

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, March 2, 2026, beginning at 6:00 PM in the Philip Alexander 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 AND ESTABLISH QUORUM
- II. Adjourn to closed session pursuant to Texas Government Code Sections: §551.074 - Personnel; §551.082 - Student Discipline; §551.076 & 551.089 - Safety & Security; and §551.071 - Consultation with Attorney
 - II.A. Safety and Security §551.076 & §551.089 — Discuss Revision to Armed Personnel Policy
 - II.B. Personnel §551.074 — Discussion of Administrator Contract Recommendations
 - II.C. Personnel §551.074 — Discussion Regarding Pending Litigation
- III. RECONVENE INTO OPEN SESSION
- IV. OPENING ACTIVITIES — PLEDGES AND PRAYER
- V. WILDCAT ROAR
- VI. PUBLIC HEARING TO DISCUSS RAINS ISD ANNUAL ACADEMIC PERFORMANCE REPORT
- VII. PUBLIC COMMENT
- VIII. ITEMS FOR DISCUSSION AND/OR ACTION
 - VIII.A. Consent Agenda
 - VIII.A.1. Minutes of the Previous Meeting
 - VIII.A.2. Financial Reports
 - VIII.A.3. Workers Compensation Insurance Vendor Extension
 - VIII.A.4. Investment Policy Review
 - VIII.B. Business and Finance
 - VIII.B.1. Authorized Account Signatories
 - VIII.C. Academics & Student Services
 - VIII.C.1. Approval of the Recommended 2025-2026 School Calendar
 - VIII.C.2. Consider and Approve the Submission of the Staff Development Minutes Waiver to the Texas Education Agency for the 2026-2027 and 2027-2028 School Years
 - VIII.C.3. Early Childhood Goals As Required by HB3

- VIII.D. Superintendent Reports
 - VIII.D.1. District Activities, Facilities & Projects
 - VIII.D.2. Consider and Approve Book for Classroom Library
 - VIII.D.3. Review of Multi-Hazard Emergency Operations Plan (MHEOP)
Revisions
- IX. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - IX.A. Personnel Changes/Update
 - IX.B. Consider and Approve Administrator Contract Recommendations
- X. ACTION IF ANY, ON ITEMS DISCUSSED IN CLOSED SESSION
 - X.A. Approve Revision to Armed Personnel Policy
 - X.B. Discussion & Possible Action to Resolve Pending Litigation
- XI. BOARD CORRESPONDENCE
- XII. 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 Board will convene in closed session at 6:00 p.m. The Board will reconvene in open session at approximately 6:30 p.m. and continue with the regular meeting.

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

Posted on Monday, February 23, 2026, at 4:00 p.m. for the Rains I.S.D. Board of Trustees.

The cover page features a white background with abstract blue geometric shapes on the left and right sides. The text is centered and reads:

RISD Annual Performance Report

2025-2026

Annual Performance Report

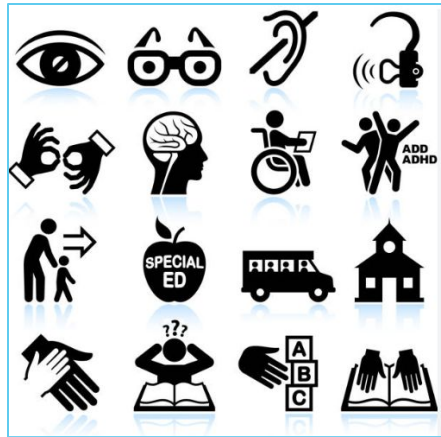
8 Required Elements

- ▶ Texas Academic Performance Report (TAPR)
- ▶ PEIMS Financial Data Standard Report
- ▶ District Accreditation Status
- ▶ Board Goals
- ▶ District / Campus Performance Objectives
- ▶ Special Education Determination Status
- ▶ Report of Violent or Criminal Instances
- ▶ Postsecondary enrollment and performance report

- ▶ The entire [Annual Report](#) will be posted on the district website.

TAPR

- ▶ TEA provides two ways to view data:
 - ▶ streamlined pdf
 - ▶ Detailed online TPRS system
https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html



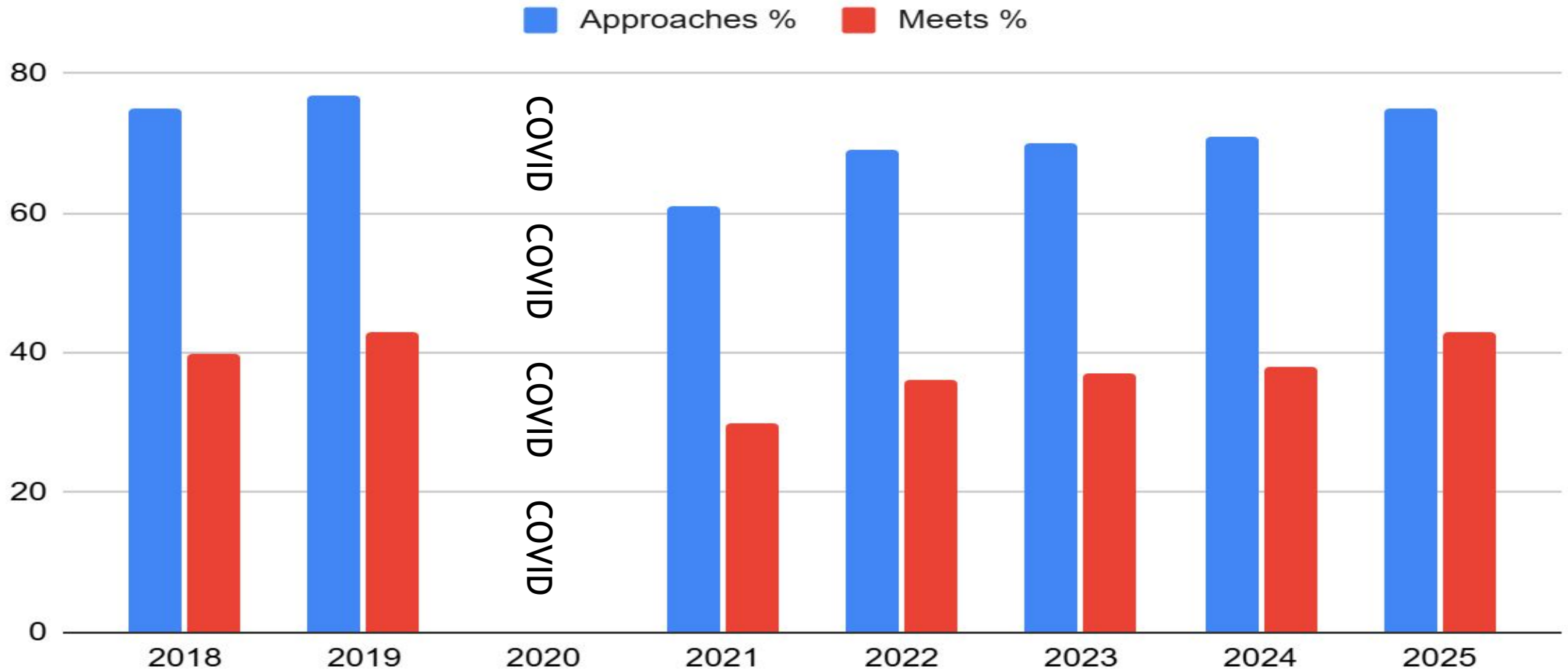
Special Ed Determination:
Meets Requirements



RISD STAAR Previous Years Comparison

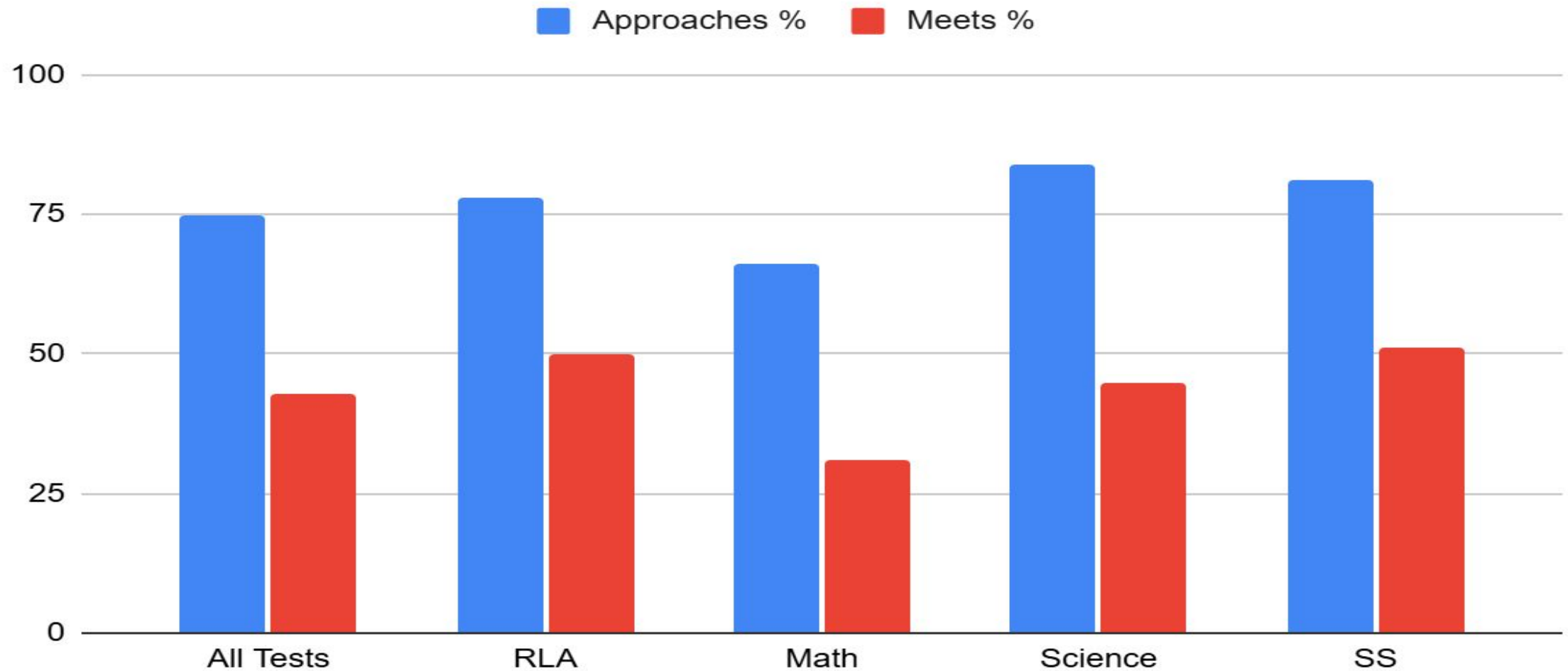
All Students- All Subjects

Approaches % and Meets %



RISD STAAR 2025 by Subject Area

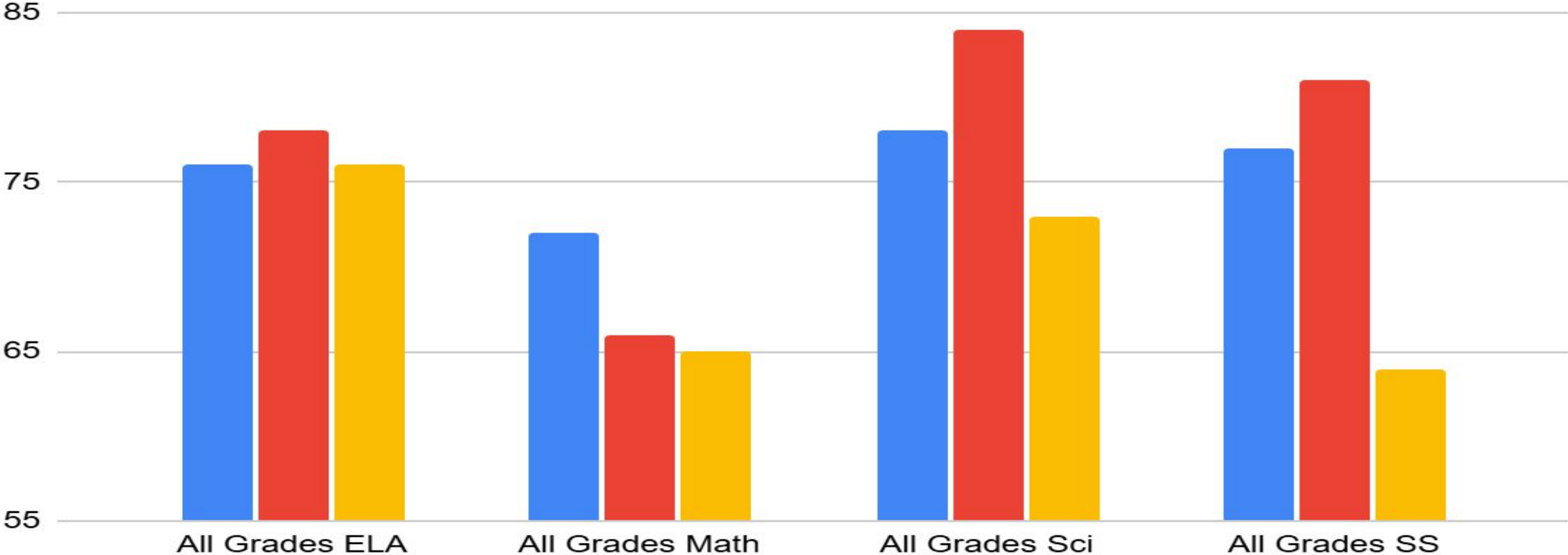
Approaches % and Meets %



RISD STAAR 2025 by Subject Area State & Previous Year Comparison

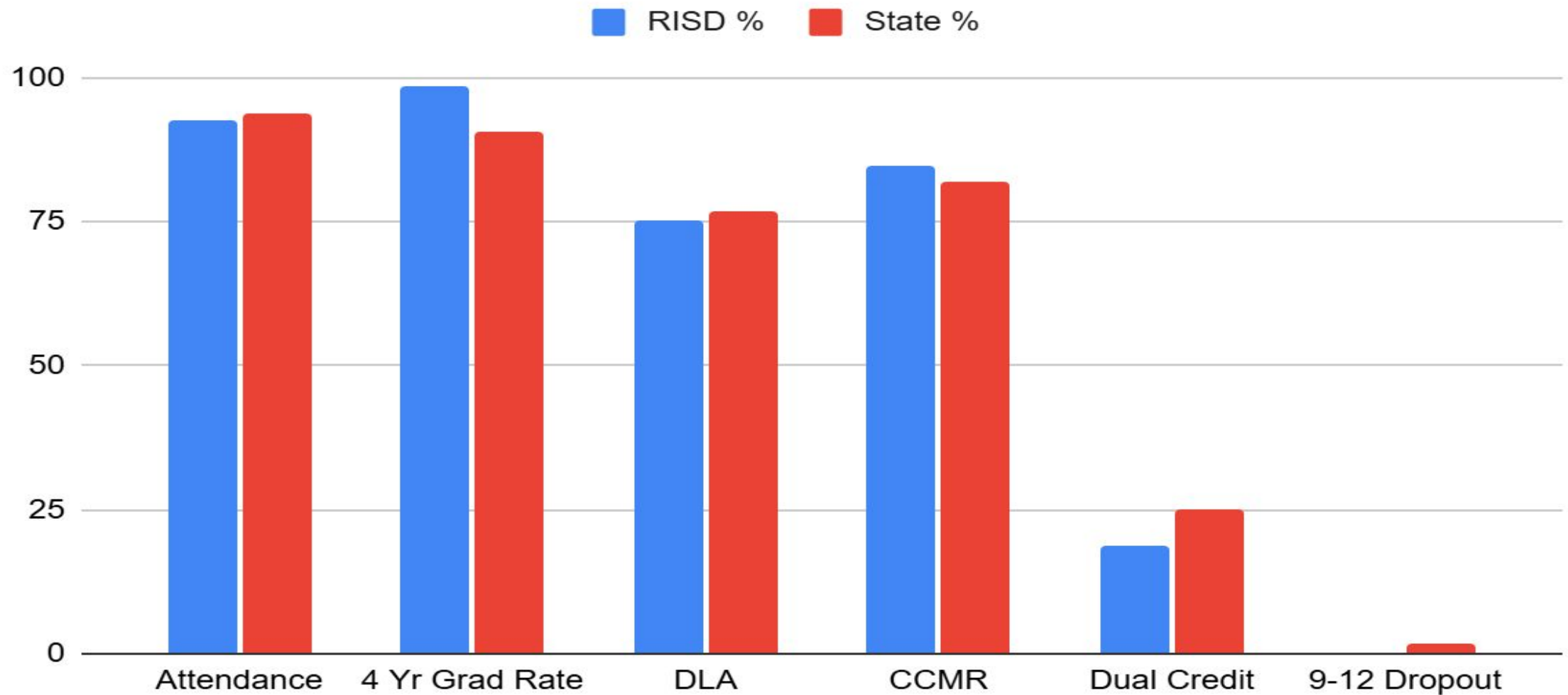
Approached %

State 2025 % Rains 2025 % Rains 2024 %



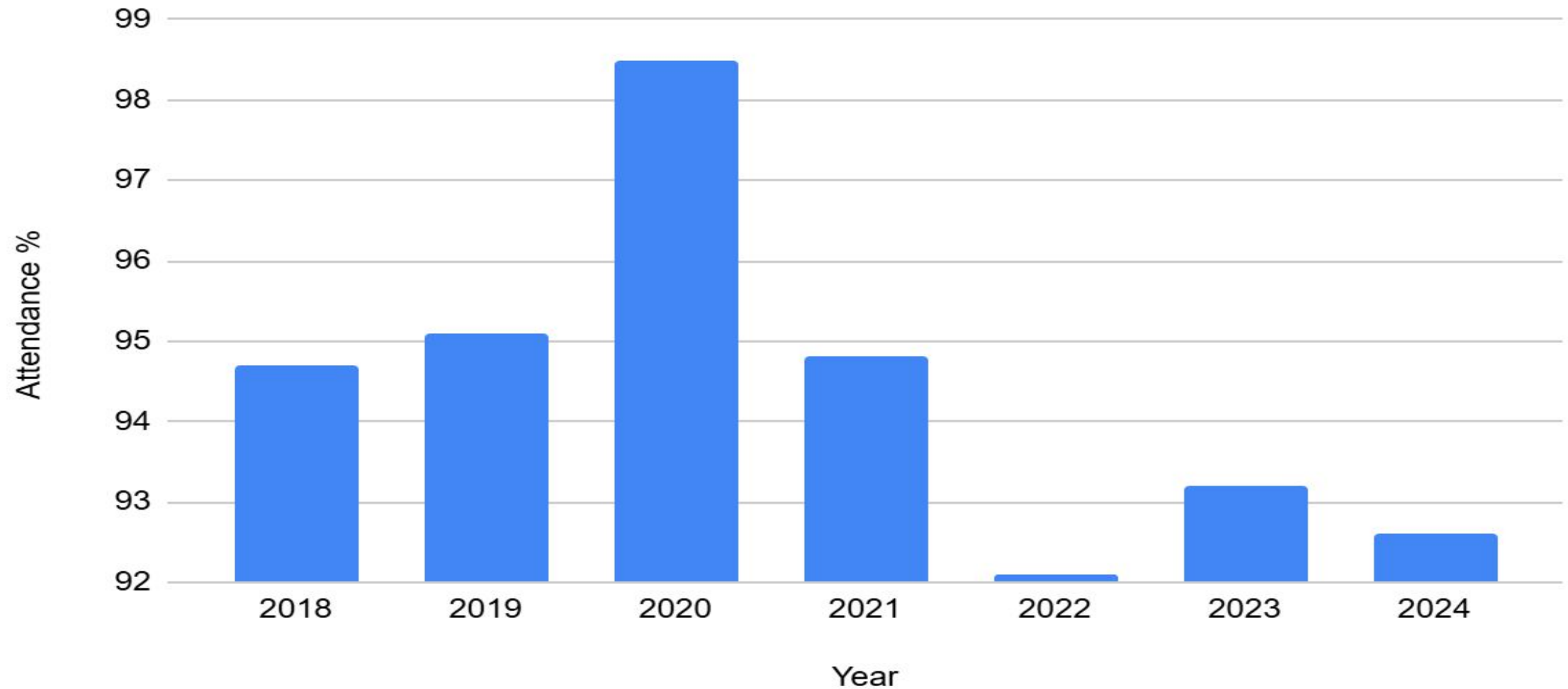
TAPR - Lagging Indicators (23-24)

RISD % and State %



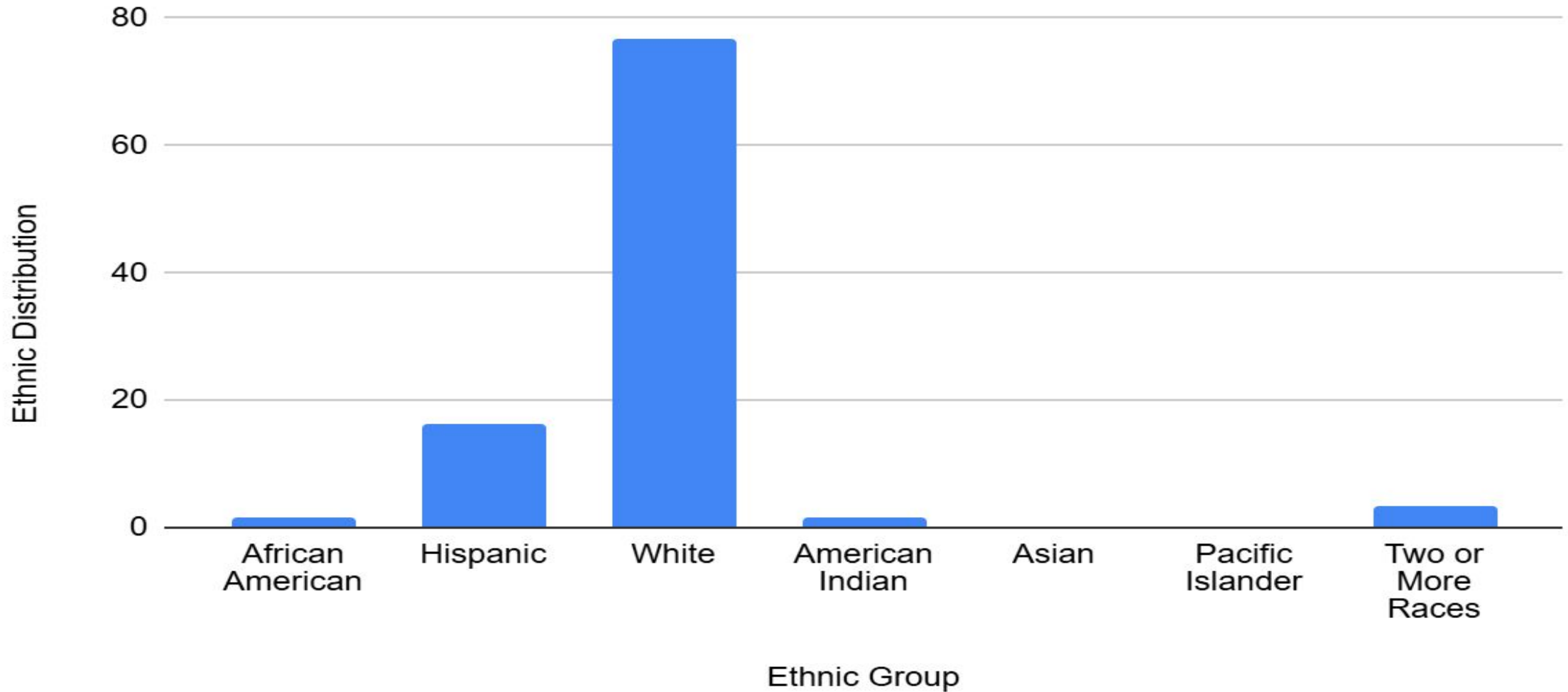
Attendance- Previous Years Comparison

Attendance % vs. Year



2025 Ethnic Distribution

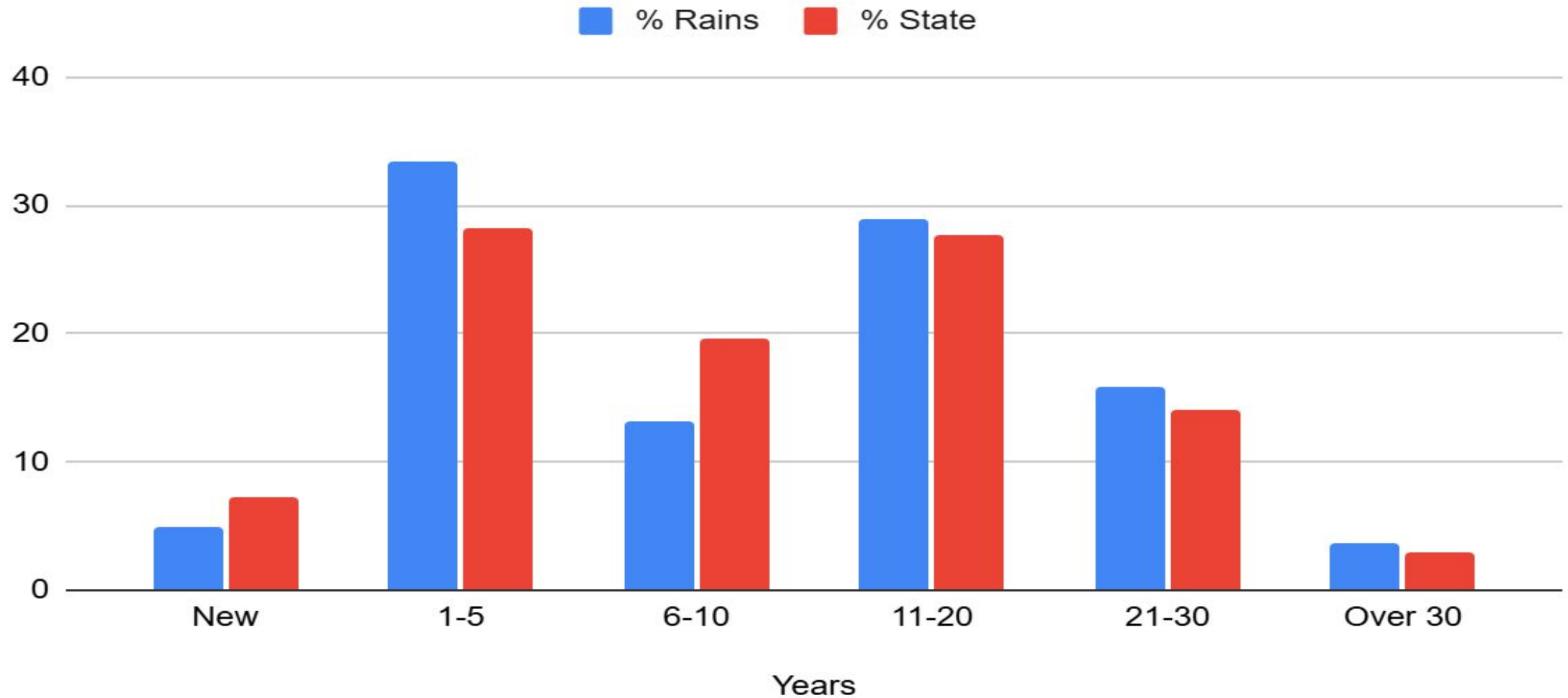
Ethnic Distribution vs. Ethnic Group



2025 Teachers by Experience

*Teachers comprise 41.4% of staff (State 48.3)

% Rains and % State



Financial Summary 25-26

Based on TEA Actual Financial Data Report

- ▶ Total Revenue (all funds): \$18,905,960
- ▶ Total Expenditures: \$18,462,981

- ▶ Total Expenditures per student (op & non-op): \$14,100
- ▶ Payroll accounted for 78.81% of GF operating expenditures (State 77.80%)

- ▶ Gen Fund Balance: \$4,221,944
- ▶ Total Fund Balance: \$4,793,617

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

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

Reason Description Code:

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

Postsecondary Enrollment and Performance

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

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

Questions?

Annual Texas Academic Performance Report



2024-2025 School Year

Presented to the Rains ISD School Board on March 2, 2026

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

Brennan Potts	President
Dr. Maggie Salem	Vice-President
Heath Sisk	Secretary
Robert Burns	Trustee
Savanna Christian	Trustee
Brandon Pitre	Trustee
Jim Mack Taylor	Trustee

2024-25 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

District Number: 190903

2025 District Accountability Score: C

2025 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2024-25 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	2025	77%	78%	80%	*	81%	77%	*	-	*	88%	55%	*	85%	63%	78%	83%
	2024	74%	76%	70%	*	52%	74%	-	-	-	*	61%	*	70%	71%	66%	73%
At Meets Grade Level or Above	2025	52%	51%	48%	*	24%	56%	*	-	*	38%	24%	*	51%	37%	43%	17%
	2024	48%	48%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
At Masters Grade Level	2025	23%	20%	21%	*	10%	23%	*	-	*	25%	3%	*	21%	21%	18%	0%
	2024	21%	18%	7%	*	5%	8%	-	-	-	*	9%	*	6%	11%	5%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	64%	*	52%	66%	*	-	*	63%	42%	*	67%	53%	59%	50%
	2024	70%	70%	50%	*	48%	49%	-	-	-	*	42%	*	52%	43%	49%	55%
At Meets Grade Level or Above	2025	46%	46%	38%	*	19%	42%	*	-	*	50%	21%	*	38%	37%	29%	17%
	2024	42%	41%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
At Masters Grade Level	2025	19%	18%	9%	*	5%	11%	*	-	*	13%	6%	*	8%	16%	4%	0%
	2024	15%	14%	4%	*	5%	3%	-	-	-	*	9%	*	2%	7%	4%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	85%	*	90%	83%	-	-	-	*	76%	*	85%	86%	83%	90%
	2024	81%	81%	82%	*	96%	78%	*	-	*	*	70%	80%	88%	69%	82%	93%
At Meets Grade Level or Above	2025	54%	52%	48%	*	35%	51%	-	-	-	*	35%	*	44%	57%	40%	40%
	2024	51%	49%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
At Masters Grade Level	2025	24%	20%	10%	*	0%	12%	-	-	-	*	4%	*	5%	22%	6%	0%
	2024	23%	20%	6%	*	4%	8%	*	-	*	*	5%	0%	7%	5%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	56%	*	45%	59%	-	-	-	*	43%	*	54%	61%	49%	40%
	2024	69%	68%	45%	*	50%	45%	*	-	*	*	35%	60%	46%	41%	36%	36%
At Meets Grade Level or Above	2025	47%	46%	31%	*	25%	33%	-	-	-	*	26%	*	28%	36%	28%	30%
	2024	46%	44%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
At Masters Grade Level	2025	24%	22%	12%	*	5%	15%	-	-	-	*	9%	*	8%	22%	10%	0%
	2024	21%	19%	6%	*	0%	8%	*	-	*	*	10%	20%	7%	2%	4%	0%
Grade 5 Reading																	

Texas Education Agency
2024-25 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	2025	77%	76%	77%	*	78%	79%	*	-	*	*	48%	*	83%	66%	76%	73%
	2024	79%	77%	86%	*	87%	85%	-	-	-	100%	79%	60%	87%	83%	91%	89%
At Meets Grade Level or Above	2025	58%	55%	46%	*	52%	46%	*	-	*	*	32%	*	49%	39%	37%	47%
	2024	55%	49%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
At Masters Grade Level	2025	30%	26%	15%	*	26%	12%	*	-	*	*	4%	*	15%	16%	10%	20%
	2024	29%	23%	21%	*	22%	22%	-	-	-	17%	14%	20%	17%	31%	18%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	65%	*	59%	70%	*	-	*	*	48%	*	67%	61%	62%	47%
	2024	77%	74%	78%	*	83%	75%	-	-	-	100%	71%	60%	71%	91%	68%	89%
At Meets Grade Level or Above	2025	47%	45%	26%	*	30%	29%	*	-	*	*	20%	*	29%	21%	21%	20%
	2024	50%	46%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
At Masters Grade Level	2025	22%	20%	9%	*	7%	11%	*	-	*	*	8%	*	8%	11%	8%	0%
	2024	19%	16%	9%	*	9%	10%	-	-	-	0%	0%	0%	6%	14%	7%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	73%	*	74%	75%	*	-	*	*	64%	*	78%	63%	70%	73%
	2024	58%	58%	64%	*	52%	68%	-	-	-	83%	50%	60%	62%	67%	55%	44%
At Meets Grade Level or Above	2025	31%	32%	28%	*	33%	28%	*	-	*	*	12%	*	32%	21%	17%	27%
	2024	28%	26%	30%	*	35%	28%	-	-	-	50%	29%	20%	25%	42%	18%	22%
At Masters Grade Level	2025	12%	12%	10%	*	19%	7%	*	-	*	*	4%	*	13%	3%	11%	13%
	2024	11%	10%	9%	*	0%	11%	-	-	-	17%	7%	0%	6%	14%	5%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	76%	82%	*	86%	83%	-	-	-	86%	61%	*	84%	77%	72%	83%
	2024	77%	76%	72%	*	77%	72%	-	*	-	50%	52%	*	73%	68%	64%	84%
At Meets Grade Level or Above	2025	56%	53%	54%	*	59%	53%	-	-	-	71%	28%	*	54%	54%	35%	17%
	2024	57%	55%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
At Masters Grade Level	2025	29%	25%	24%	*	36%	23%	-	-	-	14%	6%	*	22%	29%	15%	17%
	2024	26%	22%	13%	*	10%	15%	-	*	-	0%	15%	*	14%	13%	11%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	74%	75%	*	65%	76%	-	-	-	100%	61%	*	73%	78%	59%	43%
	2024	72%	71%	68%	*	58%	71%	-	*	-	83%	44%	*	69%	65%	60%	68%

Texas Education Agency
2024-25 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	2025	40%	38%	36%	*	39%	35%	-	-	-	43%	22%	*	35%	39%	30%	29%
	2024	39%	36%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
At Masters Grade Level	2025	16%	14%	14%	*	22%	11%	-	-	-	14%	6%	*	13%	14%	13%	14%
	2024	14%	11%	9%	*	3%	11%	-	*	-	0%	22%	*	7%	13%	6%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	74%	67%	*	64%	69%	-	*	-	*	29%	*	64%	77%	60%	73%
	2024	74%	75%	71%	*	65%	73%	-	*	-	60%	44%	50%	72%	69%	68%	90%
At Meets Grade Level or Above	2025	54%	50%	44%	*	27%	51%	-	*	-	*	17%	*	43%	45%	34%	41%
	2024	54%	53%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
At Masters Grade Level	2025	27%	24%	18%	*	9%	23%	-	*	-	*	0%	*	16%	26%	13%	9%
	2024	29%	26%	25%	*	35%	23%	-	*	-	40%	11%	33%	26%	24%	20%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	52%	*	36%	60%	-	*	-	*	24%	*	51%	55%	45%	55%
	2024	56%	60%	55%	*	55%	54%	-	*	-	100%	33%	67%	55%	55%	49%	50%
At Meets Grade Level or Above	2025	33%	34%	23%	*	18%	26%	-	*	-	*	12%	*	23%	23%	19%	23%
	2024	34%	37%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
At Masters Grade Level	2025	11%	11%	2%	*	3%	1%	-	*	-	*	0%	*	2%	3%	2%	5%
	2024	11%	12%	9%	*	10%	9%	-	*	-	0%	11%	17%	10%	7%	6%	10%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	80%	85%	*	88%	83%	-	*	-	*	31%	*	89%	75%	83%	83%
	2024	81%	79%	74%	*	67%	74%	-	*	*	*	48%	*	76%	66%	68%	80%
At Meets Grade Level or Above	2025	58%	56%	59%	*	67%	56%	-	*	-	*	19%	*	62%	50%	53%	58%
	2024	56%	53%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
At Masters Grade Level	2025	32%	29%	29%	*	38%	28%	-	*	-	*	6%	*	33%	19%	26%	25%
	2024	29%	26%	13%	*	0%	15%	-	*	*	*	0%	*	14%	10%	10%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	65%	78%	*	82%	75%	-	*	-	*	38%	*	81%	70%	78%	73%
	2024	72%	67%	61%	*	61%	60%	-	*	*	*	15%	*	62%	54%	57%	60%
At Meets Grade Level or Above	2025	47%	41%	47%	*	55%	42%	-	*	-	*	19%	*	50%	40%	45%	55%
	2024	43%	37%	22%	*	22%	21%	-	*	*	*	4%	*	24%	15%	16%	30%

Texas Education Agency
2024-25 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	2025	18%	14%	10%	*	18%	9%	-	*	-	*	0%	*	12%	7%	10%	18%
	2024	16%	12%	3%	*	6%	2%	-	*	*	*	0%	*	3%	4%	3%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	69%	82%	*	83%	80%	-	*	-	*	44%	*	84%	75%	79%	83%
	2024	70%	66%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
At Meets Grade Level or Above	2025	48%	42%	57%	*	67%	55%	-	*	-	*	31%	*	63%	41%	54%	58%
	2024	44%	38%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%
At Masters Grade Level	2025	19%	14%	16%	*	17%	17%	-	*	-	*	0%	*	20%	6%	13%	8%
	2024	17%	12%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	54%	63%	*	67%	61%	-	*	-	*	25%	*	68%	50%	58%	67%
	2024	60%	55%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
At Meets Grade Level or Above	2025	32%	27%	31%	*	33%	32%	-	*	-	*	19%	*	38%	13%	24%	25%
	2024	33%	27%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
At Masters Grade Level	2025	17%	13%	15%	*	21%	13%	-	*	-	*	0%	*	17%	9%	11%	0%
	2024	17%	12%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	66%	72%	*	60%	75%	*	*	-	*	39%	*	75%	63%	68%	64%
	2024	70%	70%	76%	67%	79%	75%	*	*	-	86%	44%	86%	76%	76%	68%	76%
At Meets Grade Level or Above	2025	49%	45%	44%	*	25%	48%	*	*	-	*	16%	*	46%	38%	41%	36%
	2024	52%	50%	58%	44%	54%	60%	*	*	-	57%	19%	57%	59%	55%	48%	56%
At Masters Grade Level	2025	15%	11%	6%	*	0%	6%	*	*	-	*	0%	*	4%	13%	4%	0%
	2024	16%	13%	11%	11%	3%	14%	*	*	-	29%	6%	14%	12%	10%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	69%	78%	71%	79%	77%	*	*	-	88%	27%	40%	75%	87%	76%	83%
	2024	75%	74%	79%	33%	83%	79%	*	*	-	100%	41%	*	79%	78%	74%	86%
At Meets Grade Level or Above	2025	55%	50%	58%	14%	62%	57%	*	*	-	88%	12%	20%	56%	65%	54%	63%
	2024	58%	56%	59%	0%	51%	62%	*	*	-	100%	26%	*	57%	65%	49%	43%

Texas Education Agency
2024-25 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	2025	8%	6%	3%	0%	3%	3%	*	*	-	0%	4%	0%	3%	3%	1%	0%
	2024	9%	6%	3%	0%	0%	4%	*	*	-	0%	7%	*	2%	8%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	69%	74%	*	60%	77%	*	*	-	80%	34%	*	76%	69%	72%	64%
	2024	81%	74%	85%	38%	90%	87%	*	*	-	86%	44%	100%	87%	82%	82%	89%
At Meets Grade Level or Above	2025	45%	34%	22%	*	20%	23%	*	*	-	20%	3%	*	26%	8%	17%	14%
	2024	43%	36%	53%	38%	52%	53%	*	*	-	71%	19%	43%	56%	45%	46%	50%
At Masters Grade Level	2025	27%	20%	9%	*	10%	9%	*	*	-	20%	0%	*	11%	3%	4%	7%
	2024	24%	19%	29%	13%	19%	32%	*	*	-	57%	4%	29%	31%	27%	24%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	90%	96%	*	85%	98%	-	*	-	*	82%	*	99%	90%	96%	90%
	2024	91%	90%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
At Meets Grade Level or Above	2025	61%	52%	51%	*	46%	51%	-	*	-	*	35%	*	56%	34%	52%	30%
	2024	56%	49%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
At Masters Grade Level	2025	21%	14%	11%	*	0%	12%	-	*	-	*	6%	*	11%	10%	9%	0%
	2024	19%	13%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	93%	98%	100%	100%	96%	*	*	-	100%	86%	-	98%	97%	95%	100%
	2024	96%	95%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
At Meets Grade Level or Above	2025	68%	60%	69%	60%	58%	72%	*	*	-	83%	33%	-	71%	63%	67%	30%
	2024	69%	65%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
At Masters Grade Level	2025	37%	28%	39%	20%	23%	43%	*	*	-	67%	14%	-	38%	43%	35%	10%
	2024	37%	31%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	83%	-	*	82%	-	-	-	-	-	-	91%	*	*	-
	2024	88%	91%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2025	59%	56%	67%	-	*	73%	-	-	-	-	-	-	73%	*	*	-
	2024	59%	59%	73%	-	*	67%	-	-	-	*	-	-	78%	*	*	-

Texas Education Agency
2024-25 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	2025	13%	5%	0%	-	*	0%	-	-	-	-	-	-	0%	*	*	-
	2024	12%	6%	0%	-	*	0%	-	-	-	*	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	73%	75%	65%	72%	76%	50%	100%	63%	80%	48%	69%	77%	71%	71%	71%
	2024	75%	73%	71%	50%	71%	70%	63%	89%	75%	80%	49%	66%	71%	69%	65%	73%
At Meets Grade Level or Above	2025	50%	46%	43%	27%	40%	44%	20%	53%	25%	48%	22%	40%	45%	38%	37%	35%
	2024	48%	45%	38%	19%	36%	40%	25%	61%	38%	41%	20%	38%	38%	39%	31%	34%
At Masters Grade Level	2025	21%	18%	14%	5%	14%	14%	10%	33%	25%	14%	4%	19%	13%	14%	11%	7%
	2024	20%	16%	12%	6%	8%	13%	0%	39%	13%	12%	8%	11%	11%	13%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	74%	78%	65%	78%	78%	* 100%	* 100%	* 86%	49%	73%	79%	75%	74%	78%	
	2024	76%	75%	76%	59%	77%	76%	* 100%	* 80%	53%	69%	78%	73%	71%	83%		
At Meets Grade Level or Above	2025	54%	51%	50%	27%	45%	52%	* 67%	* 57%	24%	45%	50%	49%	43%	43%		
	2024	54%	52%	46%	21%	42%	48%	* 71%	* 46%	22%	51%	46%	46%	38%	43%		
At Masters Grade Level	2025	23%	19%	15%	8%	15%	15%	* 33%	* 12%	3%	23%	14%	18%	11%	8%		
	2024	22%	18%	12%	3%	9%	13%	* 43%	* 15%	8%	14%	12%	14%	9%	6%		
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	69%	66%	57%	56%	69%	* *	* *	* 66%	41%	65%	67%	64%	60%	54%	
	2024	72%	70%	65%	36%	67%	64%	* 100%	* 81%	39%	68%	65%	63%	58%	67%		
At Meets Grade Level or Above	2025	45%	41%	31%	29%	29%	32%	* *	* 29%	18%	35%	32%	28%	27%	25%		
	2024	43%	40%	32%	14%	30%	32%	* 67%	* 39%	19%	29%	32%	31%	24%	29%		
At Masters Grade Level	2025	20%	17%	9%	0%	10%	9%	* *	* 9%	5%	12%	8%	11%	7%	5%		
	2024	17%	15%	11%	5%	8%	11%	* 50%	* 11%	8%	12%	11%	11%	8%	13%		
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	76%	84%	57%	80%	85%	* *	* *	* 92%	64%	71%	87%	75%	81%	81%	
	2024	75%	73%	73%	57%	72%	73%	* *	* *	* 88%	59%	69%	74%	71%	70%	70%	
At Meets Grade Level or Above	2025	47%	43%	45%	14%	48%	45%	* *	* *	* 67%	24%	43%	51%	31%	41%	38%	
	2024	43%	39%	35%	21%	36%	35%	* *	* *	* 41%	13%	38%	35%	38%	30%	34%	

Texas Education Agency
2024-25 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	2025	17%	14%	12%	0%	14%	12%	*	*	*	8%	3%	29%	14%	6%	11%	8%
	2024	16%	12%	8%	7%	2%	9%	*	*	*	6%	4%	6%	7%	9%	4%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	75%	81%	88%	85%	79%	*	*	-	90%	59%	*	84%	73%	76%	82%
	2024	78%	75%	64%	*	61%	66%	*	*	*	50%	45%	*	63%	68%	60%	58%
At Meets Grade Level or Above	2025	50%	45%	51%	38%	47%	52%	*	*	-	60%	27%	*	56%	37%	44%	27%
	2024	51%	46%	36%	*	29%	38%	*	*	*	17%	18%	*	36%	38%	31%	11%
At Masters Grade Level	2025	27%	21%	28%	13%	22%	28%	*	*	-	50%	8%	*	28%	26%	22%	5%
	2024	27%	22%	19%	*	16%	19%	*	*	*	17%	9%	*	19%	17%	15%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	38%	32%	*	14%	37%	*	-	*	38%	18%	*	33%	26%	25%	8%
	2024	35%	33%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
Reading and Mathematics Including EOC	2025	39%	38%	32%	*	14%	37%	*	-	*	38%	18%	*	33%	26%	25%	8%
	2024	35%	33%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
Reading Including EOC	2025	52%	51%	48%	*	24%	56%	*	-	*	38%	24%	*	51%	37%	43%	17%
	2024	48%	48%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
Math Including EOC	2025	46%	46%	38%	*	19%	42%	*	-	*	50%	21%	*	38%	37%	29%	17%
	2024	42%	41%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
4th Graders																	
Reading and Mathematics	2025	40%	38%	27%	*	25%	28%	-	-	-	*	24%	*	26%	31%	23%	30%
	2024	38%	36%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
Reading and Mathematics Including EOC	2025	40%	38%	27%	*	25%	28%	-	-	-	*	24%	*	26%	31%	23%	30%
	2024	38%	36%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
Reading Including EOC	2025	54%	52%	48%	*	35%	51%	-	-	-	*	35%	*	44%	57%	40%	40%
	2024	51%	49%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
Math Including EOC	2025	47%	46%	31%	*	25%	33%	-	-	-	*	26%	*	28%	36%	28%	30%
	2024	46%	44%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
5th Graders																	
Reading and Mathematics	2025	42%	39%	24%	*	30%	24%	*	-	*	*	16%	*	25%	21%	19%	20%
	2024	42%	36%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%

Texas Education Agency
2024-25 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	2025	42%	39%	24%	*	30%	24%	*	-	*	*	16%	*	25%	21%	19%	20%
	2024	42%	36%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
Reading Including EOC	2025	58%	55%	46%	*	52%	46%	*	-	*	*	32%	*	49%	39%	37%	47%
	2024	55%	49%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
Math Including EOC	2025	48%	45%	26%	*	30%	29%	*	-	*	*	20%	*	29%	21%	21%	20%
	2024	51%	46%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
6th Graders																	
Reading and Mathematics	2025	37%	34%	32%	*	36%	30%	-	-	-	43%	11%	*	32%	31%	22%	17%
	2024	36%	33%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
Reading and Mathematics Including EOC	2025	37%	34%	32%	*	36%	30%	-	-	-	43%	11%	*	32%	31%	22%	17%
	2024	36%	33%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
Reading Including EOC	2025	56%	53%	54%	*	59%	53%	-	-	-	71%	28%	*	54%	54%	35%	17%
	2024	57%	55%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
Math Including EOC	2025	41%	38%	36%	*	39%	35%	-	-	-	43%	22%	*	35%	39%	30%	29%
	2024	40%	37%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
7th Graders																	
Reading and Mathematics	2025	36%	33%	18%	*	9%	23%	-	*	-	*	8%	*	18%	19%	12%	9%
	2024	35%	34%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
Reading and Mathematics Including EOC	2025	38%	33%	18%	*	9%	23%	-	*	-	*	8%	*	18%	19%	12%	9%
	2024	36%	34%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
Reading Including EOC	2025	54%	50%	44%	*	27%	51%	-	*	-	*	17%	*	43%	45%	34%	41%
	2024	54%	53%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
Math Including EOC	2025	43%	38%	23%	*	18%	26%	-	*	-	*	12%	*	23%	23%	19%	23%
	2024	40%	39%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
8th Graders																	
Reading and Mathematics	2025	30%	30%	37%	*	45%	33%	-	*	-	*	13%	*	40%	30%	36%	36%
	2024	28%	27%	14%	*	17%	12%	-	*	*	*	0%	*	15%	8%	12%	20%
Reading and Mathematics Including EOC	2025	44%	40%	43%	*	50%	40%	-	*	-	*	13%	*	48%	31%	40%	42%
	2024	41%	37%	22%	*	17%	22%	-	*	*	*	0%	*	24%	14%	17%	20%
Reading Including EOC	2025	59%	56%	59%	*	67%	56%	-	*	-	*	19%	*	62%	50%	53%	58%
	2024	57%	53%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%

Texas Education Agency
2024-25 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	2025	51%	47%	52%	*	58%	48%	-	*	-	*	19%	*	56%	41%	49%	58%
	2024	49%	44%	30%	*	22%	31%	-	*	*	*	4%	*	32%	21%	23%	30%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	35%	28%	22%	26%	29%	*	*	*	27%	17%	33%	28%	26%	22%	18%
	2024	36%	33%	21%	0%	18%	23%	*	*	*	18%	17%	26%	21%	23%	15%	15%
Reading and Mathematics Including EOC	2025	40%	37%	29%	22%	27%	30%	*	*	*	29%	17%	33%	30%	27%	23%	19%
	2024	38%	35%	23%	0%	18%	25%	*	40%	*	18%	17%	26%	23%	23%	15%	15%
Reading Including EOC	2025	55%	53%	50%	33%	44%	52%	*	*	*	52%	27%	47%	50%	48%	40%	39%
	2024	54%	51%	41%	14%	36%	43%	*	60%	*	32%	22%	48%	41%	41%	33%	38%
Math Including EOC	2025	46%	43%	34%	33%	31%	35%	*	*	*	32%	21%	40%	34%	32%	29%	28%
	2024	45%	42%	28%	0%	23%	29%	*	60%	*	29%	20%	26%	27%	28%	19%	21%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	67%	76%	*	68%	77%	-	-	-	*	63%	*	78%	73%	72%	55%	*
	2024	67%	64%	52%	*	63%	50%	*	-	*	*	45%	60%	54%	48%	51%	61%	---
Grade 4 Mathematics	2025	65%	65%	65%	*	58%	67%	-	-	-	*	56%	*	64%	66%	64%	45%	*
	2024	60%	57%	35%	*	42%	35%	*	-	*	*	34%	40%	35%	36%	32%	57%	---
Grade 5 ELA/Reading	2025	69%	67%	65%	*	65%	68%	*	-	*	*	52%	*	69%	57%	59%	63%	100%
	2024	70%	65%	80%	*	72%	82%	-	-	-	92%	73%	70%	80%	80%	77%	78%	---
Grade 5 Mathematics	2025	67%	66%	71%	*	63%	73%	*	-	*	*	66%	*	71%	71%	73%	57%	89%
	2024	65%	60%	78%	*	89%	76%	-	-	-	92%	69%	60%	78%	79%	73%	89%	---
Grade 6 ELA/Reading	2025	64%	65%	67%	*	64%	68%	-	-	-	71%	47%	*	68%	66%	52%	25%	-
	2024	61%	61%	55%	*	45%	60%	-	*	-	40%	48%	*	53%	61%	50%	55%	---
Grade 6 Mathematics	2025	56%	58%	60%	*	57%	61%	-	-	-	50%	59%	*	60%	59%	67%	50%	-
	2024	48%	48%	49%	*	31%	54%	-	*	-	60%	50%	*	45%	58%	44%	37%	---
Grade 7 ELA/Reading	2025	64%	61%	63%	*	62%	63%	-	*	-	*	27%	*	63%	62%	60%	68%	100%
	2024	66%	65%	70%	*	75%	69%	-	*	-	60%	44%	50%	73%	64%	67%	85%	---
Grade 7 Mathematics	2025	50%	50%	35%	*	44%	34%	-	*	-	*	29%	*	35%	36%	37%	52%	67%
	2024	49%	50%	43%	*	56%	40%	-	*	-	50%	32%	58%	47%	34%	40%	45%	---
Grade 8 ELA/Reading	2025	72%	70%	75%	*	76%	75%	-	*	-	*	44%	*	79%	66%	74%	58%	75%
	2024	69%	66%	58%	*	56%	58%	-	*	*	*	43%	*	60%	50%	59%	50%	---
Grade 8 Mathematics	2025	68%	64%	78%	*	78%	77%	-	*	-	*	31%	*	83%	66%	80%	73%	*
	2024	66%	65%	59%	*	69%	57%	-	*	*	*	33%	*	61%	54%	54%	65%	---
End of Course English I	2025	63%	59%	59%	*	57%	60%	-	*	-	*	40%	*	62%	48%	55%	55%	73%
	2024	64%	62%	73%	100%	74%	71%	*	*	-	79%	39%	71%	76%	66%	67%	68%	---
End of Course English II	2025	65%	62%	65%	*	79%	60%	*	*	-	63%	44%	*	67%	60%	68%	82%	70%
	2024	69%	68%	73%	42%	67%	76%	*	*	-	83%	57%	*	71%	81%	66%	70%	---
End of Course Algebra I	2025	74%	65%	58%	*	59%	58%	-	*	-	*	81%	*	61%	41%	55%	45%	63%
	2024	72%	64%	80%	70%	88%	79%	*	*	-	79%	78%	50%	83%	72%	78%	86%	---
All Grades Both Subjects	2025	65%	63%	64%	58%	64%	64%	*	70%	*	61%	51%	76%	65%	60%	63%	60%	80%
	2024	64%	61%	62%	49%	63%	62%	40%	92%	67%	65%	48%	56%	63%	60%	57%	64%	---
All Grades ELA/Reading	2025	67%	64%	67%	56%	68%	67%	*	75%	*	68%	48%	74%	69%	62%	64%	64%	83%
	2024	67%	64%	66%	54%	64%	66%	*	100%	*	66%	49%	58%	66%	64%	62%	65%	---
All Grades Mathematics	2025	64%	61%	60%	61%	58%	61%	*	*	*	52%	55%	79%	61%	58%	61%	54%	76%
	2024	60%	57%	58%	42%	62%	57%	*	83%	*	65%	48%	53%	59%	55%	52%	63%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	38%	61%	-	78%	52%	-	-	-	*	47%	*	65%	50%	59%	*	-
	2024	38%	36%	39%	-	83%	25%	-	-	-	-	20%	*	53%	23%	41%	*	---
Grade 4 Mathematics	2025	27%	26%	25%	-	10%	29%	-	-	-	*	16%	*	19%	38%	15%	*	-
	2024	26%	24%	20%	*	27%	17%	-	-	*	*	13%	*	19%	21%	17%	31%	---

Texas Education Agency
2024-25 STAAR Progress (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)	G/T
Grade 5 ELA/Reading	2025	25%	22%	48%	*	*	53%	-	-	*	-	40%	-	73%	20%	64%	*	-
	2024	35%	32%	54%	*	80%	47%	-	-	-	-	*	*	63%	29%	70%	*	---
Grade 5 Mathematics	2025	35%	36%	43%	*	15%	53%	*	-	*	*	29%	*	47%	35%	42%	11%	-
	2024	41%	37%	56%	*	69%	50%	-	-	-	*	50%	*	50%	77%	52%	80%	---
Grade 6 ELA/Reading	2025	27%	27%	38%	*	*	38%	-	-	-	-	20%	*	63%	13%	14%	-	-
	2024	24%	24%	29%	*	38%	25%	-	*	-	*	10%	*	29%	27%	26%	50%	---
Grade 6 Mathematics	2025	33%	34%	39%	*	*	45%	-	-	-	*	25%	*	35%	45%	33%	*	-
	2024	27%	25%	25%	*	33%	13%	-	-	-	*	23%	*	22%	30%	24%	33%	---
Grade 7 ELA/Reading	2025	25%	24%	19%	*	13%	20%	-	-	-	*	0%	*	17%	29%	19%	20%	-
	2024	23%	25%	21%	*	0%	26%	-	-	-	-	0%	*	19%	25%	15%	*	---
Grade 7 Mathematics	2025	16%	16%	7%	*	7%	7%	-	-	-	-	6%	*	9%	0%	9%	13%	-
	2024	14%	15%	10%	*	20%	5%	-	-	-	*	11%	*	5%	20%	9%	*	---
Grade 8 ELA/Reading	2025	40%	38%	58%	*	71%	50%	-	-	-	*	20%	*	62%	50%	59%	*	-
	2024	34%	33%	44%	*	38%	42%	-	*	-	-	29%	-	45%	40%	35%	*	---
Grade 8 Mathematics	2025	42%	37%	61%	*	67%	59%	-	-	-	-	25%	*	68%	47%	63%	71%	-
	2024	44%	40%	41%	*	40%	42%	-	-	-	*	11%	*	39%	50%	41%	50%	---
End of Course English I	2025	23%	20%	37%	-	0%	45%	-	-	-	-	8%	-	43%	17%	33%	*	-
	2024	20%	18%	29%	*	44%	22%	*	-	-	*	0%	*	36%	11%	24%	33%	---
End of Course English II	2025	29%	26%	36%	*	57%	25%	*	-	-	*	10%	*	39%	*	39%	67%	-
	2024	29%	28%	37%	*	*	45%	-	-	-	-	15%	-	31%	50%	31%	*	---
End of Course Algebra I	2025	54%	42%	50%	-	29%	53%	-	-	-	*	33%	*	54%	29%	40%	*	-
	2024	55%	43%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%	---
All Grades Both Subjects	2025	33%	30%	40%	31%	32%	42%	*	-	*	50%	22%	46%	42%	34%	37%	33%	-
	2024	32%	30%	36%	24%	45%	33%	*	*	*	40%	17%	28%	37%	34%	32%	48%	---
All Grades ELA/Reading	2025	31%	28%	42%	33%	48%	41%	*	-	*	60%	22%	50%	47%	32%	42%	45%	-
	2024	30%	28%	36%	23%	47%	33%	*	*	-	*	15%	22%	40%	27%	31%	50%	---
All Grades Mathematics	2025	35%	32%	38%	30%	21%	43%	*	-	*	40%	22%	43%	39%	35%	34%	24%	-
	2024	35%	32%	36%	25%	43%	34%	*	-	*	50%	19%	33%	34%	39%	33%	46%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
--- First reported in 2025.

Texas Education Agency
2024-25 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	2025	75%	73%	75%	-	-	-	-	-	-	70%	-	70%	-	63%	76%	66%	89%
	2024	75%	73%	71%	-	-	-	-	-	-	70%	-	70%	-	89%	70%	72%	96%
At Meets Grade Level or Above	2025	50%	46%	43%	-	-	-	-	-	-	34%	-	34%	-	25%	44%	27%	63%
	2024	48%	45%	38%	-	-	-	-	-	-	29%	-	29%	-	48%	39%	31%	88%
At Masters Grade Level	2025	21%	18%	14%	-	-	-	-	-	-	6%	-	6%	-	6%	15%	2%	21%
	2024	20%	16%	12%	-	-	-	-	-	-	6%	-	6%	-	19%	12%	7%	12%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	74%	78%	-	-	-	-	-	-	76%	-	76%	-	86%	78%	74%	96%
	2024	76%	75%	76%	-	-	-	-	-	-	80%	-	80%	-	100%	75%	82%	100%
At Meets Grade Level or Above	2025	54%	51%	50%	-	-	-	-	-	-	40%	-	40%	-	43%	51%	35%	80%
	2024	54%	52%	46%	-	-	-	-	-	-	39%	-	39%	-	40%	46%	39%	100%
At Masters Grade Level	2025	23%	19%	15%	-	-	-	-	-	-	7%	-	7%	-	0%	16%	2%	28%
	2024	22%	18%	12%	-	-	-	-	-	-	6%	-	6%	-	10%	13%	7%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	69%	66%	-	-	-	-	-	-	53%	-	53%	-	43%	68%	49%	78%
	2024	72%	70%	65%	-	-	-	-	-	-	66%	-	66%	-	70%	64%	67%	83%
At Meets Grade Level or Above	2025	45%	41%	31%	-	-	-	-	-	-	25%	-	25%	-	0%	32%	19%	50%
	2024	43%	40%	32%	-	-	-	-	-	-	24%	-	24%	-	50%	32%	27%	67%
At Masters Grade Level	2025	20%	17%	9%	-	-	-	-	-	-	4%	-	4%	-	0%	9%	0%	28%
	2024	17%	15%	11%	-	-	-	-	-	-	9%	-	9%	-	30%	11%	11%	33%
All Grades Science																		

Texas Education Agency
2024-25 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	
At Approaches Grade Level or Above	2025	78%	76%	84%	-	-	-	-	-	-	81%	-	81%	-	*	84%	78%	90%	
	2024	75%	73%	73%	-	-	-	-	-	-	63%	-	63%	-	100%	74%	67%	100%	
At Meets Grade Level or Above	2025	47%	43%	45%	-	-	-	-	-	-	38%	-	38%	-	*	46%	26%	70%	
	2024	43%	39%	35%	-	-	-	-	-	-	24%	-	24%	-	80%	35%	30%	80%	
At Masters Grade Level	2025	17%	14%	12%	-	-	-	-	-	-	6%	-	6%	-	*	13%	7%	10%	
	2024	16%	12%	8%	-	-	-	-	-	-	0%	-	0%	-	20%	9%	2%	0%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2025	77%	75%	81%	-	-	-	-	-	-	82%	-	82%	-	-	81%	81%	90%	
	2024	78%	75%	64%	-	-	-	-	-	-	47%	-	47%	-	*	64%	53%	*	
At Meets Grade Level or Above	2025	50%	45%	51%	-	-	-	-	-	-	27%	-	27%	-	-	53%	25%	40%	
	2024	51%	46%	36%	-	-	-	-	-	-	0%	-	0%	-	*	38%	0%	*	
At Masters Grade Level	2025	27%	21%	28%	-	-	-	-	-	-	5%	-	5%	-	-	30%	6%	0%	
	2024	27%	22%	19%	-	-	-	-	-	-	0%	-	0%	-	*	20%	0%	*	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	63%	64%	-	-	-	-	-	-	58%	-	58%	-	42%	64%	55%	76%	
	2024	64%	61%	62%	-	-	-	-	-	-	62%	-	62%	-	71%	62%	63%	87%	
All Grades ELA/Reading	2025	67%	64%	67%	-	-	-	-	-	-	62%	-	62%	-	57%	67%	59%	80%	
	2024	67%	64%	66%	-	-	-	-	-	-	63%	-	63%	-	64%	66%	63%	90%	
All Grades Mathematics	2025	64%	61%	60%	-	-	-	-	-	-	54%	-	54%	-	25%	61%	49%	71%	
	2024	60%	57%	58%	-	-	-	-	-	-	61%	-	61%	-	79%	57%	63%	80%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2025	33%	30%	40%	-	-	-	-	-	-	33%	-	33%	-	*	41%	29%	*	
	2024	32%	30%	36%	-	-	-	-	-	-	47%	-	47%	-	*	34%	48%	-	

Texas Education Agency
2024-25 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 ELA/Reading	2025	31%	28%	42%	-	-	-	-	-	-	45%	-	45%	-	-	42%	45%	-
	2024	30%	28%	36%	-	-	-	-	-	-	48%	-	48%	-	*	34%	50%	-
All Grades Mathematics	2025	35%	32%	38%	-	-	-	-	-	-	24%	-	24%	-	*	40%	17%	*
	2024	35%	32%	36%	-	-	-	-	-	-	47%	-	47%	-	*	34%	46%	-

* 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
2024-25 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	100%	98%	93%	100%	100%	99%	99%	98%	99%	98%	99%	100%
Included in Accountability	93%	92%	92%	91%	90%	92%	67%	100%	100%	93%	91%	89%	95%	84%	91%	86%
Not Included in Accountability: Mobile	4%	5%	6%	9%	7%	6%	27%	0%	0%	6%	7%	9%	3%	13%	7%	8%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	3%	0%	0%	0%	0%	0%	2%	0%	1%	1%	1%	5%
Not Tested	1%	2%	1%	0%	0%	2%	7%	0%	0%	1%	1%	2%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	0%	0%	0%	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	7%	0%	0%	1%	0%	2%	0%	1%	1%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	100%	99%	100%	100%	*	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	91%	91%	91%	90%	87%	93%	67%	100%	*	91%	89%	88%	95%	83%	90%	82%
Not Included in Accountability: Mobile	4%	5%	6%	10%	7%	6%	33%	0%	*	9%	7%	12%	3%	15%	7%	6%
Not Included in Accountability: Other Exclusions	4%	2%	2%	0%	7%	0%	0%	0%	*	0%	2%	0%	2%	2%	2%	11%
Not Tested	1%	2%	1%	0%	0%	1%	0%	0%	*	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	0%	0%	*	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	98%	100%	99%	98%	83%	*	*	97%	100%	94%	98%	97%	97%	100%
Included in Accountability	94%	93%	92%	88%	91%	92%	50%	*	*	92%	92%	94%	95%	83%	91%	90%
Not Included in Accountability: Mobile	4%	5%	6%	13%	8%	5%	33%	*	*	5%	7%	0%	3%	13%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	2%	0%	1%	2%	17%	*	*	3%	0%	6%	2%	3%	3%	0%
Absent	1%	1%	1%	0%	0%	1%	0%	*	*	0%	0%	0%	0%	2%	1%	0%
Other	0%	1%	1%	0%	1%	1%	17%	*	*	3%	0%	6%	1%	1%	2%	0%
Science																
Assessment Participant	99%	98%	99%	100%	100%	99%	*	*	*	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	94%	92%	92%	100%	93%	92%	*	*	*	100%	91%	100%	94%	88%	91%	88%
Not Included in Accountability: Mobile	4%	5%	7%	0%	7%	7%	*	*	*	0%	8%	0%	5%	12%	8%	12%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	0%	1%	*	*	*	0%	0%	0%	1%	1%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	0%	0%	1%	*	*	*	0%	0%	0%	1%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	99%	100%	100%	99%	*	*	-	100%	100%	*	99%	99%	99%	100%
Included in Accountability	94%	92%	93%	100%	93%	93%	*	*	-	100%	95%	*	95%	90%	91%	92%
Not Included in Accountability: Mobile	4%	5%	5%	0%	7%	6%	*	*	-	0%	3%	*	4%	9%	7%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	*	*	-	0%	3%	*	1%	0%	1%	0%
Not Tested	1%	2%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	1%	1%	0%
Absent	1%	2%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	86%	50%	-	* 58%		*	-	-	*	-	*	58%	20%	20%	-
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%	99%	100%	99%	99%	99%	100%
Included in Accountability	91%	90%	94%	94%	91%	96%	*	100%	*	91%	93%	88%	97%	86%	94%	82%
Not Included in Accountability: Mobile	4%	6%	4%	3%	4%	3%	*	0%	*	9%	4%	13%	1%	11%	3%	8%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	5%	1%	*	0%	*	0%	2%	0%	1%	2%	2%	10%
Not Tested	1%	2%	1%	3%	0%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	3%	0%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	*	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	91%	94%	92%	95%	96%	*	100%	*	88%	94%	87%	98%	85%	95%	89%

Texas Education Agency
2024-25 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%	8%	5%	3%	*	0%	*	12%	5%	13%	1%	12%	4%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	2%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	1%	1%	0%	1%	1%	*	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%
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%	-

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

Texas Education Agency
2024-25 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													
2023-24	93.6%	94.9%	92.6%	91.4%	93.7%	92.3%	88.0%	97.9%	*	93.0%	91.7%	92.1%	94.4%
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%
Chronic Absenteeism													
2023-24	19.0%	14.1%	26.3%	29.5%	20.9%	27.8%	45.5%	0.0%	*	23.4%	32.9%	28.3%	19.0%
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%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	0.2%	0.0%	0.0%	0.2%	0.0%	*	-	0.0%	0.0%	0.3%	0.0%
2022-23	2.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	89.4%	98.4%	*	95.2%	98.9%	*	-	-	*	100.0%	96.9%	100.0%
Received TxCHSE	0.3%	0.3%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	5.0%	1.6%	*	4.8%	1.1%	*	-	-	*	0.0%	3.1%	0.0%
Dropped Out	5.8%	5.3%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	91.1%	89.8%	98.4%	*	95.2%	98.9%	*	-	-	*	100.0%	96.9%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	91.6%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.3%	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%	*
Dropped Out	6.3%	4.3%	0.9%	0.0%	0.0%	1.3%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	92.0%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	94.2%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.5%	4.6%	0.9%	0.0%	0.0%	1.3%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	94.6%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	95.4%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*

Texas Education Agency
2024-25 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 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%
Graduates, TxCHSE, and Continuers	93.2%	95.5%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	94.8%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.2%	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	92.7%	95.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
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	92.7%	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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	89.4%	98.4%	*	95.2%	98.9%	*	-	-	*	100.0%	96.9%	100.0%
Class of 2023	90.3%	91.6%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	45.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	6.7%	13.3%	*	15.0%	14.3%	*	-	-	*	29.4%	19.4%	20.0%
Class of 2023	4.3%	6.1%	7.0%	0.0%	7.7%	7.9%	*	*	-	*	30.8%	6.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	83.0%	74.2%	*	75.0%	74.7%	*	-	-	*	29.4%	67.7%	60.0%
Class of 2023	84.3%	82.8%	80.0%	100.0%	88.5%	78.9%	*	*	-	*	30.8%	76.1%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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 2024	0.1%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.7%	87.5%	*	90.0%	89.0%	*	-	-	*	58.8%	87.1%	80.0%
Class of 2023	88.6%	88.8%	87.0%	100.0%	96.2%	86.8%	*	*	-	*	61.5%	82.1%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	16.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	70.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	6.8%	13.7%	*	15.8%	14.4%	*	-	-	*	31.3%	20.0%	20.0%
2022-23	4.4%	6.3%	6.9%	0.0%	8.0%	7.7%	*	*	-	*	28.6%	6.1%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.7%	75.2%	*	73.7%	75.6%	*	-	-	*	31.3%	68.3%	60.0%
2022-23	82.5%	80.9%	80.2%	85.7%	88.0%	78.2%	*	*	-	*	28.6%	74.2%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
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)													
2023-24	87.8%	88.5%	88.9%	*	89.5%	90.0%	*	-	-	*	62.5%	88.3%	80.0%
2022-23	86.8%	87.2%	87.1%	85.7%	96.0%	85.9%	*	*	-	*	57.1%	80.3%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	117	100.0%	382,023	100.0%
By Ethnicity:				
African American	2	1.7%	48,064	12.6%
Hispanic	19	16.2%	200,942	52.6%
White	90	76.9%	101,714	26.6%
American Indian	2	1.7%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	4	3.4%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	13	11.1%	46,183	12.1%
Foundation H.S. Program (Endorsement)	16	13.7%	42,042	11.0%
Foundation H.S. Program (DLA)	88	75.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	16	13.7%	35,935	9.4%
Economically Disadvantaged Graduates	60	51.3%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	4.3%	56,967	14.9%
At-Risk Graduates	43	36.8%	173,035	45.3%
CTE Completers	76	65.0%	127,800	33.5%

Texas Education Agency
2024-25 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)													
2023-24	81.8%	79.9%	84.6%	*	68.4%	87.8%	*	-	-	*	93.8%	78.3%	60.0%
2022-23	76.3%	74.6%	66.4%	85.7%	76.0%	61.5%	*	*	-	*	71.4%	54.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	61.1%	68.4%	*	52.6%	72.2%	*	-	-	*	68.8%	61.7%	20.0%
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)													
2023-24	69.5%	59.3%	68.4%	*	63.2%	70.0%	*	-	-	*	25.0%	61.7%	20.0%
2022-23	62.8%	50.4%	69.8%	85.7%	76.0%	66.7%	*	*	-	*	28.6%	62.1%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	52.9%	65.0%	*	63.2%	66.7%	*	-	-	*	25.0%	58.3%	40.0%
2022-23	54.3%	42.8%	58.6%	85.7%	68.0%	51.3%	*	*	-	*	28.6%	48.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	45.9%	60.7%	*	52.6%	63.3%	*	-	-	*	18.8%	53.3%	20.0%
2022-23	48.4%	37.1%	54.3%	85.7%	64.0%	47.4%	*	*	-	*	28.6%	42.4%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	7.8%	4.3%	*	0.0%	3.3%	*	-	-	*	0.0%	1.7%	0.0%
2022-23	20.4%	7.6%	9.5%	14.3%	8.0%	9.0%	*	*	-	*	7.1%	6.1%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	2.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	2.5%	1.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	28.0%	18.8%	*	5.3%	21.1%	*	-	-	*	0.0%	8.3%	0.0%
2022-23	23.6%	28.2%	17.2%	14.3%	8.0%	19.2%	*	*	-	*	7.1%	9.1%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	1.6%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	4.8%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	7.3%	8.5%	*	0.0%	8.9%	*	-	-	*	62.5%	11.7%	0.0%
2022-23	5.6%	6.6%	6.9%	14.3%	8.0%	6.4%	*	*	-	*	57.1%	3.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	51.0%	47.0%	*	47.4%	47.8%	*	-	-	*	50.0%	41.7%	60.0%

Texas Education Agency
2024-25 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)													
2023-24	34.9%	47.1%	40.2%	*	47.4%	40.0%	*	-	-	*	18.8%	38.3%	60.0%
2022-23	33.4%	45.0%	18.1%	0.0%	16.0%	21.8%	*	*	-	*	14.3%	15.2%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.8%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	3.9%	6.0%	*	0.0%	6.7%	*	-	-	*	43.8%	3.3%	0.0%
2022-23	2.7%	3.2%	5.2%	14.3%	8.0%	3.8%	*	*	-	*	42.9%	3.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	1.1%	3.4%	*	0.0%	4.4%	*	-	-	*	0.0%	3.3%	0.0%
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.

Texas Education Agency
2024-25 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	2023-24	20.1%	23.6%	34.2%	*	26.3%	35.6%	*	-	-	*	0.0%	18.3%	0.0%
	2022-23	21.0%	25.3%	44.0%	14.3%	32.0%	48.7%	*	*	-	*	7.1%	33.3%	*
Mathematics	2023-24	21.3%	21.7%	30.8%	*	21.1%	32.2%	*	-	-	*	0.0%	18.3%	0.0%
	2022-23	19.9%	21.0%	22.4%	0.0%	12.0%	25.6%	*	*	-	*	7.1%	10.6%	*
Both Subjects	2023-24	12.7%	14.9%	27.4%	*	10.5%	30.0%	*	-	-	*	0.0%	15.0%	0.0%
	2022-23	12.5%	14.4%	21.6%	0.0%	12.0%	24.4%	*	*	-	*	7.1%	10.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.8%	34.2%	*	36.8%	34.4%	*	-	-	*	18.8%	43.3%	20.0%
	2022-23	18.2%	16.3%	25.9%	71.4%	40.0%	19.2%	*	*	-	*	21.4%	30.3%	*
Mathematics	2023-24	29.5%	27.6%	35.0%	*	42.1%	35.6%	*	-	-	*	25.0%	40.0%	40.0%
	2022-23	20.2%	17.2%	35.3%	85.7%	52.0%	25.6%	*	*	-	*	21.4%	37.9%	*
Both Subjects	2023-24	20.2%	19.0%	29.1%	*	31.6%	30.0%	*	-	-	*	18.8%	36.7%	20.0%
	2022-23	12.5%	11.2%	22.4%	71.4%	40.0%	14.1%	*	*	-	*	21.4%	27.3%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	11.0%	8.2%	*	5.3%	8.4%	*	-	-	28.6%	0.0%	3.6%	0.0%
	2023	24.2%	10.4%	11.7%	12.5%	11.6%	11.6%	*	*	-	0.0%	3.8%	6.5%	0.0%
English Language Arts	2024	14.6%	5.5%	8.2%	*	5.3%	8.4%	*	-	-	28.6%	0.0%	3.6%	0.0%
	2023	13.8%	6.0%	10.9%	12.5%	9.3%	11.0%	*	*	-	0.0%	3.8%	6.5%	0.0%
Mathematics	2024	9.6%	3.2%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	2.1%	1.7%	0.0%	4.7%	1.2%	*	*	-	0.0%	0.0%	0.8%	0.0%
Science	2024	10.9%	3.7%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	10.3%	3.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	4.1%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	4.1%	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	2024	56.9%	50.0%	33.3%	-	28.6%	-	-	-	-	*	-	*	-
	2023	53.3%	47.6%	40.7%	*	40.0%	36.8%	*	-	-	-	*	50.0%	-
English Language Arts	2024	48.8%	44.7%	33.3%	-	28.6%	-	-	-	-	*	-	*	-
	2023	52.3%	48.1%	44.0%	*	38.9%	-	-	-	-	-	*	50.0%	-
Mathematics	2024	53.4%	53.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	48.0%	*	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	48.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	49.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	2024	56.8%	47.4%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	32.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	49.0%	30.8%	*	31.6%	31.1%	*	-	-	*	6.3%	18.3%	0.0%
	2022-23	79.3%	51.8%	52.6%	28.6%	48.0%	55.1%	*	*	-	*	14.3%	43.8%	*
At/Above Criterion for All Examinees	2023-24	28.8%	27.1%	30.6%	-	16.7%	32.1%	-	-	-	*	*	9.1%	-
	2022-23	28.9%	26.4%	23.0%	*	25.0%	20.9%	*	-	-	*	*	21.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	991	1013	-	*	1024	-	-	-	*	*	972	-
	2022-23	978	992	1039	-	1030	1042	1040	-	-	-	1020	1023	-
English Language Arts and Writing	2023-24	496	504	510	-	*	514	-	-	-	*	*	492	-
	2022-23	497	504	530	-	534	530	520	-	-	-	520	515	-
Mathematics	2023-24	479	486	503	-	*	510	-	-	-	*	*	480	-
	2022-23	482	488	509	-	496	512	520	-	-	-	500	508	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	18.9	19.4	-	16.8	20.2	-	-	-	*	-	16.9	-
	2022-23	19.2	18.8	19.3	14.0	19.7	19.2	24.0	-	-	18.5	18.5	18.3	15.0
English Language Arts	2023-24	19.0	18.7	19.2	-	16.3	20.2	-	-	-	*	-	17.0	-
	2022-23	18.8	18.5	19.1	12.3	19.9	18.9	25.3	-	-	19.0	18.8	17.8	14.5
Mathematics	2023-24	19.0	18.7	19.1	-	16.7	19.8	-	-	-	*	-	15.9	-
	2022-23	18.9	18.6	18.3	14.0	18.4	18.2	22.5	-	-	18.0	16.0	17.8	16.0
Science	2023-24	19.6	19.1	19.1	-	16.8	19.8	-	-	-	*	-	17.0	-
	2022-23	19.5	19.2	20.2	16.5	20.2	20.5	22.5	-	-	17.0	19.5	19.6	16.0

- 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
2024-25 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	2023-24	45.7%	39.4%	32.9%	7.1%	25.2%	36.4%	60.0%	*	-	25.0%	12.6%	26.4%	16.7%
	2022-23	45.4%	38.1%	39.4%	17.6%	39.8%	41.3%	25.0%	*	-	27.8%	19.2%	34.5%	23.1%
English Language Arts	2023-24	17.8%	14.1%	12.6%	0.0%	6.8%	15.1%	20.0%	*	-	8.0%	0.0%	8.0%	0.0%
	2022-23	17.4%	14.3%	10.8%	6.3%	6.3%	12.0%	25.0%	*	-	11.8%	1.5%	6.2%	3.8%
Mathematics	2023-24	19.4%	16.1%	10.1%	0.0%	7.9%	11.8%	*	*	-	0.0%	3.9%	9.8%	7.3%
	2022-23	19.5%	17.2%	20.6%	5.9%	25.0%	21.0%	14.3%	*	-	11.1%	14.7%	17.8%	12.5%
Science	2023-24	21.9%	22.9%	26.5%	7.1%	19.2%	29.3%	*	*	-	24.0%	10.5%	21.7%	7.3%
	2022-23	21.5%	21.7%	29.0%	20.0%	26.7%	31.0%	25.0%	*	-	11.8%	6.3%	21.9%	13.6%
Social Studies	2023-24	24.5%	13.8%	9.9%	8.3%	0.0%	13.2%	20.0%	*	-	5.0%	0.0%	5.3%	0.0%
	2022-23	24.0%	13.2%	6.9%	0.0%	4.1%	8.1%	12.5%	*	-	0.0%	0.0%	2.9%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	46.4%	37.5%	37.5%	33.3%	39.3%	0.0%	-	-	0.0%	7.7%	39.1%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	49.9%	60.5%	66.7%	85.7%	54.5%	-	-	-	-	-	55.6%	-

- Indicates there are no students in the group.
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- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- *** TX IHE data not yet available.

Texas Education Agency
2024-25 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	1,708	100.0%	5,530,499	100.0%	1,712	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	1	0.1%	18,464	0.3%	4	0.2%	26,099	0.5%
Pre-Kindergarten	74	4.3%	249,407	4.5%	75	4.4%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	74	4.3%	205,680	3.7%	75	4.4%	205,961	3.7%
Kindergarten	127	7.4%	359,286	6.5%	127	7.4%	359,871	6.5%
Grade 1	106	6.2%	377,900	6.8%	106	6.2%	378,335	6.8%
Grade 2	126	7.4%	389,823	7.0%	126	7.4%	390,170	7.0%
Grade 3	104	6.1%	406,424	7.3%	104	6.1%	406,747	7.3%
Grade 4	122	7.1%	405,454	7.3%	122	7.1%	405,715	7.3%
Grade 5	134	7.8%	404,900	7.3%	134	7.8%	405,128	7.3%
Grade 6	122	7.1%	404,802	7.3%	122	7.1%	404,988	7.3%
Grade 7	140	8.2%	407,375	7.4%	140	8.2%	407,512	7.4%
Grade 8	121	7.1%	410,722	7.4%	121	7.1%	410,871	7.4%
Grade 9	155	9.1%	459,854	8.3%	155	9.1%	460,045	8.3%
Grade 10	137	8.0%	439,300	7.9%	137	8.0%	439,519	7.9%
Grade 11	141	8.3%	410,245	7.4%	141	8.2%	410,503	7.4%
Grade 12	98	5.7%	386,543	7.0%	98	5.7%	388,877	7.0%
Ethnic Distribution								
African American	37	2.2%	706,216	12.8%	37	2.2%	707,648	12.8%
Hispanic	352	20.6%	2,961,084	53.5%	352	20.6%	2,967,187	53.5%
White	1,211	70.9%	1,347,596	24.4%	1,214	70.9%	1,352,852	24.4%
American Indian	15	0.9%	18,175	0.3%	15	0.9%	18,224	0.3%
Asian	7	0.4%	307,983	5.6%	7	0.4%	308,431	5.6%
Pacific Islander	6	0.4%	8,729	0.2%	6	0.4%	8,744	0.2%
Two or More Races	80	4.7%	180,716	3.3%	81	4.7%	181,169	3.3%
Sex								
Female	769	45.0%	2,702,798	48.9%	770	45.0%	2,707,618	48.8%
Male	939	55.0%	2,827,701	51.1%	942	55.0%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,054	61.7%	3,346,090	60.5%	1,055	61.6%	3,349,612	60.4%
Non-Educationally Disadvantaged	654	38.3%	2,184,409	39.5%	657	38.4%	2,194,643	39.6%
Section 504 Students	181	10.6%	375,297	6.8%	181	10.6%	375,601	6.8%
EB Students/EL	169	9.9%	1,343,669	24.3%	169	9.9%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	63	3.3%	122,515	2.1%				
Students w/ Dyslexia	224	13.1%	356,584	6.4%	224	13.1%	356,830	6.4%

Texas Education Agency
2024-25 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	5	0.3%	11,656	0.2%	5	0.3%	11,713	0.2%
Homeless	53	3.1%	77,954	1.4%	53	3.1%	78,060	1.4%
Immigrant	19	1.1%	193,676	3.5%	19	1.1%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	1,708	100.0%	3,683,060	66.6%	1,712	100.0%	3,689,382	66.5%
Military Connected	106	6.2%	229,259	4.1%	106	6.2%	229,370	4.1%
At-Risk	936	54.8%	2,960,262	53.5%	936	54.7%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	160	9.4%	1,344,546	24.3%	160	9.3%	1,345,594	24.3%
Career and Technical Education	639	37.4%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	471	88.7%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	108	6.3%	483,301	8.7%	108	6.3%	483,373	8.7%
Special Education	359	21.0%	846,876	15.3%	363	21.2%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	359		843,012					
Students with Intellectual Disabilities	188	52.4%	407,120	48.3%				
Students with Physical Disabilities	53	14.8%	143,568	17.0%				
Students with Autism	**	**	141,526	16.8%				
Students with Behavioral Disabilities	66	18.4%	137,182	16.3%				
Students with Non-Categorical Early Childhood	*	*	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	247	14.6%	882,523	16.4%				
African American	15	0.9%	180,657	3.3%				
Hispanic	46	2.7%	481,794	8.9%				
White	170	10.1%	157,650	2.9%				
American Indian	1	0.1%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	15	0.9%	29,887	0.6%				
Special Ed Students who are Mobile	60	16.1%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	23	14.7%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	130	13.0%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	195	15.4%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	1.2%	1.3%	5.9%	3.6%
Grade 1	2.2%	1.9%	6.1%	3.0%
Grade 2	4.2%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	1.0%	0.4%	2.9%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	6.6%	7.3%	3.6%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	18	2.1%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.0	18.9
Grade 1	17.6	19.2
Grade 2	18.0	19.4
Grade 3	15.4	20.1
Grade 4	18.7	20.0
Grade 5	21.2	21.3
Grade 6	17.5	19.8
Secondary		
English/Language Arts	13.3	16.4
Foreign Languages	17.6	18.9
Mathematics	13.0	17.8
Science	13.9	18.9
Social Studies	14.1	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS ISD (190903) - RAINS COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	306.0	100.0%	764,857.7	100.0%
Professional Staff	155.8	50.9%	487,682.3	63.8%
Teachers	126.8	41.4%	369,689.2	48.3%
Professional Support	16.6	5.4%	82,751.4	10.8%
Campus Administration (School Leadership)	9.3	3.0%	25,687.5	3.4%
Central Administration	3.1	1.0%	9,554.2	1.2%
Educational Aides	59.5	19.5%	81,972.7	10.7%
Auxiliary Staff	90.7	29.6%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	5.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	42.6	13.9%	423,307.3	55.3%
Teachers by Ethnicity				
African American	2.7	2.2%	47,165.6	12.8%
Hispanic	5.6	4.4%	114,597.9	31.0%
White	115.7	91.3%	193,115.3	52.2%
American Indian	1.8	1.4%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.9	0.7%	4,812.6	1.3%
Teachers by Sex				
Males	29.4	23.2%	90,958.2	24.6%
Females	97.4	76.8%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	4.0	3.1%	8,698.9	2.4%
Bachelors	103.5	81.6%	264,052.9	71.4%
Masters	18.5	14.6%	93,864.5	25.4%
Doctorate	0.9	0.7%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.4	5.0%	26,999.3	7.3%
1-5 Years Experience	42.4	33.5%	104,446.4	28.3%
6-10 Years Experience	16.8	13.2%	72,857.4	19.7%
11-20 Years Experience	36.6	28.9%	101,940.9	27.6%
21-30 Years Experience	20.1	15.8%	52,207.3	14.1%
Over 30 Years Experience	4.5	3.6%	11,237.9	3.0%
Number of Students per Teacher	13.5	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.3	6.0
Average Years Experience of Principals with District	2.5	5.1
Average Years Experience of Assistant Principals	2.3	5.1
Average Years Experience of Assistant Principals with District	2.3	4.3
Average Years Experience of Teachers	11.8	11.2
Average Years Experience of Teachers with District	6.0	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$44,669	\$55,689
1-5 Years Experience	\$46,677	\$59,266
6-10 Years Experience	\$48,223	\$62,607
11-20 Years Experience	\$59,783	\$66,353
21-30 Years Experience	\$64,322	\$70,976
Over 30 Years Experience	\$64,435	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$53,995	\$63,751
Professional Support	\$64,180	\$75,909
Campus Administration (School Leadership)	\$75,566	\$88,786
Central Administration	\$122,143	\$118,447
Instructional Staff Percent	57.7%	64.8%
Turnover Rate for Teachers	25.5%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	12,718	\$5,567
Exemplary	-	-	16,951	\$11,062
Master	-	-	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
 RAINS ISD (190903) - RAINS COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	2.0	1.6%	23,158.4	6.3%
Career and Technical Education	12.8	10.1%	20,492.0	5.5%
Compensatory Education	7.6	6.0%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	90.9	71.7%	255,127.2	69.0%
Special Education	10.6	8.4%	42,195.7	11.4%
Other	3.0	2.3%	13,272.1	3.6%

- 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 2023-24 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS H S

Campus Number: 190903001

2025 Campus Accountability Score: B

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Texas Education Agency
2024-25 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	2025	69%	72%	72%	*	60%	75%	*	*	-	*	39%	*	75%	63%	68%	64%
	2024	70%	76%	76%	67%	79%	75%	*	*	-	86%	44%	86%	76%	76%	68%	76%
At Meets Grade Level or Above	2025	49%	44%	44%	*	25%	48%	*	*	-	*	16%	*	46%	38%	41%	36%
	2024	52%	58%	58%	44%	54%	60%	*	*	-	57%	19%	57%	59%	55%	48%	56%
At Masters Grade Level	2025	15%	6%	6%	*	0%	6%	*	*	-	*	0%	*	4%	13%	4%	0%
	2024	16%	11%	11%	11%	3%	14%	*	*	-	29%	6%	14%	12%	10%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	78%	78%	71%	79%	77%	*	*	-	88%	27%	40%	75%	87%	76%	83%
	2024	75%	79%	79%	33%	83%	79%	*	*	-	100%	41%	*	79%	78%	74%	86%
At Meets Grade Level or Above	2025	55%	58%	58%	14%	62%	57%	*	*	-	88%	12%	20%	56%	65%	54%	63%
	2024	58%	59%	59%	0%	51%	62%	*	*	-	100%	26%	*	57%	65%	49%	43%
At Masters Grade Level	2025	8%	3%	3%	0%	3%	3%	*	*	-	0%	4%	0%	3%	3%	1%	0%
	2024	9%	3%	3%	0%	0%	4%	*	*	-	0%	7%	*	2%	8%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	74%	71%	*	56%	74%	*	*	-	*	34%	*	72%	68%	70%	62%
	2024	81%	85%	84%	38%	90%	85%	*	*	-	86%	44%	100%	85%	81%	81%	89%
At Meets Grade Level or Above	2025	45%	22%	15%	*	11%	16%	*	*	-	*	3%	*	18%	6%	11%	8%
	2024	43%	53%	49%	38%	52%	47%	*	*	-	71%	19%	43%	51%	43%	43%	50%
At Masters Grade Level	2025	27%	9%	3%	*	6%	3%	*	*	-	*	0%	*	4%	0%	1%	8%
	2024	24%	29%	26%	13%	19%	27%	*	*	-	57%	4%	29%	27%	23%	21%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	96%	96%	*	85%	98%	-	*	-	*	82%	*	99%	90%	96%	90%
	2024	91%	91%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
At Meets Grade Level or Above	2025	61%	51%	51%	*	46%	51%	-	*	-	*	35%	*	56%	34%	52%	30%
	2024	56%	46%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
At Masters Grade Level	2025	21%	11%	11%	*	0%	12%	-	*	-	*	6%	*	11%	10%	9%	0%
	2024	19%	6%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
End of Course U.S. History																	

Texas Education Agency
2024-25 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	2025	95%	98%	98%	100%	100%	96%	*	*	-	100%	86%	-	98%	97%	95%	100%
	2024	96%	95%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
At Meets Grade Level or Above	2025	68%	69%	69%	60%	58%	72%	*	*	-	83%	33%	-	71%	63%	67%	30%
	2024	69%	69%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
At Masters Grade Level	2025	37%	39%	39%	20%	23%	43%	*	*	-	67%	14%	-	38%	43%	35%	10%
	2024	37%	38%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	83%	83%	-	*	82%	-	-	-	-	-	-	91%	*	*	-
	2024	88%	100%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2025	59%	67%	67%	-	*	73%	-	-	-	-	-	-	73%	*	*	-
	2024	59%	73%	73%	-	*	67%	-	-	-	*	-	-	78%	*	*	-
At Masters Grade Level	2025	13%	0%	0%	-	*	0%	-	-	-	-	-	-	0%	*	*	-
	2024	12%	0%	0%	-	*	0%	-	-	-	*	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	82%	76%	79%	83%	40%	100%	-	88%	49%	50%	83%	80%	80%	79%
	2024	75%	71%	85%	57%	87%	85%	67%	*	-	94%	57%	95%	85%	83%	80%	87%
At Meets Grade Level or Above	2025	50%	43%	47%	24%	45%	48%	40%	57%	-	64%	17%	30%	50%	40%	45%	38%
	2024	48%	38%	55%	31%	51%	58%	33%	*	-	68%	23%	55%	56%	54%	48%	46%
At Masters Grade Level	2025	21%	14%	12%	6%	7%	12%	20%	43%	-	20%	4%	0%	11%	13%	9%	3%
	2024	20%	12%	15%	11%	9%	17%	0%	*	-	23%	8%	18%	15%	15%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	78%	75%	63%	73%	76%	*	*	-	82%	33%	57%	75%	75%	72%	76%
	2024	76%	76%	77%	53%	81%	77%	*	*	-	92%	42%	88%	78%	77%	71%	79%
At Meets Grade Level or Above	2025	54%	50%	51%	13%	49%	52%	*	*	-	73%	14%	43%	51%	51%	48%	53%
	2024	54%	46%	58%	27%	53%	61%	*	*	-	77%	22%	63%	58%	59%	48%	51%
At Masters Grade Level	2025	23%	15%	4%	0%	2%	5%	*	*	-	9%	2%	0%	3%	8%	2%	0%
	2024	22%	12%	7%	7%	1%	9%	*	*	-	15%	7%	13%	7%	9%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	66%	72%	*	58%	75%	*	*	-	*	34%	*	74%	66%	71%	62%
	2024	72%	65%	85%	38%	91%	87%	*	*	-	88%	44%	100%	86%	82%	82%	89%

Texas Education Agency
2024-25 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	2025	45%	31%	19%	*	11%	22%	*	*	-	*	3%	*	23%	6%	14%	8%
	2024	43%	32%	50%	38%	53%	49%	*	*	-	75%	19%	43%	53%	43%	43%	50%
At Masters Grade Level	2025	20%	9%	3%	*	5%	3%	*	*	-	*	0%	*	4%	0%	1%	8%
	2024	17%	11%	24%	13%	19%	25%	*	*	-	50%	4%	29%	25%	22%	20%	29%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	84%	96%	*	85%	98%	-	*	-	*	82%	*	99%	90%	96%	90%
	2024	75%	73%	91%	80%	93%	90%	*	*	-	100%	80%	100%	92%	88%	88%	90%
At Meets Grade Level or Above	2025	47%	45%	51%	*	46%	51%	-	*	-	*	35%	*	56%	34%	52%	30%
	2024	43%	35%	46%	30%	44%	48%	*	*	-	50%	17%	57%	45%	49%	43%	42%
At Masters Grade Level	2025	17%	12%	11%	*	0%	12%	-	*	-	*	6%	*	11%	10%	9%	0%
	2024	16%	8%	6%	10%	4%	7%	*	*	-	0%	6%	14%	5%	8%	3%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	81%	98%	100%	100%	96%	*	*	-	100%	86%	-	98%	97%	95%	100%
	2024	78%	64%	95%	*	90%	98%	*	-	-	*	76%	-	96%	94%	96%	100%
At Meets Grade Level or Above	2025	50%	51%	69%	60%	58%	72%	*	*	-	83%	33%	-	71%	63%	67%	30%
	2024	51%	36%	69%	*	55%	73%	*	-	-	*	47%	-	72%	65%	67%	22%
At Masters Grade Level	2025	27%	28%	39%	20%	23%	43%	*	*	-	67%	14%	-	38%	43%	35%	10%
	2024	27%	19%	38%	*	30%	40%	*	-	-	*	24%	-	41%	32%	37%	11%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 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)	G/T	
School Progress - Annual Growth by Grade and Subject																			
End of Course English I	2025	63%	59%	59%	*	57%	60%	-	*	-	*	40%	*	62%	48%	55%	55%	73%	
	2024	64%	73%	73%	100%	74%	71%	*	*	-	79%	39%	71%	76%	66%	67%	68%	---	
End of Course English II	2025	65%	65%	65%	*	79%	60%	*	*	-	63%	44%	*	67%	60%	68%	82%	70%	
	2024	69%	73%	73%	42%	67%	76%	*	*	-	83%	57%	*	71%	81%	66%	70%	---	
End of Course Algebra I	2025	74%	58%	56%	*	53%	57%	-	*	-	*	81%	*	60%	40%	54%	40%	50%	
	2024	72%	80%	78%	70%	88%	76%	*	*	-	79%	78%	50%	81%	71%	77%	86%	---	
All Grades Both Subjects	2025	65%	64%	60%	42%	68%	59%	*	*	-	57%	57%	60%	63%	51%	60%	65%	67%	
	2024	64%	62%	75%	69%	77%	74%	*	*	-	80%	58%	63%	76%	72%	70%	76%	---	
All Grades ELA/Reading	2025	67%	67%	62%	40%	72%	60%	*	*	-	64%	42%	*	64%	55%	62%	73%	72%	
	2024	67%	66%	73%	68%	71%	73%	*	*	-	81%	49%	75%	73%	73%	67%	69%	---	
All Grades Mathematics	2025	64%	60%	56%	*	53%	57%	-	*	-	*	81%	*	60%	40%	54%	40%	50%	
	2024	60%	58%	78%	70%	88%	76%	*	*	-	79%	78%	50%	81%	71%	77%	86%	---	
School Progress - Accelerated Learning by Grade and Subject																			
End of Course English I	2025	23%	37%	37%	-	0%	45%	-	-	-	-	8%	-	43%	17%	33%	*	-	
	2024	20%	29%	29%	*	44%	22%	*	-	-	*	0%	*	36%	11%	24%	33%	---	
End of Course English II	2025	29%	36%	36%	*	57%	25%	*	-	-	*	10%	*	39%	*	39%	67%	-	
	2024	29%	37%	37%	*	* 45%		-	-	-	-	15%	-	31%	50%	31%	*	---	
End of Course Algebra I	2025	54%	50%	50%	-	29%	53%	-	-	-	*	33%	*	54%	29%	40%	*	-	
	2024	55%	56%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%	---	
All Grades Both Subjects	2025	33%	40%	43%	*	32%	46%	*	-	-	*	21%	*	47%	24%	38%	38%	-	
	2024	32%	36%	40%	14%	53%	42%	*	-	-	*	11%	*	43%	32%	36%	50%	---	
All Grades ELA/Reading	2025	31%	42%	37%	*	33%	38%	*	-	-	*	9%	*	41%	20%	36%	44%	-	
	2024	30%	36%	32%	17%	46%	31%	*	-	-	*	8%	*	34%	27%	26%	29%	---	
All Grades Mathematics	2025	35%	38%	50%	-	29%	53%	-	-	-	*	33%	*	54%	29%	40%	*	-	
	2024	35%	36%	56%	*	67%	63%	*	-	-	*	18%	*	61%	43%	55%	80%	---	

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
--- First reported in 2025.

Texas Education Agency
2024-25 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	2025	75%	75%	82%	-	-	-	-	-	-	77%	-	77%	-	*	82%	78%	87%
	2024	75%	71%	85%	-	-	-	-	-	-	84%	-	84%	-	92%	84%	85%	100%
At Meets Grade Level or Above	2025	50%	43%	47%	-	-	-	-	-	-	34%	-	34%	-	*	48%	31%	61%
	2024	48%	38%	55%	-	-	-	-	-	-	35%	-	35%	-	67%	56%	39%	95%
At Masters Grade Level	2025	21%	14%	12%	-	-	-	-	-	-	2%	-	2%	-	*	13%	2%	4%
	2024	20%	12%	15%	-	-	-	-	-	-	6%	-	6%	-	17%	16%	7%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	78%	75%	-	-	-	-	-	-	74%	-	74%	-	*	75%	72%	91%
	2024	76%	76%	77%	-	-	-	-	-	-	73%	-	73%	-	*	77%	76%	100%
At Meets Grade Level or Above	2025	54%	50%	51%	-	-	-	-	-	-	49%	-	49%	-	*	50%	45%	82%
	2024	54%	46%	58%	-	-	-	-	-	-	40%	-	40%	-	*	59%	44%	100%
At Masters Grade Level	2025	23%	15%	4%	-	-	-	-	-	-	0%	-	0%	-	*	5%	0%	0%
	2024	22%	12%	7%	-	-	-	-	-	-	0%	-	0%	-	*	9%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	66%	72%	-	-	-	-	-	-	55%	-	55%	-	*	73%	60%	*
	2024	72%	65%	85%	-	-	-	-	-	-	90%	-	90%	-	*	84%	88%	*
At Meets Grade Level or Above	2025	45%	31%	19%	-	-	-	-	-	-	0%	-	0%	-	*	20%	0%	*
	2024	43%	32%	50%	-	-	-	-	-	-	43%	-	43%	-	*	50%	48%	*

Texas Education Agency
2024-25 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	2025	20%	9%	3%	-	-	-	-	-	-	0%	-	0%	-	*	2%	0%	*	
	2024	17%	11%	24%	-	-	-	-	-	-	24%	-	24%	-	*	23%	24%	*	
All Grades Science																			
At Approaches Grade Level or Above	2025	78%	84%	96%	-	-	-	-	-	-	89%	-	89%	-	-	97%	100%	*	
	2024	75%	73%	91%	-	-	-	-	-	-	88%	-	88%	-	*	91%	89%	*	
At Meets Grade Level or Above	2025	47%	45%	51%	-	-	-	-	-	-	22%	-	22%	-	-	53%	14%	*	
	2024	43%	35%	46%	-	-	-	-	-	-	32%	-	32%	-	*	46%	36%	*	
At Masters Grade Level	2025	17%	12%	11%	-	-	-	-	-	-	0%	-	0%	-	-	12%	0%	*	
	2024	16%	8%	6%	-	-	-	-	-	-	0%	-	0%	-	*	7%	4%	*	
All Grades Social Studies																			
At Approaches Grade Level or Above	2025	77%	81%	98%	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%	
	2024	78%	64%	95%	-	-	-	-	-	-	100%	-	100%	-	*	95%	100%	*	
At Meets Grade Level or Above	2025	50%	51%	69%	-	-	-	-	-	-	30%	-	30%	-	-	73%	33%	40%	
	2024	51%	36%	69%	-	-	-	-	-	-	0%	-	0%	-	*	73%	0%	*	
At Masters Grade Level	2025	27%	28%	39%	-	-	-	-	-	-	10%	-	10%	-	-	43%	11%	0%	
	2024	27%	19%	38%	-	-	-	-	-	-	0%	-	0%	-	*	41%	0%	*	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	64%	60%	-	-	-	-	-	-	62%	-	62%	-	*	59%	65%	71%	
	2024	64%	62%	75%	-	-	-	-	-	-	71%	-	71%	-	83%	75%	72%	91%	
All Grades ELA/Reading	2025	67%	67%	62%	-	-	-	-	-	-	71%	-	71%	-	*	60%	72%	82%	
	2024	67%	66%	73%	-	-	-	-	-	-	63%	-	63%	-	*	74%	63%	88%	

Texas Education Agency
2024-25 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
All Grades Mathematics	2025	64%	60%	56%	-	-	-	-	-	-	33%	-	33%	-	-	58%	43%	*
	2024	60%	58%	78%	-	-	-	-	-	-	82%	-	82%	-	*	76%	85%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	43%	-	-	-	-	-	-	38%	-	38%	-	-	44%	38%	-
	2024	32%	36%	40%	-	-	-	-	-	-	50%	-	50%	-	-	38%	50%	-
All Grades ELA/Reading	2025	31%	42%	37%	-	-	-	-	-	-	44%	-	44%	-	-	35%	44%	-
	2024	30%	36%	32%	-	-	-	-	-	-	29%	-	29%	-	-	33%	29%	-
All Grades Mathematics	2025	35%	38%	50%	-	-	-	-	-	-	*	-	*	-	-	53%	*	-
	2024	35%	36%	56%	-	-	-	-	-	-	80%	-	80%	-	-	50%	80%	-

* 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
2024-25 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	100%	99%	98%	83%	100%	-	96%	99%	94%	98%	97%	98%	100%
Included in Accountability	93%	92%	91%	100%	82%	93%	83%	100%	-	89%	91%	63%	95%	80%	87%	80%
Not Included in Accountability: Mobile	4%	6%	6%	0%	7%	5%	0%	0%	-	7%	5%	31%	2%	15%	8%	4%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	9%	0%	0%	0%	-	0%	3%	0%	2%	2%	3%	16%
Not Tested	1%	1%	2%	0%	1%	2%	17%	0%	-	4%	1%	6%	2%	3%	2%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	2%	0%	1%	2%	17%	0%	-	4%	1%	6%	1%	3%	2%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	91%	91%	89%	100%	76%	94%	*	*	-	85%	85%	70%	94%	75%	86%	72%
Not Included in Accountability: Mobile	4%	6%	6%	0%	6%	6%	*	*	-	15%	7%	30%	2%	19%	8%	2%
Not Included in Accountability: Other Exclusions	4%	2%	4%	0%	18%	0%	*	*	-	0%	6%	0%	4%	5%	5%	26%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	98%	92%	*	91%	93%	*	*	-	80%	100%	*	93%	89%	91%	100%
Included in Accountability	94%	92%	87%	*	83%	88%	*	*	-	80%	97%	*	92%	74%	84%	93%
Not Included in Accountability: Mobile	4%	6%	5%	*	9%	5%	*	*	-	0%	3%	*	1%	15%	7%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	8%	*	9%	7%	*	*	-	20%	0%	*	7%	11%	9%	0%
Absent	1%	1%	1%	*	0%	1%	*	*	-	0%	0%	*	0%	2%	0%	0%
Other	0%	1%	7%	*	9%	6%	*	*	-	20%	0%	*	7%	9%	9%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	95%	*	93%	95%	-	*	-	*	94%	*	98%	88%	93%	91%
Not Included in Accountability: Mobile	4%	7%	5%	*	7%	5%	-	*	-	*	6%	*	2%	12%	7%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2024-25 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%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	94%	93%	94%	100%	91%	94%	*	*	-	100%	100%	*	95%	91%	89%	91%
Not Included in Accountability: Mobile	4%	5%	5%	0%	9%	5%	*	*	-	0%	0%	*	4%	9%	9%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	50%	50%	-	*	58%	*	-	-	*	-	*	58%	20%	20%	-
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%

Texas Education Agency
2024-25 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%	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%
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%	-

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

Texas Education Agency
2024-25 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													
2023-24	93.6%	92.6%	90.7%	88.3%	91.6%	90.5%	*	*	-	92.5%	88.0%	89.8%	92.4%
2022-23	93.3%	93.2%	92.0%	89.0%	92.8%	92.0%	89.2%	*	-	91.0%	90.7%	90.7%	93.0%
Chronic Absenteeism													
2023-24	19.0%	26.3%	36.6%	37.5%	31.3%	38.3%	66.7%	*	-	30.0%	53.5%	38.6%	27.9%
2022-23	20.3%	22.7%	29.1%	38.9%	23.1%	29.0%	55.6%	*	-	45.0%	38.0%	36.7%	25.9%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	0.2%	0.0%	0.0%	0.2%	0.0%	*	-	0.0%	0.0%	0.3%	0.0%
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.4%	98.4%	*	95.2%	98.9%	*	-	-	* 100.0%	96.9%	100.0%	
Received TxCHSE	0.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	* 0.0%	0.0%	0.0%	
Continued HS	3.1%	1.6%	1.6%	*	4.8%	1.1%	*	-	-	* 0.0%	3.1%	0.0%	
Dropped Out	5.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	* 0.0%	0.0%	0.0%	
Graduates and TxCHSE	91.1%	98.4%	98.4%	*	95.2%	98.9%	*	-	-	* 100.0%	96.9%	100.0%	
Graduates, TxCHSE, and Continuers	94.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
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%		*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	99.1%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%		*
Received TxCHSE	0.4%	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%		*
Dropped Out	6.5%	0.9%	0.9%	0.0%	0.0%	1.3%	*	*	-	* 0.0%	0.0%		*
Graduates and TxCHSE	92.6%	99.1%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%		*
Graduates, TxCHSE, and Continuers	93.5%	99.1%	99.1%	100.0%	100.0%	98.7%	*	*	-	* 100.0%	100.0%		*

Texas Education Agency
2024-25 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 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%
Graduates, TxCHSE, and Continuers	93.2%	98.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	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	92.7%	98.3%	98.3%	100.0%	100.0%	97.8%	-	-	-	-	100.0%	96.9%	100.0%
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	92.7%	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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.4%	98.4%	*	95.2%	98.9%	*	-	-	*	100.0%	96.9%	100.0%
Class of 2023	90.3%	99.1%	99.1%	100.0%	100.0%	98.7%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	13.3%	13.3%	*	15.0%	14.3%	*	-	-	*	29.4%	19.4%	20.0%
Class of 2023	4.3%	7.0%	7.0%	0.0%	7.7%	7.9%	*	*	-	*	30.8%	6.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	74.2%	74.2%	*	75.0%	74.7%	*	-	-	*	29.4%	67.7%	60.0%
Class of 2023	84.3%	80.0%	80.0%	100.0%	88.5%	78.9%	*	*	-	*	30.8%	76.1%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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 2024	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Class of 2023	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 (Longitudinal Rate)													
Class of 2024	89.5%	87.5%	87.5%	*	90.0%	89.0%	*	-	-	*	58.8%	87.1%	80.0%
Class of 2023	88.6%	87.0%	87.0%	100.0%	96.2%	86.8%	*	*	-	*	61.5%	82.1%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	13.7%	13.7%	*	15.8%	14.4%	*	-	-	*	31.3%	20.0%	20.0%
2022-23	4.4%	6.9%	6.9%	0.0%	8.0%	7.7%	*	*	-	*	28.6%	6.1%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.2%	75.2%	*	73.7%	75.6%	*	-	-	*	31.3%	68.3%	60.0%
2022-23	82.5%	80.2%	80.2%	85.7%	88.0%	78.2%	*	*	-	*	28.6%	74.2%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
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)													
2023-24	87.8%	88.9%	88.9%	*	89.5%	90.0%	*	-	-	*	62.5%	88.3%	80.0%
2022-23	86.8%	87.1%	87.1%	85.7%	96.0%	85.9%	*	*	-	*	57.1%	80.3%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	117	100.0%	117	382,023
By Ethnicity:				
African American	2	1.7%	2	48,064
Hispanic	19	16.2%	19	200,942
White	90	76.9%	90	101,714
American Indian	2	1.7%	2	1,231
Asian	0	0.0%	0	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	4	3.4%	4	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	13	11.1%	13	46,183
Foundation H.S. Program (Endorsement)	16	13.7%	16	42,042
Foundation H.S. Program (DLA)	88	75.2%	88	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	16	13.7%	16	35,935
Economically Disadvantaged Graduates	60	51.3%	60	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	4.3%	5	56,967
At-Risk Graduates	43	36.8%	43	173,035
CTE Completers	76	65.0%	76	127,800

Texas Education Agency
2024-25 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)													
2023-24	81.8%	84.6%	84.6%	*	68.4%	87.8%	*	-	-	*	93.8%	78.3%	60.0%
2022-23	76.3%	66.4%	66.4%	85.7%	76.0%	61.5%	*	*	-	*	71.4%	54.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	68.4%	68.4%	*	52.6%	72.2%	*	-	-	*	68.8%	61.7%	20.0%
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)													
2023-24	69.5%	68.4%	68.4%	*	63.2%	70.0%	*	-	-	*	25.0%	61.7%	20.0%
2022-23	62.8%	69.8%	69.8%	85.7%	76.0%	66.7%	*	*	-	*	28.6%	62.1%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	65.0%	65.0%	*	63.2%	66.7%	*	-	-	*	25.0%	58.3%	40.0%
2022-23	54.3%	58.6%	58.6%	85.7%	68.0%	51.3%	*	*	-	*	28.6%	48.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	60.7%	60.7%	*	52.6%	63.3%	*	-	-	*	18.8%	53.3%	20.0%
2022-23	48.4%	54.3%	54.3%	85.7%	64.0%	47.4%	*	*	-	*	28.6%	42.4%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	4.3%	4.3%	*	0.0%	3.3%	*	-	-	*	0.0%	1.7%	0.0%
2022-23	20.4%	9.5%	9.5%	14.3%	8.0%	9.0%	*	*	-	*	7.1%	6.1%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	18.8%	18.8%	*	5.3%	21.1%	*	-	-	*	0.0%	8.3%	0.0%
2022-23	23.6%	17.2%	17.2%	14.3%	8.0%	19.2%	*	*	-	*	7.1%	9.1%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	4.8%	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)													
2023-24	6.0%	8.5%	8.5%	*	0.0%	8.9%	*	-	-	*	62.5%	11.7%	0.0%
2022-23	5.6%	6.9%	6.9%	14.3%	8.0%	6.4%	*	*	-	*	57.1%	3.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	47.0%	47.0%	*	47.4%	47.8%	*	-	-	*	50.0%	41.7%	60.0%

Texas Education Agency
2024-25 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)													
2023-24	34.9%	40.2%	40.2%	*	47.4%	40.0%	*	-	-	*	18.8%	38.3%	60.0%
2022-23	33.4%	18.1%	18.1%	0.0%	16.0%	21.8%	*	*	-	*	14.3%	15.2%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	6.0%	6.0%	*	0.0%	6.7%	*	-	-	*	43.8%	3.3%	0.0%
2022-23	2.7%	5.2%	5.2%	14.3%	8.0%	3.8%	*	*	-	*	42.9%	3.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	3.4%	3.4%	*	0.0%	4.4%	*	-	-	*	0.0%	3.3%	0.0%
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.

Texas Education Agency
2024-25 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	2023-24	20.1%	34.2%	34.2%	*	26.3%	35.6%	*	-	-	*	0.0%	18.3%	0.0%
	2022-23	21.0%	44.0%	44.0%	14.3%	32.0%	48.7%	*	*	-	*	7.1%	33.3%	*
Mathematics	2023-24	21.3%	30.8%	30.8%	*	21.1%	32.2%	*	-	-	*	0.0%	18.3%	0.0%
	2022-23	19.9%	22.4%	22.4%	0.0%	12.0%	25.6%	*	*	-	*	7.1%	10.6%	*
Both Subjects	2023-24	12.7%	27.4%	27.4%	*	10.5%	30.0%	*	-	-	*	0.0%	15.0%	0.0%
	2022-23	12.5%	21.6%	21.6%	0.0%	12.0%	24.4%	*	*	-	*	7.1%	10.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	34.2%	34.2%	*	36.8%	34.4%	*	-	-	*	18.8%	43.3%	20.0%
	2022-23	18.2%	25.9%	25.9%	71.4%	40.0%	19.2%	*	*	-	*	21.4%	30.3%	*
Mathematics	2023-24	29.5%	35.0%	35.0%	*	42.1%	35.6%	*	-	-	*	25.0%	40.0%	40.0%
	2022-23	20.2%	35.3%	35.3%	85.7%	52.0%	25.6%	*	*	-	*	21.4%	37.9%	*
Both Subjects	2023-24	20.2%	29.1%	29.1%	*	31.6%	30.0%	*	-	-	*	18.8%	36.7%	20.0%
	2022-23	12.5%	22.4%	22.4%	71.4%	40.0%	14.1%	*	*	-	*	21.4%	27.3%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	8.2%	8.2%	*	5.3%	8.4%	*	-	-	28.6%	0.0%	3.6%	0.0%
	2023	24.2%	11.7%	11.7%	12.5%	11.6%	11.6%	*	*	-	0.0%	3.8%	6.5%	0.0%
English Language Arts	2024	14.6%	8.2%	8.2%	*	5.3%	8.4%	*	-	-	28.6%	0.0%	3.6%	0.0%
	2023	13.8%	10.9%	10.9%	12.5%	9.3%	11.0%	*	*	-	0.0%	3.8%	6.5%	0.0%
Mathematics	2024	9.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	1.7%	1.7%	0.0%	4.7%	1.2%	*	*	-	0.0%	0.0%	0.8%	0.0%
Science	2024	10.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	0.0%	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	2024	56.9%	33.3%	33.3%	-	* 28.6%	-	-	-	-	*	-	*	-
	2023	53.3%	40.7%	40.7%	*	40.0%	36.8%	*	-	-	-	*	50.0%	-
English Language Arts	2024	48.8%	33.3%	33.3%	-	* 28.6%	-	-	-	-	*	-	*	-
	2023	52.3%	44.0%	44.0%	*	* 38.9%	*	-	-	-	-	*	50.0%	-
Mathematics	2024	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	*	*	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	30.8%	30.8%	*	31.6%	31.1%	*	-	-	*	6.3%	18.3%	0.0%
	2022-23	79.3%	52.6%	52.6%	28.6%	48.0%	55.1%	*	*	-	*	14.3%	43.8%	*
At/Above Criterion for All Examinees	2023-24	28.8%	30.6%	30.6%	-	16.7%	32.1%	-	-	-	*	*	9.1%	-
	2022-23	28.9%	23.0%	23.0%	*	25.0%	20.9%	*	-	-	*	*	21.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	1013	1013	-	*	1024	-	-	-	*	*	972	-
	2022-23	978	1039	1039	-	1030	1042	1040	-	-	-	1020	1023	-
English Language Arts and Writing	2023-24	496	510	510	-	*	514	-	-	-	*	*	492	-
	2022-23	497	530	530	-	534	530	520	-	-	-	520	515	-
Mathematics	2023-24	479	503	503	-	*	510	-	-	-	*	*	480	-
	2022-23	482	509	509	-	496	512	520	-	-	-	500	508	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.4	19.4	-	16.8	20.2	-	-	-	*	-	16.9	-
	2022-23	19.2	19.3	19.3	14.0	19.7	19.2	24.0	-	-	18.5	18.5	18.3	15.0
English Language Arts	2023-24	19.0	19.2	19.2	-	16.3	20.2	-	-	-	*	-	17.0	-
	2022-23	18.8	19.1	19.1	12.3	19.9	18.9	25.3	-	-	19.0	18.8	17.8	14.5
Mathematics	2023-24	19.0	19.1	19.1	-	16.7	19.8	-	-	-	*	-	15.9	-
	2022-23	18.9	18.3	18.3	14.0	18.4	18.2	22.5	-	-	18.0	16.0	17.8	16.0
Science	2023-24	19.6	19.1	19.1	-	16.8	19.8	-	-	-	*	-	17.0	-
	2022-23	19.5	20.2	20.2	16.5	20.2	20.5	22.5	-	-	17.0	19.5	19.6	16.0

- 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
2024-25 Other Postsecondary Indicators (TAPR)
 RAINSHS (190903001) - RAINSHS - RAINSHS 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	2023-24	45.7%	32.9%	32.9%	7.1%	25.2%	36.4%	60.0%	*	-	25.0%	12.6%	26.4%	16.7%
	2022-23	45.4%	39.4%	39.4%	17.6%	39.8%	41.3%	25.0%	*	-	27.8%	19.2%	34.5%	23.1%
English Language Arts	2023-24	17.8%	12.6%	12.6%	0.0%	6.8%	15.1%	20.0%	*	-	8.0%	0.0%	8.0%	0.0%
	2022-23	17.4%	10.8%	10.8%	6.3%	6.3%	12.0%	25.0%	*	-	11.8%	1.5%	6.2%	3.8%
Mathematics	2023-24	19.4%	10.1%	10.1%	0.0%	7.9%	11.8%	*	*	-	0.0%	3.9%	9.8%	7.3%
	2022-23	19.5%	20.6%	20.6%	5.9%	25.0%	21.0%	14.3%	*	-	11.1%	14.7%	17.8%	12.5%
Science	2023-24	21.9%	26.5%	26.5%	7.1%	19.2%	29.3%	*	*	-	24.0%	10.5%	21.7%	7.3%
	2022-23	21.5%	29.0%	29.0%	20.0%	26.7%	31.0%	25.0%	*	-	11.8%	6.3%	21.9%	13.6%
Social Studies	2023-24	24.5%	9.9%	9.9%	8.3%	0.0%	13.2%	20.0%	*	-	5.0%	0.0%	5.3%	0.0%
	2022-23	24.0%	6.9%	6.9%	0.0%	4.1%	8.1%	12.5%	*	-	0.0%	0.0%	2.9%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	37.5%	37.5%	37.5%	33.3%	39.3%	0.0%	-	-	0.0%	7.7%	39.1%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	60.5%	60.5%	66.7%	85.7%	54.5%	-	-	-	-	-	55.6%	-

- 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.
- *** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	531	100.0%	1,708	5,530,499	531	100.0%	1,712	5,544,255
Students by Grade								
Grade 9	155	29.2%	9.1%	8.3%	155	29.2%	9.1%	8.3%
Grade 10	137	25.8%	8.0%	7.9%	137	25.8%	8.0%	7.9%
Grade 11	141	26.6%	8.3%	7.4%	141	26.6%	8.2%	7.4%
Grade 12	98	18.5%	5.7%	7.0%	98	18.5%	5.7%	7.0%
Ethnic Distribution								
African American	15	2.8%	2.2%	12.8%	15	2.8%	2.2%	12.8%
Hispanic	111	20.9%	20.6%	53.5%	111	20.9%	20.6%	53.5%
White	376	70.8%	70.9%	24.4%	376	70.8%	70.9%	24.4%
American Indian	4	0.8%	0.9%	0.3%	4	0.8%	0.9%	0.3%
Asian	4	0.8%	0.4%	5.6%	4	0.8%	0.4%	5.6%
Pacific Islander	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Two or More Races	21	4.0%	4.7%	3.3%	21	4.0%	4.7%	3.3%
Sex								
Female	232	43.7%	45.0%	48.9%	232	43.7%	45.0%	48.8%
Male	299	56.3%	55.0%	51.1%	299	56.3%	55.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	296	55.7%	61.7%	60.5%	296	55.7%	61.6%	60.4%
Non-Educationally Disadvantaged	235	44.3%	38.3%	39.5%	235	44.3%	38.4%	39.6%
Section 504 Students	89	16.8%	10.6%	6.8%	89	16.8%	10.6%	6.8%
EB Students/EL	51	9.6%	9.9%	24.3%	51	9.6%	9.9%	24.3%
Students w/ Disciplinary Placements (2023-24)	42	7.3%	3.3%	2.1%				
Students w/ Dyslexia	69	13.0%	13.1%	6.4%	69	13.0%	13.1%	6.4%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	11	2.1%	3.1%	1.4%	11	2.1%	3.1%	1.4%
Immigrant	5	0.9%	1.1%	3.5%	5	0.9%	1.1%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	531	100.0%	100.0%	66.6%	531	100.0%	100.0%	66.5%
Military Connected	54	10.2%	6.2%	4.1%	54	10.2%	6.2%	4.1%
At-Risk	273	51.4%	54.8%	53.5%	273	51.4%	54.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	49	9.2%	9.4%	24.3%	49	9.2%	9.3%	24.3%
Career and Technical Education	471	88.7%	37.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	471	88.7%	88.7%	74.0%	-	-	-	-
Gifted and Talented Education	50	9.4%	6.3%	8.7%	50	9.4%	6.3%	8.7%
Special Education	91	17.1%	21.0%	15.3%	91	17.1%	21.2%	15.5%

Texas Education Agency
2024-25 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	91							
Students with Intellectual Disabilities	51	56.0%	52.4%	48.3%				
Students with Physical Disabilities	*	*	14.8%	17.0%				
Students with Autism	**	**	**	16.8%				
Students with Behavioral Disabilities	26	28.6%	18.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	98	17.0%	14.6%	16.4%				
African American	2	0.3%	0.9%	3.3%				
Hispanic	12	2.1%	2.7%	8.9%				
White	73	12.6%	10.1%	2.9%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	10	1.7%	0.9%	0.6%				
Special Ed Students who are Mobile	26	25.7%	16.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	2	4.7%	14.7%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	62	18.3%	13.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	65	15.6%	15.4%	18.0%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	6.6%	6.6%	7.3%	3.6%	3.6%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	18.5	13.3	16.4
Foreign Languages	18.1	17.6	18.9
Mathematics	15.1	13.0	17.8

Texas Education Agency
2024-25 Student Information (TAPR)
 RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Science	13.0	13.9	18.9
Social Studies	13.5	14.1	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	59.2	100.0%	100.0%	100.0%
Professional Staff	47.0	79.3%	50.9%	63.8%
Teachers	40.2	67.8%	41.4%	48.3%
Professional Support	3.9	6.6%	5.4%	10.8%
Campus Administration (School Leadership)	2.9	4.9%	3.0%	3.4%
Educational Aides	12.2	20.7%	19.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	2.0	n/a	5.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	5.3	9.0%	13.9%	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	2.2%	12.8%
Hispanic	2.6	6.4%	4.4%	31.0%
White	36.7	91.3%	91.3%	52.2%
American Indian	0.9	2.3%	1.4%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
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	16.3	40.7%	23.2%	24.6%
Females	23.8	59.3%	76.8%	75.4%
Teachers by Highest Degree Held				
No Degree	1.8	4.5%	3.1%	2.4%
Bachelors	30.1	75.0%	81.6%	71.4%
Masters	7.9	19.8%	14.6%	25.4%
Doctorate	0.3	0.7%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.9	2.3%	5.0%	7.3%
1-5 Years Experience	14.2	35.3%	33.5%	28.3%
6-10 Years Experience	6.8	17.0%	13.2%	19.7%
11-20 Years Experience	11.6	28.9%	28.9%	27.6%
21-30 Years Experience	4.8	12.0%	15.8%	14.1%
Over 30 Years Experience	1.8	4.5%	3.6%	3.0%
Number of Students per Teacher	13.2	n/a	13.5	15.0

Texas Education Agency
2024-25 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	9.0	5.3	6.0
Average Years Experience of Principals with District	3.5	2.5	5.1
Average Years Experience of Assistant Principals	0.0	2.3	5.1
Average Years Experience of Assistant Principals with District	0.0	2.3	4.3
Average Years Experience of Teachers	11.0	11.8	11.2
Average Years Experience of Teachers with District	5.1	6.0	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$37,030	\$44,669	\$55,689
1-5 Years Experience	\$48,080	\$46,677	\$59,266
6-10 Years Experience	\$48,946	\$48,223	\$62,607
11-20 Years Experience	\$62,960	\$59,783	\$66,353
21-30 Years Experience	\$64,003	\$64,322	\$70,976
Over 30 Years Experience	\$67,467	\$64,435	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$55,074	\$53,995	\$63,751
Professional Support	\$69,300	\$64,180	\$75,909
Campus Administration (School Leadership)	\$95,023	\$75,566	\$88,786
Instructional Staff Percent	n/a	57.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.2%	1.6%	6.3%
Career and Technical Education	10.5	26.3%	10.1%	5.5%
Compensatory Education	0.0	0.0%	6.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.3	60.5%	71.7%	69.0%
Special Education	2.6	6.4%	8.4%	11.4%
Other	2.6	6.6%	2.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
RAINS H S (190903001) - RAINS ISD - RAINS COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS J H

Campus Number: 190903041

2025 Campus Accountability Score: B

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Texas Education Agency
2024-25 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	2025	77%	82%	82%	*	86%	83%	-	-	-	86%	61%	*	84%	77%	72%	83%
	2024	77%	72%	72%	*	77%	72%	-	*	-	50%	52%	*	73%	68%	64%	84%
At Meets Grade Level or Above	2025	56%	54%	54%	*	59%	53%	-	-	-	71%	28%	*	54%	54%	35%	17%
	2024	57%	45%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
At Masters Grade Level	2025	29%	24%	24%	*	36%	23%	-	-	-	14%	6%	*	22%	29%	15%	17%
	2024	26%	13%	13%	*	10%	15%	-	*	-	0%	15%	*	14%	13%	11%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	75%	*	65%	76%	-	-	-	100%	61%	*	73%	78%	59%	43%
	2024	72%	68%	68%	*	58%	71%	-	*	-	83%	44%	*	69%	65%	60%	68%
At Meets Grade Level or Above	2025	40%	36%	36%	*	39%	35%	-	-	-	43%	22%	*	35%	39%	30%	29%
	2024	39%	27%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
At Masters Grade Level	2025	16%	14%	14%	*	22%	11%	-	-	-	14%	6%	*	13%	14%	13%	14%
	2024	14%	9%	9%	*	3%	11%	-	*	-	0%	22%	*	7%	13%	6%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	67%	67%	*	64%	69%	-	*	-	*	29%	*	64%	77%	60%	73%
	2024	74%	71%	71%	*	65%	73%	-	*	-	60%	44%	50%	72%	69%	68%	90%
At Meets Grade Level or Above	2025	54%	44%	44%	*	27%	51%	-	*	-	*	17%	*	43%	45%	34%	41%
	2024	54%	55%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
At Masters Grade Level	2025	27%	18%	18%	*	9%	23%	-	*	-	*	0%	*	16%	26%	13%	9%
	2024	29%	25%	25%	*	35%	23%	-	*	-	40%	11%	33%	26%	24%	20%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	52%	52%	*	36%	60%	-	*	-	*	24%	*	51%	55%	45%	55%
	2024	56%	55%	55%	*	55%	54%	-	*	-	100%	33%	67%	55%	55%	49%	50%
At Meets Grade Level or Above	2025	33%	23%	23%	*	18%	26%	-	*	-	*	12%	*	23%	23%	19%	23%
	2024	34%	27%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
At Masters Grade Level	2025	11%	2%	2%	*	3%	1%	-	*	-	*	0%	*	2%	3%	2%	5%
	2024	11%	9%	9%	*	10%	9%	-	*	-	0%	11%	17%	10%	7%	6%	10%
Grade 8 Reading																	

Texas Education Agency
2024-25 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	2025	82%	85%	85%	*	88%	83%	-	*	-	*	31%	*	89%	75%	83%	83%
	2024	81%	74%	74%	*	67%	74%	-	*	*	*	48%	*	76%	66%	68%	80%
At Meets Grade Level or Above	2025	58%	59%	59%	*	67%	56%	-	*	-	*	19%	*	62%	50%	53%	58%
	2024	56%	34%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
At Masters Grade Level	2025	32%	29%	29%	*	38%	28%	-	*	-	*	6%	*	33%	19%	26%	25%
	2024	29%	13%	13%	*	0%	15%	-	*	*	*	0%	*	14%	10%	10%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	78%	78%	*	82%	75%	-	*	-	*	38%	*	81%	70%	78%	73%
	2024	72%	61%	61%	*	61%	60%	-	*	*	*	15%	*	62%	54%	57%	60%
At Meets Grade Level or Above	2025	47%	47%	47%	*	55%	42%	-	*	-	*	19%	*	50%	40%	45%	55%
	2024	43%	22%	22%	*	22%	21%	-	*	*	*	4%	*	24%	15%	16%	30%
At Masters Grade Level	2025	18%	10%	10%	*	18%	9%	-	*	-	*	0%	*	12%	7%	10%	18%
	2024	16%	3%	3%	*	6%	2%	-	*	*	*	0%	*	3%	4%	3%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	82%	82%	*	83%	80%	-	*	-	*	44%	*	84%	75%	79%	83%
	2024	70%	58%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
At Meets Grade Level or Above	2025	48%	57%	57%	*	67%	55%	-	*	-	*	31%	*	63%	41%	54%	58%
	2024	44%	26%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%
At Masters Grade Level	2025	19%	16%	16%	*	17%	17%	-	*	-	*	0%	*	20%	6%	13%	8%
	2024	17%	9%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	63%	63%	*	67%	61%	-	*	-	*	25%	*	68%	50%	58%	67%
	2024	60%	39%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
At Meets Grade Level or Above	2025	32%	31%	31%	*	33%	32%	-	*	-	*	19%	*	38%	13%	24%	25%
	2024	33%	10%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
At Masters Grade Level	2025	17%	15%	15%	*	21%	13%	-	*	-	*	0%	*	17%	9%	11%	0%
	2024	17%	3%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	74%	100%	-	* 100%	-	-	-	-	*	-	-	100%	*	100%	*
	2024	81%	85%	100%	-	- 100%	-	*	-	-	-	-	-	100%	*	100%	-

Texas Education Agency
2024-25 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	2025	45%	22%	81%	-	*	77%	-	-	-	*	-	-	86%	*	100%	*
	2024	43%	53%	100%	-	-	100%	-	*	-	-	-	-	100%	*	100%	-
At Masters Grade Level	2025	27%	9%	56%	-	*	54%	-	-	-	*	-	-	57%	*	40%	*
	2024	24%	29%	71%	-	-	69%	-	*	-	-	-	-	67%	*	83%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	73%	46%	70%	74%	-	100%	-	87%	38%	75%	74%	70%	67%	70%
	2024	75%	71%	63%	38%	59%	63%	-	86%	*	65%	37%	50%	64%	59%	57%	63%
At Meets Grade Level or Above	2025	50%	43%	44%	17%	44%	44%	-	50%	-	53%	20%	30%	46%	38%	37%	39%
	2024	48%	38%	31%	6%	24%	33%	-	57%	*	22%	12%	26%	32%	30%	25%	27%
At Masters Grade Level	2025	21%	14%	17%	0%	19%	16%	-	25%	-	13%	2%	10%	17%	15%	13%	10%
	2024	20%	12%	11%	0%	8%	12%	-	36%	*	8%	7%	12%	12%	11%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	78%	78%	44%	77%	78%	-	*	-	87%	40%	88%	78%	77%	71%	78%
	2024	76%	76%	72%	57%	71%	73%	-	100%	*	60%	49%	54%	74%	68%	67%	85%
At Meets Grade Level or Above	2025	54%	50%	52%	11%	48%	53%	-	*	-	67%	21%	38%	52%	50%	41%	43%
	2024	54%	46%	44%	14%	36%	47%	-	60%	*	33%	18%	38%	44%	44%	38%	41%
At Masters Grade Level	2025	23%	15%	24%	0%	25%	24%	-	*	-	13%	3%	25%	23%	24%	18%	15%
	2024	22%	12%	17%	0%	14%	18%	-	40%	*	20%	8%	23%	17%	16%	14%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	66%	68%	33%	59%	71%	-	*	-	87%	39%	75%	68%	69%	60%	59%
	2024	72%	65%	63%	29%	58%	63%	-	100%	*	80%	31%	62%	64%	59%	56%	62%
At Meets Grade Level or Above	2025	45%	31%	36%	22%	36%	36%	-	*	-	40%	17%	38%	37%	34%	32%	34%
	2024	43%	32%	28%	0%	20%	30%	-	60%	*	20%	14%	23%	29%	26%	20%	21%
At Masters Grade Level	2025	20%	9%	10%	0%	14%	9%	-	*	-	13%	2%	0%	11%	9%	8%	10%
	2024	17%	11%	9%	0%	6%	10%	-	40%	*	0%	11%	8%	9%	10%	7%	8%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	84%	82%	*	83%	80%	-	*	-	*	44%	*	84%	75%	79%	83%
	2024	75%	73%	58%	*	44%	60%	-	*	*	*	35%	*	61%	44%	51%	30%
At Meets Grade Level or Above	2025	47%	45%	57%	*	67%	55%	-	*	-	*	31%	*	63%	41%	54%	58%
	2024	43%	35%	26%	*	17%	27%	-	*	*	*	0%	*	29%	11%	17%	20%

Texas Education Agency
2024-25 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	2025	17%	12%	16%	*	17%	17%	-	*	-	*	0%	*	20%	6%	13%	8%
	2024	16%	8%	9%	*	0%	10%	-	*	*	*	0%	*	10%	4%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	81%	63%	*	67%	61%	-	*	-	*	25%	*	68%	50%	58%	67%
	2024	78%	64%	39%	*	28%	41%	-	*	*	*	26%	*	40%	38%	36%	20%
At Meets Grade Level or Above	2025	50%	51%	31%	*	33%	32%	-	*	-	*	19%	*	38%	13%	24%	25%
	2024	51%	36%	10%	*	0%	11%	-	*	*	*	0%	*	10%	7%	6%	0%
At Masters Grade Level	2025	27%	28%	15%	*	21%	13%	-	*	-	*	0%	*	17%	9%	11%	0%
	2024	27%	19%	3%	*	0%	4%	-	*	*	*	0%	*	4%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	32%	32%	*	36%	30%	-	-	-	43%	11%	*	32%	31%	22%	17%
	2024	36%	25%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
Reading and Mathematics Including EOC	2025	37%	32%	32%	*	36%	30%	-	-	-	43%	11%	*	32%	31%	22%	17%
	2024	36%	25%	25%	*	10%	32%	-	*	-	0%	22%	*	21%	33%	17%	11%
Reading Including EOC	2025	56%	54%	54%	*	59%	53%	-	-	-	71%	28%	*	54%	54%	35%	17%
	2024	57%	45%	45%	*	26%	54%	-	*	-	17%	33%	*	41%	53%	33%	26%
Math Including EOC	2025	41%	36%	36%	*	39%	35%	-	-	-	43%	22%	*	35%	39%	30%	29%
	2024	40%	27%	27%	*	10%	33%	-	*	-	17%	22%	*	24%	33%	19%	16%
7th Graders																	
Reading and Mathematics	2025	36%	18%	18%	*	9%	23%	-	*	-	*	8%	*	18%	19%	12%	9%
	2024	35%	27%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
Reading and Mathematics Including EOC	2025	38%	18%	18%	*	9%	23%	-	*	-	*	8%	*	18%	19%	12%	9%
	2024	36%	27%	27%	*	35%	26%	-	*	-	20%	17%	50%	29%	21%	19%	20%
Reading Including EOC	2025	54%	44%	44%	*	27%	51%	-	*	-	*	17%	*	43%	45%	34%	41%
	2024	54%	55%	55%	*	60%	54%	-	*	-	60%	22%	50%	59%	48%	49%	80%
Math Including EOC	2025	43%	23%	23%	*	18%	26%	-	*	-	*	12%	*	23%	23%	19%	23%
	2024	40%	27%	27%	*	35%	27%	-	*	-	20%	17%	50%	29%	24%	20%	20%
8th Graders																	
Reading and Mathematics	2025	30%	37%	37%	*	45%	33%	-	*	-	*	13%	*	40%	30%	36%	36%
	2024	28%	14%	14%	*	17%	12%	-	*	*	*	0%	*	15%	8%	12%	20%

Texas Education Agency
2024-25 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	2025	44%	43%	43%	*	50%	40%	-	*	-	*	13%	*	48%	31%	40%	42%
	2024	41%	22%	22%	*	17%	22%	-	*	*	*	0%	*	24%	14%	17%	20%
Reading Including EOC	2025	59%	59%	59%	*	67%	56%	-	*	-	*	19%	*	62%	50%	53%	58%
	2024	57%	34%	34%	*	28%	34%	-	*	*	*	0%	*	35%	28%	32%	30%
Math Including EOC	2025	51%	52%	52%	*	58%	48%	-	*	-	*	19%	*	56%	41%	49%	58%
	2024	49%	30%	30%	*	22%	31%	-	*	*	*	4%	*	32%	21%	23%	30%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	28%	28%	11%	27%	28%	-	*	-	36%	10%	25%	28%	27%	23%	18%
	2024	36%	21%	22%	0%	19%	23%	-	*	*	13%	13%	23%	22%	22%	16%	15%
Reading and Mathematics Including EOC	2025	40%	29%	30%	11%	29%	31%	-	*	-	40%	10%	25%	32%	28%	25%	20%
	2024	38%	23%	24%	0%	19%	26%	-	40%	*	13%	13%	23%	25%	24%	18%	15%
Reading Including EOC	2025	55%	50%	52%	11%	48%	53%	-	*	-	67%	21%	38%	52%	50%	41%	43%
	2024	54%	41%	44%	14%	36%	47%	-	60%	*	33%	18%	38%	44%	44%	38%	41%
Math Including EOC	2025	46%	34%	36%	22%	36%	36%	-	*	-	40%	17%	38%	37%	34%	32%	34%
	2024	45%	28%	28%	0%	20%	30%	-	60%	*	20%	14%	23%	29%	26%	20%	21%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 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)	G/T	
School Progress - Annual Growth by Grade and Subject																			
Grade 6 ELA/Reading	2025	64%	67%	67%	*	64%	68%	-	-	-	71%	47%	*	68%	66%	52%	25%	-	
	2024	61%	55%	55%	*	45%	60%	-	*	-	40%	48%	*	53%	61%	50%	55%	---	
Grade 6 Mathematics	2025	56%	60%	60%	*	57%	61%	-	-	-	50%	59%	*	60%	59%	67%	50%	-	
	2024	48%	49%	49%	*	31%	54%	-	*	-	60%	50%	*	45%	58%	44%	37%	---	
Grade 7 ELA/Reading	2025	64%	63%	63%	*	62%	63%	-	*	-	*	27%	*	63%	62%	60%	68%	100%	
	2024	66%	70%	70%	*	75%	69%	-	*	-	60%	44%	50%	73%	64%	67%	85%	---	
Grade 7 Mathematics	2025	50%	35%	35%	*	44%	34%	-	*	-	*	29%	*	35%	36%	37%	52%	67%	
	2024	49%	43%	43%	*	56%	40%	-	*	-	50%	32%	58%	47%	34%	40%	45%	---	
Grade 8 ELA/Reading	2025	72%	75%	75%	*	76%	75%	-	*	-	*	44%	*	79%	66%	74%	58%	75%	
	2024	69%	58%	58%	*	56%	58%	-	*	*	*	43%	*	60%	50%	59%	50%	---	
Grade 8 Mathematics	2025	68%	78%	78%	*	78%	77%	-	*	-	*	31%	*	83%	66%	80%	73%	*	
	2024	66%	59%	59%	*	69%	57%	-	*	*	*	33%	*	61%	54%	54%	65%	---	
End of Course Algebra I	2025	74%	58%	69%	-	* 62%	-	-	-	-	*	-	-	71%	*	60%	*	80%	
	2024	72%	80%	100%	-	- 100%	-	*	-	-	-	-	-	100%	*	100%	-	---	
All Grades Both Subjects	2025	65%	64%	62%	53%	62%	62%	-	67%	-	65%	38%	75%	63%	59%	61%	59%	80%	
	2024	64%	62%	56%	46%	52%	57%	-	90%	*	50%	42%	50%	57%	54%	53%	54%	---	
All Grades ELA/Reading	2025	67%	67%	68%	56%	67%	69%	-	*	-	77%	38%	75%	70%	64%	64%	59%	86%	
	2024	67%	66%	61%	50%	56%	62%	-	100%	*	43%	45%	42%	61%	60%	59%	62%	---	
All Grades Mathematics	2025	64%	60%	56%	50%	58%	56%	-	*	-	53%	39%	75%	57%	54%	59%	59%	75%	
	2024	60%	58%	52%	43%	48%	52%	-	80%	*	57%	39%	58%	53%	49%	47%	46%	---	
School Progress - Accelerated Learning by Grade and Subject																			
Grade 6 ELA/Reading	2025	27%	38%	38%	*	* 38%	-	-	-	-	-	20%	*	63%	13%	14%	-	-	
	2024	24%	29%	29%	*	38%	25%	-	*	-	*	10%	*	29%	27%	26%	50%	---	
Grade 6 Mathematics	2025	33%	39%	39%	*	* 45%	-	-	-	-	*	25%	*	35%	45%	33%	*	-	
	2024	27%	25%	25%	*	33%	13%	-	-	-	*	23%	*	22%	30%	24%	33%	---	
Grade 7 ELA/Reading	2025	25%	19%	19%	*	13%	20%	-	-	-	*	0%	*	17%	29%	19%	20%	-	
	2024	23%	21%	21%	*	0%	26%	-	-	-	-	0%	*	19%	25%	15%	*	---	
Grade 7 Mathematics	2025	16%	7%	7%	*	7%	7%	-	-	-	-	6%	*	9%	0%	9%	13%	-	
	2024	14%	10%	10%	*	20%	5%	-	-	-	*	11%	*	5%	20%	9%	*	---	
Grade 8 ELA/Reading	2025	40%	58%	58%	*	71%	50%	-	-	-	*	20%	*	62%	50%	59%	*	-	
	2024	34%	44%	44%	*	38%	42%	-	*	-	-	29%	-	45%	40%	35%	*	---	
Grade 8 Mathematics	2025	42%	61%	61%	*	67%	59%	-	-	-	-	25%	*	68%	47%	63%	71%	-	
	2024	44%	41%	41%	*	40%	42%	-	-	-	*	11%	*	39%	50%	41%	50%	---	
All Grades Both Subjects	2025	33%	40%	37%	27%	32%	38%	-	-	-	*	14%	63%	38%	34%	35%	38%	-	
	2024	32%	36%	30%	30%	31%	29%	-	*	-	40%	15%	33%	30%	32%	26%	40%	---	
All Grades ELA/Reading	2025	31%	42%	37%	*	41%	35%	-	-	-	*	11%	*	39%	33%	34%	38%	-	
	2024	30%	36%	32%	*	29%	31%	-	*	-	*	16%	*	33%	29%	25%	45%	---	

Texas Education Agency
2024-25 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)	G/T
All Grades Mathematics	2025	35%	38%	37%	29%	26%	40%	-	-	-	*	16%	*	37%	35%	36%	38%	-
	2024	35%	36%	29%	33%	33%	27%	-	-	-	*	15%	40%	27%	34%	28%	36%	---

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- First reported in 2025.

Texas Education Agency
2024-25 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	2025	75%	75%	73%	-	-	-	-	-	-	69%	-	69%	-	*	73%	60%	91%
	2024	75%	71%	63%	-	-	-	-	-	-	62%	-	62%	-	*	63%	64%	*
At Meets Grade Level or Above	2025	50%	43%	44%	-	-	-	-	-	-	38%	-	38%	-	*	44%	26%	69%
	2024	48%	38%	31%	-	-	-	-	-	-	25%	-	25%	-	*	32%	26%	*
At Masters Grade Level	2025	21%	14%	17%	-	-	-	-	-	-	9%	-	9%	-	*	17%	0%	34%
	2024	20%	12%	11%	-	-	-	-	-	-	8%	-	8%	-	*	12%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	78%	78%	-	-	-	-	-	-	76%	-	76%	-	*	78%	69%	100%
	2024	76%	76%	72%	-	-	-	-	-	-	84%	-	84%	-	*	71%	84%	*
At Meets Grade Level or Above	2025	54%	50%	52%	-	-	-	-	-	-	41%	-	41%	-	*	53%	31%	73%
	2024	54%	46%	44%	-	-	-	-	-	-	41%	-	41%	-	*	44%	39%	*
At Masters Grade Level	2025	23%	15%	24%	-	-	-	-	-	-	14%	-	14%	-	*	25%	0%	55%
	2024	22%	12%	17%	-	-	-	-	-	-	14%	-	14%	-	*	18%	13%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	66%	68%	-	-	-	-	-	-	58%	-	58%	-	*	70%	50%	82%
	2024	72%	65%	63%	-	-	-	-	-	-	62%	-	62%	-	*	63%	63%	*
At Meets Grade Level or Above	2025	45%	31%	36%	-	-	-	-	-	-	34%	-	34%	-	*	36%	23%	64%
	2024	43%	32%	28%	-	-	-	-	-	-	19%	-	19%	-	*	29%	21%	*

Texas Education Agency
2024-25 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	2025	20%	9%	10%	-	-	-	-	-	-	8%	-	8%	-	*	10%	0%	36%	
	2024	17%	11%	9%	-	-	-	-	-	-	5%	-	5%	-	*	10%	8%	*	
All Grades Science																			
At Approaches Grade Level or Above	2025	78%	84%	82%	-	-	-	-	-	-	83%	-	83%	-	-	-	81%	71%	100%
	2024	75%	73%	58%	-	-	-	-	-	-	22%	-	22%	-	*	60%	30%	-	
At Meets Grade Level or Above	2025	47%	45%	57%	-	-	-	-	-	-	58%	-	58%	-	-	-	57%	29%	100%
	2024	43%	35%	26%	-	-	-	-	-	-	11%	-	11%	-	*	26%	20%	-	
At Masters Grade Level	2025	17%	12%	16%	-	-	-	-	-	-	8%	-	8%	-	-	-	17%	0%	20%
	2024	16%	8%	9%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	-	
All Grades Social Studies																			
At Approaches Grade Level or Above	2025	77%	81%	63%	-	-	-	-	-	-	67%	-	67%	-	-	-	63%	57%	80%
	2024	78%	64%	39%	-	-	-	-	-	-	11%	-	11%	-	*	41%	20%	-	
At Meets Grade Level or Above	2025	50%	51%	31%	-	-	-	-	-	-	25%	-	25%	-	-	-	31%	14%	40%
	2024	51%	36%	10%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	-	
At Masters Grade Level	2025	27%	28%	15%	-	-	-	-	-	-	0%	-	0%	-	-	-	17%	0%	0%
	2024	27%	19%	3%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	-	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	64%	62%	-	-	-	-	-	-	57%	-	57%	-	*	63%	53%	75%	
	2024	64%	62%	56%	-	-	-	-	-	-	54%	-	54%	-	*	57%	54%	*	
All Grades ELA/Reading	2025	67%	67%	68%	-	-	-	-	-	-	55%	-	55%	-	*	69%	53%	73%	
	2024	67%	66%	61%	-	-	-	-	-	-	62%	-	62%	-	*	61%	61%	*	

Texas Education Agency
2024-25 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	
All Grades Mathematics	2025	64%	60%	56%	-	-	-	-	-	-	59%	-	59%	-	*	56%	52%	77%	
	2024	60%	58%	52%	-	-	-	-	-	-	46%	-	46%	-	*	53%	47%	*	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2025	33%	40%	37%	-	-	-	-	-	-	38%	-	38%	-	-	37%	32%	*	
	2024	32%	36%	30%	-	-	-	-	-	-	40%	-	40%	-	-	29%	40%	-	
All Grades ELA/Reading	2025	31%	42%	37%	-	-	-	-	-	-	38%	-	38%	-	-	37%	38%	-	
	2024	30%	36%	32%	-	-	-	-	-	-	45%	-	45%	-	-	30%	45%	-	
All Grades Mathematics	2025	35%	38%	37%	-	-	-	-	-	-	38%	-	38%	-	-	36%	29%	*	
	2024	35%	36%	29%	-	-	-	-	-	-	36%	-	36%	-	-	28%	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
2024-25 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	100%	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	92%	92%	92%	93%	92%	*	100%	-	95%	86%	100%	95%	86%	93%	89%
Not Included in Accountability: Mobile	4%	6%	6%	8%	6%	6%	*	0%	-	5%	10%	0%	4%	12%	6%	10%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	1%	*	0%	-	0%	2%	0%	1%	0%	1%	1%
Not Tested	1%	1%	1%	0%	0%	1%	*	0%	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	0%	-	0%	2%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	91%	91%	92%	90%	92%	93%	*	*	-	94%	84%	100%	95%	84%	92%	87%
Not Included in Accountability: Mobile	4%	6%	7%	10%	7%	6%	*	*	-	6%	12%	0%	4%	14%	6%	11%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	0%	3%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	*	-	0%	3%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	100%	99%	*	*	-	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	94%	92%	92%	90%	93%	93%	*	*	-	94%	86%	100%	96%	85%	93%	89%
Not Included in Accountability: Mobile	4%	6%	6%	10%	7%	6%	*	*	-	6%	12%	0%	4%	13%	6%	11%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	0%	1%	*	*	-	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	*	-	0%	1%	0%	0%	2%	1%	0%
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	*	100%	99%	-	*	-	*	100%	*	100%	97%	100%	100%
Included in Accountability	94%	92%	93%	*	96%	91%	-	*	-	*	89%	*	94%	89%	94%	92%
Not Included in Accountability: Mobile	4%	7%	6%	*	4%	7%	-	*	-	*	6%	*	5%	8%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	-	*	-	*	6%	*	1%	0%	1%	0%
Not Tested	1%	1%	1%	*	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%

Texas Education Agency
2024-25 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%	1%	*	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	*	100%	99%	-	*	-	*	100%	*	100%	97%	100%	100%
Included in Accountability	94%	93%	93%	*	96%	91%	-	*	-	*	89%	*	94%	89%	94%	92%
Not Included in Accountability: Mobile	4%	5%	6%	*	4%	7%	-	*	-	*	6%	*	5%	8%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	-	*	-	*	6%	*	1%	0%	1%	0%
Not Tested	1%	1%	1%	*	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%
Absent	1%	1%	1%	*	0%	1%	-	*	-	*	0%	*	0%	3%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2024-25 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%	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%
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%

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

Texas Education Agency
2024-25 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													
2023-24	93.6%	92.6%	92.9%	91.8%	94.6%	92.4%	-	*	*	92.5%	91.3%	92.4%	95.0%
2022-23	93.3%	93.2%	93.9%	96.1%	94.7%	93.6%	*	*	-	94.0%	92.1%	93.6%	96.3%
Chronic Absenteeism													
2023-24	19.0%	26.3%	25.1%	36.4%	21.7%	25.7%	-	0.0%	*	25.0%	36.9%	29.8%	24.5%
2022-23	20.3%	22.7%	18.9%	0.0%	19.0%	19.6%	*	*	-	14.3%	26.9%	21.8%	11.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	*	-	-	*	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	93.5%	99.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	13.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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 2024	78.5%	74.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	117	382,023
By Ethnicity:				
African American	-	-	2	48,064
Hispanic	-	-	19	200,942
White	-	-	90	101,714
American Indian	-	-	2	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	4	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	13	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	88	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	16	35,935
Economically Disadvantaged Graduates	-	-	60	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	56,967
At-Risk Graduates	-	-	43	173,035
CTE Completers	-	-	76	127,800

Texas Education Agency
2024-25 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
2024-25 CCMR-Related Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	383	100.0%	1,708	5,530,499	383	100.0%	1,712	5,544,255
Students by Grade								
Grade 6	122	31.9%	7.1%	7.3%	122	31.9%	7.1%	7.3%
Grade 7	140	36.6%	8.2%	7.4%	140	36.6%	8.2%	7.4%
Grade 8	121	31.6%	7.1%	7.4%	121	31.6%	7.1%	7.4%
Ethnic Distribution								
African American	9	2.3%	2.2%	12.8%	9	2.3%	2.2%	12.8%
Hispanic	81	21.1%	20.6%	53.5%	81	21.1%	20.6%	53.5%
White	275	71.8%	70.9%	24.4%	275	71.8%	70.9%	24.4%
American Indian	0	0.0%	0.9%	0.3%	0	0.0%	0.9%	0.3%
Asian	3	0.8%	0.4%	5.6%	3	0.8%	0.4%	5.6%
Pacific Islander	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Two or More Races	15	3.9%	4.7%	3.3%	15	3.9%	4.7%	3.3%
Sex								
Female	173	45.2%	45.0%	48.9%	173	45.2%	45.0%	48.8%
Male	210	54.8%	55.0%	51.1%	210	54.8%	55.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	233	60.8%	61.7%	60.5%	233	60.8%	61.6%	60.4%
Non-Educationally Disadvantaged	150	39.2%	38.3%	39.5%	150	39.2%	38.4%	39.6%
Section 504 Students	59	15.4%	10.6%	6.8%	59	15.4%	10.6%	6.8%
EB Students/EL	41	10.7%	9.9%	24.3%	41	10.7%	9.9%	24.3%
Students w/ Disciplinary Placements (2023-24)	19	4.2%	3.3%	2.1%				
Students w/ Dyslexia	72	18.8%	13.1%	6.4%	72	18.8%	13.1%	6.4%
Foster Care	2	0.5%	0.3%	0.2%	2	0.5%	0.3%	0.2%
Homeless	8	2.1%	3.1%	1.4%	8	2.1%	3.1%	1.4%
Immigrant	3	0.8%	1.1%	3.5%	3	0.8%	1.1%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	383	100.0%	100.0%	66.6%	383	100.0%	100.0%	66.5%
Military Connected	39	10.2%	6.2%	4.1%	39	10.2%	6.2%	4.1%
At-Risk	190	49.6%	54.8%	53.5%	190	49.6%	54.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	39	10.2%	9.4%	24.3%	39	10.2%	9.3%	24.3%
Career and Technical Education	168	43.9%	37.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	88.7%	74.0%	-	-	-	-
Gifted and Talented Education	23	6.0%	6.3%	8.7%	23	6.0%	6.3%	8.7%
Special Education	70	18.3%	21.0%	15.3%	70	18.3%	21.2%	15.5%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students with Disabilities	70							
Students with Intellectual Disabilities	42	60.0%	52.4%	48.3%				
Students with Physical Disabilities	*	*	14.8%	17.0%				
Students with Autism	**	**	**	16.8%				
Students with Behavioral Disabilities	16	22.9%	18.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	55	12.3%	14.6%	16.4%				
African American	4	0.9%	0.9%	3.3%				
Hispanic	16	3.6%	2.7%	8.9%				
White	34	7.6%	10.1%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.9%	0.6%				
Special Ed Students who are Mobile	11	12.9%	16.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	10	20.0%	14.7%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	32	11.3%	13.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	38	14.1%	15.4%	18.0%				

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%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
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
2024-25 Student Information (TAPR)
 RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	17.5	17.5	19.8
Secondary			
English/Language Arts	8.4	13.3	16.4
Foreign Languages	13.5	17.6	18.9
Mathematics	10.6	13.0	17.8
Science	15.9	13.9	18.9
Social Studies	15.6	14.1	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	43.4	100.0%	100.0%	100.0%
Professional Staff	34.3	79.0%	50.9%	63.8%
Teachers	32.1	74.0%	41.4%	48.3%
Professional Support	1.0	2.3%	5.4%	10.8%
Campus Administration (School Leadership)	1.2	2.8%	3.0%	3.4%
Educational Aides	9.1	21.0%	19.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	5.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	5.8	13.3%	13.9%	55.3%
Teachers by Ethnicity				
African American	1.8	5.7%	2.2%	12.8%
Hispanic	2.1	6.6%	4.4%	31.0%
White	28.2	87.7%	91.3%	52.2%
American Indian	0.0	0.0%	1.4%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
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	12.2	37.9%	23.2%	24.6%
Females	20.0	62.1%	76.8%	75.4%
Teachers by Highest Degree Held				
No Degree	0.9	2.8%	3.1%	2.4%
Bachelors	25.1	78.2%	81.6%	71.4%
Masters	5.5	17.1%	14.6%	25.4%
Doctorate	0.6	1.9%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.6	11.3%	5.0%	7.3%
1-5 Years Experience	14.5	45.2%	33.5%	28.3%
6-10 Years Experience	1.4	4.5%	13.2%	19.7%
11-20 Years Experience	6.7	20.7%	28.9%	27.6%
21-30 Years Experience	4.0	12.5%	15.8%	14.1%
Over 30 Years Experience	1.8	5.7%	3.6%	3.0%
Number of Students per Teacher	11.9	n/a	13.5	15.0

Texas Education Agency
2024-25 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	2.0	5.3	6.0
Average Years Experience of Principals with District	2.0	2.5	5.1
Average Years Experience of Assistant Principals	2.0	2.3	5.1
Average Years Experience of Assistant Principals with District	2.0	2.3	4.3
Average Years Experience of Teachers	10.2	11.8	11.2
Average Years Experience of Teachers with District	4.5	6.0	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$45,757	\$44,669	\$55,689
1-5 Years Experience	\$46,404	\$46,677	\$59,266
6-10 Years Experience	\$44,211	\$48,223	\$62,607
11-20 Years Experience	\$58,968	\$59,783	\$66,353
21-30 Years Experience	\$64,668	\$64,322	\$70,976
Over 30 Years Experience	\$64,188	\$64,435	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$52,135	\$53,995	\$63,751
Professional Support	\$77,984	\$64,180	\$75,909
Campus Administration (School Leadership)	\$79,682	\$75,566	\$88,786
Instructional Staff Percent	n/a	57.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.3%
Career and Technical Education	2.3	7.1%	10.1%	5.5%
Compensatory Education	0.0	0.0%	6.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	25.3	78.6%	71.7%	69.0%
Special Education	4.3	13.3%	8.4%	11.4%
Other	0.3	1.0%	2.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
RAINS J H (190903041) - RAINS ISD - RAINS COUNTY

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS INT

Campus Number: 190903051

2025 Campus Accountability Score: B

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Texas Education Agency
2024-25 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	2025	77%	80%	80%	*	81%	77%	*	-	*	88%	55%	*	85%	63%	78%	83%
	2024	74%	70%	70%	*	52%	74%	-	-	-	*	61%	*	70%	71%	66%	73%
At Meets Grade Level or Above	2025	52%	48%	48%	*	24%	56%	*	-	*	38%	24%	*	51%	37%	43%	17%
	2024	48%	28%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
At Masters Grade Level	2025	23%	21%	21%	*	10%	23%	*	-	*	25%	3%	*	21%	21%	18%	0%
	2024	21%	7%	7%	*	5%	8%	-	-	-	*	9%	*	6%	11%	5%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	64%	64%	*	52%	66%	*	-	*	63%	42%	*	67%	53%	59%	50%
	2024	70%	50%	50%	*	48%	49%	-	-	-	*	42%	*	52%	43%	49%	55%
At Meets Grade Level or Above	2025	46%	38%	38%	*	19%	42%	*	-	*	50%	21%	*	38%	37%	29%	17%
	2024	42%	14%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
At Masters Grade Level	2025	19%	9%	9%	*	5%	11%	*	-	*	13%	6%	*	8%	16%	4%	0%
	2024	15%	4%	4%	*	5%	3%	-	-	-	*	9%	*	2%	7%	4%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	85%	85%	*	90%	83%	-	-	-	*	76%	*	85%	86%	83%	90%
	2024	81%	82%	82%	*	96%	78%	*	-	*	*	70%	80%	88%	69%	82%	93%
At Meets Grade Level or Above	2025	54%	48%	48%	*	35%	51%	-	-	-	*	35%	*	44%	57%	40%	40%
	2024	51%	31%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
At Masters Grade Level	2025	24%	10%	10%	*	0%	12%	-	-	-	*	4%	*	5%	22%	6%	0%
	2024	23%	6%	6%	*	4%	8%	*	-	*	*	5%	0%	7%	5%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	56%	56%	*	45%	59%	-	-	-	*	43%	*	54%	61%	49%	40%
	2024	69%	45%	45%	*	50%	45%	*	-	*	*	35%	60%	46%	41%	36%	36%
At Meets Grade Level or Above	2025	47%	31%	31%	*	25%	33%	-	-	-	*	26%	*	28%	36%	28%	30%
	2024	46%	18%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
At Masters Grade Level	2025	24%	12%	12%	*	5%	15%	-	-	-	*	9%	*	8%	22%	10%	0%
	2024	21%	6%	6%	*	0%	8%	*	-	*	*	10%	20%	7%	2%	4%	0%
Grade 5 Reading																	

Texas Education Agency
2024-25 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	2025	77%	77%	77%	*	78%	79%	*	-	*	*	48%	*	83%	66%	76%	73%
	2024	79%	86%	86%	*	87%	85%	-	-	-	100%	79%	60%	87%	83%	91%	89%
At Meets Grade Level or Above	2025	58%	46%	46%	*	52%	46%	*	-	*	*	32%	*	49%	39%	37%	47%
	2024	55%	52%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
At Masters Grade Level	2025	30%	15%	15%	*	26%	12%	*	-	*	*	4%	*	15%	16%	10%	20%
	2024	29%	21%	21%	*	22%	22%	-	-	-	17%	14%	20%	17%	31%	18%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	65%	65%	*	59%	70%	*	-	*	*	48%	*	67%	61%	62%	47%
	2024	77%	78%	78%	*	83%	75%	-	-	-	100%	71%	60%	71%	91%	68%	89%
At Meets Grade Level or Above	2025	47%	26%	26%	*	30%	29%	*	-	*	*	20%	*	29%	21%	21%	20%
	2024	50%	51%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
At Masters Grade Level	2025	22%	9%	9%	*	7%	11%	*	-	*	*	8%	*	8%	11%	8%	0%
	2024	19%	9%	9%	*	9%	10%	-	-	-	0%	0%	0%	6%	14%	7%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	73%	73%	*	74%	75%	*	-	*	*	64%	*	78%	63%	70%	73%
	2024	58%	64%	64%	*	52%	68%	-	-	-	83%	50%	60%	62%	67%	55%	44%
At Meets Grade Level or Above	2025	31%	28%	28%	*	33%	28%	*	-	*	*	12%	*	32%	21%	17%	27%
	2024	28%	30%	30%	*	35%	28%	-	-	-	50%	29%	20%	25%	42%	18%	22%
At Masters Grade Level	2025	12%	10%	10%	*	19%	7%	*	-	*	*	4%	*	13%	3%	11%	13%
	2024	11%	9%	9%	*	0%	11%	-	-	-	17%	7%	0%	6%	14%	5%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	72%	76%	69%	73%	60%	-	63%	67%	55%	72%	74%	66%	68%	65%
	2024	75%	71%	68%	47%	67%	68%	*	-	*	84%	56%	64%	68%	67%	62%	68%
At Meets Grade Level or Above	2025	50%	43%	38%	43%	32%	40%	0%	-	25%	33%	25%	56%	39%	35%	31%	28%
	2024	48%	38%	32%	6%	31%	33%	*	-	*	38%	26%	39%	31%	35%	22%	27%
At Masters Grade Level	2025	21%	14%	12%	10%	11%	13%	0%	-	25%	11%	6%	39%	11%	15%	9%	6%
	2024	20%	12%	9%	0%	6%	10%	*	-	*	6%	8%	6%	7%	12%	6%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	78%	81%	89%	82%	80%	*	-	*	88%	63%	71%	84%	73%	79%	81%
	2024	76%	76%	79%	71%	79%	79%	*	-	*	92%	67%	71%	81%	75%	77%	85%

Texas Education Agency
2024-25 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	2025	54%	50%	48%	56%	38%	51%	*	-	*	38%	31%	57%	48%	46%	40%	35%
	2024	54%	46%	37%	14%	35%	39%	*	-	*	31%	27%	57%	37%	37%	26%	35%
At Masters Grade Level	2025	23%	15%	15%	22%	13%	15%	*	-	*	13%	4%	43%	13%	19%	10%	8%
	2024	22%	12%	11%	0%	10%	12%	*	-	*	8%	9%	7%	10%	15%	8%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	66%	62%	78%	53%	65%	*	-	*	44%	44%	71%	63%	59%	56%	46%
	2024	72%	65%	57%	43%	60%	56%	*	-	*	77%	46%	57%	56%	59%	48%	56%
At Meets Grade Level or Above	2025	45%	31%	31%	44%	25%	34%	*	-	*	25%	23%	43%	32%	30%	26%	22%
	2024	43%	32%	27%	0%	25%	28%	*	-	*	38%	25%	29%	26%	30%	18%	21%
At Masters Grade Level	2025	20%	9%	10%	0%	6%	12%	*	-	*	6%	8%	29%	8%	16%	8%	0%
	2024	17%	11%	6%	0%	4%	7%	*	-	*	0%	7%	7%	5%	8%	4%	6%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	84%	73%	*	74%	75%	*	-	*	*	64%	*	78%	63%	70%	73%
	2024	75%	73%	64%	*	52%	68%	-	-	-	83%	50%	60%	62%	67%	55%	44%
At Meets Grade Level or Above	2025	47%	45%	28%	*	33%	28%	*	-	*	*	12%	*	32%	21%	17%	27%
	2024	43%	35%	30%	*	35%	28%	-	-	-	50%	29%	20%	25%	42%	18%	22%
At Masters Grade Level	2025	17%	12%	10%	*	19%	7%	*	-	*	*	4%	*	13%	3%	11%	13%
	2024	16%	8%	9%	*	0%	11%	-	-	-	17%	7%	0%	6%	14%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	32%	32%	*	14%	37%	*	-	*	38%	18%	*	33%	26%	25%	8%
	2024	35%	11%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
Reading and Mathematics Including EOC	2025	39%	32%	32%	*	14%	37%	*	-	*	38%	18%	*	33%	26%	25%	8%
	2024	35%	11%	11%	*	5%	13%	-	-	-	*	21%	*	12%	11%	8%	9%
Reading Including EOC	2025	52%	48%	48%	*	24%	56%	*	-	*	38%	24%	*	51%	37%	43%	17%
	2024	48%	28%	28%	*	14%	33%	-	-	-	*	27%	*	26%	36%	24%	18%
Math Including EOC	2025	46%	38%	38%	*	19%	42%	*	-	*	50%	21%	*	38%	37%	29%	17%
	2024	42%	14%	14%	*	10%	16%	-	-	-	*	21%	*	15%	11%	11%	9%
4th Graders																	
Reading and Mathematics	2025	40%	27%	27%	*	25%	28%	-	-	-	*	24%	*	26%	31%	23%	30%
	2024	38%	15%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%

Texas Education Agency
2024-25 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	2025	40%	27%	27%	*	25%	28%	-	-	-	*	24%	*	26%	31%	23%	30%
	2024	38%	15%	15%	*	13%	18%	*	-	*	*	15%	40%	18%	10%	14%	7%
Reading Including EOC	2025	54%	48%	48%	*	35%	51%	-	-	-	*	35%	*	44%	57%	40%	40%
	2024	51%	31%	31%	*	42%	31%	*	-	*	*	20%	60%	36%	21%	25%	36%
Math Including EOC	2025	47%	31%	31%	*	25%	33%	-	-	-	*	26%	*	28%	36%	28%	30%
	2024	46%	18%	18%	*	13%	21%	*	-	*	*	20%	40%	20%	12%	14%	7%
5th Graders																	
Reading and Mathematics	2025	42%	24%	24%	*	30%	24%	*	-	*	*	16%	*	25%	21%	19%	20%
	2024	42%	38%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
Reading and Mathematics Including EOC	2025	42%	24%	24%	*	30%	24%	*	-	*	*	16%	*	25%	21%	19%	20%
	2024	42%	38%	38%	*	35%	39%	-	-	-	50%	29%	40%	32%	49%	18%	33%
Reading Including EOC	2025	58%	46%	46%	*	52%	46%	*	-	*	*	32%	*	49%	39%	37%	47%
	2024	55%	52%	52%	*	48%	54%	-	-	-	50%	36%	60%	51%	56%	34%	56%
Math Including EOC	2025	48%	26%	26%	*	30%	29%	*	-	*	*	20%	*	29%	21%	21%	20%
	2024	51%	51%	51%	*	52%	50%	-	-	-	83%	43%	40%	44%	66%	36%	56%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	28%	27%	33%	24%	29%	*	-	*	19%	20%	43%	28%	26%	22%	19%
	2024	36%	21%	21%	0%	18%	23%	*	-	*	23%	21%	29%	20%	23%	13%	15%
Reading and Mathematics Including EOC	2025	40%	29%	27%	33%	24%	29%	*	-	*	19%	20%	43%	28%	26%	22%	19%
	2024	38%	23%	21%	0%	18%	23%	*	-	*	23%	21%	29%	20%	23%	13%	15%
Reading Including EOC	2025	55%	50%	48%	56%	38%	51%	*	-	*	38%	31%	57%	48%	46%	40%	35%
	2024	54%	41%	37%	14%	35%	39%	*	-	*	31%	27%	57%	37%	37%	26%	35%
Math Including EOC	2025	46%	34%	31%	44%	25%	34%	*	-	*	25%	23%	43%	32%	30%	26%	22%
	2024	45%	28%	27%	0%	25%	28%	*	-	*	38%	25%	29%	26%	30%	18%	21%

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

Texas Education Agency
2024-25 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	76%	76%	*	68%	77%	-	-	-	*	63%	*	78%	73%	72%	55%	*
	2024	67%	52%	52%	*	63%	50%	*	-	*	*	45%	60%	54%	48%	51%	61%	---
Grade 4 Mathematics	2025	65%	65%	65%	*	58%	67%	-	-	-	*	56%	*	64%	66%	64%	45%	*
	2024	60%	35%	35%	*	42%	35%	*	-	*	*	34%	40%	35%	36%	32%	57%	---
Grade 5 ELA/Reading	2025	69%	65%	65%	*	65%	68%	*	-	*	*	52%	*	69%	57%	59%	63%	100%
	2024	70%	80%	80%	*	72%	82%	-	-	-	92%	73%	70%	80%	80%	77%	78%	---
Grade 5 Mathematics	2025	67%	71%	71%	*	63%	73%	*	-	*	*	66%	*	71%	71%	73%	57%	89%
	2024	65%	78%	78%	*	89%	76%	-	-	-	92%	69%	60%	78%	79%	73%	89%	---
All Grades Both Subjects	2025	65%	64%	69%	81%	63%	71%	*	-	*	57%	59%	85%	71%	66%	67%	56%	96%
	2024	64%	62%	61%	25%	66%	60%	*	-	*	73%	52%	58%	61%	59%	54%	68%	---
All Grades ELA/Reading	2025	67%	67%	71%	*	66%	73%	*	-	*	57%	59%	90%	73%	64%	67%	60%	100%
	2024	67%	66%	65%	33%	67%	65%	*	-	*	80%	56%	65%	67%	63%	61%	67%	---
All Grades Mathematics	2025	64%	60%	68%	*	61%	70%	*	-	*	57%	59%	80%	68%	68%	68%	52%	92%
	2024	60%	58%	56%	17%	65%	55%	*	-	*	65%	48%	50%	56%	56%	47%	70%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	61%	61%	-	78%	52%	-	-	-	*	47%	*	65%	50%	59%	*	-
	2024	38%	39%	39%	*	83%	25%	*	-	-	-	20%	*	53%	23%	41%	*	---
Grade 4 Mathematics	2025	27%	25%	25%	-	10%	29%	-	-	-	*	16%	*	19%	38%	15%	*	-
	2024	26%	20%	20%	*	27%	17%	-	-	*	*	13%	*	19%	21%	17%	31%	---
Grade 5 ELA/Reading	2025	25%	48%	48%	*	53%	53%	-	-	*	-	40%	-	73%	20%	64%	*	-
	2024	35%	54%	54%	*	80%	47%	-	-	-	-	*	*	63%	29%	70%	*	---
Grade 5 Mathematics	2025	35%	43%	43%	*	15%	53%	*	-	*	*	29%	*	47%	35%	42%	11%	-
	2024	41%	56%	56%	*	69%	50%	-	-	-	*	50%	*	50%	77%	52%	80%	---
All Grades Both Subjects	2025	33%	40%	41%	*	32%	45%	*	-	*	*	30%	*	44%	36%	39%	22%	-
	2024	32%	36%	41%	25%	56%	35%	*	-	*	*	32%	0%	43%	37%	38%	54%	---
All Grades ELA/Reading	2025	31%	42%	56%	*	73%	53%	-	-	*	*	44%	*	68%	35%	61%	60%	-
	2024	30%	36%	46%	*	82%	36%	*	-	-	-	33%	*	59%	25%	52%	83%	---
All Grades Mathematics	2025	35%	38%	35%	*	13%	42%	*	-	*	*	21%	*	34%	36%	29%	8%	-
	2024	35%	36%	38%	20%	46%	35%	-	-	*	*	31%	*	36%	44%	32%	44%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
--- First reported in 2025.

Texas Education Agency
2024-25 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	2025	75%	75%	72%	-	-	-	-	-	-	65%	-	65%	-	50%	73%	63%	88%
	2024	75%	71%	68%	-	-	-	-	-	-	63%	-	63%	-	82%	68%	66%	*
At Meets Grade Level or Above	2025	50%	43%	38%	-	-	-	-	-	-	27%	-	27%	-	20%	39%	26%	50%
	2024	48%	38%	32%	-	-	-	-	-	-	25%	-	25%	-	27%	32%	26%	*
At Masters Grade Level	2025	21%	14%	12%	-	-	-	-	-	-	4%	-	4%	-	10%	13%	5%	13%
	2024	20%	12%	9%	-	-	-	-	-	-	3%	-	3%	-	18%	9%	5%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	78%	81%	-	-	-	-	-	-	80%	-	80%	-	*	81%	79%	*
	2024	76%	76%	79%	-	-	-	-	-	-	82%	-	82%	-	100%	79%	85%	*
At Meets Grade Level or Above	2025	54%	50%	48%	-	-	-	-	-	-	30%	-	30%	-	*	49%	29%	*
	2024	54%	46%	37%	-	-	-	-	-	-	36%	-	36%	-	20%	37%	33%	*
At Masters Grade Level	2025	23%	15%	15%	-	-	-	-	-	-	7%	-	7%	-	*	16%	6%	*
	2024	22%	12%	11%	-	-	-	-	-	-	4%	-	4%	-	20%	12%	6%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	66%	62%	-	-	-	-	-	-	47%	-	47%	-	*	64%	44%	*
	2024	72%	65%	57%	-	-	-	-	-	-	54%	-	54%	-	60%	57%	55%	*
At Meets Grade Level or Above	2025	45%	31%	31%	-	-	-	-	-	-	23%	-	23%	-	*	33%	21%	*
	2024	43%	32%	27%	-	-	-	-	-	-	18%	-	18%	-	20%	28%	18%	*

Texas Education Agency
2024-25 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
At Masters Grade Level	2025	20%	9%	10%	-	-	-	-	-	-	0%	-	0%	-	*	12%	0%	*
	2024	17%	11%	6%	-	-	-	-	-	-	4%	-	4%	-	20%	6%	6%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	84%	73%	-	-	-	-	-	-	73%	-	73%	-	*	73%	69%	*
	2024	75%	73%	64%	-	-	-	-	-	-	29%	-	29%	-	*	65%	38%	*
At Meets Grade Level or Above	2025	47%	45%	28%	-	-	-	-	-	-	27%	-	27%	-	*	29%	31%	*
	2024	43%	35%	30%	-	-	-	-	-	-	14%	-	14%	-	*	31%	25%	*
At Masters Grade Level	2025	17%	12%	10%	-	-	-	-	-	-	9%	-	9%	-	*	10%	15%	*
	2024	16%	8%	9%	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	64%	69%	-	-	-	-	-	-	57%	-	57%	-	25%	71%	51%	92%
	2024	64%	62%	61%	-	-	-	-	-	-	67%	-	67%	-	67%	60%	67%	*
All Grades ELA/Reading	2025	67%	67%	71%	-	-	-	-	-	-	61%	-	61%	-	*	72%	55%	*
	2024	67%	66%	65%	-	-	-	-	-	-	63%	-	63%	-	*	65%	66%	*
All Grades Mathematics	2025	64%	60%	68%	-	-	-	-	-	-	53%	-	53%	-	*	70%	48%	*
	2024	60%	58%	56%	-	-	-	-	-	-	71%	-	71%	-	*	55%	68%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	41%	-	-	-	-	-	-	21%	-	21%	-	*	44%	19%	*
	2024	32%	36%	41%	-	-	-	-	-	-	55%	-	55%	-	*	38%	54%	-
All Grades ELA/Reading	2025	31%	42%	56%	-	-	-	-	-	-	60%	-	60%	-	-	55%	60%	-
	2024	30%	36%	46%	-	-	-	-	-	-	80%	-	80%	-	*	42%	83%	-
All Grades Mathematics	2025	35%	38%	35%	-	-	-	-	-	-	0%	-	0%	-	*	38%	0%	*
	2024	35%	36%	38%	-	-	-	-	-	-	47%	-	47%	-	*	37%	44%	-

- * 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
2024-25 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	98%	100%	-	100%	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	92%	92%	84%	92%	92%	100%	-	100%	95%	94%	100%	95%	86%	90%	89%
Not Included in Accountability: Mobile	4%	6%	7%	16%	8%	6%	0%	-	0%	5%	6%	0%	4%	13%	8%	10%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	0%	0%	2%	0%	-	0%	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	2%	0%	-	0%	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	-	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	91%	91%	92%	82%	92%	93%	*	-	*	94%	95%	100%	95%	86%	91%	90%
Not Included in Accountability: Mobile	4%	6%	6%	18%	7%	6%	*	-	*	6%	5%	0%	3%	14%	7%	7%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	1%	0%	*	-	*	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	1%	1%	0%	0%	1%	*	-	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	-	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	100%	98%	*	-	*	100%	100%	100%	99%	98%	98%	100%
Included in Accountability	94%	92%	92%	82%	92%	93%	*	-	*	94%	95%	100%	96%	85%	91%	90%
Not Included in Accountability: Mobile	4%	6%	6%	18%	8%	6%	*	-	*	6%	5%	0%	4%	13%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	0%	2%	*	-	*	0%	0%	0%	1%	2%	2%	0%
Absent	1%	1%	1%	0%	0%	2%	*	-	*	0%	0%	0%	1%	2%	2%	0%
Other	0%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	*	100%	98%	*	-	*	*	100%	*	98%	100%	99%	100%
Included in Accountability	94%	92%	90%	*	90%	88%	*	-	*	*	89%	*	91%	86%	88%	83%
Not Included in Accountability: Mobile	4%	7%	9%	*	10%	10%	*	-	*	*	11%	*	7%	14%	11%	17%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	*	0%	2%	*	-	*	*	0%	*	2%	0%	1%	0%

Texas Education Agency
2024-25 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%	1%	*	0%	2%	*	-	*	*	0%	*	2%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
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%

Texas Education Agency
2024-25 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%	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%
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 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													
2023-24	93.6%	92.6%	94.2%	93.0%	95.2%	94.0%	*	-	*	92.8%	93.8%	94.1%	95.8%
2022-23	93.3%	93.2%	93.8%	94.5%	94.9%	93.5%	*	*	*	93.3%	92.2%	93.6%	95.1%
Chronic Absenteeism													
2023-24	19.0%	26.3%	17.0%	30.0%	13.5%	18.0%	*	-	*	7.1%	17.4%	16.7%	11.1%
2022-23	20.3%	22.7%	18.3%	0.0%	18.0%	18.4%	*	*	*	23.5%	25.4%	21.7%	17.8%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	93.5%	99.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	13.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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 2024	78.5%	74.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	117	382,023
By Ethnicity:				
African American	-	-	2	48,064
Hispanic	-	-	19	200,942
White	-	-	90	101,714
American Indian	-	-	2	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	4	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	13	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	88	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	16	35,935
Economically Disadvantaged Graduates	-	-	60	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	56,967
At-Risk Graduates	-	-	43	173,035
CTE Completers	-	-	76	127,800

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 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	360	100.0%	1,708	5,530,499	360	100.0%	1,712	5,544,255
Students by Grade								
Grade 3	104	28.9%	6.1%	7.3%	104	28.9%	6.1%	7.3%
Grade 4	122	33.9%	7.1%	7.3%	122	33.9%	7.1%	7.3%
Grade 5	134	37.2%	7.8%	7.3%	134	37.2%	7.8%	7.3%
Ethnic Distribution								
African American	9	2.5%	2.2%	12.8%	9	2.5%	2.2%	12.8%
Hispanic	74	20.6%	20.6%	53.5%	74	20.6%	20.6%	53.5%
White	256	71.1%	70.9%	24.4%	256	71.1%	70.9%	24.4%
American Indian	2	0.6%	0.9%	0.3%	2	0.6%	0.9%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	3	0.8%	0.4%	0.2%	3	0.8%	0.4%	0.2%
Two or More Races	16	4.4%	4.7%	3.3%	16	4.4%	4.7%	3.3%
Sex								
Female	157	43.6%	45.0%	48.9%	157	43.6%	45.0%	48.8%
Male	203	56.4%	55.0%	51.1%	203	56.4%	55.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	231	64.2%	61.7%	60.5%	231	64.2%	61.6%	60.4%
Non-Educationally Disadvantaged	129	35.8%	38.3%	39.5%	129	35.8%	38.4%	39.6%
Section 504 Students	16	4.4%	10.6%	6.8%	16	4.4%	10.6%	6.8%
EB Students/EL	36	10.0%	9.9%	24.3%	36	10.0%	9.9%	24.3%
Students w/ Disciplinary Placements (2023-24)	2	0.5%	3.3%	2.1%				
Students w/ Dyslexia	71	19.7%	13.1%	6.4%	71	19.7%	13.1%	6.4%
Foster Care	1	0.3%	0.3%	0.2%	1	0.3%	0.3%	0.2%
Homeless	15	4.2%	3.1%	1.4%	15	4.2%	3.1%	1.4%
Immigrant	4	1.1%	1.1%	3.5%	4	1.1%	1.1%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	360	100.0%	100.0%	66.6%	360	100.0%	100.0%	66.5%
Military Connected	10	2.8%	6.2%	4.1%	10	2.8%	6.2%	4.1%
At-Risk	246	68.3%	54.8%	53.5%	246	68.3%	54.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	32	8.9%	9.4%	24.3%	32	8.9%	9.3%	24.3%
Career and Technical Education	0	0.0%	37.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	88.7%	74.0%	-	-	-	-
Gifted and Talented Education	28	7.8%	6.3%	8.7%	28	7.8%	6.3%	8.7%
Special Education	118	32.8%	21.0%	15.3%	118	32.8%	21.2%	15.5%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2024-25 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	118							
Students with Intellectual Disabilities	77	65.3%	52.4%	48.3%				
Students with Physical Disabilities	10	8.5%	14.8%	17.0%				
Students with Autism	12	10.2%	**	16.8%				
Students with Behavioral Disabilities	19	16.1%	18.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	56	13.8%	14.6%	16.4%				
African American	4	1.0%	0.9%	3.3%				
Hispanic	9	2.2%	2.7%	8.9%				
White	42	10.4%	10.1%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.9%	0.6%				
Special Ed Students who are Mobile	16	14.5%	16.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	6	15.8%	14.7%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	23	10.2%	13.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	34	13.3%	15.4%	18.0%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	1.0%	1.0%	0.4%	2.9%	2.9%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Texas Education Agency
2024-25 Student Information (TAPR)
 RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 3	15.4	15.4	20.1
Grade 4	18.7	18.7	20.0
Grade 5	21.2	21.2	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	45.6	100.0%	100.0%	100.0%
Professional Staff	26.9	58.9%	50.9%	63.8%
Teachers	23.9	52.5%	41.4%	48.3%
Professional Support	1.0	2.2%	5.4%	10.8%
Campus Administration (School Leadership)	1.9	4.2%	3.0%	3.4%
Educational Aides	18.8	41.1%	19.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	5.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	5.5	12.1%	13.9%	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	2.2%	12.8%
Hispanic	0.9	3.8%	4.4%	31.0%
White	23.0	96.2%	91.3%	52.2%
American Indian	0.0	0.0%	1.4%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
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	3.8%	23.2%	24.6%
Females	23.0	96.2%	76.8%	75.4%
Teachers by Highest Degree Held				
No Degree	0.3	1.4%	3.1%	2.4%
Bachelors	20.4	85.1%	81.6%	71.4%
Masters	3.2	13.5%	14.6%	25.4%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	5.0%	7.3%
1-5 Years Experience	7.0	29.3%	33.5%	28.3%
6-10 Years Experience	2.1	9.0%	13.2%	19.7%
11-20 Years Experience	9.7	40.7%	28.9%	27.6%
21-30 Years Experience	4.1	17.3%	15.8%	14.1%
Over 30 Years Experience	0.9	3.8%	3.6%	3.0%
Number of Students per Teacher	15.0	n/a	13.5	15.0

Texas Education Agency
2024-25 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	5.3	6.0
Average Years Experience of Principals with District	0.0	2.5	5.1
Average Years Experience of Assistant Principals	2.0	2.3	5.1
Average Years Experience of Assistant Principals with District	2.0	2.3	4.3
Average Years Experience of Teachers	14.5	11.8	11.2
Average Years Experience of Teachers with District	7.7	6.0	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$44,669	\$55,689
1-5 Years Experience	\$46,622	\$46,677	\$59,266
6-10 Years Experience	\$49,434	\$48,223	\$62,607
11-20 Years Experience	\$58,717	\$59,783	\$66,353
21-30 Years Experience	\$63,920	\$64,322	\$70,976
Over 30 Years Experience	\$58,864	\$64,435	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$55,252	\$53,995	\$63,751
Professional Support	\$1,500	\$64,180	\$75,909
Campus Administration (School Leadership)	\$62,612	\$75,566	\$88,786
Instructional Staff Percent	n/a	57.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	1.2	4.9%	1.6%	6.3%
Career and Technical Education	0.0	0.0%	10.1%	5.5%
Compensatory Education	1.2	5.0%	6.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	19.1	79.9%	71.7%	69.0%
Special Education	2.4	10.2%	8.4%	11.4%
Other	0.0	0.0%	2.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
RAINS INT (190903051) - RAINS ISD - RAINS COUNTY

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RAINS ISD

Campus Name: RAINS EL

Campus Number: 190903101

2025 Campus Accountability Score: B

This school is paired with 190903051, RAINS INT

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2024-25 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
2024-25 STAAR Participation (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

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

Texas Education Agency
2024-25 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													
2023-24	93.6%	92.6%	93.6%	*	94.7%	93.1%	*	-	*	94.4%	93.4%	93.3%	95.2%
2022-23	93.3%	93.2%	93.4%	90.1%	93.5%	93.4%	*	-	*	94.8%	92.9%	93.4%	94.3%
Chronic Absenteeism													
2023-24	19.0%	26.3%	19.9%	0.0%	7.8%	23.9%	*	-	*	23.5%	23.7%	21.5%	4.0%
2022-23	20.3%	22.7%	23.1%	57.1%	19.6%	23.1%	*	-	*	15.4%	25.0%	20.2%	12.5%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	93.5%	99.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	13.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	74.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	117	382,023
By Ethnicity:				
African American	-	-	2	48,064
Hispanic	-	-	19	200,942
White	-	-	90	101,714
American Indian	-	-	2	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	4	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	13	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	88	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	16	35,935
Economically Disadvantaged Graduates	-	-	60	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	56,967
At-Risk Graduates	-	-	43	173,035
CTE Completers	-	-	76	127,800

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

There is no data for this campus.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
 RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Indicator	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	1997-98	1996-97	1995-96	1994-95	1993-94	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88	1986-87	1985-86	1984-85	1983-84	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	1976-77	1975-76	1974-75	1973-74	1972-73	1971-72	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60	1958-59	1957-58	1956-57	1955-56	1954-55	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49	1947-48	1946-47	1945-46	1944-45	1943-44	1942-43	1941-42	1940-41	1939-40	1938-39	1937-38	1936-37	1935-36	1934-35	1933-34	1932-33	1931-32	1930-31	1929-30	1928-29	1927-28	1926-27	1925-26	1924-25	1923-24	1922-23	1921-22	1920-21	1919-20	1918-19	1917-18	1916-17	1915-16	1914-15	1913-14	1912-13	1911-12	1910-11	1909-10	1908-09	1907-08	1906-07	1905-06	1904-05	1903-04	1902-03	1901-02	1900-01
There is no data for this campus.																																																																																																																												

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	434	100.0%	1,708	5,530,499	438	100.0%	1,712	5,544,255
Students by Grade								
Early Childhood Education	1	0.2%	0.1%	0.3%	4	0.9%	0.2%	0.5%
Pre-Kindergarten	74	17.1%	4.3%	4.5%	75	17.1%	4.4%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	74	17.1%	4.3%	3.7%	75	17.1%	4.4%	3.7%
Kindergarten	127	29.3%	7.4%	6.5%	127	29.0%	7.4%	6.5%
Grade 1	106	24.4%	6.2%	6.8%	106	24.2%	6.2%	6.8%
Grade 2	126	29.0%	7.4%	7.0%	126	28.8%	7.4%	7.0%
Ethnic Distribution								
African American	4	0.9%	2.2%	12.8%	4	0.9%	2.2%	12.8%
Hispanic	86	19.8%	20.6%	53.5%	86	19.6%	20.6%	53.5%
White	304	70.0%	70.9%	24.4%	307	70.1%	70.9%	24.4%
American Indian	9	2.1%	0.9%	0.3%	9	2.1%	0.9%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	3	0.7%	0.4%	0.2%	3	0.7%	0.4%	0.2%
Two or More Races	28	6.5%	4.7%	3.3%	29	6.6%	4.7%	3.3%
Sex								
Female	207	47.7%	45.0%	48.9%	208	47.5%	45.0%	48.8%
Male	227	52.3%	55.0%	51.1%	230	52.5%	55.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	294	67.7%	61.7%	60.5%	295	67.4%	61.6%	60.4%
Non-Educationally Disadvantaged	140	32.3%	38.3%	39.5%	143	32.6%	38.4%	39.6%
Section 504 Students	17	3.9%	10.6%	6.8%	17	3.9%	10.6%	6.8%
EB Students/EL	41	9.4%	9.9%	24.3%	41	9.4%	9.9%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	3.3%	2.1%				
Students w/ Dyslexia	12	2.8%	13.1%	6.4%	12	2.7%	13.1%	6.4%
Foster Care	2	0.5%	0.3%	0.2%	2	0.5%	0.3%	0.2%
Homeless	19	4.4%	3.1%	1.4%	19	4.3%	3.1%	1.4%
Immigrant	7	1.6%	1.1%	3.5%	7	1.6%	1.1%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	434	100.0%	100.0%	66.6%	438	100.0%	100.0%	66.5%
Military Connected	3	0.7%	6.2%	4.1%	3	0.7%	6.2%	4.1%
At-Risk	227	52.3%	54.8%	53.5%	227	51.8%	54.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	40	9.2%	9.4%	24.3%	40	9.1%	9.3%	24.3%
Career and Technical Education	0	0.0%	37.4%	27.7%	-	-	-	-

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Career and Technical Education (9-12 grades only)	0	0.0%	88.7%	74.0%	-	-	-	-
Gifted and Talented Education	7	1.6%	6.3%	8.7%	7	1.6%	6.3%	8.7%
Special Education	80	18.4%	21.0%	15.3%	84	19.2%	21.2%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	80							
Students with Intellectual Disabilities	18	22.5%	52.4%	48.3%				
Students with Physical Disabilities	37	46.3%	14.8%	17.0%				
Students with Autism	19	23.8%	**	16.8%				
Students with Behavioral Disabilities	**	**	18.4%	16.3%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	38	14.7%	14.6%	16.4%				
African American	5	1.9%	0.9%	3.3%				
Hispanic	9	3.5%	2.7%	8.9%				
White	21	8.1%	10.1%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	1.2%	0.9%	0.6%				
Special Ed Students who are Mobile	7	9.1%	16.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	5	20.0%	14.7%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	13	8.6%	13.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	58	18.0%	15.4%	18.0%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.2%	1.2%	1.3%	5.9%	5.9%	3.6%
Grade 1	2.2%	2.2%	1.9%	6.1%	6.1%	3.0%
Grade 2	4.2%	4.2%	1.1%	0.0%	0.0%	1.4%

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

Texas Education Agency
2024-25 Student Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.0	18.0	18.9
Grade 1	17.6	17.6	19.2
Grade 2	18.0	18.0	19.4

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	54.3	100.0%	100.0%	100.0%
Professional Staff	34.8	64.2%	50.9%	63.8%
Teachers	30.6	56.3%	41.4%	48.3%
Professional Support	1.0	1.8%	5.4%	10.8%
Campus Administration (School Leadership)	3.3	6.1%	3.0%	3.4%
Educational Aides	19.4	35.8%	19.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	5.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	5.6	10.2%	13.9%	55.3%
Teachers by Ethnicity				
African American	0.9	3.0%	2.2%	12.8%
Hispanic	0.0	0.0%	4.4%	31.0%
White	27.9	91.1%	91.3%	52.2%
American Indian	0.9	3.0%	1.4%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	3.0%	0.7%	1.3%
Teachers by Sex				
Males	0.0	0.0%	23.2%	24.6%
Females	30.6	100.0%	76.8%	75.4%
Teachers by Highest Degree Held				
No Degree	0.9	3.0%	3.1%	2.4%
Bachelors	27.9	91.1%	81.6%	71.4%
Masters	1.8	5.9%	14.6%	25.4%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.8	5.9%	5.0%	7.3%
1-5 Years Experience	6.7	22.0%	33.5%	28.3%
6-10 Years Experience	6.4	20.8%	13.2%	19.7%
11-20 Years Experience	8.6	28.1%	28.9%	27.6%
21-30 Years Experience	7.1	23.1%	15.8%	14.1%
Over 30 Years Experience	0.0	0.0%	3.6%	3.0%
Number of Students per Teacher	14.2	n/a	13.5	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	5.3	6.0
Average Years Experience of Principals with District	1.0	2.5	5.1
Average Years Experience of Assistant Principals	3.0	2.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.3	4.3
Average Years Experience of Teachers	12.3	11.8	11.2
Average Years Experience of Teachers with District	7.4	6.0	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$46,313	\$44,669	\$55,689
1-5 Years Experience	\$44,365	\$46,677	\$59,266
6-10 Years Experience	\$47,951	\$48,223	\$62,607
11-20 Years Experience	\$57,331	\$59,783	\$66,353
21-30 Years Experience	\$64,577	\$64,322	\$70,976
Over 30 Years Experience	-	\$64,435	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$53,550	\$53,995	\$63,751
Professional Support	\$67,008	\$64,180	\$75,909
Campus Administration (School Leadership)	\$64,459	\$75,566	\$88,786
Instructional Staff Percent	n/a	57.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.7	2.4%	1.6%	6.3%
Career and Technical Education	0.0	0.0%	10.1%	5.5%
Compensatory Education	6.4	20.8%	6.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	22.2	72.5%	71.7%	69.0%
Special Education	1.3	4.3%	8.4%	11.4%
Other	0.0	0.0%	2.3%	3.6%

- 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
2024-25 Staff Information (TAPR)
RAINS EL (190903101) - RAINS ISD - RAINS COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

**2023 - 2024 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,737**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$6,924,818	36.72%	\$3,987	\$6,924,818	29.28%	\$3,987	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$10,899,750	57.80%	\$6,275	\$11,450,850	48.42%	\$6,592	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$187,198	0.99%	\$108	\$3,649,514	15.43%	\$2,101	\$11,797,301,551	16.40%	\$2,138
Other Local	\$845,286	4.48%	\$487	\$1,625,630	6.87%	\$936	\$4,418,441,068	6.14%	\$801
Total Operating Revenue	\$18,857,052	100.00%	\$10,856	\$23,650,812	100.00%	\$13,616	\$71,919,121,311	100.00%	\$13,037
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$893,806	76.90%	\$515	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$205,286	17.66%	\$118	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$14,252	1.23%	\$8	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$48,908	100.00%	\$28	\$48,908	4.21%	\$28	\$1,129,524,892	8.35%	\$205
Total Other Revenue	\$48,908	100.00%	\$28	\$1,162,252	100.00%	\$669	\$13,519,625,747	100.00%	\$2,451
Subtotal: Operating and Other Revenue	\$18,905,960	100.00%	\$10,884	\$24,813,064	100.00%	\$14,285	\$85,438,747,058	100.00%	\$15,487
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Subtotal: Operating, Other and Recaptured Revenue	\$18,905,960	100.00%	\$10,884	\$24,813,064	100.00%	\$14,285	\$88,132,050,638	100.00%	\$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$97,000	7.67%	\$56	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$1,113,341	100.00%	\$641	\$1,167,119	92.33%	\$672	\$3,062,147,998	46.90%	\$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,113,341	100.00%	\$641	\$1,264,119	100.00%	\$728	\$6,528,575,328	100.00%	\$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$20,019,301	100.00%	\$11,525	\$26,077,183	100.00%	\$15,013	\$91,967,322,386	100.00%	\$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$15,480,491	84.07%	\$8,912	\$18,260,054	78.81%	\$10,512	\$55,579,370,977	77.80%	\$10,075

**2023 - 2024 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,737**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$1,410,851	7.66%	\$812	\$1,677,277	7.24%	\$966	\$7,412,529,453	10.38%	\$1,344
Supplies & Materials (Object 63xx)	\$975,541	5.30%	\$562	\$2,666,548	11.51%	\$1,535	\$6,022,343,036	8.43%	\$1,092
Other Operating Expenditures (Object 64xx)	\$547,642	2.97%	\$315	\$565,477	2.44%	\$326	\$2,426,950,644	3.40%	\$440
Total Operating Expenditures by Object	\$18,414,525	100.00%	\$10,601	\$23,169,356	100.00%	\$13,339	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$1,062,875	80.42%	\$612	\$12,475,005,940	43.70%	\$2,261
Capital Outlay (Object 66xx)	\$48,456	100.00%	\$28	\$258,745	19.58%	\$149	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Object	\$48,456	100.00%	\$28	\$1,321,620	100.00%	\$761	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	\$18,462,981	100.00%	\$10,629	\$24,490,976	100.00%	\$14,100	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$10,101,890	54.86%	\$5,816	\$11,909,934	51.40%	\$6,857	\$39,176,659,787	54.84%	\$7,101
Instructional Resources & Media Services (Function 12)	\$199,589	1.08%	\$115	\$199,589	0.86%	\$115	\$657,456,589	0.92%	\$119
Curriculum & Staff Development (Function 13)	\$141,584	0.77%	\$82	\$193,348	0.83%	\$111	\$1,768,032,392	2.47%	\$320
Instructional Leadership (Function 21)	\$376,261	2.04%	\$217	\$745,765	3.22%	\$429	\$1,299,882,283	1.82%	\$236
School Leadership (Function 23)	\$1,092,898	5.93%	\$629	\$1,132,830	4.89%	\$652	\$4,090,184,319	5.73%	\$741
Guidance Counseling Services (Function 31)	\$680,770	3.70%	\$392	\$907,412	3.92%	\$522	\$2,896,985,750	4.06%	\$525
Social Work Services (Function 32)	\$100,000	0.54%	\$58	\$100,000	0.43%	\$58	\$248,791,333	0.35%	\$45
Health Services (Function 33)	\$180,036	0.98%	\$104	\$180,036	0.78%	\$104	\$730,487,490	1.02%	\$132
Transportation (Function 34)	\$937,474	5.09%	\$540	\$937,474	4.05%	\$540	\$2,180,244,579	3.05%	\$395
Food Services (Function 35)	\$0	0.00%	\$0	\$1,451,800	6.27%	\$836	\$3,765,975,564	5.27%	\$683
Extracurricular (Function 36)	\$844,014	4.58%	\$486	\$1,303,645	5.63%	\$751	\$2,209,273,631	3.09%	\$400
General Administration (Function 41,92)	\$1,123,339	6.10%	\$647	\$1,143,739	4.94%	\$658	\$2,353,926,229	3.29%	\$427
Facilities Maintenance & Operations (Function 51)	\$2,391,611	12.99%	\$1,377	\$2,399,230	10.36%	\$1,381	\$7,189,345,570	10.06%	\$1,303
Security & Monitoring Services (Function 52)	\$134,498	0.73%	\$77	\$155,695	0.67%	\$90	\$1,152,159,150	1.61%	\$209
Data Processing Services (Function 53)	\$110,561	0.60%	\$64	\$115,206	0.50%	\$66	\$1,330,101,476	1.86%	\$241
Community Services (Function 61)	\$0	0.00%	\$0	\$293,653	1.27%	\$169	\$367,631,791	0.51%	\$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,056,177	0.03%	\$4

**2023 - 2024 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,737**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$18,414,525	100.00%	\$10,601	\$23,169,356	100.00%	\$13,339	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,062,875	80.42%	\$612	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$48,456	100.00%	\$28	\$258,745	19.58%	\$149	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Function	\$48,456	100.00%	\$28	\$1,321,620	100.00%	\$761	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	\$18,462,981	100.00%	\$10,629	\$24,490,976	100.00%	\$14,100	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$6,753,509	36.67%	\$3,888	\$7,387,800	31.89%	\$4,253	\$28,879,935,685	40.42%	\$5,235
Gifted and Talented (PIC 21)	\$15,369	0.08%	\$9	\$15,369	0.07%	\$9	\$387,893,289	0.54%	\$70
Career and Technical (PIC 22)	\$848,289	4.61%	\$488	\$1,139,535	4.92%	\$656	\$2,465,499,880	3.45%	\$447
Students with Disabilities (PICs 23,33,43)	\$2,724,562	14.80%	\$1,569	\$3,097,035	13.37%	\$1,783	\$9,477,470,234	13.27%	\$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,660,673	9.02%	\$956	\$2,408,246	10.39%	\$1,386	\$6,534,482,938	9.15%	\$1,184
Bilingual (PICs 25,35)	\$104,111	0.57%	\$60	\$117,008	0.51%	\$67	\$830,420,586	1.16%	\$151
Early Education Allotment (PIC 36)	\$719,837	3.91%	\$414	\$719,837	3.11%	\$414	\$1,353,176,371	1.89%	\$245
Dyslexia or Related Disorder Services (PIC 37)	\$182,694	0.99%	\$105	\$252,181	1.09%	\$145	\$417,573,465	0.58%	\$76
College, Career, and Military Readiness (CCMR) (PIC 38)	\$7,826	0.04%	\$5	\$7,826	0.03%	\$5	\$394,493,831	0.55%	\$72
Athletics/Related Activities (PIC 91)	\$697,392	3.79%	\$401	\$697,392	3.01%	\$401	\$1,419,449,950	1.99%	\$257
Un-Allocated (PIC 99)	\$4,700,263	25.52%	\$2,706	\$7,327,127	31.62%	\$4,218	\$19,280,797,881	26.99%	\$3,495
Total Operating Expenditures by Program Intent Code (PIC)	\$18,414,525	100.00%	\$10,601	\$23,169,356	100.00%	\$13,339	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$1,062,875	80.42%	\$612	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$48,456	100.00%	\$28	\$258,745	19.58%	\$149	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$48,456	100.00%	\$28	\$1,321,620	100.00%	\$761	\$28,546,823,519	100.00%	\$5,175

**2023 - 2024 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,737**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$18,462,981	100.00%	\$10.629	\$24,490,976	100.00%	\$14,100	\$99,988,017,629	100.00%	\$18,125
Disbursements									
Total Disbursements									
Operating Expenditures	\$18,414,525	96.67%	\$10,601	\$23,169,356	92.22%	\$13,339	\$71,441,194,110	68.44%	\$12,950
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	2.58%	\$488
Total Other Uses	\$97,000	0.51%	\$56	\$145,908	0.58%	\$84	\$915,610,042	0.88%	\$166
Intergovernmental Charge	\$488,414	2.56%	\$281	\$488,414	1.94%	\$281	\$782,603,994	0.75%	\$142
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.04%	\$7
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$1,062,875	4.23%	\$612	\$12,475,005,940	11.95%	\$2,261
Capital Projects (Object 66xx)	\$48,456	0.25%	\$28	\$258,745	1.03%	\$149	\$16,033,551,537	15.36%	\$2,906
Total Disbursements	\$19,048,395	100.00%	\$10,966	\$25,125,298	100.00%	\$14,465	\$104,379,535,245	100.00%	\$18,921
Tax Rates									
2023 - 2024 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.6692			0.7333		
Interest & Sinking Tax Rate				0.0874			0.2408		
Total Tax Rate				0.7566			0.9741		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.6192			0.6379		
Tier I Tax Rate				0.6192			0.6375		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0958		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$0		\$0	\$24,050		\$14	\$448,350,489		\$88
Restricted Fund Balance	\$0		\$0	\$397,533		\$229	\$42,873,980,540		\$8,417
Committed Fund Balance	\$0		\$0	\$150,090		\$86	\$4,159,077,592		\$816
Assigned Fund Balance	\$82,000		\$47	\$82,000		\$47	\$4,058,981,212		\$797

**2023 - 2024 Actual Financial Data
Totals for RAINS ISD (190903)
Total Enrolled Membership: 1,737**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	\$4,139,944		\$2,383	\$4,139,944		\$2,383	\$17,734,264,080		\$3,481
Total Fund Balance**	\$4,221,944		\$2,431	\$4,793,617		\$2,760	\$69,274,653,913		\$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	\$3,486,796		\$1,989	\$4,077,483		\$2,326	\$61,508,592,008		\$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	\$783,240		\$451	\$716,134		\$412	\$-12,858,865,614		\$-2,524
2023-2024 Excess (Deficiency) Non-Operating Expenditures	\$-48,092		\$-28	\$0		\$0	\$20,418,148,729		\$4,008
2023-2024 Uncommon Items	\$0		\$0	\$0		\$0	\$206,778,790		\$41
2023-2024 Total Fund Balance	\$4,221,944		\$2,431	\$4,793,617		\$2,760	\$69,274,653,913		\$13,600

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD**

Total Enrolled Membership: 522

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,489,938	100.00%	\$8,601	\$4,668,938	100.00%	\$8,944
Operating-Payroll	\$3,665,012	81.63%	\$7,021	\$3,665,012	78.50%	\$7,021
Other Operating	\$769,926	17.15%	\$1,475	\$948,926	20.32%	\$1,818
Non-Operating(Equipt/Supplies)	\$55,000	1.22%	\$105	\$55,000	1.18%	\$105
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,434,938	100.00%	\$8,496	\$4,613,938	100.00%	\$8,839
Instruction (11,95) *	\$3,112,431	70.18%	\$5,963	\$3,112,431	67.46%	\$5,963
Instructional Res/Media (12) *	\$60,075	1.35%	\$115	\$60,075	1.30%	\$115
Curriculum/Staff Develop (13) *	\$42,793	0.96%	\$82	\$42,793	0.93%	\$82
Instructional Leadership (21) *	\$90,555	2.04%	\$173	\$90,555	1.96%	\$173
School Leadership (23) *	\$287,708	6.49%	\$551	\$287,708	6.24%	\$551
Guidance/Counseling Svcs (31) *	\$175,703	3.96%	\$337	\$175,703	3.81%	\$337
Social Work Services (32) *	\$24,993	0.56%	\$48	\$24,993	0.54%	\$48
Health Services (33) *	\$19,288	0.43%	\$37	\$19,288	0.42%	\$37
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$179,000	3.88%	\$343
Extracurricular (36) **	\$621,392	14.01%	\$1,190	\$621,392	13.47%	\$1,190
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS H S (190903001)
RAINS ISD**

Total Enrolled Membership: 522

	General Fund	%	Per Student	All Funds	%	Per Student
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	\$4,434,938	100.00%	\$8,496	\$4,613,938	100.00%	\$8,839
Regular	\$1,776,634	40.06%	\$3,404	\$1,776,634	38.51%	\$3,404
Gifted & Talented	\$9,705	0.22%	\$19	\$9,705	0.21%	\$19
Career & Technical	\$957,566	21.59%	\$1,834	\$957,566	20.75%	\$1,834
Students with Disabilities	\$544,888	12.29%	\$1,044	\$544,888	11.81%	\$1,044
State Compensatory ED	\$504,553	11.38%	\$967	\$504,553	10.94%	\$967
Bilingual	\$800	0.02%	\$2	\$800	0.02%	\$2
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	\$19,400	0.44%	\$37	\$19,400	0.42%	\$37
Athletic Programming	\$577,596	13.02%	\$1,107	\$577,596	12.52%	\$1,107
Un-Allocated	\$43,796	0.99%	\$84	\$222,796	4.83%	\$427

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD**

Total Enrolled Membership: 414

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,267,072	100.00%	\$7,891	\$3,421,072	100.00%	\$8,263
Operating-Payroll	\$3,034,502	92.88%	\$7,330	\$3,034,502	88.70%	\$7,330
Other Operating	\$232,570	7.12%	\$562	\$386,570	11.30%	\$934
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,267,072	100.00%	\$7,891	\$3,421,072	100.00%	\$8,263
Instruction (11,95) *	\$2,474,863	75.75%	\$5,978	\$2,474,863	72.34%	\$5,978
Instructional Res/Media (12) *	\$56,781	1.74%	\$137	\$56,781	1.66%	\$137
Curriculum/Staff Develop (13) *	\$38,273	1.17%	\$92	\$38,273	1.12%	\$92
Instructional Leadership (21) *	\$114,124	3.49%	\$276	\$114,124	3.34%	\$276
School Leadership (23) *	\$227,892	6.98%	\$550	\$227,892	6.66%	\$550
Guidance/Counseling Svcs (31) *	\$158,281	4.84%	\$382	\$158,281	4.63%	\$382
Social Work Services (32) *	\$25,675	0.79%	\$62	\$25,675	0.75%	\$62
Health Services (33) *	\$43,829	1.34%	\$106	\$43,829	1.28%	\$106
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$154,000	4.50%	\$372
Extracurricular (36) **	\$127,354	3.90%	\$308	\$127,354	3.72%	\$308
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS J H (190903041)
RAINS ISD**

Total Enrolled Membership: 414

	General Fund	%	Per Student	All Funds	%	Per Student
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	\$3,267,072	100.00%	\$7,891	\$3,421,072	100.00%	\$8,263
Regular	\$2,127,823	65.13%	\$5,140	\$2,127,823	62.20%	\$5,140
Gifted & Talented	\$900	0.03%	\$2	\$900	0.03%	\$2
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$769,898	23.57%	\$1,860	\$769,898	22.50%	\$1,860
State Compensatory ED	\$157,337	4.82%	\$380	\$157,337	4.60%	\$380
Bilingual	\$83,760	2.56%	\$202	\$83,760	2.45%	\$202
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	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$105,372	3.23%	\$255	\$105,372	3.08%	\$255
Un-Allocated	\$21,982	0.67%	\$53	\$175,982	5.14%	\$425

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD**

Total Enrolled Membership: 375

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,538,333	100.00%	\$6,769	\$2,666,333	100.00%	\$7,110
Operating-Payroll	\$2,369,560	93.35%	\$6,319	\$2,369,560	88.87%	\$6,319
Other Operating	\$168,773	6.65%	\$450	\$296,773	11.13%	\$791
Non-Operating(Equip/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,538,333	100.00%	\$6,769	\$2,666,333	100.00%	\$7,110
Instruction (11,95) *	\$1,952,719	76.93%	\$5,207	\$1,952,719	73.24%	\$5,207
Instructional Res/Media (12) *	\$43,748	1.72%	\$117	\$43,748	1.64%	\$117
Curriculum/Staff Develop (13) *	\$36,866	1.45%	\$98	\$36,866	1.38%	\$98
Instructional Leadership (21) *	\$86,343	3.40%	\$230	\$86,343	3.24%	\$230
School Leadership (23) *	\$219,401	8.64%	\$585	\$219,401	8.23%	\$585
Guidance/Counseling Svcs (31) *	\$134,003	5.28%	\$357	\$134,003	5.03%	\$357
Social Work Services (32) *	\$22,190	0.87%	\$59	\$22,190	0.83%	\$59
Health Services (33) *	\$41,170	1.62%	\$110	\$41,170	1.54%	\$110
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$128,000	4.80%	\$341
Extracurricular (36) **	\$1,893	0.07%	\$5	\$1,893	0.07%	\$5
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS INT (190903051)
RAINS ISD**

Total Enrolled Membership: 375

	General Fund	%	Per Student	All Funds	%	Per Student
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	\$2,538,333	100.00%	\$6,769	\$2,666,333	100.00%	\$7,110
Regular	\$1,563,540	61.60%	\$4,169	\$1,563,540	58.64%	\$4,169
Gifted & Talented	\$400	0.02%	\$1	\$400	0.02%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$602,379	23.73%	\$1,606	\$602,379	22.59%	\$1,606
State Compensatory ED	\$222,152	8.75%	\$592	\$222,152	8.33%	\$592
Bilingual	\$5,000	0.20%	\$13	\$5,000	0.19%	\$13
Early Education Allotment	\$64,195	2.53%	\$171	\$64,195	2.41%	\$171
Dyslexia or Related Disorder Serv	\$78,774	3.10%	\$210	\$78,774	2.95%	\$210
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$1,893	0.07%	\$5	\$129,893	4.87%	\$346

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD**

Total Enrolled Membership: 426

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,272,406	100.00%	\$7,682	\$3,442,027	100.00%	\$8,080
Operating-Payroll	\$3,055,526	93.37%	\$7,173	\$3,055,526	88.77%	\$7,173
Other Operating	\$216,880	6.63%	\$509	\$386,501	11.23%	\$907
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,272,406	100.00%	\$7,682	\$3,442,027	100.00%	\$8,080
Instruction (11,95) *	\$2,647,618	80.91%	\$6,215	\$2,647,618	76.92%	\$6,215
Instructional Res/Media (12) *	\$54,428	1.66%	\$128	\$54,428	1.58%	\$128
Curriculum/Staff Develop (13) *	\$70,630	2.16%	\$166	\$70,630	2.05%	\$166
Instructional Leadership (21) *	\$81,904	2.50%	\$192	\$81,904	2.38%	\$192
School Leadership (23) *	\$228,704	6.99%	\$537	\$228,704	6.64%	\$537
Guidance/Counseling Svcs (31) *	\$121,577	3.72%	\$285	\$121,577	3.53%	\$285
Social Work Services (32) *	\$27,285	0.83%	\$64	\$27,285	0.79%	\$64
Health Services (33) *	\$39,746	1.21%	\$93	\$39,746	1.15%	\$93
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$169,621	4.93%	\$398
Extracurricular (36) **	\$514	0.02%	\$1	\$514	0.01%	\$1
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR RAINS EL (190903101)
RAINS ISD**

Total Enrolled Membership: 426

	General Fund	%	Per Student	All Funds	%	Per Student
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	\$3,272,406	100.00%	\$7,682	\$3,442,027	100.00%	\$8,080
Regular	\$1,712,420	52.33%	\$4,020	\$1,712,420	49.75%	\$4,020
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$499,448	15.26%	\$1,172	\$499,448	14.51%	\$1,172
State Compensatory ED	\$279,274	8.53%	\$656	\$279,274	8.11%	\$656
Bilingual	\$37,077	1.13%	\$87	\$37,077	1.08%	\$87
Early Education Allotment	\$658,360	20.12%	\$1,545	\$658,360	19.13%	\$1,545
Dyslexia or Related Disorder Serv	\$85,313	2.61%	\$200	\$85,313	2.48%	\$200
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$514	0.02%	\$1	\$170,135	4.94%	\$399

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



2024-2025 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 2024-2025 are listed below:

Show/Hide columns:

CDN | District Name | ESC | District Type | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2023 FIRST Rating | 2023 Accountability Rating | 2024 FIRST Rating | 2024 Accountability Rating | 2024-2025 Accreditation Status | Reason For Status | Notes

Show 100 ▾ entries

Search: 190903

CDN	DISTRICT NAME	ESC	2024 FIRST Rating	2024 Accountability Rating	2024-2025 Accreditation Status	Reason For Status	Notes
190903	RAINS ISD	7	A - Superior Achievement	C	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,204 total entries)

Previous

1

Next

RAINS ISD

District Improvement Plan 2025/2026



Joe Nicks
1759 W. HWY 69 Emory, Tx
903-473-2222

Date Reviewed:

DMAC Solutions ®

Date Approved:

1/12/2026

RAINS ISD

Mission

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

Vision

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

Nondiscrimination Notice

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

RAINS ISD Site Base

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

Resources

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

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.) The benefits of employment at RISD will be marketed in various networks.

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

RAINS ISD

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

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

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

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

Demographics Strengths

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

Demographics Needs

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

Comprehensive Needs Assessment

Demographics Summary

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

Enrollment

20/21- 1706

21/22- 1727

22/23- 1753

Ethnicity- 70% w, 20% h

Gender- 55% m, 45% f

SpEd/504- 12-14%

EB- 6-8%

All group percentages are steady over the last 3 years.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data

Attendance

College, Career, and Military Readiness (CCMR)

College/University/ Dual Credit/AP Enrollment

Common Benchmark Assessments

Course/Class Assignments

Course/Class Completion, Grades, and Other Data

Course/Class Grades

Disaggregated STAAR Data

Graduation Plan Types

Graduation Records

Graduation, Completion, and Dropout Rates

Multi-Year Trends

Promotion/Retention Rates

Results Driven Accountability (RDA)

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

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

Student Achievement Strengths

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

Student Achievement Weaknesses

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

Student Achievement Needs

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

Student Achievement Summary

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

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

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

School Culture and Climate Strengths

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

School Culture and Climate Weaknesses

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

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

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

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

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

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Staff Quality, Recruitment and Retention Summary

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

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

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

Curriculum, Instruction and Assessment Weaknesses

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

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

Curriculum, Instruction and Assessment Summary

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

Family and Community Involvement

Family and Community Involvement Data Sources

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

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

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

Family and Community Involvement Needs

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

Family and Community Involvement Summary

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

School Context and Organization

School Context and Organization Data Sources

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

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

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

School Context and Organization Strengths

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

School Context and Organization Needs

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

School Context and Organization Summary

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

Think about:

District level supports around classes, schedules, student/staff teams
How we support subjects in which students perform poorly
Teacher voice in decision-making and school policies
Teacher role in assessment choice decisions
Are all stakeholders (teachers, parents, paras, support staff, and students) involved in decision-making
Perceptions of students, parents, and community about the district and campuses

Comprehensive Needs Assessment

Technology

Technology Data Sources

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

Technology Strengths

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

Technology Weaknesses

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

Technology Needs

Comprehensive Needs Assessment

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

Technology Summary

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

Appendix- LEA Program Plan Requirements

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

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

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

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

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

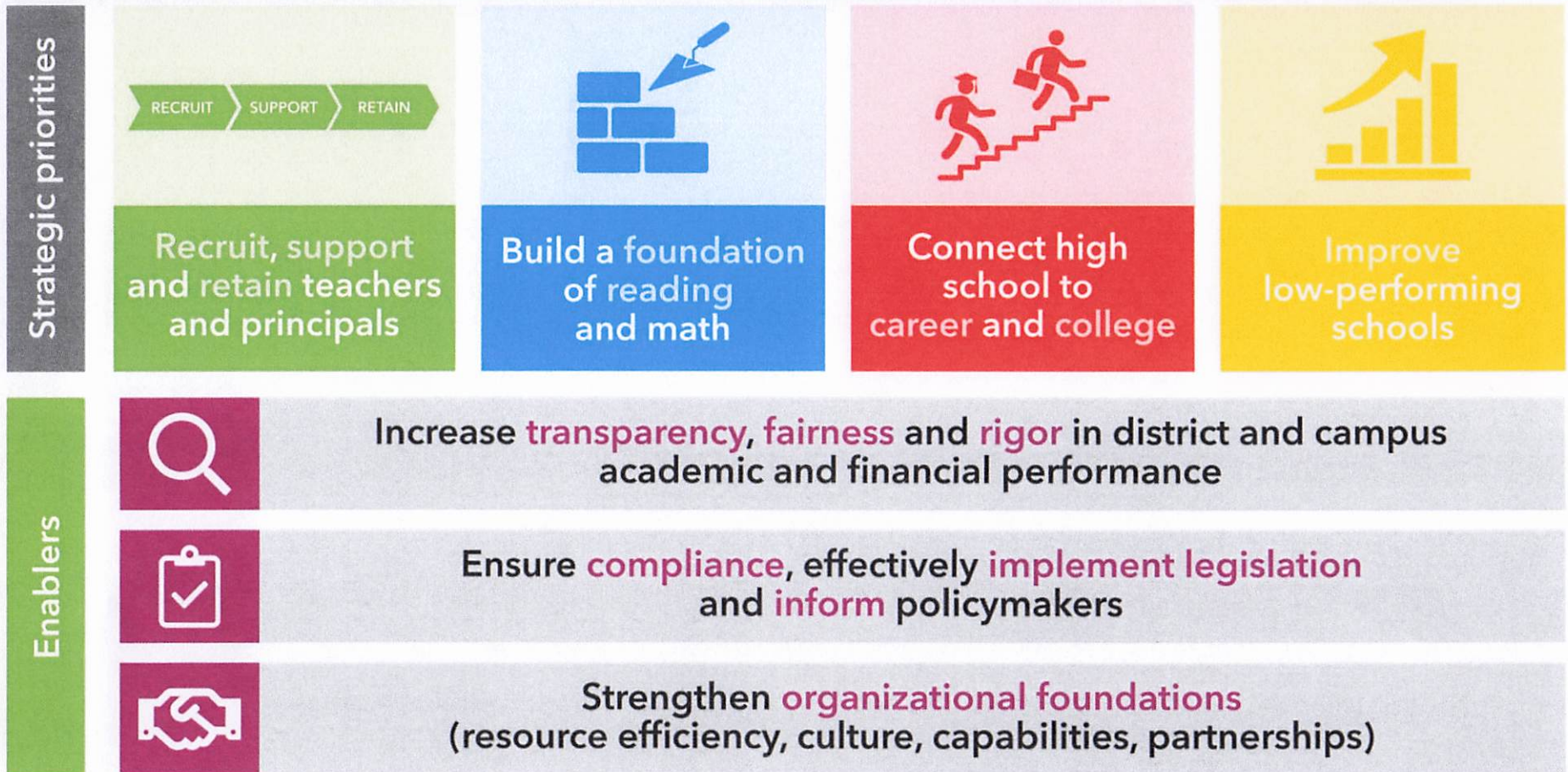
Appendix- Title II DIP Requirements

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

Appendix- Title IV DIP Requirements

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

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



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

RAINS HIGH SCHOOL

Campus Improvement Plan

2025/2026

Stronger Together



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

Date Reviewed:

Date Approved:

RAINS HIGH SCHOOL

Mission

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

Vision

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

Resources

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

RAINS HIGH SCHOOL

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

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

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

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

Student Achievement Strengths

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

Student Achievement Weaknesses

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

Student Achievement Needs

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

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

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

Student Achievement Summary

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

School Culture and Climate

School Culture and Climate Data Sources

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

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

School Culture and Climate Strengths

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

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

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

School Culture and Climate Needs

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

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom and School Walkthrough Data
Classroom Technology Needs

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

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

Staff Quality, Recruitment and Retention Strengths

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

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

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

Staff Quality, Recruitment and Retention Summary

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

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

Curriculum, Instruction and Assessment Weaknesses

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

Curriculum, Instruction and Assessment Needs

Scope and Sequence

Curriculum, Instruction and Assessment Summary

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

Family and Community Involvement

Family and Community Involvement Data Sources

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

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

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

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

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

Family and Community Involvement Needs

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

Family and Community Involvement Summary

Comprehensive Needs Assessment

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

School Context and Organization

School Context and Organization Strengths

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

School Context and Organization Weaknesses

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

School Context and Organization Needs

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

School Context and Organization Summary

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

Comprehensive Needs Assessment

Technology

Technology Strengths

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

Technology Weaknesses

We need Newline Panels in English and History.

Technology Needs

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



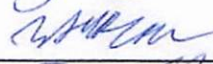

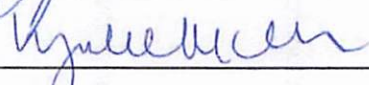

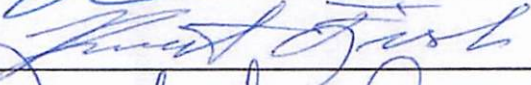

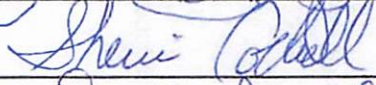
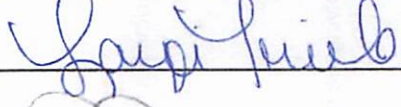

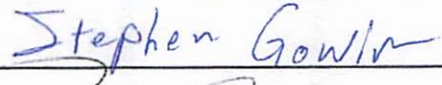
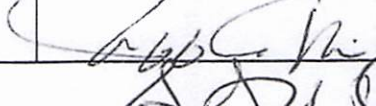

Technology Summary

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

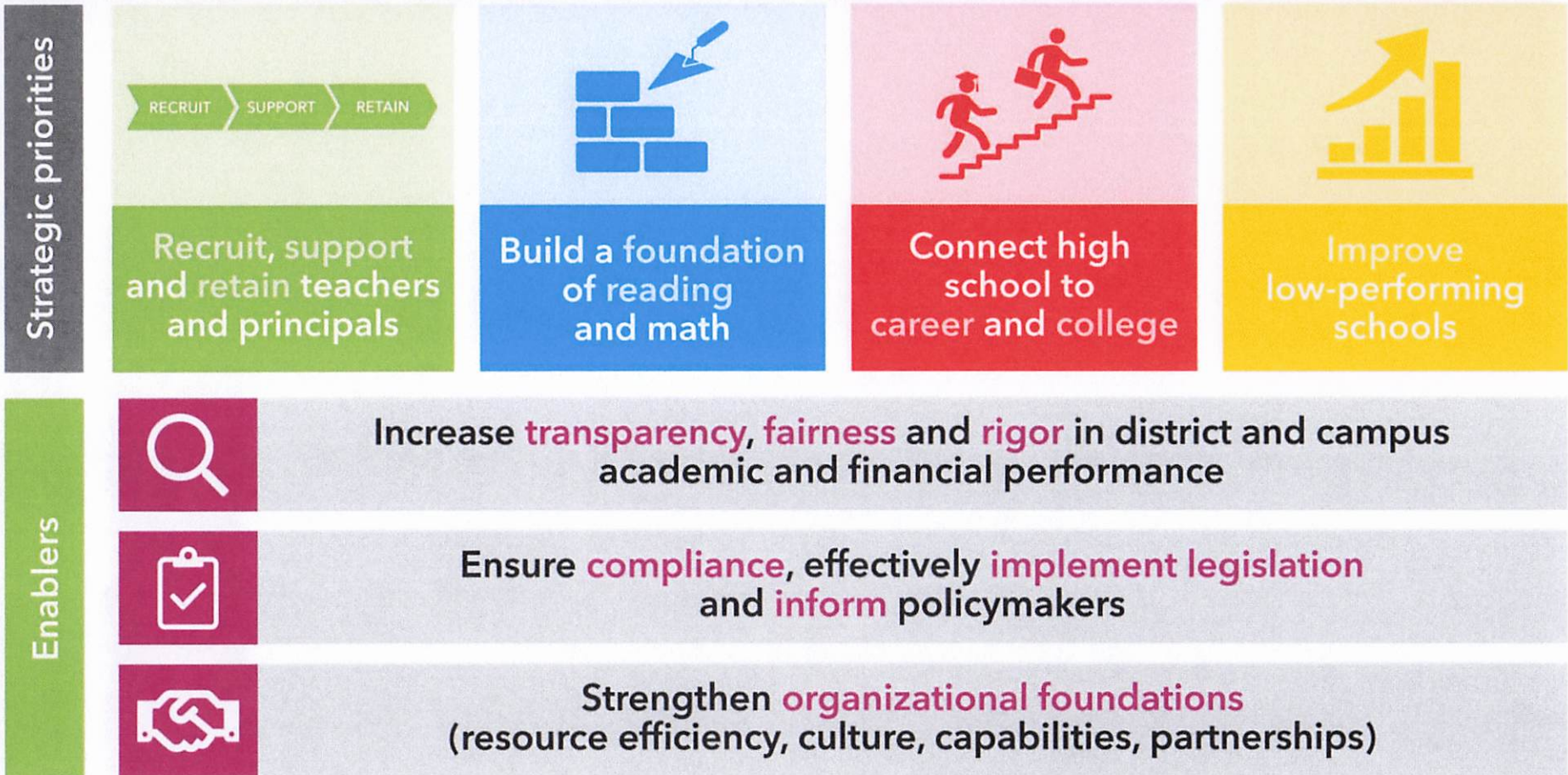
Site Base Meeting 5/29/24

Printed Name:

Signature:

Robert L. Roberts	
Jayde Sustaime	
Walt Cook	
Jeremy Cook	
Lynlee McHair	
Shakee' Harris	Shakee' Harris
Jonathan Lance	
Robert Fisher	
Janet Samples	
Sherri Cockrell	
Lauri Trielo	
Tia Harney	
Carla Meddler	Carla Meddler
Steph	
Tiff Akin	
Shantil Wallace	

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



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

RAINS JR HIGH

Campus Improvement Plan 2025/2026

Stronger Together



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

Date Reviewed:

Date Approved:

RAINS JR HIGH

Mission

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3 Towns 1 School - Stronger Together*

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RAINS JR HIGH Site Base

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

RAINS JR HIGH

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

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

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

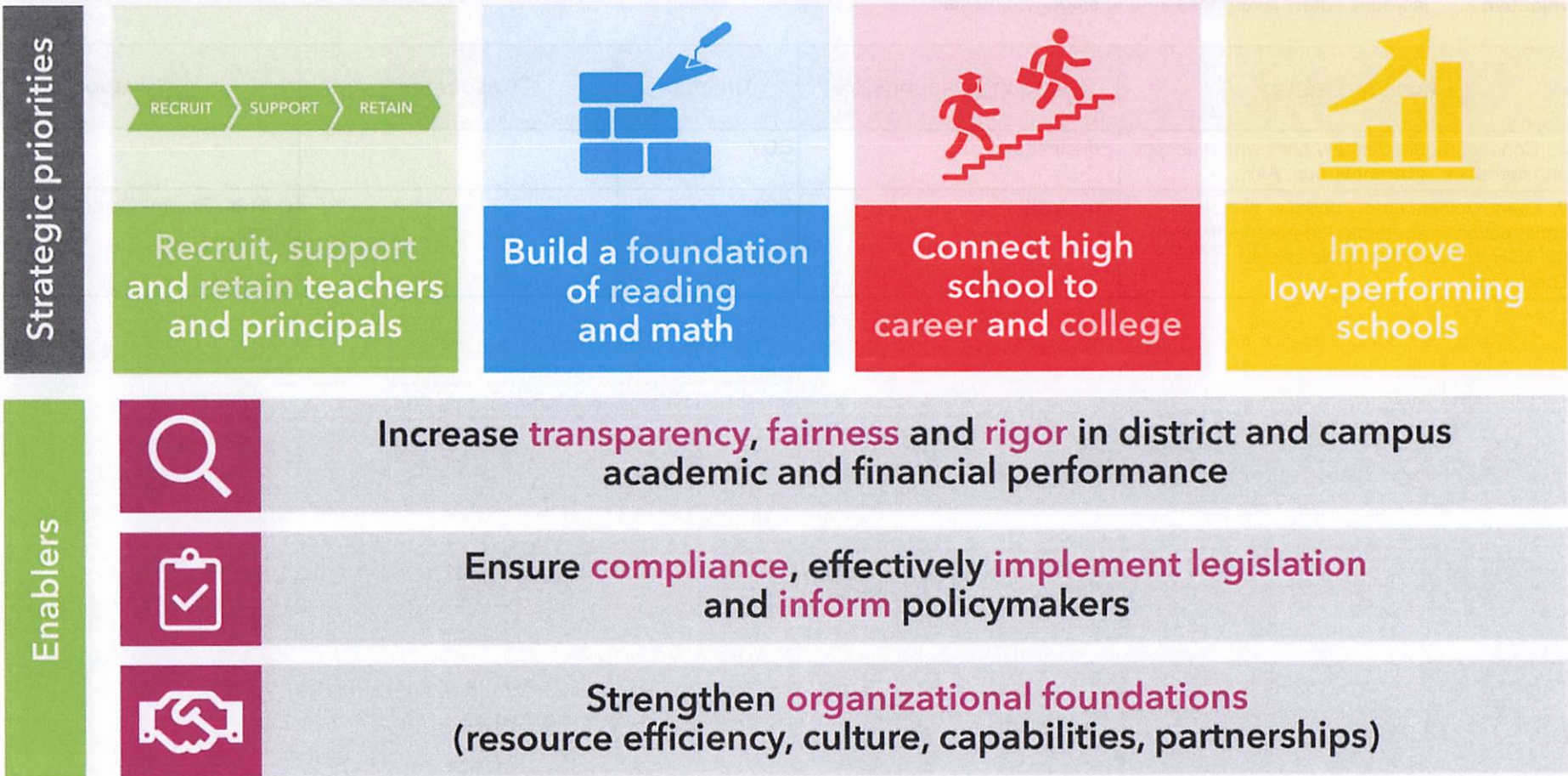
RAINS JR HIGH

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

Objective 2. Increase safety awareness among students and staff.

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

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

RAINS INTERMEDIATE

Campus Improvement Plan 2025/2026

Stronger Together



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vancej@rainsisd.org

Date Reviewed:

Date Approved:

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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 INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

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

RAINS INTERMEDIATE

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

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

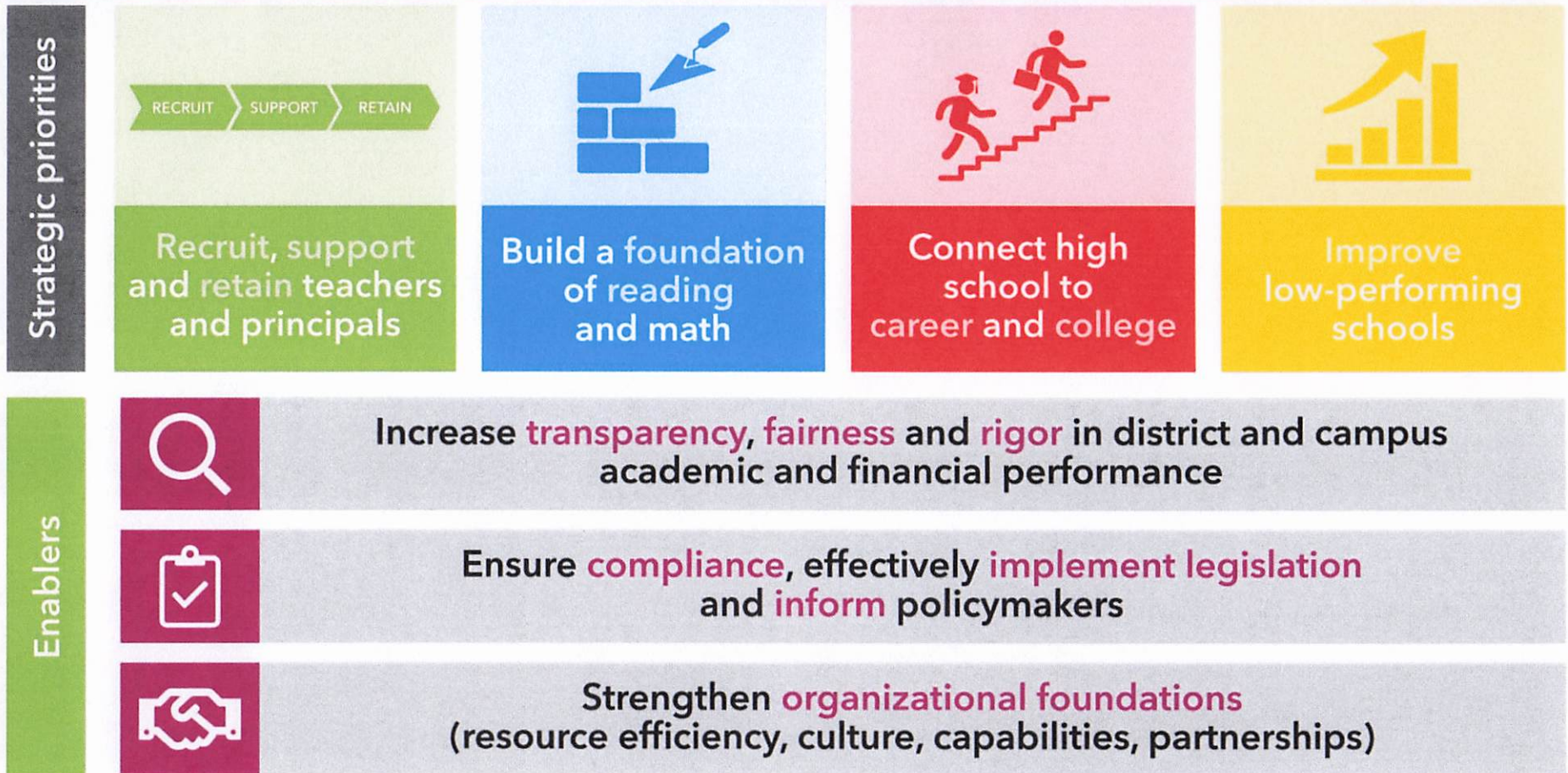
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement the new Bluebonnet curriculum with 100% fidelity and increase the overall rigor of student achievement. (Target Group: All) (ESF: 4,4.1)	Administrators, Classroom Teachers, Department Heads, Instructional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

Comprehensive Needs Assessment

RAINS INTERMEDIATE Site Base

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

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RAINS ELEMENTARY

Campus Improvement Plan

2025/2026

Stronger Together



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Date Reviewed:

Date Approved:

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RAINS ELEMENTARY Site Base

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

Resources

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

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

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

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

RAINS ELEMENTARY

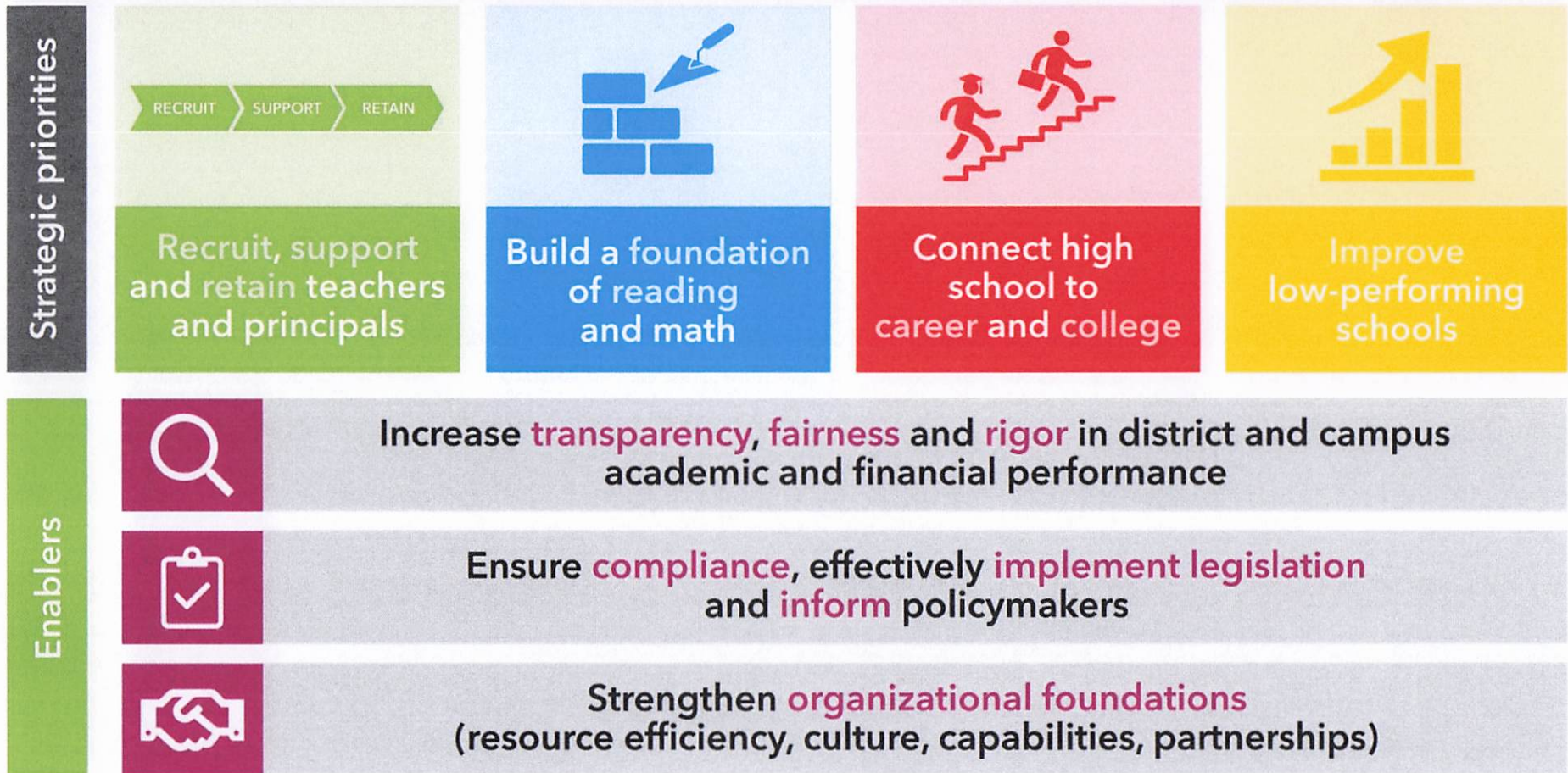
Goal 4. (Technology) Integrate technology based typing and testing programs into the curriculum to prepare students for the academic and digital demands of the intermediate school.

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

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

Comprehensive Needs Assessment

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



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

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

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

Reason Description Code:

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

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

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

Rains ISD Early Childhood Goals-As Required by HB3

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

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

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

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

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

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

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

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

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

Early Childhood Literacy Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Early Childhood Math Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

Meets Requirements

Needs Assistance

Needs Intervention Needs

Substantial Intervention

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

Performance

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

Other Important Information:

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

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

STAAR Subjects by Grade:

- Grade 3 – Reading Language Arts (RLA) and Mathematics
- Grade 4 – Reading Language Arts (RLA), and Mathematics
- Grade 5 – Reading Language Arts (RLA), Mathematics, and Science
- Grade 6 – Reading Language Arts (RLA) and Mathematics
- Grade 7 – Reading Language Arts (RLA) and Mathematics
- Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

- English I
- English II
- Algebra I
- Biology
- U.S. History

Accelerated Testers:

- SAT/ACT

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

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

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

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

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2024–25)

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

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

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

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

Not Tested

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

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

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

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

Attendance is calculated as follows:

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

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

(Data source: PEIMS 42400)

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

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

number of students in the 2023 cohort*

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

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

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

plus

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

number of students in the 2023 cohort*

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

6-year Extended Longitudinal Rate

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

plus

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

number of students in the 2022 cohort*

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

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

plus

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

plus

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

number of students in the 2022 cohort*

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

number of students in the 2024 cohort **

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

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

number of students in the 2023 cohort**

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

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

number of students in the 2022 cohort**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile

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

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

(Data source: PEIMS 40203)

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

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

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

total number of graduates in the 2023-24 school year

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

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

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

total number of graduates in the 2023-24 school year

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

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

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

College Readiness

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

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

Career/Military Readiness

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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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

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2023-24 annual graduates

Mathematics.

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

number of 2023-24 annual graduates

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Both Subjects.

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

number of 2023-24 annual graduates

Any Subject.

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

number of 2023-24 annual graduates

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

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

number of 2023-24 annual graduates

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

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

number of 2023-24 annual graduates

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

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

Number of 2023-24 annual graduates

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

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

number of 2023-24 annual graduates

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

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CCMR-related Indicators (2024–25)

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

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All Subjects.

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

total students enrolled in grades 11 & 12

English Language Arts.

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

total students enrolled in grades 11 & 12

Mathematics.

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

total students enrolled in grades 11 & 12

Science.

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

total students enrolled in grades 11 & 12

Social Studies.

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

total students enrolled in grades 11 & 12

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

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

All Subjects.

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

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

English Language Arts.

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

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

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Mathematics.

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

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

Science.

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

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

Social Studies.

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

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

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

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

All Subjects.

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

total students enrolled in 11th and 12th grades

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

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

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

number of 2023-24 graduates reported

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

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

number of 2023-24 graduates reported

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

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

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

number of 2023-24 graduates who took the SAT

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

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

number of 2023-24 graduates who took the SAT

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

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

number of 2023-24 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2023-24 graduates who took the ACT

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

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

number of 2023-24 graduates who took the ACT

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

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

number of 2023-24 graduates who took the ACT

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

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

Other Postsecondary Indicators (2024–25)

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

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

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

(Data source: PEIMS 43415)

Any Subject.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

(Data source: PEIMS 43415)

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

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

number of graduates during the 2022-23 school year

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

(Data source: THECB)

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

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

Student Information (2024–25)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

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

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

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

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

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

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

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

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

number of mobile students in 2023–24

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

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

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

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

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

number of students enrolled in fall 2023

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

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

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

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

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

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

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

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

number of underreported students

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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

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

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

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

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

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

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

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

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

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

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

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Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

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

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

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

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

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

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

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix A Advanced Academic Courses

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

English Language Arts

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

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

Mathematics

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

Science

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

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Social Studies

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

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Foreign Language

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

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

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

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

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Appendix B PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

**Non Payroll
Expenditures
February 2026**

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	445,130.00	246,153.50	198,976.50
199 E 11 --- INSTRUCTION	1,187,894.00	536,487.99	651,406.01
199 E 12 --- INST. RESOURCES & MEDIA SVCS	58,330.00	30,095.35	28,234.65
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	77,788.00	7,576.02	70,211.98
199 E 21 --- INSTRUCTIONAL LEADERSHIP	52,000.00	11,071.93	40,928.07
199 E 23 --- SCHOOL LEADERSHIP	32,716.00	28,860.07	3,855.93
199 E 31 --- GUIDANCE & COUNSELING	57,200.00	34,382.46	22,817.54
199 E 32 --- SOCIAL WORK SERVICES	67,000.00	67,975.00	-975.00
199 E 33 --- HEALTH SERVICES	4,550.00	14,373.32	-9,823.32
199 E 34 --- PUPIL TRANSPORTATION	638,507.00	156,009.29	482,497.71
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	253,575.00	229,523.19	24,051.81
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,859,483.00	822,513.41	1,036,969.59
199 E 52 --- SECURITY & MONITORING SERVICES	19,000.00	52,828.25	-33,828.25
199 E 53 --- DATA PROCESSING SERVICES	121,983.00	135,337.73	-13,354.73
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT SERVICE	0.00	10.70	-10.70
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	836,658.00	529,197.84	307,460.16
	5,711,814.00	2,902,396.05	50.8%
			2,809,418
			50.0% of year

**Payroll
Expenditures
February 2026**

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURREXTRACURRACTIVITIES	400,780.00	225,119.77	175,660
199 E 11 --- INSTRUCTION	12,016,404.00	5,431,376.10	6,585,028
199 E 12 --- INST. RESOURCES & MEDIA SVCS	181,075.00	86,758.45	94,317
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	118,842.00	73,442.94	45,399
199 E 21 --- INSTRUCTIONAL LEADERSHIP	362,037.00	178,626.79	183,410
199 E 23 --- SCHOOL LEADERSHIP	1,083,384.00	523,650.91	559,733
199 E 31 --- GUIDANCE & COUNSELING	774,226.00	335,903.83	438,322
199 E 32 --- SOCIAL WORK SERVICES	0.00	0.00	0
199 E 33 --- HEALTH SERVICES	183,069.00	95,185.46	87,884
199 E 34 --- PUPIL TRANSPORTATION	846,610.00	428,213.62	418,396
199 E 36 --- COCURREXTRACURRACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	668,985.00	331,805.61	337,179
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,363,245.00	701,425.67	661,819
199 E 52 --- SECURITY & MONITORING SERVICES	214,424.00	86,512.34	127,912
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	590,342.00	276,256.49	314,086
	18,803,423.00	8,774,277.98	46.7% 10,029,145
			50.0% of year

Expenditures February 2026

Account Number Fnd	2024-25 Revised Budget	2024-25 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	845,910.00	471,273.27	374,636.73
199 E 11 --- INSTRUCTION	13,204,298.00	5,967,864.09	7,236,433.91
199 E 12 --- INST. RESOURCES & MEDIA SVCS	239,405.00	116,853.80	122,551.20
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	196,630.00	81,018.96	115,611.04
199 E 21 --- INSTRUCTIONAL LEADERSHIP	414,037.00	189,698.72	224,338.28
199 E 23 --- SCHOOL LEADERSHIP	1,116,100.00	552,510.98	563,589.02
199 E 31 --- GUIDANCE & COUNSELING	831,426.00	370,286.29	461,139.71
199 E 32 --- SOCIAL WORK SERVICES	67,000.00	67,975.00	-975.00
199 E 33 --- HEALTH SERVICES	187,619.00	109,558.78	78,060.22
199 E 34 --- PUPIL TRANSPORTATION	1,485,117.00	584,222.91	900,894.09
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	922,560.00	561,328.80	361,231.20
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	3,222,728.00	1,523,939.08	1,698,788.92
199 E 52 --- SECURITY & MONITORING SERVICES	233,424.00	139,340.59	94,083.41
199 E 53 --- DATA PROCESSING SERVICES	121,983.00	135,337.73	-13,354.73
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT PAYMENT	0.00	10.70	-10.70
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	424,436.00	200,308.59	224,127.41
240 E 35 --- FOOD SERVICES	1,427,000.00	805,454.33	621,545.67
	24,939,673.00	11,876,982.62	47.6% 13,062,690.38
			50.0% of year

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
39678	BSN SPORTS/SPORT SUP	BACKPACKS FOR TACK ATHLETES - REQUESTED BY J. YOUNG KB	02/03/2026	01/14/2026	2,199.31
39679	CIRCLE C INK	AWARD SIGNS FOR SOFTBALL FIELD - REQUESTED BY SCOTT DELOZIER KB	02/03/2026	01/21/2026	990.00
	CIRCLE C INK	Circle C Ink T-shirts for RJH STUCO; Anthony Barrios	02/03/2026	01/12/2026	544.00
39680	GAME ONE	BASEBALL CAPS - REQUESTED BY: STEPHEN CLAYTON (SEE ATTACHED QUOTE) KB	02/03/2026	12/30/2025	1,606.50
39681	M-PRESSED DESIGNS AN	BASEBALL SHIRTS - REQUESTED BY STEPHEN CLAYTON (SEE ATTACHED QUOTE) KB	02/03/2026	01/19/2026	880.00
	M-PRESSED DESIGNS AN	SHIRTS FOR TEACHER APPRECIATION NIGHT - REQUESTED BY COLTON SMITH KB	02/03/2026	01/19/2026	196.00
39683	CIRCLE C INK	EMBROIDERY FOR GOLF SHIRTS - REQUESTED BY KELSEY FRAZIER KB	02/09/2026	02/02/2026	136.00
	CIRCLE C INK	OUTFIELD SIGNS SIGNS FOR SOFTBALL - REQUESTED BY SCOTT DELOZIER KB	02/09/2026	02/04/2026	2,750.00
	CIRCLE C INK	PRACTICE SHIRTS FOR GIRLS HS TRACK - REQUESTED BY JACQUELYN YOUNG KB	02/09/2026	02/05/2026	752.00
	CIRCLE C INK	TRACK FAN SHIRTS (ACCOUNT WILL BE REIMBURSED) - REQUESTED BY JACQUELYN YOUNG (SEE ATTACHED QUOTE) KB	02/09/2026	02/05/2026	2,550.00
	CIRCLE C INK	SOFTBALL BADGER PULLOVER - REQUESTED BY SCOTT DELOZIER - SEE ATTACHED QUOTE	02/09/2026	02/04/2026	1,000.00
39684	Lake Fork Golf Cours	GOLF SHIRTS - REQUESTED BY KELSEY FRAZIER KB	02/09/2026	01/22/2026	419.86
39685	TENAHA ISD	MEALS FOR THE HS GIRLS BASKETBALL TENAHA HOOPS TOURNAMENT 12/29-31/2025- MEALS FROM THE TENAHA CAFE - REQUESTED BY COLTON SMITH	02/09/2026	12/29/2025	440.00
39686	BSN SPORTS/SPORT SUP	HS BOYS AND GIRLS TRACK UNIFORMS - TO BE REIMBURSED BY THE BOOSTER CLUB (SEE ATTACHED QUOTE) - REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	2,559.90
39687	SAMS CLUB DIRECT	BLUE MARKET -- 25-26 -- SMART SNACK FOR APPROVED ITEMS AND TEACHER SNACKS -- MRS. TEAGUE	02/18/2026	02/11/2026	747.78
39688	TENAHA ISD	ENTRY FEES FOR THE HS GIRLS BASKETBALL TENAHA TOURNAMENT DEC 29-31, 2025- REQUESTED BY COLTON SMITH KB	02/18/2026	02/10/2026	450.00
39689	BSN SPORTS/SPORT SUP	TRACK SUPPLIES FOR HIGH JUMP AND POLE VAULT PITS - REQUESTED BY JACQUELYN YOUNG (SEE ATTACHED QUOTE) KB	02/26/2026	02/17/2026	163.96
	BSN SPORTS/SPORT SUP	BASEBALL SUPPLIES - REQUESTED BY STEPHEN CLAYTON (SEE ATTACHED QUOTE) KB	02/26/2026	02/06/2026	4,681.70
39690	CIRCLE C INK	OUTFIELD SIGN (RENEWAL) REQUESTED BY SCOTT DELOZIER KB	02/26/2026	02/24/2026	250.00
39691	RAINS HIGH SCHOOL AC	FLOWERS FOR HS BOYS BASKETBALL SENIOR NIGHT - REQUESTED BY BRIAN WESTER KB	02/26/2026	02/24/2026	200.00
39692	SPORTS AUTOMATION	TRACKMATE SUBSCRIPTION - REQUESTED BY JACQUELYN YOUNG KB	02/26/2026	02/09/2026	230.00
39693	WESTER, BRIAN	HS BOYS TEAM BUILDING ACTIVITY @ HUNT COUNTY PAINTBALL ON 2/7/25 - REQUESTED BY BRIAN WESTER KB	02/26/2026	02/07/2026	545.00
252600334	AMAZON CAPITAL SERVI	SHOES FOR TRACK COACHES - REQUESTED BY JACQUELYN YOUNG KB	02/03/2026	01/20/2026	400.00
	AMAZON CAPITAL SERVI	SHOES FOR JH TRACK COACH / DRYER SHEETS - REQUESTED BY JACQUELYN YOUNG KB	02/03/2026	01/20/2026	114.11
	AMAZON CAPITAL SERVI	Math Night supplies. Zip bags, skittles, counters, markers, straws, clips, dice, cards, beans, dot markers, and cubes.	02/03/2026	01/21/2026	301.91

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
252600335	SCHOOL SPECIALTY	Art room supplies for Ms. Beaird. Colored pencils, construction paper, wiggly eyes, stickers, colored paper.	02/03/2026	01/12/2026	338.20
252600353	AMAZON CAPITAL SERVI	TENNIS BALL MACHINE - REQUESTED BY COLTON SMITH KB	02/09/2026	01/20/2026	1,880.01
	AMAZON CAPITAL SERVI	Amazon Smart Signs for indoor and outdoor; Jennifer Moore	02/09/2026	01/18/2026	213.92
252600372	AMAZON CAPITAL SERVI	LIFESKILLS -- 25-26 -- WINTER OLYMPICS TORCH SCIENCE EXPERIMENT -- MRS. HEINERT	02/18/2026	02/06/2026	57.98
	AMAZON CAPITAL SERVI	TAMPERPROOF DEPOSIT BAGS	02/18/2026	02/12/2026	51.28
252600389	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: AMANDA WALDEN	02/26/2026	02/09/2026	134.92
	AMAZON CAPITAL SERVI	TRACK BOOK FOR POLE VAULTERS - REQUESTED BY JACQUELYN YOUNG KB	02/26/2026	02/19/2026	60.00
67977	TAYLOR, MYLINDA	Mileage for homebound services Nov & Dec 25 HS Student	02/25/2026	12/31/2025	-165.09
68022	ANGEL MCCOY	Contract VI Teacher 4 hours Dec 25	02/03/2026	01/09/2026	360.00
68023	ASPYPE SELECT LLC	SHARS Medicaid Reimbursement - \$776.61 x 5% = 38.81	02/03/2026	01/01/2026	38.81
68024	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 12-09 TO 01-12-26	02/03/2026	12/06/2025	4,647.20
68025	BSN SPORTS/SPORT SUP	BASEBALL SUPPLIES - REQUESTED BY STEPHEN CLAYTON (SEE ATTACHED QUOTE)) KB	02/03/2026	12/27/2025	2,189.93
	BSN SPORTS/SPORT SUP	TRACK SUPPLIES - REQUESTED BY JACQUELYN YOUNG (SEE ATTACHED QUOTE) KB	02/03/2026	12/12/2025	1,140.75
68026	BUDGET HOLDINGS	INV#1089232 PUTTING FILM ON ALL WINDOWS - MAINT DEPT	02/03/2026	12/29/2025	28,268.00
68027	ByteSpeed LLC	QUOTE# Q-109115-V1M4: CHROMEBOOKS/WHITEGLOVE SERVICE FOR FOOD SERVICE DIRECTOR PER KAREN E.	02/03/2026	01/13/2026	1,002.00
68028	CADDO MILLS ISD	VARSITY BASEBALL ENTRY FEES FOR THE MILLS INVITATIONAL @ CADDO MILLS FEB. 19 - FEB. 21, 2026 - REQUESTED BY: STEPHEN CLAYTON KB	02/03/2026	01/28/2026	475.00
	CADDO MILLS ISD	JV BASEBALL ENTRY FEE FOR FOX JV BASEBALL TOURN. @ CADDO MILLS 2/26 - 2/28/26 - REQUESTED BY STEPHEN CLAYTON KB	02/03/2026	01/28/2026	450.00
68029	CANTON BASEBALL	VARSITY BASEBALL ENTRY FEE FOR CANTON BASEBALL TOURN. 3/5 - 3/7/26 - REQUESTED BY STEPHEN CLAYTON KB	02/03/2026	01/28/2026	475.00
68030	Carolina Biological	dissecting specimens for forensics and anatomy	02/03/2026	01/10/2026	1,525.92
68031	CDW-G	CREATIVE CLOUD ENTERPRISE ALL APPS MFG # 30001789CB04A12R CDW # 8355847 Electronic distribution - NO MEDIA Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)-100 QTY	02/03/2026	01/27/2026	2,747.00
68032	CITY OF EMORY	SERVICE JAN 2026	02/03/2026	12/06/2025	8,679.20
68033	COMPLETE SUPPLY INC	INVOICE# 395509-1 COMPLETE SUPPLY-FLOOR CLEANER LEMON-CUSTODIAL DEPT	02/03/2026	01/13/2026	87.23
68034	COOPER HIGH SCHOOL	VARSITY BASEBALL ENTRY FEES FOR COOPER BASEBALL CLASSIC 2/26 - 2/28,26 - REQUESTED BY STEPHEN CLAYTON KB	02/03/2026	01/28/2026	500.00
68035	D.H. PACE CO., INC	INV #ACR/270-23494 NEW ELECTRIC STRIKE - MAINT DEPT	02/03/2026	01/12/2026	1,045.24
68036	ENNIS BASEBALL BOOST	JV BASEBALL ENTRY FEE FOR ENNIS HIGH SCHOOL BASEBALL TOURN. 2/19 - 2/21/26 - REQUESTED BY STEPHEN CLAYTON KB	02/03/2026	01/28/2026	250.00
68037	GOLD STAR FOODS INC		02/03/2026	01/21/2026	261.17
68038	HALL, MICHAEL	MILEAGE FOR: TASBO 2026 & ETX ASBO KILGORE 3	02/03/2026	02/02/2026	411.92

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		TRIPS			
	HALL, MICHAEL	TRAVEL EXP MEALS/MILEAGE FOR UIL STATE CX JUDGING 03/15 - 03/17, 2026	02/03/2026	02/02/2026	459.00
68039	HD SUPPLY, INC	INV #0882258730, #902293919, #0882266489, & #0882266488 TOOLS & BATTERY FOR TOOLS - MAINT DEPT	02/03/2026	12/10/2025	710.82
	HD SUPPLY, INC	INVOICE# 9244911375 HD SUPPLY-DUSTERS FOR AIR VENTS-CUSTODIAL DEPT CREDIT # 0880958 USED	02/03/2026	01/15/2026	108.30
68040	J&R AUTO SUPPLY - AG	INV #01NV042793 BUS PART - TRANSPORTATION DEPT	02/03/2026	01/14/2026	14.52
68041	KEN PARKER SERVICE,	INV #26-0213 REPAIRED HIGH SCHOOL ROOM #211 HEATING - MAINT DEPT	02/03/2026	01/20/2026	300.00
68042	LAKESHORE LEARNING M	Prek classroom supplies for Mrs. Clark. play sand and giant magnet writing pages.	02/03/2026	11/14/2025	66.48
68043	LAWSON PRODUCTS, INC	INV #9313113625 MEGA-PATCH H20 6MM 50 LBS - GROUNDS DEPT	02/03/2026	01/07/2026	1,906.10
	LAWSON PRODUCTS, INC	INV #9313117101 MISC BUS BARN SUPPLIES AND STOCK PARTS - TRANSPORTATION DEPT	02/03/2026	01/08/2026	566.70
68044	O'Reilly Auto Parts	INV #5658-179316 4PK - 3V BATTERIES FOR BUS #33 & #58 - TRANSPORTATION DEPT	02/03/2026	01/09/2026	15.99
68045	PARALLEL LEARNING BE	Contract Speech Language Pathology Services Dec 25 - 105.20 hours	02/03/2026	12/31/2025	8,205.60
68046	RAINS CNTY TAX ASSES	INV #01222026 VEHICLE REGISTRATIONS FOR: BUS #2 VIN #4DRBUC8N2KB355608; BUS #9 VIN #4DRBUC8N4KB355609; BUS #12 VIN #4DRUBAAN19B113255; BUS #41 VIN #4DRBUAAN65B985957; VEH #57 VIN #1FT7W2B61KED14952 - TRANSPORTATION DEPT	02/03/2026	01/22/2026	95.50
68047	SPHERO, INC.	QUOTE #QT026677: INDI CLASS PACKS/LITERACY CARDS/CODE MATS; 2025-26 REF GRANT RECIPIENT V. BECK	02/03/2026	01/12/2026	5,381.13
68048	TASB POLICY SERVICE	TASB Policy Services- Local District Update- Unique Policy Changes to Policy EFB, FD, FM, FNCE LDU 2025.02 Invoice 686207	02/03/2026	12/30/2025	115.00
68049	TERMINIX INTERNATION	INVOICE#S 467542261, 467542347,467542157, 467542003, 467542106-TERMINIX FOR DISTRICT JAN 2026-OPERATIONS DEPT	02/03/2026	01/02/2026	652.24
68050	TEXAS PRO SOLUTIONS,	INVOICE#S 2420672 & 2420682-TX PRO SOLUTIONS-ROOF REPAIRS DONE AT INTERMEDIATE AND HS CAMPUSES-LEAKS FOUND AND REPAIRED-OPERATIONS DEPT	02/03/2026	01/15/2026	10,260.00
68051	TRINITY VALLEY COMM.	TVCC -- 25-26 -- WINTERMESTER CLASS FOR DUAL CREDIT FOR A STUDENT, ROMINES, AVERIE IA FEE -- MRS. WILSON	02/03/2026	01/13/2026	51.02
68052	TUNE-IN	TUNE IN - ART SMART - SEE ATTACHED - ATTN: RACHEL RALEY	02/03/2026	01/09/2026	165.35
68054	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,376.48
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	876.23
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,033.07
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	552.30
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,446.49
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,155.27
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,032.83
	TURNER HOLDINGS DBA		02/03/2026	01/21/2026	1,240.35
68055	VIVACITY TECH PBC	QUOTE 44586599260: ACER CHROMEBOOKS FOR JH; REF GRANT RECIPIENTS	02/03/2026	01/09/2026	1,500.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
68056	YUMI ICE CREAM CO., YUMI ICE CREAM CO., YUMI ICE CREAM CO.,		02/03/2026 02/03/2026 02/03/2026	01/21/2026 01/21/2026 01/21/2026	654.72 684.00 743.52
68057	A R TACTICAL PLUMBIN	INV #1212026 SEWER BACKED UP AT AG BUILDING - ADJ POWER FLUSH - MAINT DEPT	02/09/2026	01/21/2026	300.00
68058	ALLERGY EAR NOSE AND	Office visit, Hearing Test and Tympanometry for JH student	02/09/2026	01/16/2026	250.00
68059	ASPYPE SELECT LLC	SHARS Medicaid reimbursement	02/09/2026	02/01/2026	46.28
68060	AT&T MOBILITY LLC	INVOICE 287329116110X012326; FIRSTNET MOBILE SERVICES FOR RAINS POLICE DEPARTMENT	02/09/2026	01/15/2026	124.83
68061	ATHENS ISD	ENTRY FEE FOR SULPHUR SPRINGS JVE TENNIS TOURNAMENT ON 3/24/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	300.00
	ATHENS ISD	ENTRY FEE FOR ATHENS JV TENNIS TOURNAMENT ON 3/11/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	150.00
68062	BAILEY'S EXPRESS CAR	INV #3 CAR WASHES - TRANSPORTATION DEPT	02/09/2026	01/09/2026	45.00
68063	BANKERS PRODUCTS AND	SECURITY ENVELOPES FOR ADMIN/BUSINESS OFFICE; QUOTE 203142	02/09/2026	12/29/2025	447.95
	BANKERS PRODUCTS AND	GENERAL OP CHECKS 2025	02/09/2026	12/29/2025	721.59
	BANKERS PRODUCTS AND	OFFICE SUPPLIES -- 25-26 -- REGULAR AND WINDOW ENVELOPES -- VICTORIA	02/09/2026	12/29/2025	571.09
68064	ByteSpeed LLC	Microsoft surface pro accessory. Keyboard with pen storage.	02/09/2026	01/26/2026	169.00
68065	Carolina Biological	dissecting specimens for forensics and anatomy	02/09/2026	01/30/2026	574.21
68066	D&D LUBE CENTER	INV #226780 & #226850 OIL CHANGES FOR VEH #33 & #58 WHITE FLEET - TRANSPORTATION DEPT	02/09/2026	01/15/2026	130.26
68067	D.H. PACE CO., INC	INV #ACR/270-23647 & #ACR/270-23230 DOOR REPAIRS AT JR HIGH - MAINT DEPT	02/09/2026	01/23/2026	2,617.00
68068	DATAMAX INC	DATAMAX INVOICE 2880014 CONTRACT OVERAGES FOR JAN 2026	02/09/2026	01/29/2026	2,132.35
68069	DAVIDSON, MOLLY	Meals and Mileage for TCASE Austin Feb 1 - Feb 4, 20205	02/09/2026	01/31/2026	469.84
68070	DRUG TESTING OF TX	INV #7987, #7990, & #7988 YEARLY CONSORTIUM FEE; DOT PHYSICAL FOR THOMAS DRACOS; DOT DRUG TEST AFTER ACCIDENT - TRANSPORTATION DEPT	02/09/2026	01/15/2026	300.00
68071	DUKO OIL COMPANY	INV #223149 CONVENTIONAL UNLEADED 87 OCTANE; DYED DIESEL RDD; CHEVRON DELO 400 OIL 15W40 - TRANSPORTATION DEPT	02/09/2026	01/22/2026	7,907.76
	DUKO OIL COMPANY	INV #173498 DIESEL PUMP - TRANSPORTATION DEPT	02/09/2026	02/02/2026	126.69
68072	FURMAN, KAREN	REIMB FINGERPRINT IDENTOGO UZTX-6FBQ1V	02/09/2026	02/03/2026	47.99
68073	GRAHAM INTERNATIONAL	INV #02P861951 & 02P861811 PARTS FOR BUS #5 & #6 AND PARTS FOR STOCK ON WHITE FLEET - TRANSPORTATION DEPT	02/09/2026	01/16/2026	1,095.41
	GRAHAM INTERNATIONAL	INV #02P862262, #01P683904, CM #02P861172, CM #01P684744 FOR PARTS FOR BUS #20. #7, & #5; BATTERY FOR POLICE SIDE X SIDE - TRANSPORTATION/ GROUNDS DEPT	02/09/2026	12/18/2025	152.57
68074	GREENVILLE ISD	ENTRY FEE FOR GREENVILLE ISD TENNIS TOURNAMENT ON 3/5/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	225.00
68075	GREENVILLE SUPPLY CO	INV #579333 HOT WATER HEATER FOR 4TH GRADE CUSTODIAL CLOSET ; WATER FOUNTAIN FOR 3RD GRADE HALL; SHIPPING - MAINT DEPT	02/09/2026	01/02/2026	510.05
68076	HD SUPPLY, INC	INV #9245100034 MERV 8 PLEATED AIR FILTERS 20X20X1, 20X24X1, & 16X20X2 - MAINT DEPT	02/09/2026	01/21/2026	531.66
68077	HOMETOWN TROPHIES	POWERLIFTING PLAQUES - REQUESTED BY J. CARSON KB	02/09/2026	01/13/2026	72.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
68078	HOOD, MICHAEL	INV #00126-01 TRIP MEALS FOR 1/8, 13, & 14/2026 - TRANSPORTATION DEPT	02/09/2026	01/29/2026	45.00
68079	HOOK, MATTHEW	Travel / Meals Reimbursement for Matthew Hook for Texas Music Educators Association Convention in San Antonio, TX; February 11 through February 14.	02/09/2026	02/06/2026	626.48
68080	BRAMDAK DBA INTERQUE	INVOICE 117176: K-9 SNIFF 01-21-26; HALF DAY SERVICE	02/09/2026	01/30/2026	425.00
68081	LISA COWAN OTR, PC	Contract OT for Nov 25	02/09/2026	02/02/2025	3,082.50
	LISA COWAN OTR, PC	Contract OT Services Dec 25	02/09/2026	02/02/2025	3,375.00
68082	MELENDAZ, VERONICA	Testing - Evaluation - Bilingual Dec 25 & Jan 26	02/09/2026	02/05/2026	2,000.00
68083	MEZA, MARIA	INV #00126-01 TRIP MEAL FOR 1/31/26 - TRANSPORTATION DEPT	02/09/2026	01/31/2026	15.00
68084	NORTH TEXAS TOLLWAY	INV #1284188637 CHEERLEADERS TRIP TO FT WORTH - TRANSPORTATION DEPT	02/09/2026	01/21/2026	15.76
68085	O'Reilly Auto Parts	INV #5658-183332 BELT TENSNER FOPR BUS #30 - TRANSPORTATIN DEPT	02/09/2026	02/03/2026	44.25
68086	PEOPLES COMMUNICATIO	MO SERV FOR FEB 2026	02/09/2026	01/31/2026	1,598.94
68087	PITNEY BOWES	LEASING AGREEMENT ON POSTAGE MACHINE; INVOICE 3322021837	02/09/2026	01/30/2026	508.53
68088	POTTS GAS COMPANY	INV #013126 TANK RENTAL - TRANSPORTATION DEPT	02/09/2026	01/31/2026	120.00
	POTTS GAS COMPANY	POTTS GAS STATEMENT 01-31-26 INV 127843, 127894, 7755, 128047	02/09/2026	01/31/2026	2,513.93
68089	PRIMO BRANDS	ACCOUNT 8700037643 DEC/JAN INVOICE 06A8700037643	02/09/2026	01/24/2026	9.00
	PRIMO BRANDS	INV #06A8700064232 WATER DELIVERY AND MACHINE CLEANING - OPERATIONS DEPT	02/09/2026	01/22/2026	194.90
	PRIMO BRANDS	INV #M2965519 TANK RENTAL (12/11/25 - 1/7/26) - OPERATIONS DEPT	02/09/2026	12/18/2025	6.99
68090	RUTHERFORD TAYLOR &	AUDIT FOR FISCAL YEAR 2024-25	02/09/2026	02/05/2026	23,205.00
68091	SCARBROUGH SCHOOL PS	Contract Psych Services January 2026	02/09/2026	01/16/2026	3,152.50
68092	SOUTH RAINS WATER SU	MO SERV FROM 12-17 TO 01-19-26; JAN 2026	02/09/2026	01/20/2026	32.16
68093	SPORTS IMPORTS	VOLLEYBALL SUPPLIES - COACHES BOX - REQUESTED BY SHELBI SHEPPARD KB	02/09/2026	01/22/2026	470.00
68094	SULPHUR SPRINGS ISD	ENTRY FEE FOR SULPHUR SPRINGS JV TENNIS TOURNAMENT ON 3/3/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	300.00
68095	SULPHUR SPRINGS ATHL	ENTRY FEE FOR SULPHUR SPRINGS VARSITY TENNIS TOURNAMENT ON 3/27/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	300.00
68096	TASB POLICY SERVICE	TASB Policy Services- Local District Update- Unique Policy Changes to Policy BED and DEC LDU 2026.01 Invoice 686894	02/09/2026	01/31/2026	65.00
68097	THOMPSON, JEANNIE	Contract Diag Services Testing Jan 26	02/09/2026	02/01/2026	2,000.00
68098	TURNER HOLDINGS DBA		02/09/2026	02/02/2026	233.35
	TURNER HOLDINGS DBA		02/09/2026	02/02/2026	233.35
	TURNER HOLDINGS DBA		02/09/2026	02/02/2026	462.30
68099	TYLER ISD	BOB FAULKNER VARSITY TENNIS TOURNAMENT ON 2/17/26 IN TYLER - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	300.00
68100	UNITED LABORATORIES,	INV #INV450847 FRESH AIR LOCK URINAL/DRAIN; LIFT-ZYME FOR LIFT STATIONS - CUSTODIAL/MAINT DEPT	02/09/2026	12/18/2025	949.49
68101	VERIZON WIRELESS	ACCT #2236220097-0001 DEC 20 - JAN 19; INVOICE 6133891251	02/09/2026	01/19/2026	173.97
68102	VIVACITY TECH PBC	VIVACITY TECH PBC - 10 CHROMBOOKS FOR PARAS - SEE ATTACHED - ATTN: JC VANCE	02/09/2026	01/21/2026	3,620.00
68103	WILLS POINT H.S. ATH	ENTRY FEE FOR JV/V GIRLS AND JV/V BOYS WILLS	02/09/2026	02/06/2026	900.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		POINT BLUEBIRD RELAYS ON 4/2/26 - REQUESTED BY JACQUELYN YOUNG KB			
68104	WILLS POINT H.S. ATH	ENTRY FEE FOR JH BOYS / GIRLS WILLS POINT RELAYS ON 2/24/26 - REQUESTED BY JACQUELYN YOUNG KB	02/09/2026	02/06/2026	700.00
68105	Wolfe City High Scho	ENTRY FEE FOR EAST TEXAS SPRING TENNIS TOURNAMENT @ WOLFE CITY ON 3/10/26 - REQUESTED BY COLTON SMITH KB	02/09/2026	02/06/2026	300.00
68106	BONNER, ODIS	BAND -- 25-26 -- PETTY CASH FOR THE TMEA -- MR. BONNER	02/11/2026	02/16/2026	150.00
68107	T.C.L.E.O.	SCHOOL MARSHALL APPOINTMENT APPT	02/11/2026	02/11/2026	50.00
68108	A R TACTICAL PLUMBIN	INV #020226 REPAIRED 3/4" WATER LINE BEHIND OPTS TRLR - MAINT DEPT	02/18/2026	02/02/2026	304.00
68109	ANGEL MCCOY	Contract VI Teacher 5 hours Jan 26	02/18/2026	01/31/2026	315.00
68110	ARP. I.S.D	ENTRY FEE FOR ARP SOFTBALL TOURNAMENT FEB. 19 - 21, 2026 - REQUESTED BY SCOTT DELOZIER KB	02/18/2026	01/24/2026	300.00
68111	AT&T MOBILITY LLC	INV #287319218417X01232026 GEO CHARGES - TRANSPORTATION DEPT	02/18/2026	01/15/2026	612.25
68112	BAILEY'S EXPRESS CAR	INV #4 WHITE FLEET CAR WASHES - TRANSPORTATION DEPT	02/18/2026	02/09/2026	60.00
68113	CLIMATEC, LLC	INVOICE 975016801 -CLIMATEC-QUOTE FOR SERVICE CALL--FOR ELEM CAMPUS HVAC SYSTEM-OPERATIONS DEPT	02/18/2026	02/10/2026	1,572.00
68115	COMPLETE SUPPLY INC	INVOICE# 398152 & 398547-COMPