,303	\$68,178,348,415	68.96%	\$12,389
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$892,371	4.46%	\$509	\$892,371	3.48%	\$509	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$346,244	1.73%	\$198	\$346,244	1.35%	\$198	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$1,063,400	4.15%	\$607	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$1,520,207	7.61%	\$867	\$1,753,067	6.84%	\$1,000	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$19,987,858	100.00%	\$11,402	\$25,622,537	100.00%	\$14,616	\$98,870,180,389	100.00%	\$17,966

Tax Rates

2022 - 2023 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.8546			0.9123		
Interest & Sinking Tax Rate				0.0874			0.2273		
Total Tax Rate				0.9420			1.1396		

Tax Detail

Maximum Compressed Tax Rate (MCR)			0.8046			0.8185	
Tier I Tax Rate			0.8046			0.8182	
Tier II Tax Rate (Enrichment Pennies)			0.0500			0.0941	
Fund Balance** Fund Balance							
Nonspendable Fund Balance	\$0	\$0	\$18,504	\$11	\$432,562,929	\$85	
Restricted Fund Balance	\$0	\$0	\$273,824	\$156	\$34,649,934,798	\$6,795	
Committed Fund Balance	\$0	\$0	\$298,359	\$170	\$4,558,561,099	\$894	
Assigned Fund Balance	\$82,000	\$47	\$82,000	\$47	\$4,079,140,041	\$800	
Unassigned Fund Balance	\$3,404,796	\$1,942	\$3,404,796	\$1,942	\$17,788,393,141	\$3,488	
Total Fund Balance**	\$3,486,796	\$1,989	\$4,077,483	\$2,326	\$61,508,592,008	\$12,062	
Fund Balance Reconciliation							
2021-2022 Total Fund Balance (Previous Year)	\$4,231,456	\$2,450	\$5,007,577	\$2,900	\$50,783,175,728	\$10,106	
2022-2023 Excess (Deficiency) Operating Expenditures	-\$1,136,817	-\$648	-\$1,380,094	-\$787	-\$9,216,770,473	-\$1,807	
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$392,157	\$224	\$450,000	\$257	\$19,912,005,526	\$3,905	
2022-2023 Uncommon Items	\$0	\$0	\$0	\$0	\$30,181,227	\$6	
2022-2023 Total Fund Balance	\$3,486,796	\$1,989	\$4,077,483	\$2,326	\$61,508,592,008	\$12,062	

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD**

Total Enrolled Membership: 507

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,485,726	100.00%	\$8,848	\$5,430,701	100.00%	\$10,711
Operating-Payroll	\$3,494,111	77.89%	\$6,892	\$3,925,826	72.29%	\$7,743
Other Operating	\$878,319	19.58%	\$1,732	\$1,377,707	25.37%	\$2,717
Non-Operating(Equipt/Supplies)	\$113,296	2.53%	\$223	\$127,168	2.34%	\$251
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,372,430	100.00%	\$8,624	\$5,303,533	100.00%	\$10,461
Instruction (11,95) *	\$2,866,165	65.55%	\$5,653	\$3,359,092	63.34%	\$6,625
Instructional Res/Media (12) *	\$60,944	1.39%	\$120	\$60,944	1.15%	\$120
Curriculum/Staff Develop (13) *	\$34,970	0.80%	\$69	\$34,970	0.66%	\$69
Instructional Leadership (21) *	\$85,411	1.95%	\$168	\$85,411	1.61%	\$168
School Leadership (23) *	\$277,189	6.34%	\$547	\$277,189	5.23%	\$547
Guidance/Counseling Svcs (31) *	\$225,523	5.16%	\$445	\$225,523	4.25%	\$445
Social Work Services (32) *	\$16,766	0.38%	\$33	\$16,766	0.32%	\$33
Health Services (33) *	\$19,062	0.44%	\$38	\$19,062	0.36%	\$38
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$197,527	3.72%	\$390
Extracurricular (36) **	\$786,400	17.99%	\$1,551	\$1,024,249	19.31%	\$2,020
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$2,800	0.05%	\$6
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,372,430	100.00%	\$8,624	\$5,303,533	100.00%	\$10,461
Regular	\$1,703,975	38.97%	\$3,361	\$1,731,515	32.65%	\$3,415

Gifted & Talented	\$4,632	0.11%	\$9	\$4,632	0.09%	\$9
Career & Technical	\$760,613	17.40%	\$1,500	\$1,024,370	19.31%	\$2,020
Students with Disabilities	\$397,454	9.09%	\$784	\$460,316	8.68%	\$908
State Compensatory ED	\$633,805	14.50%	\$1,250	\$772,223	14.56%	\$1,523
Bilingual	\$360	0.01%	\$1	\$360	0.01%	\$1
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$85,191	1.95%	\$168	\$85,191	1.61%	\$168
Athletic Programming	\$689,614	15.77%	\$1,360	\$689,614	13.00%	\$1,360
Un-Allocated	\$96,786	2.21%	\$191	\$535,312	10.09%	\$1,056

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD**

Total Enrolled Membership: 425

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,026,303	100.00%	\$7,121	\$3,631,686	100.00%	\$8,545
Operating-Payroll	\$2,783,610	91.98%	\$6,550	\$3,154,129	86.85%	\$7,421
Other Operating	\$184,721	6.10%	\$435	\$414,197	11.41%	\$975
Non-Operating(Equipt/Supplies)	\$57,972	1.92%	\$136	\$63,360	1.74%	\$149
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,968,331	100.00%	\$6,984	\$3,568,326	100.00%	\$8,396
Instruction (11,95) *	\$2,278,305	76.75%	\$5,361	\$2,539,704	71.17%	\$5,976
Instructional Res/Media (12) *	\$48,478	1.63%	\$114	\$48,478	1.36%	\$114
Curriculum/Staff Develop (13) *	\$31,219	1.05%	\$73	\$34,419	0.96%	\$81
Instructional Leadership (21) *	\$84,531	2.85%	\$199	\$215,980	6.05%	\$508
School Leadership (23) *	\$185,161	6.24%	\$436	\$185,161	5.19%	\$436
Guidance/Counseling Svcs (31) *	\$140,611	4.74%	\$331	\$140,611	3.94%	\$331
Social Work Services (32) *	\$16,415	0.55%	\$39	\$16,415	0.46%	\$39
Health Services (33) *	\$44,650	1.50%	\$105	\$44,650	1.25%	\$105
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$172,368	4.83%	\$406
Extracurricular (36) **	\$138,961	4.68%	\$327	\$170,540	4.78%	\$401
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$2,968,331	100.00%	\$6,984	\$3,568,326	100.00%	\$8,396
Regular	\$1,668,879	56.22%	\$3,927	\$1,682,738	47.16%	\$3,959

Gifted & Talented	\$50,406	1.70%	\$119	\$50,406	1.41%	\$119
Career & Technical	\$7,499	0.25%	\$18	\$9,367	0.26%	\$22
Students with Disabilities	\$671,265	22.61%	\$1,579	\$729,709	20.45%	\$1,717
State Compensatory ED	\$347,337	11.70%	\$817	\$537,768	15.07%	\$1,265
Bilingual	\$83,852	2.82%	\$197	\$83,852	2.35%	\$197
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$132	0.00%	\$0	\$132	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$107,153	3.61%	\$252	\$107,153	3.00%	\$252
Un-Allocated	\$31,808	1.07%	\$75	\$367,201	10.29%	\$864

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD**

Total Enrolled Membership: 385

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,592,596	100.00%	\$6,734	\$3,182,305	100.00%	\$8,266
Operating-Payroll	\$2,433,215	93.85%	\$6,320	\$2,781,141	87.39%	\$7,224
Other Operating	\$159,381	6.15%	\$414	\$395,775	12.44%	\$1,028
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$5,389	0.17%	\$14
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,592,596	100.00%	\$6,734	\$3,176,916	100.00%	\$8,252
Instruction (11,95) *	\$2,032,973	78.41%	\$5,280	\$2,325,544	73.20%	\$6,040
Instructional Res/Media (12) *	\$34,062	1.31%	\$88	\$34,062	1.07%	\$88
Curriculum/Staff Develop (13) *	\$51,128	1.97%	\$133	\$51,128	1.61%	\$133
Instructional Leadership (21) *	\$65,636	2.53%	\$170	\$129,290	4.07%	\$336
School Leadership (23) *	\$238,179	9.19%	\$619	\$238,179	7.50%	\$619
Guidance/Counseling Svcs (31) *	\$108,131	4.17%	\$281	\$108,131	3.40%	\$281
Social Work Services (32) *	\$14,470	0.56%	\$38	\$14,470	0.46%	\$38
Health Services (33) *	\$41,838	1.61%	\$109	\$41,838	1.32%	\$109
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$157,368	4.95%	\$409
Extracurricular (36) **	\$6,179	0.24%	\$16	\$76,906	2.42%	\$200
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$2,592,596	100.00%	\$6,734	\$3,176,916	100.00%	\$8,252
Regular	\$1,707,446	65.86%	\$4,435	\$1,709,345	53.81%	\$4,440

Gifted & Talented	\$3,051	0.12%	\$8	\$3,051	0.10%	\$8
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$535,856	20.67%	\$1,392	\$594,905	18.73%	\$1,545
State Compensatory ED	\$154,529	5.96%	\$401	\$319,190	10.05%	\$829
Bilingual	\$5,821	0.22%	\$15	\$5,821	0.18%	\$15
Early Education Allotment	\$100,602	3.88%	\$261	\$100,602	3.17%	\$261
Dyslexia or Related Disorder Serv	\$79,112	3.05%	\$205	\$146,074	4.60%	\$379
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$6,179	0.24%	\$16	\$297,928	9.38%	\$774

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD**

Total Enrolled Membership: 436

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,234,942	100.00%	\$7,420	\$3,778,611	100.00%	\$8,667
Operating-Payroll	\$3,031,269	93.70%	\$6,952	\$3,322,800	87.94%	\$7,621
Other Operating	\$203,673	6.30%	\$467	\$447,473	11.84%	\$1,026
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$8,338	0.22%	\$19
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,234,942	100.00%	\$7,420	\$3,770,273	100.00%	\$8,647
Instruction (11,95) *	\$2,626,337	81.19%	\$6,024	\$2,857,357	75.79%	\$6,554
Instructional Res/Media (12) *	\$55,996	1.73%	\$128	\$55,996	1.49%	\$128
Curriculum/Staff Develop (13) *	\$75,590	2.34%	\$173	\$75,590	2.00%	\$173
Instructional Leadership (21) *	\$85,348	2.64%	\$196	\$149,427	3.96%	\$343
School Leadership (23) *	\$207,674	6.42%	\$476	\$207,674	5.51%	\$476
Guidance/Counseling Svcs (31) *	\$117,837	3.64%	\$270	\$117,837	3.13%	\$270
Social Work Services (32) *	\$21,069	0.65%	\$48	\$21,069	0.56%	\$48
Health Services (33) *	\$43,997	1.36%	\$101	\$43,997	1.17%	\$101
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$191,128	5.07%	\$438
Extracurricular (36) **	\$1,094	0.03%	\$3	\$50,198	1.33%	\$115
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,234,942	100.00%	\$7,420	\$3,770,273	100.00%	\$8,647
Regular	\$1,618,632	50.04%	\$3,712	\$1,626,095	43.13%	\$3,730

Gifted & Talented	\$1,103	0.03%	\$3	\$1,103	0.03%	\$3
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$613,598	18.97%	\$1,407	\$616,672	16.36%	\$1,414
State Compensatory ED	\$278,125	8.60%	\$638	\$498,608	13.22%	\$1,144
Bilingual	\$34,371	1.06%	\$79	\$34,371	0.91%	\$79
Early Education Allotment	\$601,744	18.60%	\$1,380	\$601,744	15.96%	\$1,380
Dyslexia or Related Disorder Serv	\$86,275	2.67%	\$198	\$86,275	2.29%	\$198
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$1,094	0.03%	\$3	\$305,405	8.10%	\$700



2022-2023 Accreditation Statuses

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

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 ▾ entries

Search: 190903

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
190903	RAINS ISD	7	A - Superior Achievement	C	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous

1

Next

RAINS ISD

District Improvement Plan 2023/2024

Stronger Together



Jennifer Johnson
1759 W. HWY 69 Emory, Tx
903-473-2222

RAINS ISD

Mission

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

Vision

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

Nondiscrimination Notice

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

Resources

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

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2023	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (ESF: 1.2)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2023		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2023		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2023	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2023		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-6/27/2024		
7. Create parameters that define an acceptable years worth of academic growth for a student (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2023-11/30/2023	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2023-11/30/2023		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
10. Develop the RISD social growth data	Assistant Superintendent for	1/8/2024-	(F)Title IV Funding - \$5,000	

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/6/2025		
11. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
12. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-11/30/2023		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-8/2024	(F)Title II, A	

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-11/30/2023		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-11/30/2023		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-11/30/2023		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2023		

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-11/30/2023	(F)Title I - \$15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-2/29/2024		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-6/30/2023		

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2023-10/2/2023		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2024-5/2025		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2024-8/1/2025		

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2023-5/30/2024		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2023-5/30/2024		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS ISD

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

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

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

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-5/30/2024		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff,students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2023-6/1/2023 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2024		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

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

Demographics Strengths

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

Demographics Needs

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

Comprehensive Needs Assessment

Demographics Summary

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

Enrollment
20/21- 1706
21/22- 1727
22/23- 1753

Ethnicity- 70% w, 20% h
Gender- 55% m, 45% f
SpEd/504- 12-14%
EB- 6-8%

All group percentages are steady over the last 3 years.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
Attendance
College, Career, and Military Readiness (CCMR)
College/University/ Dual Credit/AP Enrollment
Common Benchmark Assessments
Course/Class Assignments
Course/Class Completion, Grades, and Other Data
Course/Class Grades
Disaggregated STAAR Data
Graduation Plan Types
Graduation Records
Graduation, Completion, and Dropout Rates
Multi-Year Trends
Promotion/Retention Rates
Results Driven Accountability (RDA)

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

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

Student Achievement Strengths

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

Student Achievement Weaknesses

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

Student Achievement Needs

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

Student Achievement Summary

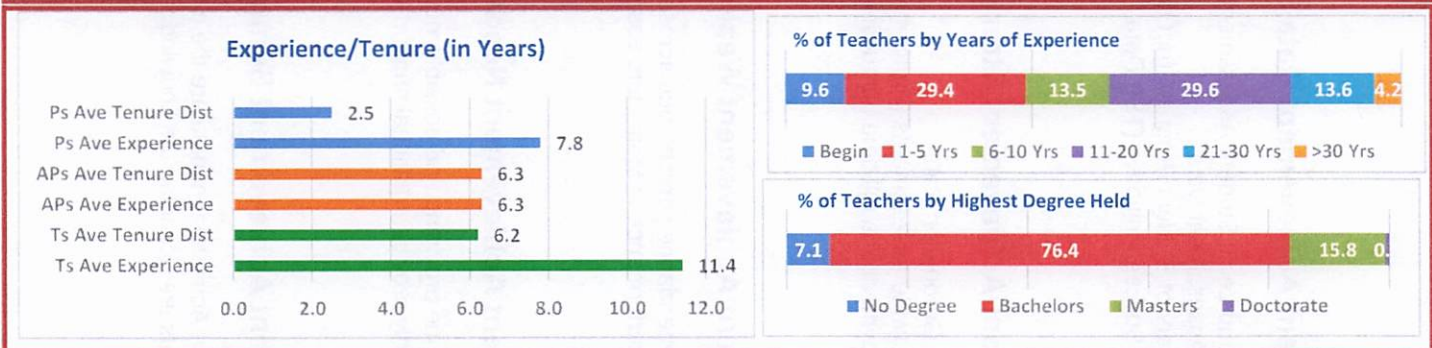
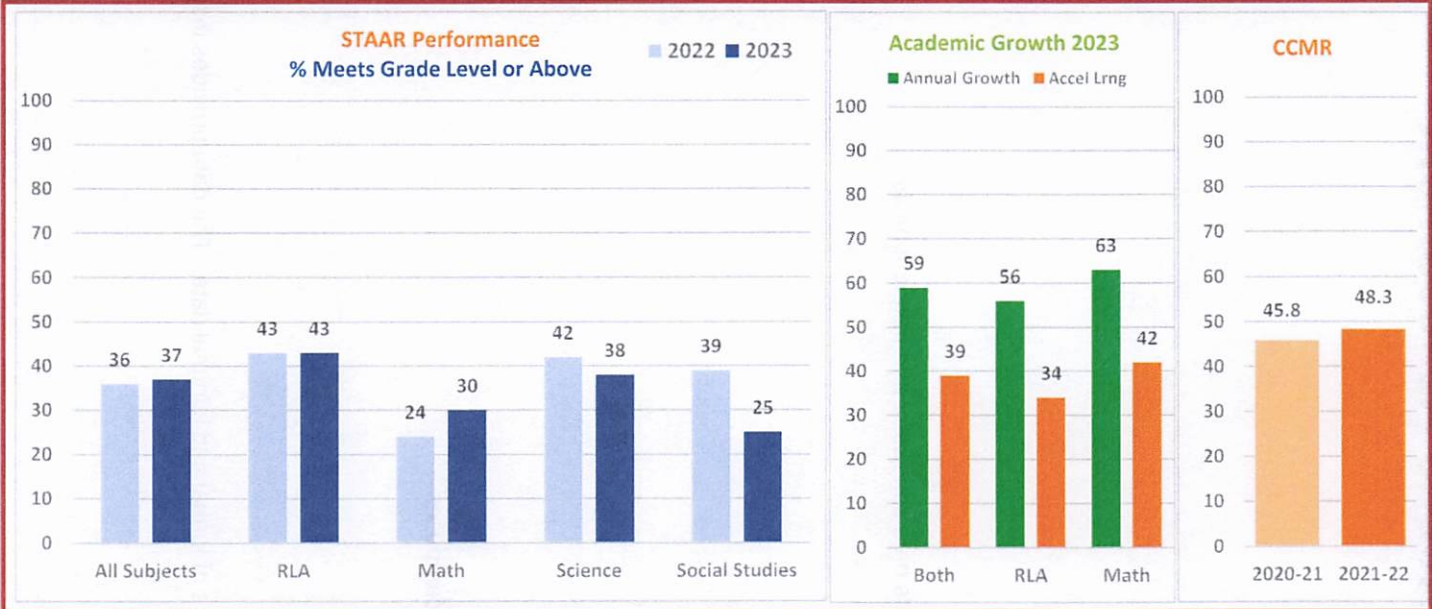
Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. The data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

2022-23 District Snapshot

District Name	RAINS ISD	District Number	190903
Total Enrollment	1,753	Region	07

2022-23 Accountability Summary

Overall District Rating	Not Released	Overall Scale Score	Not Released
Distinction Designation	Postsecondary Readiness	Not Released	
Special Education Compliance Status	Not Released		



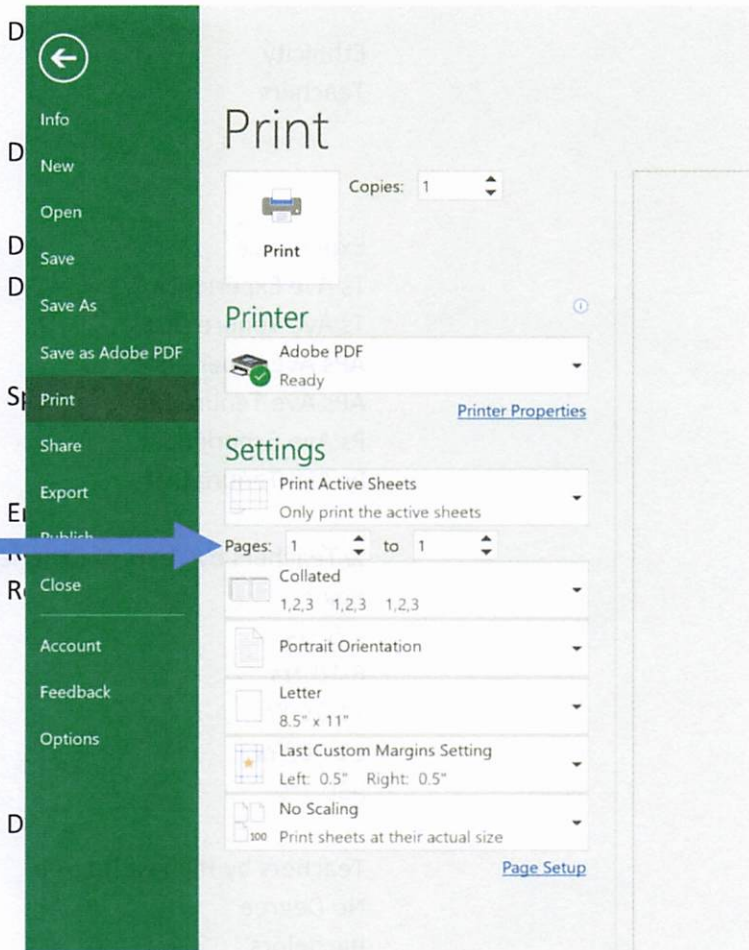
2022-23 District Snapshot

Type the 6-digit District Number (with no dashes or spaces) in Cell AG2.

When printing the report, **ONLY** print Page 1.

Print to Adobe if possible.

If printing to a printer other than Adobe, it may be necessary to select Page Setup and adjust the scaling to something less than 100% in order for the report to fit on 1 page.



2022	36
2023	37

STAAR Performance ("Cleaned")	All Subjects
2022	36
2023	37

Academic Growth	Both
Annual Growth	59
Accel Lrng	39

Student Profile	Eco Dis 62.5
-----------------	-----------------

Ethnicity Students	Af Am 2.9
--------------------	--------------

2022-23 District Snapshot

Ethnicity	Af Am
Teachers	6.6

Experience	
Ts Ave Experience	11.4
Ts Ave Tenure Dist	6.2
APs Ave Experience	6.3
APs Ave Tenure Dist	6.3
Ps Ave Experience	7.8
Ps Ave Tenure Dist	2.5

% Teachers by Years of Experience

Begin	9.6
1-5 Yrs	29.4
6-10 Yrs	13.5
11-20 Yrs	29.6
21-30 Yrs	13.6
>30 Yrs	4.2
	99.9

Teachers by Highest Degree

No Degree	7.1
Bachelors	76.4
Masters	15.8
Doctorate	0.7
	100.0

Attendance Rate "cleaned"

2021-22	92.1
2020-21	94.8

4-Year Graduation Rate "cleaned"

2020-21	97.4
2021-22	94.6

CCMR "cleaned"

2020-21	45.8
2021-22	48.3

CCMR

2020-21	45.8
2021-22	48.3

2022-23 District Snapshot

4-Year Graduation Rate

2020-21	97.4
2021-22	94.6

Attendance Rate

2021-22	92.1
2020-21	94.8

2022-23 District Snapshot

% Meets Grade Level or Above			
RLA	Math	Science	Social Studies
43	24	42	39
43	30	38	25

% Meets Grade Level or Above			
RLA	Math	Science	Social Studies
43	24	42	39
43	30	38	25

RLA	Math
56	63
34	42

EB	BE/ESL	SpEd	G/T	At Risk	Mobile
8.2	7.7	15.0	6.4	56.0	13.0

Hispanic	White	Other
19.5	71.7	5.9

2022-23 District Snapshot

Hispanic
3.6

White
87.7

Other
2.1

2022-23 State Snapshot

State of Texas

Total Districts 1,209

Total Teachers 371,778

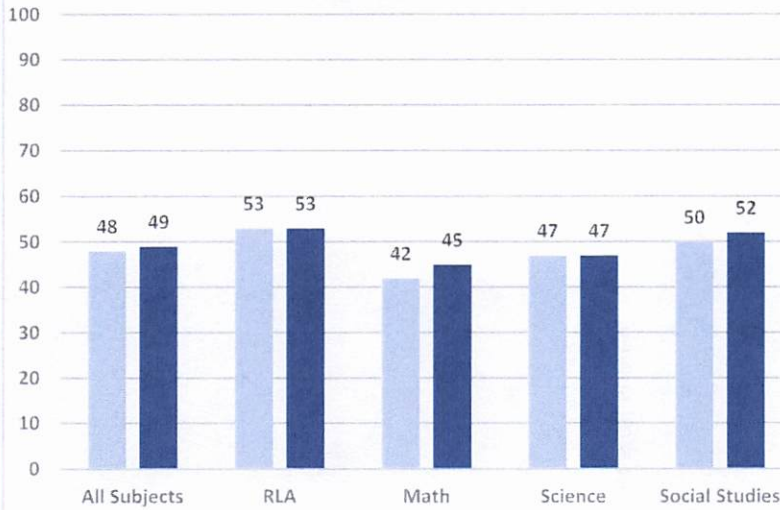
371,778

Total Campuses 9,054

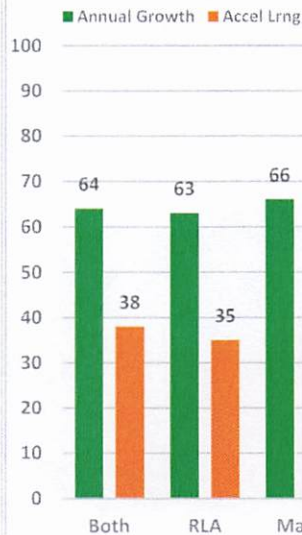
Total Students 5,518,432

5,518,432

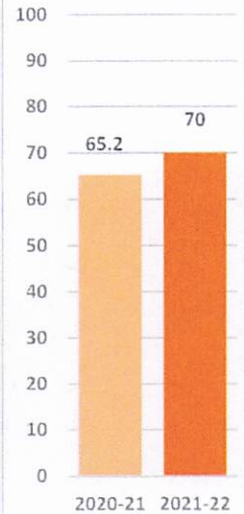
STAAR Performance
% Meets Grade Level or Above



Academic Growth 2023



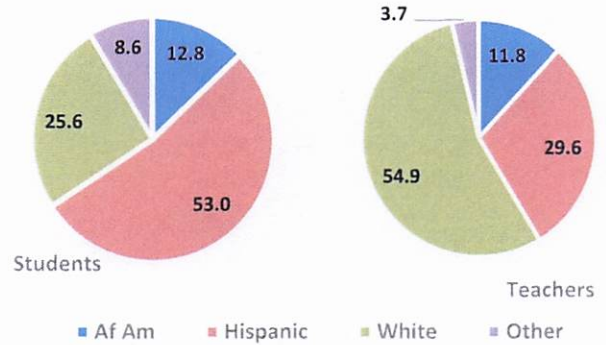
CCMR



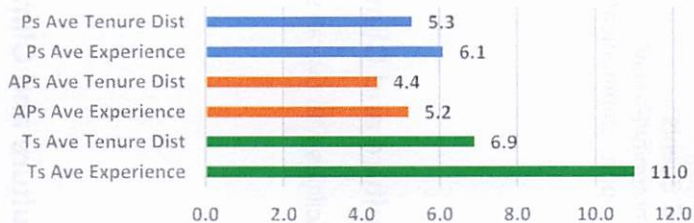
Student Profile (%ages)



Ethnicity



Experience/Tenure (in Years)



% of Teachers by Years of Experience



% of Teachers by Highest Degree Held



Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

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

School Culture and Climate Strengths

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

School Culture and Climate Weaknesses

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

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

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

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- Valuable incentives for staff quality including 4-day instructional week, childcare, \$325 for health insurance.
- Instructional Coach to support teachers on each campus.
- Submitting TIA application on Apr 15, 2024.

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Staff Quality, Recruitment and Retention Summary

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

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

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

Curriculum, Instruction and Assessment Weaknesses

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

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

Curriculum, Instruction and Assessment Summary

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

Family and Community Involvement

Family and Community Involvement Data Sources

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

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

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

Family and Community Involvement Needs

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

Family and Community Involvement Summary

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

School Context and Organization

School Context and Organization Data Sources

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

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

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

School Context and Organization Strengths

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

School Context and Organization Needs

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

School Context and Organization Summary

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

Think about:

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

How we support subjects in which students perform poorly

Teacher voice in decision-making and school policies

Teacher role in assessment choice decisions

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

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

Comprehensive Needs Assessment

Technology

Technology Data Sources

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

Technology Strengths

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

Technology Weaknesses

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

Technology Needs

Comprehensive Needs Assessment

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

Technology Summary

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

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

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus academic and financial performance



Ensure **compliance**, effectively **implement legislation** and **inform** policymakers



Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

RAINS HIGH SCHOOL

Campus Improvement Plan

2023/2024

Stronger Together



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

RAINS HIGH SCHOOL

Mission

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

Vision

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

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2023	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (ESF: 1.2)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2023		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2023		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2023	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2023		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-6/27/2024		
7. Create parameters that define an acceptable years worth of academic growth for a student (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2023-11/30/2023	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2023-11/30/2023		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
10. Develop the RISD social growth data	Assistant Superintendent for	1/8/2024-	(F)Title IV Funding - \$5,000	

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/6/2025		
11. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
12. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-11/30/2023		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-8/2024	(F)Title II, A	

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-11/30/2023		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-11/30/2023		
3. Create a purchasing calendar and budget for the replacement of districtg technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-11/30/2023		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2023		

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-11/30/2023	(F)Title I - \$15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-2/29/2024		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-6/30/2023		

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2023-10/2/2023		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2024-5/2025		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2024-8/1/2025		

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2023-5/30/2024		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHAT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2023-5/30/2024		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-5/30/2024		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS HIGH SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff,students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2023-6/1/2023 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2024		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

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

Student Achievement Strengths

93% in CCMR
Over 80% completed Texas College Bridge

Student Achievement Weaknesses

- 1.) Attendance
- 2.) Apathy in the classroom
- 3.) Lack of Rigor in the classroom
- 4.) Little to no data tracking being done

Student Achievement Needs

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

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

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

Student Achievement Summary

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

School Culture and Climate

School Culture and Climate Data Sources

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

School Culture and Climate Strengths

Rains High School has weekly newsletters to both staff and students. along with daily announcements during third period.
Teacher Appreciation
Open House
Staff Lunches throughout the school year
Mental Health Training
Meet the wildcat
Class of 2024 - student parent meeting
Class of 2025

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Freshman Orientation - students - first day of school

School Culture and Climate Weaknesses

Excessive absences

Attendance

Vaping

Rigor in the classroom

Proper training for teachers (classroom management)

Student behavior

Cellphones

Parent communication

School Culture and Climate Needs

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

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom and School Walkthrough Data

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

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

Staff Quality, Recruitment and Retention Strengths

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

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

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

Staff Quality, Recruitment and Retention Summary

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

- Weekly Up-dates from the Asst. Principal through facebook/voxer/email,
- Purchased Lowman Program for Math, English, Biology and Amer. History
- Purchased curriculum for Alg. Reasoning

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Asst. Principal's moral boosters with monthly appreciation gifts/ games, etc...
Student Exemptions from Semester Exams
Weekly announcements to the campus
Instructional Coach on campus
Progress Monitoring

Curriculum, Instruction and Assessment Weaknesses

Skewed data from the beginning of the 2023-24 school year
Teacher understanding the importance of DATA is lacking
Core Based Planning
Universal Lesson plans for all teachers

Curriculum, Instruction and Assessment Needs

Scope and Sequence

Curriculum, Instruction and Assessment Summary

RHS plans to focus on Data driven assessments that are focused on rigorous material that are TEKS based, create a lesson plan that all will follow and help implement focus on areas of student needs. Looking forward to 2024-25 RHS will focus their data for needed intervention that will help drive student needs in the classroom setting.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance
Community Input
Feedback Data

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Parent Volunteer Information
Parent, Staff, and Student District Survey
Parental Involvement Policy
Teacher Turnover Rates

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

Parental involvement
Students lack of empathy at school
Not allot of school spirit
Open House turn out is very low for HS

Family and Community Involvement Needs

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

Comprehensive Needs Assessment

Family and Community Involvement Summary

As a new member to the district, my goal is to booter the moral of the teachers and staff, along with the students, to inspire change and togetherness as a family. Involving the families and community together as a whole to start the year off!

School Context and Organization

School Context and Organization Strengths

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

School Context and Organization Weaknesses

Keeping students on a pathway

Having all CTE classes that lead to certification

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

School Context and Organization Needs

Structure for those students who are struggling in STAAR tested areas. Keeping the classroom sizes down and having class time for intervention.

Organizing a more efficient way to keep up with attendance, tardies , and parent contact

School Context and Organization Summary

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

Comprehensive Needs Assessment

Technology

Technology Strengths

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

Technology Weaknesses

We need Newline Panels in English and History.

Technology Needs

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

Technology Summary

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

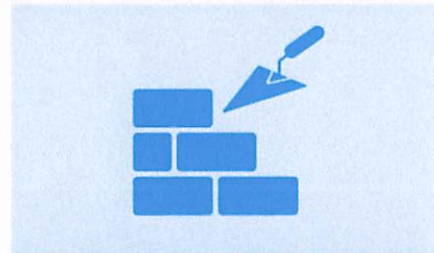
Every child, prepared for success in college, a career or the military.

Strategic priorities



RECRUIT SUPPORT RETAIN

Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers

-  Increase **transparency, fairness** and **rigor** in district and campus academic and financial performance
-  Ensure **compliance**, effectively **implement legislation** and **inform** policymakers
-  Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

RAINS JR HIGH

Campus Improvement Plan

2023/2024

Stronger Together



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

RAINS JR HIGH

Mission

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

Vision

*In the 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
No rows defined.	

Name	Position
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Resources

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

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2023	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (ESF: 1.2)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2023		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2023		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2023	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2023		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-6/27/2024		
7. Create parameters that define an acceptable years worth of academic growth for a student (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2023-11/30/2023	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2023-11/30/2023		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
10. Develop the RISD social growth data	Assistant Superintendent for	1/8/2024-	(F)Title IV Funding - \$5,000	

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/6/2025		
11. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
12. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-11/30/2023		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-8/2024	(F)Title II, A	

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-11/30/2023		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-11/30/2023		
3. Create a purchasing calendar and budget for the replacement of districtg technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-11/30/2023		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2023		

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-11/30/2023	(F)Title I - \$15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-2/29/2024		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-6/30/2023		

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2023-10/2/2023		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2024-5/2025		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2024-8/1/2025		

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2023-5/30/2024		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHAT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2023-5/30/2024		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-5/30/2024		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS JR HIGH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2023-6/1/2023 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2024		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Class Sizes for Math and Reading Classes/Student/Teacher Ratio is 1:15.

Reading and Math Intervention Classes 1:10 Teacher/Student Ratio.

To assist with emerging bilingual students, we have acquired an ESL aide, in addition to our ESL teacher, and the teacher of the classroom holds a PhD in her area of expertise, contributing to LPAC and ELL students on campus.

Utilization of SMART ISS so that students with disabilities continue to receive services to ensure progress will continue.

Restructuring of the BEST (Behavior Classroom), training for staff, improvements in the systems utilized to ensure progress in socialization skills and behaviors for students assigned.

Honors Courses in all Core Classes

Demographics Weaknesses

Behaviors/Discipline for the School Year- One struggle is extreme behaviors, requiring mandatory DAEP placements.

Attendance is a challenge and students that enroll and unenroll, along with students that return to campus from home school.

Class sizes for Science, Social Studies, and Electives

MTSS and Counseling Program, Including SEL

Demographics Needs

MTSS will Include Behaviors, Mental Health, and SEL Opportunities to Target Next Year, and Strike Sheets for Teacher Support with Discipline, Data Collecting and Monitoring

Vape Detectors in JH Bathrooms

New, Timely Attendance Motivators Need to be in Place Next Year

Improve Class Sizes for Science, Social Studies, and Add Electives to Offset Numbers, which Improves Attendance

Comprehensive Needs Assessment

Demographics Summary

The areas of strength have been ESL, BEST, SMART ISS, and class sizes for student/teacher ratio. However, the weaknesses of behavior/discipline, mental health, SEL, and attendance will be targeted with plans for improvement next year.

School Culture and Climate

School Culture and Climate Strengths

Culture/Climate:

Communication- Weekly Student Newsletters and Monthly Staff Newsletters w/Weekly Updates, communicating with staff, students, and parents

Teacher Recognition- Staff members recognize each other with passing the oar.

House System for Students- Character tickets, academic bricks, and house challenges

Staff Potlucks- Every other month

Notes of Appreciation

12 Days of Christmas

Parent Lunches- first and second semester

Parent Breakfast

Student Dances

Turkey Tourney

Scavenger Hunts

Teacher Appreciation

School Culture and Climate Weaknesses

Mental Health

Student Behaviors/Choosing Kindness

Attendance

Specific Student Recognition for Students Continuously Doing Great

Concerned about Structure/School Building

Vaping, Lack of Vape Detectors

Lack of Cameras Needed

Driveway Foundation in Front of School

Comprehensive Needs Assessment

School Culture and Climate Needs

Attendance Incentives- Make attendance incentives attainable for growth and more immediate to achieve

Mental Health/Choosing Kindness- Create more opportunities, monthly with counselor, as well as securing motivational speakers to come to speak with students.

Strategies for More Specific Student Recognition

School Culture and Climate Summary

There are many areas of strength to help with campus climate, including the house system, potlucks, notes of appreciation, Parent Breakfast/Lunches, dances, etc. However, there are still areas to build upon to make a strong campus climate for students and staff. A plan is needed for the weaker areas on addressing mental health, staying on top of attendance and rewarding those that come, campus safety, and also a plan needed for continuous student recognition.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Campus Climate

Lower Turnover Rate at JH

4-Day Weeks

Wearing Jeans

Beginning TIA

Hiring Process- Letting principal hire, hiring highly qualified and certified staff, getting staff hired asap, recruiting, going to job fairs, advertising, etc.

Teacher Support- FYTA

Staff Quality, Recruitment and Retention Weaknesses

Salaries are not comparable to other surrounding districts and we are only in the beginning process for TIA, a couple of years out before seeing a return.

Additional support for FYTA.

More outside PD opportunities and support given to teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

From teachers to para professionals, to other staffing positions, staff members want to see compensation comparable to other school districts. This includes salaries, stipends, Christmas Bonus, etc.

More PD opportunities are needed for teachers to learn, grow, and network outside of the walls of Rains JH.

Staff Quality, Recruitment and Retention Summary

With many ways RISD/RJH is trying to retain highly qualified teachers, RISD/RJH cannot compete with pay. There are things that have to be done to help in that area, beyond the control of the campus alone.

In moving forward, help will be elicited from Region 7 for intentional PD opportunities for teachers, as well as additional campus support for FYTA.

We also plan to continue to grow the culture for retainment and retention.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

This year, assessments were placed in DMAC to begin tracking data with TEK based question.

State-approved resources utilized for instruction, such as Amplify for Reading and TEKS Resource System as the base of the curriculum for all subjects.

Other higher level TEK aligned resources were utilized, such as Lowman and Maneuvering in the Middle.

STAAR Blasts w/Lowman for Science, Social Studies, and Math were utilized for Student Intervention days.

Personal Goal Setting with Students- All tested subjects

Data Meetings- All tested subjects

Curriculum, Instruction and Assessment Weaknesses

Backwards Design/Planning

Instruction Based Off Student Needs

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

Curriculum, Instruction and Assessment Needs

Field Guides
Scope and Sequence
Intentional PLCs and Utilization of Time
One Pager for Lessons/Unit Planning

Data Interpretation and Differentiation to Address Lower Performing Students

Curriculum, Instruction and Assessment Summary

This year, the focus on curriculum, instruction, and assessment has been to build foundational components, such as TEK-based assessments, create lesson plan expectations, and implemented data PLCs and used goal setting with students as we focused on data driven TEKS during intervention. Moving into next year, we will adjust backwards planning and design to encompass totality of planning with the content and letting student needs drive instruction.

Family and Community Involvement

Family and Community Involvement Strengths

6th Grade Orientation
Back to School Bash
Meet the Teacher
FIT Dads
Parent Lunches- One per Semester
PTO
Parent/Community Feedback Surveys
ESL Families, Meet and Greet, and Information
Teacher Appreciation Week

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Campus Communication and Engagement through Facebook and Newsletters
Read Across America- Guest Readers from School, Parents, and Community

Family and Community Involvement Weaknesses

Campus feedback communicated that parents desire to have more opportunities to be involved with their child at the JH level, moving forward.
Parent Volunteers
Wildcat Spirit in Families and Community

Family and Community Involvement Needs

New ideas and new opportunities are needed for families and community to unite and come onto campus to support our kids.

Family and Community Involvement Summary

Throughout the school year, we planned a number of opportunities for family and community involvement, and with that and through feedback, parents and community members would like more opportunities to participate. Therefore, we need to give thought and more planning at the BOY of new opportunities for these things to happen.

School Context and Organization

School Context and Organization Strengths

Surveys have been completed each nine weeks to staff and parents for feedback and solutions.
BOY, MOY, and EOY are utilized identify student needs for intervention or honors.
Smaller student:teacher ratio for core math and reading.
During PLCs, surveys, and check-ins, input is given from teachers for assessments to evaluate students.

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Parents have given positive feedback for the school year, addressing some concerns.

School Context and Organization Weaknesses

- Class sizes in Science and Social Studies classes.
- Some parent expectations.

School Context and Organization Needs

Additional teachers for Science and Social Studies

School Context and Organization Summary

Through survey responses from students, staff, and parents, along with committee discussions, such as CPOC and DEIC, voices are heard. Some parent expectations show that parents need additional information about processes and procedures. In addition to this, we hope to decrease class sizes for science and social studies in the future.

Technology

Technology Strengths

Our campus has progressed with securing Newline boards for each core class. We have technology resources to assist with curriculum and instruction, such as Amplify, IXL, and Vocabulary.com. Our campus operates with Google, and the campus teachers and staff are proficient in their usage and skill level.

Comprehensive Needs Assessment

Technology Weaknesses

With the great usage of chromebooks for classroom instruction, all teachers should be equipped with extras to accommodate students. In the event of a damaged or broken student chromebook, a quicker turn around forgetting them fixed is necessary.

Technology Needs

Additional student chromebooks are needed as some are broken/damaged.

Chromebook cart for testing

Additional Newline boards and/or projectors

Ongoing technology training--Skyward, PD, etc.

Technology Summary

As a campus, we have made great strides in technology but need to continue with training, as well as securing more technology devices for the campus.

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

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus academic and financial performance



Ensure **compliance**, effectively **implement legislation** and **inform** policymakers



Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

RAINS INTERMEDIATE

Campus Improvement Plan

2023/2024

Stronger Together



Justin Vance
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903-473-2222
vancej@rainsisd.org

RAINS INTERMEDIATE

Mission

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

Vision

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

Nondiscrimination Notice

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

Resources

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

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	Current - May 31, 2023	(S)IMA - Curriculum	12/04/23 - Some Progress
2. Develop the RISD definition of guaranteed and viable curriculum. (ESF: 1.2)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2023		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2023		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2023	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2023		12/04/23 - Significant Progress
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-6/27/2024		12/04/23 - Some Progress
7. Create parameters that define an acceptable years worth of academic growth for a student (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2023-11/30/2023	(L)Local budget	12/04/23 - Significant Progress
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2023-11/30/2023		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
10. Develop the RISD social growth data	Assistant Superintendent for	1/8/2024-	(F)Title IV Funding - \$5,000	

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/6/2025		
11. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
12. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-11/30/2023		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-8/2024	(F)Title II, A	

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-11/30/2023		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-11/30/2023		
3. Create a purchasing calendar and budget for the replacement of districtg technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-11/30/2023		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2023		

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-11/30/2023	(F)Title I - \$15,000	12/04/23 - Some Progress
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-2/29/2024		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-6/30/2023		

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2023-5/30/2024		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2023-5/30/2024		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-5/30/2024		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff,students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2023-6/1/2023 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2024		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		


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

Strategic priorities



RECRUIT SUPPORT RETAIN

Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers

-  Increase **transparency, fairness** and **rigor** in district and campus academic and financial performance
-  Ensure **compliance**, effectively **implement legislation** and **inform** policymakers
-  Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

RAINS ELEMENTARY

Campus Improvement Plan

2023/2024

Stronger Together



Bill Morgan
1759 W. HWY 69 Emory, Tx
903-473-2222

RAINS ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

RAINS 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
Lutz, Mandy	Campus Manager
Coffman, Susan	Teacher
Mcallister, Christine	Teacher
Buchanan, Candice	Teacher
Murrey, Allison	Teacher
Burns, Teresa	Teacher
Hicks, Brittany	Teacher

Name	Position

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es)	Current - May 31, 2023	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (ESF: 1.2)	Assistant Superintendent for Curr/Instruction	Current - May 31, 2023		
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es)	Current - May 31, 2023		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2023	(F)Title II, A - \$2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2023		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/7/2023-6/27/2024		
7. Create parameters that define an acceptable years worth of academic growth for a student (ESF: 5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s)	10/1/2023-11/30/2023	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student.	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2023-11/30/2023		
9. Develop the RISD academic growth data points district-wide. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
10. Develop the RISD social growth data	Assistant Superintendent for	1/8/2024-	(F)Title IV Funding - \$5,000	

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/6/2025		
11. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		
12. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	9/1/2023-10/31/2023		

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-On-going	(F)Title I - \$10,000	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2023-11/30/2023		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2023-8/2024	(F)Title II, A	

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	10/1/2023-11/30/2023		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2023-11/30/2023		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All)	Chief of Business Operations, Director of Student Services, Technology Director	10/1/2023-11/30/2023		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2023		

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2023-11/30/2023	(F)Title I - \$15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2029-2/29/2024		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2024-1/5/2026		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2023-6/30/2023		

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2023-10/2/2023		
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2024-5/2025		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2024-8/1/2025		

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2023-5/30/2024		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHAT, etc.). (Target Group: AtRisk)	Counselor, Principal(s)	6/1/2023-5/30/2024		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - \$10,000	

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2023-5/30/2024		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication. (Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2023-6/1/2023 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses.	Principal(s), Superintendent	8/1/2023-5/1/2025		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2024		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

RAINS ELEMENTARY

Goal 3. (Goal 3 - Math) Enhance and strengthen our math instruction in order to better prepare our students for the transition to the intermediate school.

Objective 1. (Ensure that PK-2 are using the same mathematical vocabulary as the intermediate.) S1 - Create mathematical word walls including consistent math vocabulary across the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create mathematical word walls including consistent math vocabulary across the school. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 4.1,5.1)	Classroom Teachers, Instructional Coach(es)	Ongoing		
2. Collaborate with the intermediate school to ensure we are using the same vocabulary they are to help with the transition. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 4.1)	Administrators, Instructional Coach(es)	Current - May 31, 2024		

RAINS ELEMENTARY

Goal 3. (Goal 3 - Math) Enhance and strengthen our math instruction in order to better prepare our students for the transition to the intermediate school.

Objective 2. (Expose students to 2 step word problems.) S1 - Implement the use of 2 step word problems as early as Pre-k.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the use of 2 step word problems as early as Pre-k. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Classroom Teachers, Instructional Coach(es), Interventionist(s)	Current - May 31, 2024		

RAINS ELEMENTARY

Goal 3. (Goal 3 - Math) Enhance and strengthen our math instruction in order to better prepare our students for the transition to the intermediate school.

Objective 3. (Increase students' number and fact fluency.) S1 - Practice number and fact fluency on a regular basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the regular practice of number and fact fluency. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (ESF: 4.1)	Classroom Teachers	Current - May 31, 2024		

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Ensure **compliance**, effectively **implement legislation** and **inform** policymakers



Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

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**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
RAINS ISD								
	190903001 RAINS H S							
	Four-Year Public University	12	3	0	4	2	2	1
	Two-Year Public Colleges	31	10	2	6	4	5	4
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	74						
	Total High School Graduates	120						

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Early Childhood Goals-As Required by HB3

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Reading will increase from 33% to 55% by August 2024.

- Progress monitoring will be done using Circle Assessment, MAP testing, and TPRI for grades PK-2. According to the 2023 student testing data, 41% of 3rd grade students scored MEETS grade level or above on STAAR Reading. The goal is to be at 55% by 2024.

The percentage of 3rd-grade students that score MEETS grade level or above on STAAR Math will increase from 28% to 60% by August 2024.

- Progress monitoring will be done using Circle Assessment and MAP for grades PK-2. According to the 2023 student testing data, 19% of 3rd grade students scored MEETS grade level or above on STAAR Math. The goal is to be at 60% by 2024.

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

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

The percentage of graduates that meet the criteria for CCMR for 2022 was 54%. (This data runs 1 year behind.)

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 55% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	37%	42%	46%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	14%	37%	n/a	0%	n/a	n/a	13%	24%	13%	22%	35%	32%
2021	8%	21%	41%	n/a	8%	n/a	n/a	19%	29%	19%	28%	39%	36%
2022	15%	27%	45%	n/a	15%	n/a	n/a	25%	35%	26%	33%	44%	41%
2023	23%	33%	49%	n/a	23%	n/a	n/a	32%	40%	32%	39%	48%	45%
2024	38%	46%	57%	n/a	38%	n/a	n/a	45%	51%	45%	50%	57%	54%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 60% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	35%	41%	47%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Current)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	5%	33%	n/a	0%	n/a	n/a	4%	19%	4%	11%	27%	32%
2021	9%	13%	39%	n/a	9%	n/a	n/a	13%	26%	13%	19%	33%	38%
2022	18%	22%	45%	n/a	18%	n/a	n/a	22%	34%	21%	27%	39%	43%
2023	28%	31%	51%	n/a	28%	n/a	n/a	30%	41%	30%	35%	45%	49%
2024	46%	48%	62%	n/a	46%	n/a	n/a	48%	55%	47%	51%	57%	60%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 100% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	67%	75%	83%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	38%	64%	n/a	n/a	n/a	83%	75%	51%	xx%	n/a	xx%	xx%
2021	n/a	49%	72%	n/a	n/a	n/a	89%	82%	60%		n/a		
2022	n/a	59%	79%	n/a	n/a	n/a	95%	88%	69%		n/a		
2023	n/a	69%	87%	n/a	n/a	n/a	101%	95%	78%		n/a		
2024	n/a	90%	103%	n/a	n/a	n/a	113%	108%	96%	xx%	n/a	xx%	xx%

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Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 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.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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.

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STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *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 (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

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for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

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

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

Attendance, Graduation, and Dropout Rates (2023–24)

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:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(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 (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022–23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

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 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2023**

number of students in the 2023 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2023

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number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 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 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

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

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus

number of students from the cohort who received a TxCHSE by August 31, 2023
plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

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

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2021 cohort*

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 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 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 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 cohort who received a high school diploma by August 31, 2023

plus

number of students from the cohort who received a TxCHSE by August 31, 2023

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:

number of students from the cohort who received a high school diploma by August 31, 2023

plus

number of students from the cohort who received a TxCHSE by August 31, 2023

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plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

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

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after 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, 2023

number of students in the 2021 cohort**

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

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

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) 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 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 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 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) 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 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 with reported graduation plans

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

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

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

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

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 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 2022-23 annual graduates

Mathematics.

number of 2022-23 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 2022-23 annual graduates

Both Subjects.

number of 2022-23 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 2022-23 annual graduates

Any Subject.

number of 2022-23 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 2022-23 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)*

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 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 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 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 2022-23 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 2022-23 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 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

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 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 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 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 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 2022-23 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 2022-23 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 2022-23 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 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

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

All Subjects.

number of 11th and 12th graders in the 2022-23 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 2022-23 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 2022-23 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 2022-23 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 2022-23 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

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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.

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

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:

$$\frac{\text{number of 2022-23 graduates who took either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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

$$\frac{\text{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 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 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 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 2022-23

Science.

number of students in grades 9–12 in 2022-23 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 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 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 2022-23

(Data source: PEIMS 43415)

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

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

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

(Data source: THECB)

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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 (2023–24)

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

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

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

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

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

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

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.

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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:

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

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

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(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 2023–24 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 special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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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 2022–23

number of students who were in membership at any time during the
2022–23 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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

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

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}$$
$$\text{number of students enrolled in fall 2022}$$

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

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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, 2022-23](#) 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

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 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 (2023–24)

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 2022–23 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 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. 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)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

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

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Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 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	
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
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
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
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)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
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
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)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
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 HGH LVL

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Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	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

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
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
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
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
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

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
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
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
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
I3110300	IB LANGUAGE AB INITIO STD LVL
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

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

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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

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058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
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.

Expenditures January 2025

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURRACTIVITIES	923,073.03	365,293.56	557,779.47
199 E 11 --- INSTRUCTION	11,033,866.37	4,926,317.17	6,107,549.20
199 E 12 --- INST. RESOURCES & MEDIA SVCS	218,180.67	94,855.63	123,325.04
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	191,811.35	78,767.26	113,044.09
199 E 21 --- INSTRUCTIONAL LEADERSHIP	394,757.73	142,836.35	251,921.38
199 E 23 --- SCHOOL LEADERSHIP	1,038,392.49	440,546.78	597,845.71
199 E 31 --- GUIDANCE & COUNSELING	770,011.14	302,032.15	467,978.99
199 E 32 --- SOCIAL WORK SERVICES	67,000.00	0.00	67,000.00
199 E 33 --- HEALTH SERVICES	177,660.45	86,203.65	91,456.80
199 E 34 --- PUPIL TRANSPORTATION	1,044,095.32	461,505.39	582,589.93
199 E 36 --- COCURREXTRACURRACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	799,263.03	362,909.60	436,353.43
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	2,349,412.91	1,216,279.30	1,133,133.61
199 E 52 --- SECURITY & MONITORING SERVICES	127,792.78	77,832.95	49,959.83
199 E 53 --- DATA PROCESSING SERVICES	121,983.00	99,341.15	22,641.85
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	407,436.00	102,072.93	305,363.07
240 E 35 --- FOOD SERVICES	1,416,999.54	741,370.73	675,628.81
	21,081,735.81	9,498,164.60	45.1% 11,583,571.21
			41.7% of year

**Non Payroll
Expenditures
January 2025**

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURR.ACTIVITIES	480,130.00	181,283.27	298,846.73
199 E 11 --- INSTRUCTION	846,880.00	484,215.97	362,664.03
199 E 12 --- INST. RESOURCES & MEDIA SVCS	58,330.00	28,357.41	29,972.59
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	77,788.00	10,089.50	67,698.50
199 E 21 --- INSTRUCTIONAL LEADERSHIP	52,000.00	16,222.87	35,777.13
199 E 23 --- SCHOOL LEADERSHIP	32,716.00	17,524.30	15,191.70
199 E 31 --- GUIDANCE & COUNSELING	57,300.00	23,885.70	33,414.30
199 E 32 --- SOCIAL WORK SERVICES	67,000.00	0.00	67,000.00
199 E 33 --- HEALTH SERVICES	11,550.00	14,065.25	-2,515.25
199 E 34 --- PUPIL TRANSPORTATION	338,507.00	116,333.54	222,173.46
199 E 36 --- COCURREXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	213,575.00	114,466.13	99,108.87
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,105,468.00	603,930.95	501,537.05
199 E 52 --- SECURITY & MONITORING SERVICES	19,000.00	12,063.89	6,936.11
199 E 53 --- DATA PROCESSING SERVICES	121,983.00	99,341.15	22,641.85
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	861,769.00	521,328.05	340,440.95
	4,343,996.00	2,243,107.98	51.6%
			2,100,888
			41.7% of year

**Payroll
Expenditures
January 2025**

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURR.ACTIVITIES	442,943.03	184,010.29	258,933
199 E 11 --- INSTRUCTION	10,186,986.37	4,441,865.41	5,745,121
199 E 12 --- INST. RESOURCES & MEDIA SVCS	159,850.67	66,498.22	93,352
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	114,023.35	68,677.76	45,346
199 E 21 --- INSTRUCTIONAL LEADERSHIP	342,757.73	126,613.48	216,144
199 E 23 --- SCHOOL LEADERSHIP	1,005,676.49	422,914.27	582,762
199 E 31 --- GUIDANCE & COUNSELING	712,711.14	278,146.45	434,565
199 E 32 --- SOCIAL WORK SERVICES	0.00	0.00	0
199 E 33 --- HEALTH SERVICES	166,110.45	72,138.40	93,972
199 E 34 --- PUPIL TRANSPORTATION	705,588.32	342,365.38	363,223
199 E 36 --- COCURREXTRACURR.ACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	585,688.03	247,464.01	338,224
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,243,944.91	576,601.12	667,344
199 E 52 --- SECURITY & MONITORING SERVICES	108,792.78	65,769.06	43,024
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	555,230.54	204,805.89	350,425
	16,330,303.81	7,097,869.74	43.5% 9,232,434 41.7% of year

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
39443	BSN SPORTS/SPORT SUP	CLOTHING FOR HS BOYS BASKETBALL - REQUESTED BY BRIAN WESTER KB	01/15/2025	12/28/2024	1,030.53
	BSN SPORTS/SPORT SUP	BASKETBALL SUPPLIES - REQUESTED BY BRIAN WESTER KB	01/15/2025	01/08/2025	1,512.09
	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - BMX 7X7 FRAME - REQUESTED BY SCOTT DELOZIER KB	01/15/2025	01/07/2025	114.47
	BSN SPORTS/SPORT SUP	BASEBALL CLOTHING - BLACK - PRO TEAM HEATHER FLEECE - (SEE ATTACHED QUOTE) - REQUESTED BY BRANON KAJIHIRO	01/15/2025	01/11/2025	620.10
39444	CIRCLE C INK	TEACHER APPRECIATION SHIRTS - REQUESTED BY BRYAN OAKES KB	01/15/2025	01/14/2025	180.00
	CIRCLE C INK	Circle C Ink t-shirts; JH House Shirts for each grade level; Jennifer Moore	01/15/2025	01/12/2025	224.00
39445	FASST SPORTS	BASEBALL UNIFORMS - REQUESTED BY BRANDON KAJIHIRO (SEE ATTACHED QUOTE) KB	01/15/2025	12/20/2024	400.00
39446	JENKINS, LAURA	PANDA EXPRESS 117.90, JUICYS HAMBURGERS 139.16 ATHLETIC 3 CARD DECLINED - REIMBURSE LAURA JENKINS FOR MEALS ON 12/28/2024 @ TENAHA TOURNAMENT - REQUESTED BY LAURA JENKINS KB	01/15/2025	12/28/2024	257.06
39447	MIDWEST SPORTING GOO	HS GIRLS BASKETBALL SUPPLIES - SCORE BOOKS AND COMPRESSION SHORTS - REQUESTED BY LAURA JENKINS (SEE ATTACHED QUOTE)	01/15/2025	12/20/2024	396.00
39448	4IMPRINT, INC	QUOTE 28678202; JACKETS FOR SCHOOL BOARD PER M. HALL	01/22/2025	01/08/2025	339.29
39449	BSN SPORTS/SPORT SUP	BASEBALL SUPPLIES - WRIST COACH, DUFFEL, SOCKS, BASEBALLS, BACKPACK, CATCHERS GEAR, BATTING HELMET, GLOVE REPAIR KIT -REQUESTED BY BRANDON KAJIHIRO (SEE ATTACHED QUOTE) KB	01/22/2025	01/15/2025	2,756.19
39450	FASST SPORTS	BASEBALL SUPPLIES - REQUESTED BY BRANDON KAJIHIRO (SEE ATTACHED QUOTE) KB	01/22/2025	01/08/2025	2,345.00
39451	FRESH COUNTRY FOOD S	FFA Fundraiser cookie dough	01/22/2025	01/08/2025	2,834.19
39452	INTEGRITY PROMOTIONS	INTEGRITY PROMOTIONS - FALL FUNDRAISER SALES (SEE ATTACHED)	01/22/2025	11/21/2024	20,499.60
39453	KEARNEY TRAILER SALE	Trailer Build Kits for the trailer build off to be paid by entries	01/22/2025	12/23/2024	17,558.75
39454	LONE OAK ISD	JH GIRLS BASKETBALL ENTRY FEE FOR LONE OAK CLASSIC 1/18/25 - REQUESTED BY LAURA JENKINS KB	01/22/2025	01/18/2025	500.00
39455	STRICKLAND, KALLEE	KALLEE STRICKLAND - A/V WORKERS 11/18	01/22/2025	11/18/2024	60.00
39456	WALMART COMMUNITY	WALMART - HOSPITALITY ITEMS FOR CULINARY - KEEP OPEN	01/22/2025	11/18/2024	38.48
39457	WESTER, BRIAN	REIMBURSE BRIAN WESTER FOR DEPOSIT TO HUNT COUNTY PAINTBALL FOR TEAM BUILDING ACTIVITY ON 1/25/25 - WOULD NOT TAKE JP MORGAN CARD BECAUSE IT WAS THROUGH PAYPAL (APPROVED BY MIKE HALL) KB	01/22/2025	01/21/2025	100.00
39458	CIRCLE C INK	OUTFIELD SIGNS FOR SOTBALL - REQUESTED BY SCOTT DELOZIER KB	01/30/2025	01/28/2025	1,125.00
	CIRCLE C INK	TRACK JACKETS - REQUESTED BY JACQUELYN YOUNG (SEE ATTACHED QUOTE) TO BE REIMBURSED BY BOOSTER CLUB KB	01/30/2025	01/29/2025	1,560.00
39459	GAMEGRADE	BASEBALL CHARTS - REQUESTED BY BRANDON KAJIHIRO KB	01/30/2025	12/05/2024	485.00
39460	HOMETOWN TROPHIES	TROPHIES FOR GOLF TOURNAMENT HOSTED BY RAINS FEB. 3, 2025 - REQUESTED BY KELSEY FRAZIER KB	01/30/2025	01/03/2025	308.60
39461	INTEGRITY PROMOTIONS	Ref. P.O. 1002500046. This should have been out of the Activity Group. Popcorn Fundraiser for Elementary	01/30/2025	12/06/2024	2,840.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
39462	SAMS CLUB DIRECT	Sam's; Restocking the teacher's lounge	01/30/2025	01/22/2025	123.90
	SAMS CLUB DIRECT	JP MORGAN - SAMS TRIP FOR BUSINESS CLASS	01/30/2025	01/27/2025	1,110.68
39463	Sky Ranch, Inc.	SKY RANCH - 2ND DEPOSIT FOR 4TH GRADE FIELD TRIP - ATTN: JAMIE WOODRUM	01/30/2025	01/28/2025	1,774.50
39464	WESTER, BRIAN	REPLACES PO 6652500074 PREVIOUSLY APPROVED - JP MORGAN CARD DECLINED - REIMBURSE BRIAN WESTER FOR HS BOYS BASKETBALL TEAM BUILDING ACTIVITY @ HUNT COUNTY PAINTBALL KB	01/30/2025	01/25/2025	567.00
39465	X-GRAIN SPORTSWEAR	JACKETS FOR TRACK - REQUESTED BY JACQUELYN YOUNG (SEE ATTACHED QUOTE) KB	01/30/2025	01/23/2025	680.00
242500269	AMAZON CAPITAL SERVI	AMAZON - BLUE MARKET CLASS AMAZON ORDER	01/15/2025	10/22/2024	671.38
242500270	APPLE, INC.	IPAD FOR BASEBALL - REQUESTED BY BRANDON KAJIHIRO (SEE ATTACHED QUOTE) KB	01/15/2025	12/11/2024	457.95
242500291	SEITZ FUNDRAISING DB	FFA Fundraiser meats	01/22/2025	12/20/2024	9,852.50
242500299	AMAZON CAPITAL SERVI	Walkie talkies for elementary staff.	01/30/2025	01/21/2025	1,233.36
	AMAZON CAPITAL SERVI	Board member appreciation. Tumblers with lids/straws	01/30/2025	01/21/2025	55.99
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: 4TH GRADE TEACHERS	01/30/2025	01/21/2025	24.98
	AMAZON CAPITAL SERVI	Amazon supplies for snack cart; Jennifer Moore	01/30/2025	01/23/2025	200.61
	AMAZON CAPITAL SERVI	Amazon Gourmet Lollipops for Career Club fundraiser; Amanda Peeples	01/30/2025	01/21/2025	338.20
	AMAZON CAPITAL SERVI	Amazon Student Awards for JH Fundraiser; Jennifer Moore	01/30/2025	01/23/2025	149.70
	AMAZON CAPITAL SERVI	TRI POD FOR IPAD - REQUESTED BY BRANDON KAJIHIRO KB	01/30/2025	12/10/2024	49.99
	AMAZON CAPITAL SERVI	Amazon Gourmet Lollipops for Perfect Attendance students; Jennifer Moore	01/30/2025	01/28/2025	333.60
66423	RAINS CNTY TAX ASSES	INV #12182024 VEHICLE REGISTRATION RENEWALS FOR: BUS #4 VIN 4DRBUAAN8GB735364; BUS #10 VIN 4DRBUPWN6LB071524; BUS #15 VIN 4DRBUAAN9BB261269; BUS #18 VIN 4DRBUPWN7LB101775; BUS #21 VIN 4DRBUAAN0CB397484; BUS #55 VIN 4DRBUC8N9KB445211; BUS #56 VIN 4DRBUC8N0KB445212; VEH #48 VIN 3C7WRSCL0EG141027 - TRANSPORTATION DEPT	01/06/2025	12/18/2024	-161.50
66443	A R TACTICAL PLUMBIN	INV #01022025 CAPPED OFF 2" GAS LINE - MAINT DEPT	01/15/2025	01/02/2025	250.00
66444	ARP. I.S.D	ENTRY FEE FOR ARP SOFTBALL TOURNAMENT FEB 20 - 22, 2025 - REQUESTED BY SCOTT DELOZIER KB	01/15/2025	01/08/2025	300.00
66445	AT&T MOBILITY LLC	INVOICE 287329116110X12232024; FIRSTNET MOBILE SERVICES FOR RAINS POLICE DEPARTMENT	01/15/2025	12/30/2024	124.77
	AT&T MOBILITY LLC	INV #287319218417X12232024 GEO TAB SERVICES FOR BUSES - TRANSPORTATION DEPT	01/15/2025	12/23/2024	612.25
66446	ATHENS ISD	ENTRY FEE FOR ATHENS BASEBALL TOURNAMENT FEB 27, 28 & MAR 1, 2025 - REQUESTED BY BRANDON KAJIHIRO KB	01/15/2025	01/01/2025	400.00
66447	BANKERS PRODUCTS AND	BANKERS PRODUCTS & PRINTING - SCHOOL ENVELOPS - ATTN: SUZIE HERNANDEZ	01/15/2025	11/28/2024	271.58
66448	JULIE BARLOW	INV #12-0016 TRIP MEAL FOR 12/19/2024 - TRANSPORTATION DEPT	01/15/2025	12/19/2024	15.00
66449	BITTICK, KIMBERLY AN	O&M Contract Services Dec 2024	01/15/2025	12/09/2024	45.00
66451	BSN SPORTS/SPORT SUP	CLOTHING FOR HS BOYS BASKETBALL - REQUESTED BY COACH WESTER KB	01/15/2025	12/20/2024	248.00
	BSN SPORTS/SPORT SUP	HS GIRLS BASKETBALL JERSEY / SHORT - REQUESTED BY LAURA JENKINS KB	01/15/2025	12/10/2024	1,367.40
	BSN SPORTS/SPORT SUP	HS BOYS BASKETBALL SUPPLIES - REQUESTED BY BRIAN	01/15/2025	12/23/2024	564.38

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		WESTER (SEE ATTACHED QUOTE) KB			
	BSN SPORTS/SPORT SUP	SOFTBALL SUPPLIES - REQUESTED BY SCOTT DELOZIER (SEE ATTACHED QUOTE) KB	01/15/2025	01/03/2025	4,516.49
66452	BULT, RUSTON	REIMBURSE RUSTON BULT FOR MEALS 1/8 - 1/11/2025 FOR THSBCA CONVENTION - REQUESTED BY RUSTON BULT KB	01/15/2025	01/11/2025	105.00
66453	CITY OF EMORY	SERVICE THRU DEC 2024	01/15/2025	12/31/2024	9,876.91
66454	CLIMATEC, LLC	INV #975014522 ONSITE SUPPORT FOR TROUBLESHOOTING EMS SCHEDULE ON EXTERIOR LIGHTS NTE 8 HRS - MAINT DEPT	01/15/2025	12/19/2024	1,641.40
66455	COCA-COLA S.W. BEVER		01/15/2025	12/19/2024	250.60
66456	COMBS, AARON	REIMBURSE AARON COMBS FOR MEALS 1/8 - 1/11/2025 FOR THSBCA CONVENTION - REQUESTED BY AARON COMBS KB	01/15/2025	01/11/2025	105.00
66457	COMPLETE SUPPLY INC	INVOICE# 363062-1-COMPLETE SUPPLY-ACID BOWL CLEANER-CUSTODAIL DEPT	01/15/2025	01/07/2025	85.04
66458	CURRY, DANIEL	ATSSB AREA AUDITION ENTRY FEES	01/15/2025	01/08/2025	25.00
66459	D.H. PACE CO., INC	INV #ACR/270-18465 TOP PINS .028 & .084 FOR DOOR LOCKS - MAINT DEPT	01/15/2025	12/18/2024	34.34
	D.H. PACE CO., INC	INV #ACR/270-18466 D3 BLANK KEYS - MAINT DEPT	01/15/2025	12/18/2024	363.00
66461	DATAMAX INC	DATAMAX INVOICE 2621449 CONTRACT OVERAGES FOR DEC 2024	01/15/2025	12/31/2024	2,036.31
	DATAMAX INC	COPIER BILL INVOICE LK00206022 JAN 2024	01/15/2025	01/05/2025	2,659.71
66462	DOUTHIT, KENDRA	Contract Speech Therapy & Testing December 2024	01/15/2025	12/31/2024	625.00
66463	DUKO OIL COMPANY	INV #163074 & #218414 REG UNLEADED 87 OCTANE; DIESEL; DELO OIL - TRANSPORTATION DEPT	01/15/2025	12/19/2024	7,265.33
66464	EAST TEXAS BEHAVIORA	Elem with New Life Skills Teacher 12-12-24 and materials fir Elem Life Skills 12-28-24	01/15/2025	01/01/2025	300.00
66465	FLOOR TECH SERVICES	INVOICE#102756-FLOOR TECH SERVICES LLC-HIGH SCHOOL COMPETITION SIDE GYM FLOOR REFURBISHING-OPERATIONS DEPT	01/15/2025	01/01/2025	2,325.45
66466	FOSS, JAMES	INV #12-0015 TRIP MEAL FOR 12/19/2024 - TRANSPORTATION DEPT	01/15/2025	12/19/2024	15.00
66468	GRAHAM INTERNATIONAL	INV #02P849853 & CM #01P666915 BATTERY FOR VEH #32; RETURNED PART - TRANSPORTATION DEPT	01/15/2025	01/08/2025	45.14
	GRAHAM INTERNATIONAL	INV #01S707563 & #01S707562 BUS PARTS AND REPAIRS FOR BUS #3 & #17 - TRANSPORTATION DEPT	01/15/2025	01/06/2025	4,339.49
	GRAHAM INTERNATIONAL	INV #01P665197 & #01P665151 BUS PARTS - TRANSPORTATION DEPT	01/15/2025	12/27/2024	341.54
66469	GREAT MINDS	GREAT MINDS - EUREKA 4TH GRADE MATH MANIPULATIVE KIT - ATTN: AMY BANKS	01/15/2025	11/16/2024	599.50
66470	GREENVILLE SUPPLY CO	INV #566949, #566990, & #567427 FOR HS WATER FOUNTAIN; ELEM ROOM #131; GAME WARDEN OFFICE; SHIPPING - MAINT DEPT	01/15/2025	12/22/2024	1,801.95
66471	HERALD BANNER	Herald Banner 12 Month Subscription 1/14/2025 Acct. 1323	01/15/2025	01/01/2025	260.87
66472	HUNT REGIONAL URGENT	STATEMENT 4825 ACCT 3635 PAT INV 56844 - PHYSICAL FOR ST WKR C. RAMOS	01/15/2025	12/03/2024	125.00
66473	KAJIHIRO, BRANDON	REIMBURSE BRANDON KAJIHIRO FOR MEALS 1/8 - 1/11/2025 FOR THSBCA CONVENTION - REQUESTED BY BRANDON KAJIHIRO KB	01/15/2025	01/11/2025	105.00
66474	KORNEY BOARD AIDS	DEFENSE ON A STRING - REQUESTED BY BRIAN WESTER KB	01/15/2025	12/16/2024	317.94
66475	LAKESHORE LEARNING M	Prek classroom supplies for Mrs. Coffman. Snap bots, clubhouse, animal oasis, mini stampers.	01/15/2025	12/17/2024	186.14

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
66476	MAILBOX EXPRESS	Shipping Fee for Time Clock for repairs	01/15/2025	01/07/2025	38.51
66477	MOODY, GARRETT	REIMBURSE GARRETT MOODY FOR MEALS 1/8 - 1/11/2025 FOR THSBCA CONVENTION - REQUESTED BY GARRETT MOODY KB	01/15/2025	01/11/2025	105.00
66478	NETEX COMPOSTING INC	INV #24386 ALL 4 CAMPUS GREASE TRAP CLEANED OUT; FILING FEE - OPERATION DEPT	01/15/2025	01/03/2025	1,565.00
66479	O'Reilly Auto Parts	INV #5658-114686 BATTERY FOR VEH #32 - TRANSPORTATION DEPT	01/15/2025	01/07/2025	115.04
66480	PEOPLES COMMUNICATIO	MO SER FOR JAN 2025	01/15/2025	12/23/2024	1,115.81
66481	PITNEY BOWES	LEASING AGREEMENT ON POSTAGE MACHINE; INVOICE 3320224949	01/15/2025	01/11/2025	509.88
66482	POTTS GAS COMPANY	INV #12312024 ANNUAL FUEL TANK MONITOR RENTAL - TRANSPORTATION DEPT	01/15/2025	12/31/2024	60.00
	POTTS GAS COMPANY	POTTS GAS STATEMENT 12-31-24 REF 125473 ACCT RAIISD	01/15/2025	01/01/2025	772.00
66483	PUTMAN, PATTY	Reimbursement for fruit tray; Patty Putman	01/15/2025	12/13/2024	56.99
66484	RAPTOR TECHNOLOGIES,	RAPTOR - BADGES FOR RAPTOR MACHINE - ATTN: SUZIE HERNANDEZ	01/15/2025	12/18/2024	185.00
	RAPTOR TECHNOLOGIES,	Raptor Link API Suite & Raptor Visitor Mgmt Annual Access Fee	01/15/2025	01/01/2025	3,400.00
66485	REGION 7 EDUCATION S	REGION 7 PRINT CENTER- CHRISTMAS CARDS	01/15/2025	12/13/2024	77.50
66486	ROSETTA STONE	ROSETTA STONE SILVER - SEE ATTACHED QUOTES - REQUESTED BY LYNDAY HAYES KB	01/15/2025	12/11/2024	1,870.00
66487	SIBME	ADMINISTRATIVE EVALUATION TOOL FOR 2024-2025, 2025-2026, 2026-2027 - REQUESTED BY LYNDAY HAYES KB	01/15/2025	12/11/2024	11,799.00
66488	SOUTH RAINS WATER SU	MO SERV FROM 11-18 TO 12-17-24; DEC 2024	01/15/2025	12/30/2024	30.15
66489	SPARKLETTS	DEC INVOICE #22085073-123024	01/15/2025	12/30/2024	55.96
	SPARKLETTS	INV #24141100-123024 WATER SERVICES; DELIVERY CHARGES - OPERATIONS DEPT	01/15/2025	12/30/2024	60.92
66490	TENAHA ISD	HS GIRLS BASKETBALL TENAHA TOURNAMENT ENTRY FEE (DEC. 26 - 28, 2024) - REQUESTED BY LAURA JENKINS KB	01/15/2025	01/01/2025	400.00
66491	TERMINIX INTERNATION	INVOICE# 454458577,454458376,454458182,454457913 TERMINIX PEST CONTROL-ELEM W/O 20626403276-INTER W/O 20623516284-JH W/O 20626381104-HS W/O 20626392130-OPERATIONS DEPT	01/15/2025	12/06/2024	341.00
66492	TEXAS FIRST RENTALS	INV #1487977-0001 RENTAL OF 40' SICISSOR LIFT FOR USE AT HIGH SCHOOL GYM - MAINT DEPT	01/15/2025	12/23/2024	733.45
66493	Trane U.S., Inc.	INV #18178653, #18180177, & #18233128 PARTS FOR ELEMENTRY A/C REPAIRS; BLOWER MOTOR FOR GYM OFFICE; COMBUSTION MOTOR FOR CAFE; BLOWER MOTOR AND COMBUSTION MOTOR FOR LIBRARY; BLOWER MOTOR FOR OFFICE AREA; FREIGHT - MAINT DEPT	01/15/2025	12/19/2024	6,065.54
66494	TURNER HOLDINGS DBA		01/15/2025	12/19/2024	184.89
	TURNER HOLDINGS DBA		01/15/2025	12/19/2024	88.72
66495	VERIZON WIRELESS	ACCT #2236220097-0001 NOV 20 - DEC 19; INVOICE 6101502721	01/15/2025	12/19/2024	126.33
66497	RAINS CNTY TAX ASSES	INV #12182024 VEHICLE REGISTRATION RENEWALS FOR: BUS #4 VIN 4DRBUAAN8GB735364; BUS #10 VIN 4DRBUPWN6LB071524; BUS #15 VIN 4DRBUAAN9BB261269; BUS #18 VIN 4DRBUPWN7LB101775; BUS #21 VIN 4DRBUAAN0CB397484; BUS #55 VIN 4DRBUC8N9KB445211; BUS #56 VIN 4DRBUC8N0KB445212; VEH #48 VIN 3C7WRSCL0EG141027 - TRANSPORTATION DEPT	01/15/2025	12/18/2024	139.50

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66498	ACCELERATE LEARNING,	(PREVIOUSLY APPROVED WITH PO 0422400128 - OPENING IN THE 24-25 FISCAL YEAR) PD FACE TO FACE MATH: IMPLEMENTATION TRAINING PART 1 - K12 - REQUESTED BY LYNDAY HAYES (SEE ATTACHED QUOTE) KB	01/22/2025	01/21/2025	2,500.00
66499	ASPYPE SELECT LLC	SHARS Medicaid reimbursement for Oct 24 additional	01/22/2025	01/07/2025	51.53
66500	Carolina Biological	dissection specimens for forensics and a&p	01/22/2025	11/22/2024	1,127.72
	Carolina Biological	CAROLINA BIOLOGICAL - BIOLOGY DISECTING SPECIMENS SCIENCE DEPARTMENT	01/22/2025	01/01/2025	825.97
66501	CITY OF EMORY	SERVICE THRU JAN 2025	01/22/2025	01/21/2025	8,764.23
66502	COMPLETE SUPPLY INC	INVOICE#S 359127 & 359419-COMPLEETE SUPPLY-BLACK MAT FOR OPERATIONS BLDG-OPERATIONS DEPT DECK BRUSHES AND HANDLES FOR CUSTODIAL DEPT	01/22/2025	11/05/2024	99.82
66503	DIDAX INC	Classroom supplies - Resource Math - Intermediate - Michelle Virgel.	01/22/2025	01/09/2025	357.07
66504	EDGEWOOD ISD	PREVIOUSLY APPROVED WITH PO 0412500263 - PUT IN WRONG REQ. GROUP IN ERROR - JH GIRLS BB TOURNAMENT FOR A TEAMS IN EDGEWOOD JAN. 11, 2025 - REQUESTED BY LAURA JENKINS KB	01/22/2025	01/21/2025	500.00
66505	FOLLETT CONTENT SOLU	Books for the Junior High Library Fall 2024	01/22/2025	01/08/2025	3,066.55
	FOLLETT CONTENT SOLU	Books for the High school Library.	01/22/2025	01/08/2025	2,930.38
66506	HARDY, COOK & HARDY,	Professional Services for December 2024 and Monthly Retainer	01/22/2025	01/07/2025	250.00
66507	NICKS, JOSEPH	MILEAGE REIMBURSEMENT TO KILGORE (REGION 7 ESC) FOR SUPT. MEETING WORKSHOP#229827 ON JANUARY 15, 2025. REQUESTED BY JOE NICKS	01/22/2025	01/15/2025	87.77
66508	PRO TECH TRACK AND T	TENNIS COURT PROJECT; INITIAL PMT	01/22/2025	12/29/2024	141,028.00
66509	QUITMAN ISD	ENTRY FEES BOYS / GIRLS POWERLIFTING MEET IN QUITMAN 1/23/25 - REQUESTED BY JERRARD CARSON KB	01/22/2025	01/21/2025	200.00
66510	SAMS CLUB DIRECT	SAMS - DINNER FOR ALADDIN	01/22/2025	11/19/2024	311.05
66512	TERMINIX INTERNATION	INVOICE# 455315095--TERMINIX-W/O 20937927919-ELEM CAMPUS-INVOICE# 455315463--TERMINIX-W/O 20937920657--INTERMEDIATE CAMPUS-INVOICE# 455315534--TERMINIX-W/O 20937909452-JH CAMPUS-INVOICE# 455315235--TRERMINIX-W/O 20937894522-HS CAMPUS-INVOICE# 455315867--TERMINIX-W/O 21073035391-DISTRICT SAFETY SURCHARGE	01/22/2025	01/03/2025	555.00
66513	TURNER HOLDINGS DBA		01/22/2025	01/15/2025	1,172.82
	TURNER HOLDINGS DBA		01/22/2025	01/15/2025	1,503.69
	TURNER HOLDINGS DBA		01/22/2025	01/15/2025	336.49
66514	VERIZON WIRELESS	INVOICE #6103127246; HOT SPOTS FOR DISTRICT DEC 09 - JAN 08, 2025; ACCT 942356826-00001	01/22/2025	01/08/2025	245.96
66515	VIRGEL, MICHELLE	1 dozen cupcakes with design for School Board Meeting on January 13, 2025 (School Board Appreciation Month)	01/22/2025	01/13/2025	24.00
66518	WALMART COMMUNITY	Culinary supplies for cooking in Labs; REPLACES PO 4222500073 CLOSED IN ERROR	01/22/2025	11/18/2024	118.72
	WALMART COMMUNITY	Culinary supplies for cooking in Labs; REPLACES PO 4222500073 CLOSED IN ERROR	01/22/2025	11/18/2024	32.09
	WALMART COMMUNITY	SUPPLIES FOR FOOD SERVICE PER KAREN E.	01/22/2025	12/04/2024	243.66
	WALMART COMMUNITY	Culinary supplies for cooking in Labs; REPLACES PO 4222500073 CLOSED IN ERROR	01/22/2025	12/04/2024	21.07
	WALMART COMMUNITY	WALMART - THEATER CHRISTMAS SHOW & PARADE	01/22/2025	12/04/2024	196.97
	WALMART COMMUNITY	WALMART - HEINERT CLASSROOM BUDGET	01/22/2025	12/04/2024	94.82
	WALMART COMMUNITY	WALMART - ALADDIN DINNER	01/22/2025	12/04/2024	75.73

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66518	WALMART COMMUNITY	Culinary supplies for cooking in Labs; REPLACES PO 422500073 CLOSED IN ERROR	01/22/2025	12/04/2024	10.77
	WALMART COMMUNITY	WALMART - VETERENS DAY ; REPLACES PO 4002500083 CLOSED IN ERROR IN PRIOR MONTH	01/22/2025	12/04/2024	44.80
	WALMART COMMUNITY	SUPPLIES FOR CAFETERIAS PER KAREN E.: TEA PITCHERS/PAPER PLATES FOR THANKSGIVING MEAL	01/22/2025	11/18/2024	137.44
	WALMART COMMUNITY	SUPPLIES FOR CAFETERIAS PER KAREN E.: GLUTEN FREE/WHITE BOARDS/FOLDERS	01/22/2025	11/18/2024	153.34
66519	WEST MUSIC CO	QUOTE #SQL49541; UKULELES REF GRANT RECIPIENTS KRISTIN MCMULLEN	01/22/2025	01/08/2025	2,438.46
66520	HAYES, LYNSDAY	TRAVEL EXP: MILEAGE AND MEALS FOR EXECUTIVE DIRECTOR LYNSDAY HAYES TO ATTEND THE 2025 TASA MIDWINTER CONFERENCE IN AUSTIN ON 1/26-1/29/2025. REQUESTED BY LYNSDAY HAYES	01/22/2025	01/22/2025	401.65
66521	NICKS, JOSEPH	TRAVEL EXP: MILEAGE AND MEALS FOR SUPERINTENDENT JOE NICKS TO ATTEND THE 2025 TASA MIDWINTER CONFERENCE IN AUSTIN ON 1/26-1/29/2025. REQUESTED BY JOE NICKS	01/22/2025	01/22/2025	397.79
66522	PORTWOOD, JOHN	TRAVEL EXP: MILEAGE AND MEALS FOR ASST. SUPERINTENDENT JOHN PORTWOOD TO ATTEND THE 2025 TASA MIDWINTER CONFERENCE IN AUSTIN ON 1/26-1/29/2025. REQUESTED BY JOHN PORTWOOD	01/22/2025	01/22/2025	429.12
66524	ALIVE STUDIOS	QUOTE #229613; LETTERS ALIVE ZOO KEEPER 8.0 REF GRANT RECIPIENTS BRIDGES/COFFMAN/GLOVER/MELANCON	01/30/2025	01/24/2025	5,242.00
66525	BSN SPORTS/SPORT SUP	TENNIS UNIFORMS - REQUESTED BY COLTON SMITH (SEE ATTACHED QUOTE) KB	01/30/2025	01/28/2025	2,099.44
66526	CARSON, JERRAD	REIMBURSE JERRARD CARSON FOR MEALS - DFW COACHES CLINIC IN GRAPEVINE ON JAN. 24-26, 2025- REQUESTED BY JERRAD CARSON KB	01/30/2025	01/26/2025	63.86
66527	COCA-COLA S.W. BEVER		01/30/2025	01/24/2025	146.08
66528	D&D LUBE CENTER	INV #215445 OIL CHANGE ON VEH #43 WHITE FLEET - TRANSPORTATION DEPT	01/30/2025	01/15/2025	45.03
66529	DRUG TESTING OF TX	INV #5826 DOT PHYSICAL ON SANDRA MILLER - TRANSPORTATION DEPT	01/30/2025	01/08/2025	60.00
66530	EAI EDUCATION	QUOTE #QTE0148169; TI-84 PLUS CE TEACHER SETS PER KELLI HUNT REF GRANT RECIPIENT	01/30/2025	01/17/2025	6,561.70
66531	GRAHAM INTERNATIONAL	INV #029850021, # 02P850054, & #02P850062 BUS PARTS (BUS #3), FOR STOCK AND RETURNS - TRANSPORTATION DEPT	01/30/2025	01/15/2025	355.16
66532	GREENVILLE ISD	Contract Auditory Services Fall 2024	01/30/2025	12/31/2024	509.00
66533	LISA COWAN OTR, PC	Contract Occupational Therapy December 2024	01/30/2025	12/31/2024	3,487.50
66534	Lone Star Communicat	Inercom system is down - 8/13/24	01/30/2025	01/22/2025	605.00
66535	Porta Phone	REPAIR OF PORTA PHONES FOR FOOTBALL - REQUESTED BY BRYAN OAKES (SEE ATTACHED QUOTE) KB	01/30/2025	01/28/2025	159.91
66536	PRO-ED	CTOPP-2 Examiner Record Booklet Ages 7-4. Pack of 25	01/30/2025	01/25/2025	95.70
66537	ROGER ATHLETIC COMPA	12" LANDING MAT - REQUESTED BY BRYAN OAKES KB	01/30/2025	01/03/2025	1,137.00
66538	RUTHERFORD TAYLOR &	AUDIT FOR FISCAL YEAR 2023-24	01/30/2025	01/17/2025	21,840.00
66539	SPARKLETTTS	JAN INVOICE #22085073-012725	01/30/2025	01/27/2025	49.96
66540	SWINDELL, ELIZABETH	Reimbursement for meals during TCEA Conference in Austin, Feb 2 - Feb 4; Beth Swindell	01/30/2025	01/29/2025	105.00
66541	TCEA	TCEA Convention in Austin Tx Feb 1 - Feb 5; Beth Swindell	01/30/2025	01/17/2025	499.00
66542	TRINITY VALLEY COMM.	PHYS 1417 HAND ON LAB KIT FOR HS DUAL CREDIT COURSE - REQUESTED BY SHAREE HARRIS KB	01/30/2025	01/24/2025	422.00
66543	TURNER HOLDINGS DBA		01/30/2025	01/24/2025	1,172.82

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
66543	TURNER HOLDINGS DBA		01/30/2025	01/24/2025	973.60
	TURNER HOLDINGS DBA		01/30/2025	01/24/2025	1,172.82
	TURNER HOLDINGS DBA		01/30/2025	01/24/2025	777.77
	TURNER HOLDINGS DBA		01/30/2025	01/24/2025	560.07
66544	WILKERSON, SHELLEY	Reimbursement for meals and travel in Austin during the TCEA Conference, Feb 2 - Feb 4; Shelley Wilkerson	01/30/2025	01/29/2025	430.62
66545	WINSLOW, FRANCES	1 hour of instruction \$42.43 X 3 hours per day = \$127.29 11 days of instruction (DEC 11, 12, 16 & DJAN 7,8,13,14,15,16,21,23) \$127.29 X 11= 1400.19	01/30/2025	01/23/2025	1,400.19
242500278	AMAZON CAPITAL SERVI	UNIVERSAL SELF-ADHESIVE PAPER AND FILE FASTENERS FOR HR PER A. HUIZAR	01/15/2025	11/07/2024	28.30
	AMAZON CAPITAL SERVI	PERSONNEL FOLDERS FOR HR	01/15/2025	12/17/2024	163.32
	AMAZON CAPITAL SERVI	AMAZON - COSMO SUPPLIES	01/15/2025	11/05/2024	711.25
	AMAZON CAPITAL SERVI	AMAZON - WESTER INK	01/15/2025	11/14/2025	67.95
	AMAZON CAPITAL SERVI	ELEMENTARY - TOOTH SAVER NECKLACES	01/15/2025	11/14/2025	15.49
	AMAZON CAPITAL SERVI	AMAZON - BALLOONS FOR VETERNS DAY	01/15/2025	11/12/2024	23.99
	AMAZON CAPITAL SERVI	AMAZON - HOLDEN MATH ORDER	01/15/2025	11/13/2024	193.67
	AMAZON CAPITAL SERVI	AMAZON - ESPORTS DOCKING STATION FOR SWITCH	01/15/2025	11/01/2024	26.99
	AMAZON CAPITAL SERVI	AMAZON - SNACKS FOR STAAR TESTING	01/15/2025	11/23/2024	128.42
	AMAZON CAPITAL SERVI	AMAZON - JUNIOR HIGH NURSE SUPPLIES	01/15/2025	11/23/2024	109.90
	AMAZON CAPITAL SERVI	INV #12162024 SHOULDER HOLISTER FOR WALKIE TALKIE RADIOS - CUSTODIAL DEPT	01/15/2025	12/19/2024	43.96
	AMAZON CAPITAL SERVI	Amazon supplies for JH Theatre; Jairus Aguilar	01/15/2025	01/03/2025	78.89
	AMAZON CAPITAL SERVI	Front office and workroom supplies. Packing tape, tape refills , stapler, clips for Driveline, magnets, hanging folders.	01/15/2025	12/19/2024	233.08
	AMAZON CAPITAL SERVI	Classroom supplies for PreK Mrs. Melancon. magna tiles, Lincoln logs, crayola paints, alpha robots.	01/15/2025	12/28/2024	175.89
	AMAZON CAPITAL SERVI	Classroom supplies for second grade Mrs. Robinson. Math fact number games, easel paper, dry erase trays, word mapping paddles, ten blocks, pop fidget, card stock.	01/15/2025	12/18/2024	302.08
	AMAZON CAPITAL SERVI	Classroom supplies for second grade Mrs. Hefner. Books, pencils, comp notebooks, paper cutter, dry erase pockets, easel paper.	01/15/2025	12/18/2024	346.55
	AMAZON CAPITAL SERVI	INV #12172024 MILWAUKEE M12 FUEL 3" CUT OFF TOOL - MAINT DEPT	01/15/2025	12/25/2024	108.90
	AMAZON CAPITAL SERVI	SAFETY SUPPLIES PER M. HALL	01/15/2025	12/22/2024	434.19
242500279	CROSSROAD COMMUNICAT	INV #15053 & #15054 DVR CAMARA FOR BUS; BUS RADIO UNITS; TK-3173 PORTABLE UNITS - TRANSPORTATION /OPERATIONS DEPT	01/15/2025	12/29/2024	2,576.00
242500280	DEALERS ELECTRIC CO	INV #S101433283.001 LIGHTS FOR THE WOODSHOP - MAINT DEPT	01/15/2025	12/31/2024	1,920.00
	DEALERS ELECTRIC CO	INV #S101425503.001, #S101415245.001, & #S101415241.001 LIGHTS - MAINT DEPT	01/15/2025	12/19/2024	804.33
242500281	DENNING, JIMMY	INVOICE #2017257; ASSISTANCE WITH: TRS REPORTING, BUDGET, BANK REC, TIME OFF, AUDIT FILE SEPT - NOV	01/15/2025	01/06/2025	495.00
242500282	FARMERS ELECTRIC COO	ELECTRICITY 11-22 TO 12-22-24	01/15/2025	12/31/2024	21.15
	FARMERS ELECTRIC COO	ELECTRICITY 11-22 TO 12-22-24	01/15/2025	12/31/2024	450.93
	FARMERS ELECTRIC COO	ELECTRICITY 11-22 TO 12-22-24	01/15/2025	12/31/2024	19,277.76
242500283	KISER'S GLASS	INV #35721 & #35720 WINDSHIELD REPAIRS ON BUS #20; CHIP REPAIR ON BUS #10 - TRANSPORTATION DEPT	01/15/2025	12/19/2024	340.00

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
242500285	LABATT FOOD SERVICE		01/15/2025	12/19/2024	5,340.16
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	30.95
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	4,574.56
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	2,046.10
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	112.10
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	2,541.78
	LABATT FOOD SERVICE		01/15/2025	12/19/2024	5,089.87
242500286	MIKULAK, PHYLLIS	Mileage for December 2024 Homebound Services	01/15/2025	12/31/2024	54.27
242500287	RAINS COUNTY LEADER	2024-2025 EMPLOYMENT AD IN RAINS COUNTY LEADER. SEPTEMBER 2024-AUGUST 2025	01/15/2025	12/31/2024	70.35
242500288	UNIFIRST CORPORATION	INV #2780137041 RUG & UNIFORM SERV ICE FOR 1/2/2025 - OPERATIONS/TRANSPORTATION DEPT	01/15/2025	01/02/2025	39.14
	UNIFIRST CORPORATION	INV #2780135926 & #2780134694 RUG & UNIFORM SERVICES FOR 12/26/24 & 12/19/24 - OPERATIONS/TRANSPORSTATION DEPT	01/15/2025	12/19/2024	269.42
242500289	WALSH GALLEGOS TREVI	Professional Services Rendered November 11, 2024 to December 13, 2024.	01/15/2025	01/01/2025	2,331.00
242500290	WASTE CONNECTIONS	INV #8334739V174 4 YD 12/1 - 12/31/24; HIGH SCHOOL; JR HIGH; INTERMEDIATE -OPERATIONS DEPT	01/15/2025	01/01/2025	1,654.25
242500292	AMAZON CAPITAL SERVI	INV #01072025 INDICATOR FUSE FLRS 20 ID - MAINT DEPT	01/22/2025	01/11/2025	167.80
	AMAZON CAPITAL SERVI	Electrical Tape Cable Covering USB-c to HDMI cables	01/22/2025	01/15/2025	86.93
	AMAZON CAPITAL SERVI	CURRICULUM OFFICE SUPPLIES KB	01/22/2025	01/21/2025	45.50
242500293	CRISIS PREVENTION IN	NCI Online Course & Workbook 3rd Ed.	01/22/2025	01/13/2025	1,242.25
242500294	KIRBY RESTAURANT SUP		01/22/2025	01/15/2025	204.78
	KIRBY RESTAURANT SUP		01/22/2025	01/15/2025	198.90
242500295	LABATT FOOD SERVICE		01/22/2025	01/15/2025	4,167.47
	LABATT FOOD SERVICE		01/22/2025	01/15/2025	3,613.83
	LABATT FOOD SERVICE		01/22/2025	01/15/2025	4,811.97
	LABATT FOOD SERVICE		01/22/2025	01/15/2025	4,850.27
242500296	RAINS COUNTY LEADER	TAPR REPORT - NOTICE OF PUBLIC HEARING TO RUN IN THE PAPER THE WEEK OF 1/13/25 - KB	01/22/2025	01/16/2025	48.00
242500312	AMAZON CAPITAL SERVI	Printer and Ink for HS - Taylor	01/30/2025	01/27/2025	289.98
	AMAZON CAPITAL SERVI	Second grade classroom supplies for Mrs. Hiser. Tag board, highlighters, markers, chart tablet, light covers, books, cardstock, sentence strips, calming covers, learning tiles.	01/30/2025	01/21/2025	274.15
	AMAZON CAPITAL SERVI	PreK-K intervention classroom supplies. LCD writing tablet, alphabet learning toys, markers, play mats, flip games.	01/30/2025	01/21/2025	198.48
	AMAZON CAPITAL SERVI	Books for Elementary Counselor.	01/30/2025	01/21/2025	171.06
	AMAZON CAPITAL SERVI	Kinder classroom supplies for Mrs. McAllister. File holder, markers, pencils, sentence strips, magnetic alpha letters, mail notes, hooks.	01/30/2025	01/22/2025	204.13
	AMAZON CAPITAL SERVI	ESL classroom supplies for Mrs. Cole. Flashcards, markers, word pop, vocab games, counters.	01/30/2025	01/21/2025	180.14
	AMAZON CAPITAL SERVI	ECSE classroom supplies for Julie Smith. sticky notes, dry erase pockets, binders, pens, sharpies, folders, paper.	01/30/2025	01/21/2025	148.11
	AMAZON CAPITAL SERVI	Classroom supplies for Kindergarten class Ms. Nelms. Birthday pencils, glitter pencils, tape, puzzle numbers, sight words, flash cards, books, and pocket charts.	01/30/2025	12/18/2024	199.21
	AMAZON CAPITAL SERVI	Kindergarten classroom supplies for Mrs. Lively. Index cards, EZ grader, pen erasers, pencil	01/30/2025	12/15/2024	203.50

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		grips, easel pads, clothes pins, etc.			
	AMAZON CAPITAL SERVI	Kindergarten classroom supplies for Mrs. Brown.	01/30/2025	12/11/2024	182.08
		Wood sticks, card stock, clothes pins, file folders, storage containers, tape, etc.			
	AMAZON CAPITAL SERVI	Kindergarten classroom supplies for Miss Gray.	01/30/2025	12/09/2024	184.66
		Dry erase markers, paper laminator sheets, paint, etc.			
	AMAZON CAPITAL SERVI	Kindergarten classroom supplies for Mrs. Meredith. Dry erase pockets, magnetic letters, rolling cart, sharpener, etc.	01/30/2025	12/12/2024	183.74
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED	01/30/2025	01/21/2025	558.37
	AMAZON CAPITAL SERVI	Amazon Laptop carts for JH office; Jennifer Moore	01/30/2025	01/22/2025	140.84
	AMAZON CAPITAL SERVI	Amazon chair for JH counselor's office; Had to resend due to the order timing out and was cancelled.	01/30/2025	01/21/2025	84.97
	AMAZON CAPITAL SERVI	Books for elementary- Ten black dots	01/30/2025	01/27/2025	57.76
	AMAZON CAPITAL SERVI	PreK classroom supplies for Mrs. Bridges. Food play set, pluffle sensory foam, tracing alphabet, puzzle, magna tiles, markers.	01/30/2025	01/09/2025	182.39
	AMAZON CAPITAL SERVI	Kenddeel Headphone Plug Jack tool	01/30/2025	01/16/2025	15.98
242500313	GILLIARD, PAMELA	Reimbursement to Pam Gilliard for Dairy Queen lunch for Zoom meeting on January 23, 2025 with the attorney. (J. Nicks, J. Portwood, M. Davidson, and J. Worley.)	01/30/2025	01/23/2025	35.06
	GILLIARD, PAMELA	MEAL REIMBURSEMENT FOR PAMELA GILLIARD; TXED JOB NETWORK TRAINING WORKSHOP # 2665494 ON JANUARY 27, 2025 AT REGION 10 ESC.	01/30/2025	01/27/2025	20.00
242500314	HUIZAR, AVIS	MEAL REIMBURSEMENT FOR AVIS HUIZAR; TXED JOB NETWORK TRAINING WORKSHOP # 2665494 ON JANUARY 27, 2025 AT REGION 10 ESC.	01/30/2025	01/27/2025	20.00
242500315	KIRBY RESTAURANT SUP		01/30/2025	01/24/2025	138.79
	KIRBY RESTAURANT SUP		01/30/2025	01/24/2025	104.95
	KIRBY RESTAURANT SUP		01/30/2025	01/24/2025	251.80
	KIRBY RESTAURANT SUP		01/30/2025	01/24/2025	349.90
242500317	LABATT FOOD SERVICE		01/30/2025	01/24/2025	657.74
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	212.50
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	4,561.98
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	3,085.77
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	2,584.45
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	4,141.67
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	4,197.15
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	498.63
	LABATT FOOD SERVICE		01/30/2025	01/24/2025	3,319.89
242500318	MATHESON	0030948040,0030587710,0030606817,0030742052 Welding gases, rods, welder repair	01/30/2025	12/16/2024	853.56
242500319	PRECISION BUSINESS M	QUOTE #33845; SUPPLIES FOR DISTRICT POSTER MACHINCE	01/30/2025	01/23/2025	468.58
242500320	RULE PEDIATRIC THERA	Physical Therapy Contract Services December 2024.	01/30/2025	12/31/2024	1,460.00
242500321	SCHOOL SPECIALTY	SCHOOL SPECIALITY - ADMIT BOOKS - ATTN: SUZIE HERNANDEZ	01/30/2025	01/14/2025	78.85
10225	INTERNAL REVENUE SER	Payroll accrual	01/02/2025	01/02/2025	824.54
	INTERNAL REVENUE SER	Payroll accrual	01/02/2025	01/02/2025	2,192.90
	INTERNAL REVENUE SER	Payroll accrual	01/02/2025	01/02/2025	365.00
	INTERNAL REVENUE SER	Payroll accrual	01/02/2025	01/02/2025	824.54
	OFFICE OF THE ATTORN	Payroll accrual	01/02/2025	01/02/2025	379.00
10825	INTERNAL REVENUE SER	Payroll accrual	01/08/2025	01/08/2025	9.06

CHECK		INVOICE		CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION		DATE	DATE	
10825	INTERNAL REVENUE SER	Payroll accrual		01/08/2025	01/08/2025	0.00
	INTERNAL REVENUE SER	Payroll accrual		01/08/2025	01/08/2025	9.06
11625	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	16,478.81
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	51,800.94
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	5,772.68
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	16,478.81
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	-17.05
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	0.00
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	-17.05
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	17.05
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	0.00
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	17.05
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	5.21
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	0.00
	INTERNAL REVENUE SER	Payroll accrual		01/16/2025	01/16/2025	5.21
	National Life Group	Payroll accrual		01/16/2025	01/02/2025	24.00
	National Life Group	Payroll accrual		01/16/2025	01/16/2025	1,156.46
	OFFICE OF THE ATTORN	Payroll accrual		01/16/2025	01/16/2025	1,030.50
	OMNI	Payroll accrual		01/16/2025	01/16/2025	2,738.00
	RAINS ISD	Payroll accrual		01/16/2025	01/02/2025	517.24
	RAINS ISD	Payroll accrual		01/16/2025	01/08/2025	5.31
	RAINS ISD	Payroll accrual		01/16/2025	01/16/2025	11,569.27
	RAINS ISD	Payroll accrual		01/16/2025	01/16/2025	-14.70
	RAINS ISD	Payroll accrual		01/16/2025	01/16/2025	14.70
	RAINS ISD	Payroll accrual		01/16/2025	01/16/2025	2.70
11626	Gentry Financial Gro	Payroll accrual		01/16/2025	01/02/2025	13.39
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/02/2025	38.58
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/02/2025	27.62
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/02/2025	8.08
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	1,460.29
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	735.70
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	177.60
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	5,464.10
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	2,415.30
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	2,110.00
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	1,558.00
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	402.72
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	1,680.00
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	333.00
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	1,906.03
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	1,358.24
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	469.30
	Gentry Financial Gro	Payroll accrual		01/16/2025	01/16/2025	2,541.00
49779	ASSOC OF TX PROFESSI	Payroll accrual		01/16/2025	01/16/2025	39.18
49780	RAINS ISD CHILD NUTR	Payroll accrual		01/16/2025	01/16/2025	59.67
49781	TEXAS CLASSROOM TEAC	Payroll accrual		01/16/2025	01/16/2025	92.15
49782	RAINS ISD	Payroll accrual		01/16/2025	01/16/2025	4,296.72
Totals for checks						613,245.99

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	13,355.05	13,355.05
199	GENERAL FUND	0.00	0.00	146,534.92	146,534.92
211	TITLE I	0.00	0.00	11,799.00	11,799.00
240	FOOD SERVICE	0.00	0.00	70,687.77	70,687.77
410	STATE TEXTBOOK FUND	0.00	0.00	422.00	422.00
429	MISC GRANTS	0.00	0.00	434.19	434.19
461	Campus Activity	0.00	0.00	75,708.69	75,708.69
480	Locally Funded Special Revenue	0.00	0.00	13,900.46	13,900.46
620	B-ball S-ball Field	0.00	0.00	141,028.00	141,028.00
863	PAYROLL CLEARING	139,375.91	0.00	0.00	139,375.91
***	Fund Summary Totals ***	139,375.91	0.00	473,870.08	613,245.99

***** End of report *****

Memo

To: Board of Trustees
From: Joe Nicks and Mike Hall
Date: 02/10/2025
Re: Investment Report 4th Quarter 2024

The Rains ISD has investments in three public investment pools meeting the requirements of Government Code 2256.016-2256.019. The public investment pools are Lone Star Investment Pool, Texas Class, and TexPool. Time deposits are held at Commercial Bank of Texas Emory.

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



Joe Nicks
Superintendent



Mike Hall
Asst. Supt. of Business & Operations

[Redacted]

[Redacted]

I have the honor to acknowledge the receipt of your letter of the 14th inst. in relation to the above mentioned matter. The same has been referred to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours obedient servant,
[Signature]

[Signature]

[Signature]

<u>RAINS ISD - QUARTERLY INVESTMENT REPORT</u>							<u>AS OF 12/31/2024</u>	
<u>ALL ACCTS</u>	<u>BAL</u>	<u>1Q INT</u>	<u>2Q INT</u>	<u>3Q INT</u>	<u>4Q INT</u>	<u>YTD INT</u>		<u>WAM</u>
GENERAL	\$ 5,538,003.56	\$ 49,052.09	\$ 17,705.77	\$ 8,235.19	\$ 47,326.84	\$ 122,319.89		42
INTEREST/SINKING	\$ 666,417.33	\$ 6,346.72	\$ 3,485.51	\$ 3,711.59	\$ 5,363.20	\$ 18,907.02		46
WORKERS COMP	\$ 165,801.51	\$ 104.68	\$ 117.82	\$ 336.89	\$ 1,422.54	\$ 1,981.93		42
ACTIVITY	\$ <u>370,751.65</u>	\$ <u>267.93</u>	\$ <u>271.08</u>	\$ <u>246.84</u>	\$ <u>2,541.29</u>	\$ <u>3,327.14</u>		19
<u>TOTAL</u>	\$ 6,740,974.05	\$ 55,771.42	\$ 21,580.18	\$ 12,530.51	\$ 56,653.87	\$ 146,535.98		<u>42</u>
<u>CBTX</u>	<u>BAL</u>	<u>1Q INT</u>	<u>2Q INT</u>	<u>3Q INT</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
<u>GENERAL</u>								
GENERAL FUND	\$ 156,020.97	\$ 542.91	\$ 444.17	\$ 613.35	\$ 530.97	\$ 2,131.40	0.30%	0
MONEY MARKET	\$ 10,075.81	\$ 284.05	\$ 96.24	\$ 100.16	\$ 75.81	\$ 556.26	3.04%	0
PAYROLL	\$ 320,400.07	\$ 244.70	\$ 301.15	\$ 296.47	\$ 203.84	\$ 1,046.16	0.30%	0
WORKERS COMP	\$ 13,690.26	\$ 104.68	\$ 117.82	\$ 120.09	\$ 32.38	\$ 374.97	0.30%	0
INTEREST/SINKING	\$ 5.10	\$ 93.82	\$ 11.51	\$ 16.22	\$ 12.20	\$ 133.75	0.30%	0
ACTIVITY	\$ <u>49,668.74</u>	\$ <u>267.93</u>	\$ <u>271.08</u>	\$ <u>246.84</u>	\$ <u>122.66</u>	\$ <u>908.51</u>	0.30%	0
<u>CBTX TOTAL</u>	\$ 549,860.95	\$ 1,538.09	\$ 1,241.97	\$ 1,393.13	\$ 977.86	\$ 4,173.19	0.37%	0
<u>TXCLASS</u>	<u>BAL</u>	<u>1Q INT</u>	<u>2Q INT</u>	<u>3Q INT</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GENERAL FUND	\$ 5,050,001.81	\$ 43,794.21	\$ 13,286.35	\$ 7,205.62	\$ 46,498.36	\$ 110,784.54	4.75%	46
INTEREST/SINKING	\$ 666,412.23	\$ 6,252.90	\$ 3,474.00	\$ 3,695.37	\$ 5,351.00	\$ 18,773.27	4.75%	46
WORKERS COMP	\$ 152,111.25	\$ -	\$ -	\$ 216.80	\$ 1,390.16	\$ 1,606.96	4.75%	46
ACTIVITY	\$ <u>321,082.91</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>2,418.63</u>	\$ <u>2,418.63</u>	4.75%	46
<u>TXCLASS TOTAL</u>	\$ 6,189,608.20	\$ 50,047.11	\$ 16,760.35	\$ 11,117.79	\$ 55,658.15	\$ 133,583.40	4.75%	46
<u>TXPOOL</u>	<u>BAL</u>	<u>1Q INT</u>	<u>2Q INT</u>	<u>3Q INT</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GENERAL FUND	\$ 1,263.09	\$ 4,183.16	\$ 3,574.76	\$ 16.45	\$ 15.02	\$ 7,789.39	4.56%	37
<u>LONESTAR</u>	<u>BAL</u>	<u>1Q INT</u>	<u>2Q INT</u>	<u>3Q INT</u>	<u>4Q INT</u>	<u>YTD INT</u>	<u>RATE</u>	<u>WAM</u>
GENERAL FUND	\$ 241.81	\$ 3.06	\$ 3.10	\$ 3.14	\$ 2.84	\$ 12.14	4.54%	24

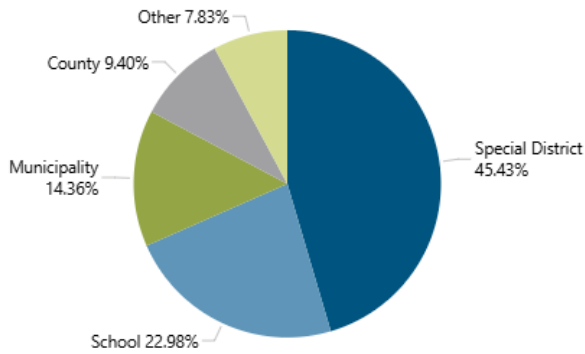
Texas CLASS Portfolio Characteristics

The following information is provided in accordance with Texas State Statute 2256.0016. Please refer to the disclosure at the bottom of this webpage for more information.

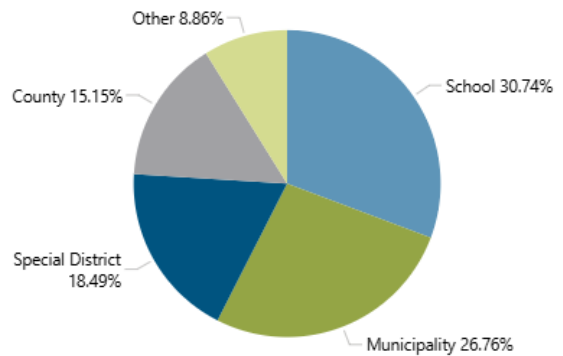
As of
December 31, 2024

- Most Recent
- Nov 2024
- Oct 2024
- Sep 2024
- Aug 2024
- Jul 2024
- Jun 2024
- May 2024
- Apr 2024
- Mar 2024
- Feb 2024
- Jan 2024

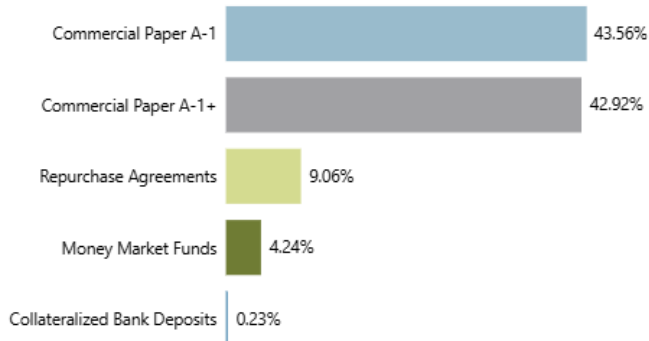
Participant Breakdown by Entity Type



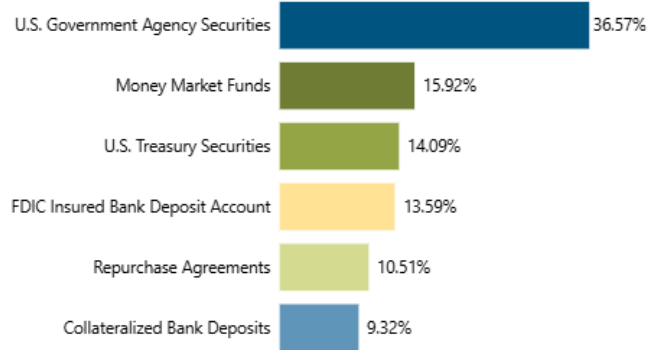
Participant Breakdown by Balance



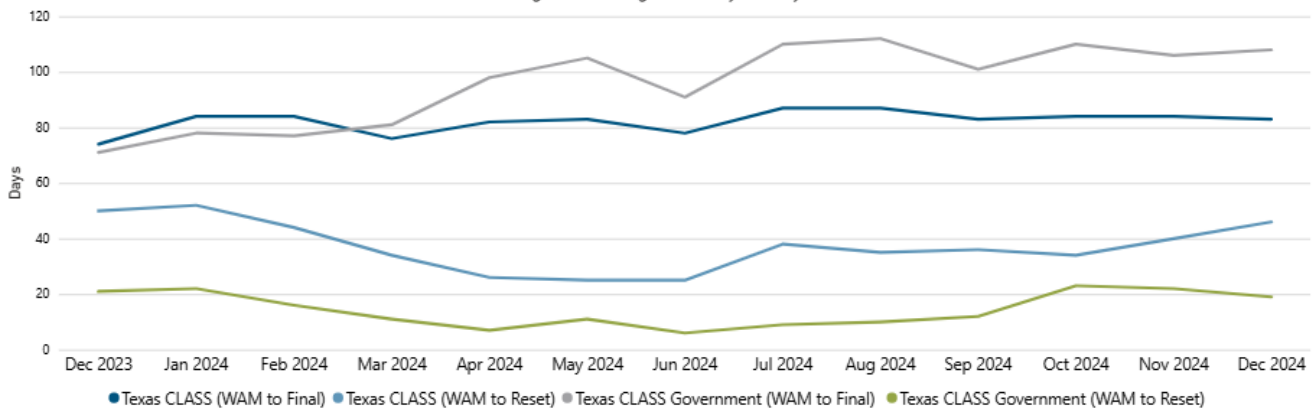
Texas CLASS Portfolio Breakdown

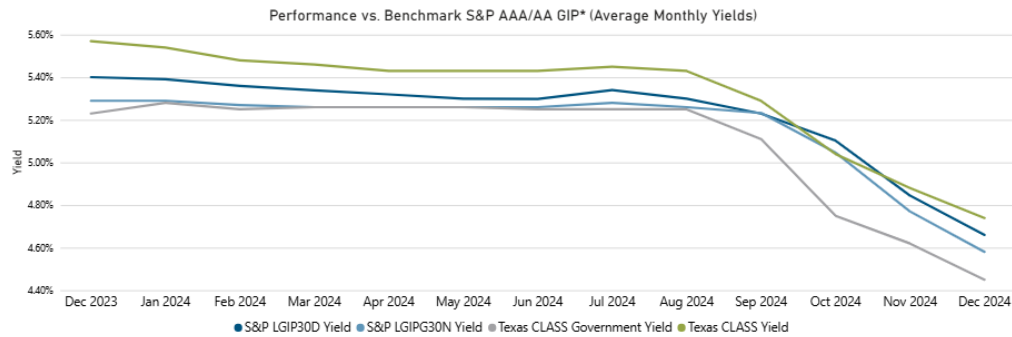


Texas CLASS Government Portfolio Breakdown



Weighted Average Maturity (In Days)





Texas CLASS Prior Month Comparison

Month	Year	Avg Yield**	Month Ending Assets	Share Balance	Market Value	Amortized Cost	NAV	WAM (Reset)***	WAM (Final)***
Dec	2024	4.7464%	\$24,395,487,753	24,393,642,886	\$24,355,242,831	\$24,353,397,964	1.00	46	83
Nov	2024	4.8835%	\$24,296,300,656	24,296,057,487	\$24,766,799,502	\$24,766,555,966	1.00	40	84
Oct	2024	5.0421%	\$24,315,989,003	24,311,457,098	\$24,279,783,374	\$24,275,251,469	1.00	34	84

Average monthly yield *As of the end of the last day of the month

Texas CLASS Government Prior Month Comparison

Month	Year	Avg Yield**	Month Ending Assets	Share Balance	Market Value	Amortized Cost	NAV	WAM (Reset)***	WAM (Final)***
Dec	2024	4.4526%	\$1,496,196,356	1,496,032,031	\$1,491,399,781	\$1,491,235,456	1.00	19	108
Nov	2024	4.6201%	\$1,409,311,049	1,409,271,472	\$1,405,009,579	\$1,404,970,000	1.00	22	106
Oct	2024	4.7560%	\$1,401,959,030	1,401,912,055	\$1,400,726,610	\$1,400,679,635	1.00	23	110

Average monthly yield *As of the end of the last day of the month

2023-2024 Texas CLASS/Government Average Monthly Yields

Month	Year	Texas CLASS Avg Yield	Texas CLASS Government Avg Yield
Dec	2024	4.7464%	4.4526%
Nov	2024	4.8835%	4.6201%
Oct	2024	5.0421%	4.7560%
Sep	2024	5.2917%	5.1057%
Aug	2024	5.4314%	5.2539%
Jul	2024	5.4477%	5.2516%
Jun	2024	5.4278%	5.2536%
May	2024	5.4273%	5.2585%
Apr	2024	5.4286%	5.2600%
Mar	2024	5.4652%	5.2566%
Feb	2024	5.4842%	5.2520%
Jan	2024	5.5403%	5.2760%

**Fund Highlights (Unaudited)
December 31, 2024**

For the month of December 2024, the Program Administrator accrued fees of \$1,904,523.84 and had average shares outstanding of 24,248,743,704.03 for Texas CLASS. For Texas CLASS Government, the Program Administrator accrued fees of \$143,864.19 and had average shares outstanding of 1,448,976,073.79. The fees for both Texas CLASS and Texas CLASS Government are accrued on a daily basis. The applicable fee rate is calculated by taking the fee rate(s) divided by 365 days (366 days in the event of a leap year) and rounded to ten decimal places. The current day's settled shares outstanding will be multiplied by the applicable fee rate(s) to equal the daily fee accrual. For weekend days and holidays, the settled shares outstanding for the previous business day will be utilized for the calculation of the fees. The applicable fee rate is located in Exhibit F of the Ninth Amended and Restated Trust Agreement. The Program Administrator reserves the right to abate fees listed in the Ninth Amended and Restated Trust Agreement. The monthly fee is the sum of all daily fee accruals for the month of December 2024. The fees are paid monthly upon notification to the custodian bank. As of December 2024 the fee for Texas CLASS was 9 basis points and the fee for Texas CLASS Government was 12 basis points.

- Both funds are rated 'AAAm' by S&P Global Ratings.
- Net Asset Value for both funds from December 1 to December 31, 2024 is equal to \$1.00.
- The custodian bank for Texas CLASS is UMB Bank.
- Total number of Participants is 1149.
- There are currently no investments that have a stated maturity greater than one year.
- The portfolio managers for Texas CLASS are Neil Waud, CFA and Randy Palomba, CFA.
- All sources of payment are the underlying assets of the local government investment pool at market value.
- The Ninth Amended and Restated Trust Agreement was adopted by the Board of Trustees on February 25, 2021. You can access your copy of the Ninth Amended and Restated Trust Agreement by visiting our website at www.texasclass.com.



Monthly Newsletter: January 2025

ANNOUNCEMENTS

National Day Of Mourning

A decision regarding the status of TexPool and TexPool Prime on January 9, 2025, is currently pending. This date has been designated as a National Day of Mourning in honor of former US President Jimmy Carter. Please check the website regularly for updates as decisions are finalized.

We welcome the following entities who joined TexPool in December 2024:

TexPool

Mission Economic Development Authority
Frio County

TexPool Prime

Mission Economic Development Authority
Frio County
Wilson ISD

Upcoming Events

1/26/2025

Texas Association of School Administrators (TASA) Midwinter conference 2025
Austin, TX

2/23/2025

Government Treasurers' Organization of Texas (GTOT) Winter Seminar
San Antonio, TX

TexPool Advisory Board Members

Patrick Krishock David Landeros
Belinda Weaver Sharon Matthews
Deborah Laudermilk Dina Edgar
Valarie Van Vlack

Overseen by the State of Texas Comptroller of Public Accounts Glenn Hegar

Operated under the supervision of the Texas Treasury Safekeeping Trust Company

Economic and Market Commentary: A gorgeous vista greets cash managers in 2025

January 1, 2025

After a year of ever-changing clouds, monetary policy looks clearer in 2025. The Federal Reserve seems to finally have realized it miscalculated in September by slashing rates. Inflation had already plateaued, and the labor market was weakening, but hardly weak. Faced with a strong economy, officials have wised up to the reality that policy must be restrictive for longer and now project just two quarter-point cuts this year. In retrospect, it's odd that Chair Jerome Powell eagerly supported the easing campaign, as he consistently says he wants to avoid the Fed's mistake of easing too early in the 1970s. He has to be careful. Losing favor with Trump has nothing on losing credibility with investors or his colleagues—the latter hinted at with recent Federal Open Market Committee dissents. But if this newly cautious Fed makes good on its revised projections, the slower pace is great news for liquidity products, as it could mean yields will be even more attractive.

It's problematic enough that inflation has been persistent. If it starts to meaningfully rise, look out. But that's the danger of some of the policies Trump has promised to enact. While the post-Covid economy has not followed textbooks, a potential combination of more federal tax cuts, expanded government expenditures, additional tariffs and significant

(continued page 6)

Performance as of December 31, 2024

	TexPool	TexPool Prime
Current Invested Balance	\$35,006,243,789	\$14,714,761,490
Weighted Average Maturity**	33 Days	48 Days
Weighted Average Life**	90 Days	55 Days
Net Asset Value	1.00014	1.00016
Total Number of Participants	2,907	637
Management Fee on Invested Balance	0.0450%	0.0550%
Interest Distributed	\$125,381,824.49	\$52,790,996.12
Management Fee Collected	\$1,141,291.31	\$618,698.32
Current S&P Global Rating	AAAm	AAAm

Month Averages

Average Invested Balance	\$32,394,320,531	\$13,243,823,153
Average Monthly Rate*	4.56%	4.69%
Average Weighted Average Maturity**	37	53
Average Weighted Average Life**	99	65

*This average monthly rate for TexPool Prime for each date may reflect a waiver of some portion or all of each of the management fees.

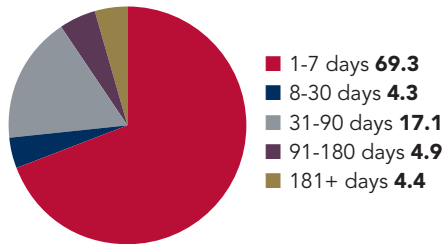
**See page 2 for definitions.

Past performance is no guarantee of future results.



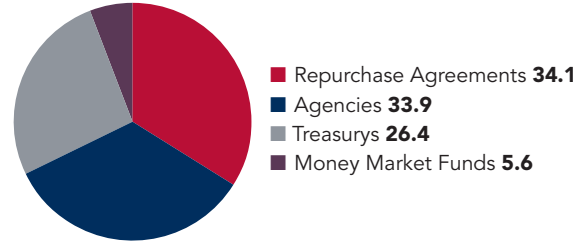
Portfolio by Maturity (%)

As of December 31, 2024



Portfolio by Type of Investment (%)

As of December 31, 2024



Portfolio Asset Summary as of December 31, 2024

	Book Value	Market Value
Uninvested Balance	-\$156.29	-\$156.29
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	102,446,087.46	102,446,087.46
Interest and Management Fees Payable	-125,381,738.04	-125,381,738.04
Payable for Investments Purchased	0.00	0.00
Accrued Expenses & Taxes	-39,386.61	-39,386.61
Repurchase Agreements	11,945,937,000.00	11,945,937,000.00
Mutual Fund Investments	1,967,085,200.00	1,967,085,200.00
Government Securities	11,854,968,606.88	11,855,343,495.09
US Treasury Bills	7,586,389,952.42	7,592,161,945.45
US Treasury Notes	1,674,838,222.84	1,675,336,327.95
Total	\$35,006,243,788.66	\$35,012,888,775.01

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investment Counseling and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool. The only source of payment to the Participants is the assets of TexPool. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services.

Participant Summary

	Number of Participants	Balance
School District	635	\$10,425,852,158.06
Higher Education	60	\$1,782,254,163.88
County	202	\$4,201,190,595.32
Healthcare	95	\$1,793,310,904.33
Utility District	943	\$5,203,772,806.81
City	512	\$8,910,179,022.38
Emergency Districts	114	\$438,628,588.36
Economic Development Districts	95	\$211,856,972.52
Transit/Toll Authorities	15	\$713,529,324.61
River/Port Authorities	18	\$398,873,083.04
Other	218	\$928,300,505.58

**Definition of Weighted Average Maturity and Weighted Average Life

WAM is the mean average of the periods of time remaining until the securities held in the fund's portfolio (a) are scheduled to be repaid, (b) would be repaid upon a demand by the fund or (c) are scheduled to have their interest rate readjusted to reflect current market rates. For government variable rate securities, if the interest rate is readjusted no less frequently than every 397 calendar days, the security shall be deemed to have a maturity equal to the period remaining until the next readjustment of the interest rate. For non-government variable rate securities, if the security has a scheduled maturity of 397 days or less the security is treated as maturing on the earlier of the date the security is scheduled to be repaid through demand or the period remaining until the next readjustment of the interest rate. If the variable rate security has a scheduled maturity that is more than 397 days it is the later of those two dates. The mean is weighted based on the percentage of the market value of the portfolio invested in each period.

WAL is calculated in the same manner as WAM, but is based solely on the periods of time remaining until the securities held in TexPool (a) are scheduled to be repaid or (b) would be repaid upon a demand by TexPool, without reference to when interest rates of securities within TexPool.



Daily Summary

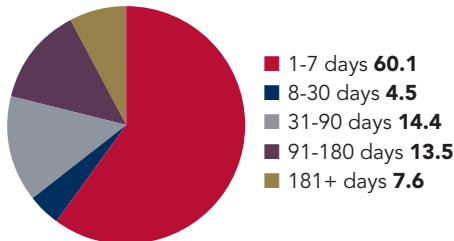
Date	Money Mkt. Fund Equiv. (SEC Std.)	Dividend Factor	TexPool Invested Balance	NAV	WAM Days	WAL Days
12/1	4.6683%	0.000127898	\$31,334,960,457.45	1.00011	40	101
12/2	4.6549%	0.000127531	\$31,503,259,892.71	1.00008	38	100
12/3	4.6641%	0.000127784	\$31,534,052,065.51	1.00012	38	100
12/4	4.6360%	0.000127013	\$31,512,118,549.27	1.00014	38	102
12/5	4.6141%	0.000126414	\$31,521,914,903.20	1.00015	37	101
12/6	4.6025%	0.000126095	\$31,480,910,770.34	1.00012	38	101
12/7	4.6025%	0.000126095	\$31,480,910,770.34	1.00012	38	101
12/8	4.6025%	0.000126095	\$31,480,910,770.34	1.00012	38	101
12/9	4.6228%	0.000126652	\$31,494,157,966.39	1.00011	38	100
12/10	4.6250%	0.000126713	\$31,525,119,096.48	1.00011	38	99
12/11	4.6250%	0.000126712	\$31,596,624,325.79	1.00014	37	99
12/12	4.6093%	0.000126281	\$31,484,536,101.88	1.00015	38	102
12/13	4.6094%	0.000126286	\$31,630,137,670.02	1.00012	39	102
12/14	4.6094%	0.000126286	\$31,630,137,670.02	1.00012	39	102
12/15	4.6094%	0.000126286	\$31,630,137,670.02	1.00012	39	102
12/16	4.6078%	0.000126242	\$31,688,151,409.88	1.00013	38	101
12/17	4.6127%	0.000126376	\$31,483,184,638.60	1.00013	38	101
12/18	4.5965%	0.000125932	\$31,566,195,679.80	1.00010	38	100
12/19	4.5270%	0.000124028	\$31,984,289,382.65	1.00012	36	100
12/20	4.4328%	0.000121446	\$32,295,648,926.62	1.00010	37	101
12/21	4.4328%	0.000121446	\$32,295,648,926.62	1.00010	37	101
12/22	4.4328%	0.000121446	\$32,295,648,926.62	1.00010	37	101
12/23	4.4233%	0.000121186	\$32,772,917,586.58	1.00011	37	99
12/24	4.4459%	0.000121806	\$32,809,990,831.52	1.00011	37	98
12/25	4.4459%	0.000121806	\$32,809,990,831.52	1.00011	37	98
12/26	4.5021%	0.000123344	\$34,501,011,652.09	1.00010	35	94
12/27	4.5344%	0.000124231	\$34,919,301,939.83	1.00010	35	93
12/28	4.5344%	0.000124231	\$34,919,301,939.83	1.00010	35	93
12/29	4.5344%	0.000124231	\$34,919,301,939.83	1.00010	35	93
12/30	4.4962%	0.000123184	\$35,117,219,390.39	1.00011	33	90
12/31	4.4769%	0.000122655	\$35,006,243,788.66	1.00014	33	90
Averages:	4.5610%	0.000124959	\$32,394,320,531.32	1.00012	37	99



TEXPOOL Prime

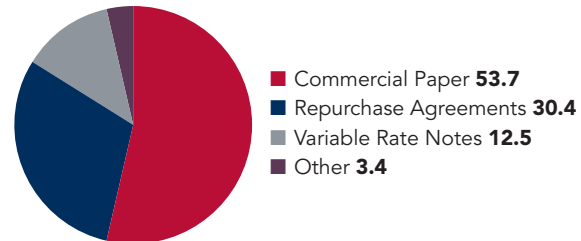
Portfolio by Maturity (%)

As of December 31, 2024



Portfolio by Type of Investment (%)

As of December 31, 2024



Portfolio Asset Summary as of December 31, 2024

	Book Value	Market Value
Uninvested Balance	\$1,323.61	\$1,323.61
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	15,551,511.58	15,551,511.58
Interest and Management Fees Payable	-52,791,319.98	-52,791,319.98
Payable for Investments Purchased	0.00	0.00
Accrued Expenses & Taxes	-22,172.93	-22,172.93
Repurchase Agreements	4,488,874,000.00	4,488,874,000.00
Commercial Paper	8,461,148,147.26	8,463,581,658.26
Mutual Fund Investments	500,000,000.00	500,000,000.00
Government Securities	0.00	0.00
Variable Rate Notes	1,302,000,000.00	1,302,244,241.60
Total	\$14,714,761,489.54	\$14,717,439,242.14

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investment Counseling and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool Prime. The assets of TexPool Prime are the only source of payments to the Participants. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services

Participant Summary

	Number of Participants	Balance
School District	170	\$4,744,876,545.91
Higher Education	19	\$945,575,877.84
County	56	\$1,652,520,021.38
Healthcare	24	\$506,376,671.11
Utility District	84	\$462,171,611.03
City	124	\$2,530,640,438.51
Emergency Districts	37	\$148,747,238.79
Economic Development Districts	25	\$59,439,192.24
Transit/Toll Authorities	10	\$1,285,396,595.58
River/Port Authorities	8	\$708,594,247.50
Other	80	\$1,670,635,163.82



TEXPOOL *Prime*

Daily Summary

Date	Money Mkt. Fund Equiv. (SEC Std.)	Dividend Factor	TexPool <i>Prime</i> Invested Balance	NAV	WAM Days	WAL Days
12/1	4.7951%	0.000131373	\$12,944,297,891.62	1.00016	51	70
12/2	4.7812%	0.000130992	\$12,975,807,535.35	1.00020	49	68
12/3	4.7872%	0.000131157	\$13,048,111,364.24	1.00022	48	67
12/4	4.7750%	0.000130821	\$13,046,661,688.85	1.00022	48	67
12/5	4.7662%	0.000130580	\$13,090,707,441.23	1.00023	47	65
12/6	4.7509%	0.000130163	\$12,990,844,631.98	1.00010	52	69
12/7	4.7509%	0.000130163	\$12,990,844,631.98	1.00010	52	69
12/8	4.7509%	0.000130163	\$12,990,844,631.98	1.00010	52	69
12/9	4.7655%	0.000130561	\$13,022,958,276.55	1.00021	53	67
12/10	4.7449%	0.000129996	\$12,999,431,020.18	1.00022	57	72
12/11	4.7466%	0.000130045	\$12,991,548,661.78	1.00022	57	71
12/12	4.7396%	0.000129852	\$12,864,871,424.26	1.00022	57	70
12/13	4.7341%	0.000129701	\$12,893,813,238.32	1.00007	57	70
12/14	4.7341%	0.000129701	\$12,893,813,238.32	1.00007	57	70
12/15	4.7341%	0.000129701	\$12,893,813,238.32	1.00007	57	70
12/16	4.7244%	0.000129436	\$12,896,309,758.17	1.00019	55	66
12/17	4.7224%	0.000129380	\$13,004,456,413.57	1.00018	55	65
12/18	4.7155%	0.000129192	\$12,911,601,116.92	1.00018	55	65
12/19	4.6293%	0.000126829	\$12,999,617,458.47	1.00019	54	64
12/20	4.5999%	0.000126026	\$12,911,305,856.30	1.00006	54	65
12/21	4.5999%	0.000126026	\$12,911,305,856.30	1.00006	54	65
12/22	4.5999%	0.000126026	\$12,911,305,856.30	1.00006	54	65
12/23	4.5893%	0.000125734	\$12,993,946,228.76	1.00019	52	62
12/24	4.6050%	0.000126164	\$13,273,930,527.52	1.00011	51	60
12/25	4.6050%	0.000126164	\$13,273,930,527.52	1.00011	51	60
12/26	4.6410%	0.000127152	\$14,009,631,502.28	1.00016	51	60
12/27	4.6395%	0.000127109	\$14,241,038,891.62	1.00002	52	60
12/28	4.6395%	0.000127109	\$14,241,038,891.62	1.00002	52	60
12/29	4.6395%	0.000127109	\$14,241,038,891.62	1.00002	52	60
12/30	4.6135%	0.000126397	\$14,384,929,558.61	1.00016	49	57
12/31	4.6166%	0.000126481	\$14,714,761,489.54	1.00016	48	55
Averages:	4.6947%	0.000128623	\$13,243,823,152.91	1.00014	53	65

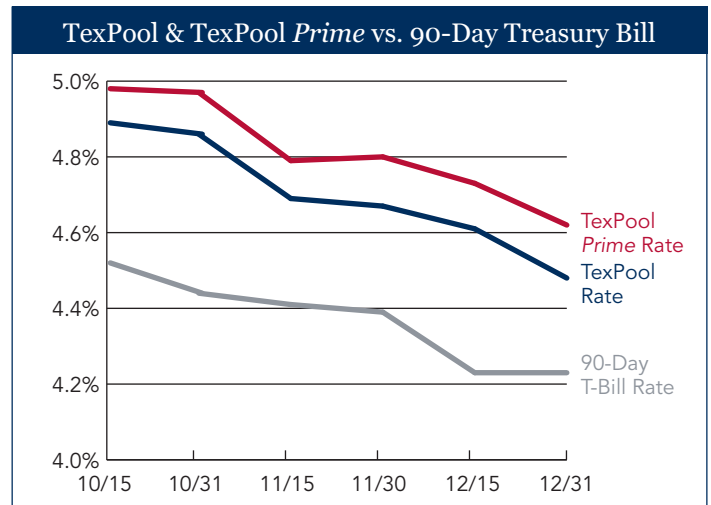


Participant Services
1001 Texas Ave. Suite 1150
Houston, TX 77002

deportations could increase price pressures. While that might not be felt in 2025, the Fed might try to counter fiscal policy by further slowing the pace of cuts. The potential impact on liquidity products? See the previous paragraph's last sentence above, with an emphasis on "even more."

Trump's desire to reduce regulations is sure to be disruptive, but might lead to calm at the SEC—and less market interference. The majority of the five commissioners will flip Republican, and the new administration has a pro-business agenda. The private sector is going to have more input, too. Outgoing Chair Gary Gensler had an adversarial relationship with financial institutions and issued many rules, some we feel were unnecessary, without proper dialogue with market participants. A healthy dynamic between the agency and markets should emerge if Trump's nominee, Paul Atkins, is confirmed. Expect more sensible regulations and attempts to rollback some onerous ones implemented under Gensler.

At the end of the month, yields on 1-, 3-, 6- and 12-month US Treasuries were 4.28%, 4.32%, 4.28% and 4.15%, respectively.



90-Day Treasury Bill is a short-term debt instrument backed by the national government. These are used to collect immediate cash to meet outstanding obligations.

Any private investor can invest in a Treasury bill. The 90-Day Treasury Bill is a weighted average rate of the weekly auctions of 90-Day Treasury Bills.

Past performance is no guarantee of future results.

Tips for Preventing Financial Fraud

With cyber-crime and other social engineering attacks on the rise, TexPool offers tips, resources, and other suggestions to help protect your participating entity from potential financial fraud. Please visit the Financial Fraud Prevention page on TexPool.com to learn more.



First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Fund Performance Update

December 31, 2024

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank
Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The Official Investment Pool of TASA



The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

The US Treasury yield curve steepened in December as yields on securities maturing in less than a year fell up to 34 basis points (bps) while longer maturing bond yields rose up to 42 basis points. Despite reaching all-time highs in early December, the equity markets closed the month mixed as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes returned -5.3%, -2.5%, and 0.5%, respectively. The Federal Open Market Committee (FOMC) cut the target rate by 25 bps at the December 18 meeting. While the Federal Reserve's (The Fed) statement had minimal changes from the prior meeting, there was a tweak to the "extent and timing" language, suggesting the pace of cuts in 2025 may be slower than previously anticipated. There were also upward revisions in both the growth and inflation forecasts. At the end of December, The Fed funds futures market was indicating two or three cuts of 25 bps in 2025.

Active Participants This Month

Schools and Colleges	599
Other Governmental Entities	89
<i>Total</i>	<i>688</i>

Government Overnight Fund

Return Information

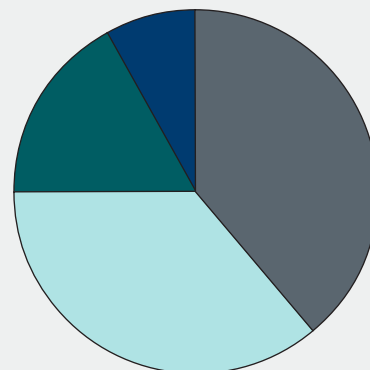
December 31, 2024

Average Monthly Return (a)	4.54%
SEC 7-day Fund Yield (b)	4.46%
Weighted Average Maturity One (c)	24 days
Weighted Average Maturity Two (c)	93 days
Portfolio Maturing beyond One Year	8%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,812,666,811.09	2,812,666,811.09
US Treasuries	1,327,252,507.28	1,327,804,616.51
Agencies	3,043,737,962.56	3,044,279,425.63
Money Market Funds	673,411,903.43	673,411,903.43
Total Assets	7,857,069,184.36	7,858,162,756.66

Investment Distribution



Agencies	39%
Cash Repo	36%
Treasuries	17%
Money Market	8%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Corporate Overnight Fund

Return Information

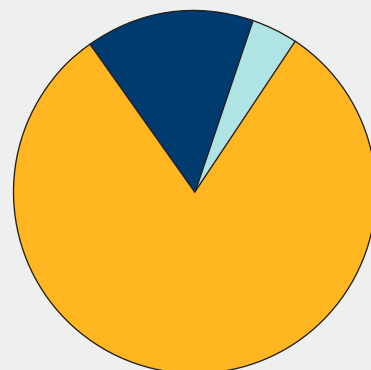
December 31, 2024

Average Monthly Return (a)	4.73%
SEC 7-day Fund Yield (b)	4.66%
Weighted Average Maturity One (c)	36 days
Weighted Average Maturity Two (c)	69 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	139,635,532.80	139,635,532.80
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,865,941,832.66	2,866,453,928.97
Money Market Funds	525,588,348.84	525,588,348.84
<i>Total Assets</i>	<i>3,531,165,714.30</i>	<i>3,531,677,810.61</i>

Investment Distribution



Commercial Paper	81%
Money Market	15%
Cash/Repo	4%

(b)

SEC 7-Day Yield Calculation

$$\text{Yield} = 2 \left[\left[\frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Corporate Overnight Plus Fund

Return Information

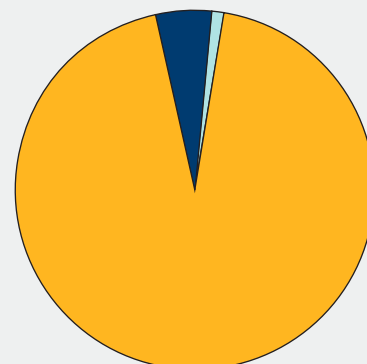
December 31, 2024

Average Monthly Return (a)	4.77%
SEC 7-day Fund Yield (b)	4.71%
Weighted Average Maturity One (c)	53 days
Weighted Average Maturity Two (c)	99 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	24,201,930.42	24,201,930.42
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,622,131,520.76	9,624,148,006.22
Money Market Funds	569,784,918.88	569,784,918.88
Total Assets	10,216,118,370.06	10,218,134,855.52

Investment Distribution



Commercial Paper	94%
Money Market	5%
Cash/Repo	1%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



COUNTY OF RAINS

Jennifer Trevino
County Treasurer

220 W. Quitman St
Emory, Texas 75440

Phone: (903) 473-5026



January 31, 2025

AVAILABLE SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2024 \$268,828.37

PERMANENT SCHOOL FUND --- MONEY MARKET ACCOUNT

December 31, 2024 \$1,079,904.32

PERMANENT SCHOOL FUND INVESTMENTS

\$650,000.00 – CBTX - CD's
\$4,930,286.39 – Ameriprise Financial
\$900,000.00 – TexPool
\$1,000,000.00 – First National Bank of East TX - CD

From October 2024 through December 2024, interest from invested amount:

\$67,415.48

Revenue from oil royalties (Permanent School Fund)

\$103,051.13

* Interest to be transferred to Available School Fund from Permanent School Fund is \$7,068.72.

*\$4,890.40 paid to Lone Oak ISD from the Available School Fund for student allocation

*\$6,184.92 paid to Miller Grove ISD from the Available School Fund for student allocation

*\$4,458.89 paid to Alba-Golden ISD from the Available School Fund for student allocation

*\$41,351.63 paid from Permanent School Fund to Hockley County Tax office.

*\$8,001.95 paid from Permanent School Fund to Cochran County Tax office.



Proposed for Renewal in March 2025 without changes.

Rains ISD
District of Innovation Plan

District of Innovation Committee

Saylor Barrios, JH Teacher
Staci Ely, JH Teacher
Kaley Jones, JH Teacher
Sherri Cockrell, HS Teacher
Laura Jenkins, HS Teacher
Autumn Tanton, HS Teacher
Serennah Marrone, Elem Teacher
Amy Tanton, Elem Teacher
Candice Buchanan, Elem Teacher
Karlle Farmer, Int Teacher
Tiny Jones, Int Teacher
Justin Bartley, Int Teacher
David Gowin, Business Representative
Carla Weddle, Business Representative
Sherri McCall, Community Member
Karen Thurman, Community Member
Jennifer Hill, Community Member
Candice West, Parent
Julia Potts, Parent

*Joe Nicks, Superintendent
*John Portwood, Assistant Superintendent of Student Services
*Lyndsay Hayes, Executive Director of Academics
*Molly Davidson, Director of Special Education
Anastasia Armstreet, Elementary Principal
JC Vance, Intermediate Principal
Jennifer Moore, Junior High Principal
Jeff Akin, High School Principal

*Advisory Role

Rains ISD--District of Innovation

House Bill (HB) 1842 was passed during the 84th Session of the Texas Legislature. This bill created Districts of Innovation. With certain performance requirements being met, districts may follow certain procedures for adoption as listed in Statute. In gaining this designation, districts will be exempt from certain sections of the TEC (Texas Education Code) that inhibits the achievement of district goals.

It is the belief of Rains ISD that certain statutes limit the district's potential. We seek exemption from the following provisions of the TEC:

First Day of Instruction:

Manner in which the law inhibits:

Adhering to this law restricts the flexibility of the district in designing a calendar that fits the needs of the district and community.

Benefit of Exemption:

- The calendar will have the flexibility to start school one to two weeks early, the second or third Monday in August or a mid-week start sometime during one of those weeks.
- Starting earlier will more equitably balance the two semesters and set exams prior to the winter holiday break and create more instructional time before STAAR/EOC/AP exams.
- The balanced semesters will align with college semesters as well, allowing more opportunities for students and staff to attend summer school (semester starts in early June).
- Strategically placed professional development/planning days could be scheduled to analyze and plan for student performance issues (following MAP and 9 week testing).
- The ability to incorporate more professional learning days throughout the year will reduce the need for substitutes.

TEC Code Requiring Exemption:

TEC 25.0811: A school district may not begin instruction for students for a school year before the fourth Monday in August.

Teacher Certification:

Manner in which the law inhibits:

The requirement for certification inhibits the district's abilities, at times, to hire teachers for specialized or hard-to-fill areas. Using the exemption from teacher certification rules, Rains ISD would be able to hire professionals in specialized trades and vocations to teach identified career/technical courses, dual credit courses, and non-core electives at the secondary level.

Benefit of Exemption:

- The District will have the ability to hire professionals with industry experience to teach Career and Technical Education (CTE), STEAM Courses, and Dual Credit Courses.
- Local Qualifications will allow the district to :
 - Allow experienced teachers to pick up an elective in an area to teach in which they are qualified
 - Allow qualified teachers to teach one class outside of their certification area
 - Hire community college instructors/individuals with a Master's Degree (to teach dual credit, a person must have 18 graduate hours in the field of study)
 - Offer dual credit opportunities in CTE courses
 - Recruit teachers from the field, including individuals from certain trades and/or vocations with industry knowledge and real world experience
- Local Procedure:
 - Principals, along with the department supervisor, will submit the candidates to the Superintendent with credentials. The Superintendent will determine whether it is in the best interest of the district to certify the individual. The Superintendent will notify the Board prior to beginning employment.
 - The principal must specify in writing the reason for the request and document what credentials the individual possesses that would qualify this individual to teach in the desired position along with the support that will be provided for the teacher.
 - Emergency situations creating the need for this assignment should also be noted.
- Individual qualifications would include:
 - Demonstrated subject matter competency
 - Professional work experience

- Formal training and education
 - Relevant industry license, certification, registration
 - Any combination of work experience, training and education or industry credential related to the subject matter he or she will be teaching
- All candidates would be carefully considered to ensure they have sufficient education and expertise to provide the instruction necessary to meet the Texas Essential Knowledge and Skills (TEKS) for the course(s) to be taught.
- Before issuing a school district teaching permit to an individual, the district would ensure that the individual completed the criminal background check in compliance with the State Board of Education (SBEC) rules. In addition, the individual would be required to obtain a set number of hours in classroom management training and work with a mentor teacher for the first two years of employment. The individual would be employed on an at-will basis.

TEC Code Requiring Exemption:

TEC 21.003, TEC 21.053 requires that a person may not be employed as a teacher by a district unless the person holds an appropriate certification or permit issued by the appropriate state agency.

Probationary Contracts

Manner in which the law inhibits:

The limited time period between hiring and recommending for renewal is at times insufficient to fully determine a teacher's effectiveness in the classroom. The time restriction may also negatively impact a newly-hired teacher who may struggle with circumstances beyond his/her control, and who needs an additional year to demonstrate capabilities.

Proposal:

In some cases, one school year may be insufficient to fully evaluate a teacher's, counselor's, nurse's, or principal's effectiveness since contract timelines necessitate that employment decisions are made in March. This plan would allow the option to issue a probationary contract for a period of up to two years for experienced teachers, counselors, nurses, or principals newly hired.

- After the first year of probationary period in Rains ISD, a teacher may have an opportunity to move into a term contract if he/she meets the following 5 criteria:
 - A score of "Proficient" in 12 of the 16 Domains on the T-TESS.

- Student outcomes that indicate either
 - 60% of students met growth projections as indicated by NWEA MAP scores (K-10th grade).
 - 60% of students met Level II or above standard for STAAR (3rd-EOC).
- Attended all district and campus required professional development.
- Positive recommendation from the current campus principal.
- Concurrence from the office of curriculum and instruction.

TEC Code Requiring Exemption:

TEC §21.102(b) states that a probationary contract may not exceed one year for a person who has been employed as a teacher, counselor, nurse, or principal in public education for at least five of the eight years preceding employment with the district. (DCA LEGAL)

INTER-DISTRICT TRANSFER STUDENTS

Manner in which the law inhibits:

(FDA LOCAL) Currently, under Texas Education Code 25.036, a district may choose to accept, as transfers, students who are not entitled to enroll in the district. In approving transfer requests, the availability of space and instructional staff and the student's disciplinary history, academic records, and attendance records are evaluated. Transfer students are expected to follow the attendance requirements, rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year. TEC 25.036 has been interpreted to require a transfer to be a commitment for a period of one school year.

Proposed:

The district is seeking exemption from the one-year commitment in accepting transfer applicants and allows the district to rescind a transfer for students not meeting local transfer criteria at any time during the school year.

TEC Code Requiring Exemption:

TEC 25.036 states that any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in this state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

(LOCAL) Policy Action List
RAINS ISD (190903) - Update 124

CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS

CDA(LOCAL): OTHER REVENUES - INVESTMENTS

CY(LOCAL): INTELLECTUAL PROPERTY

DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT

EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS

EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS

FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT

GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES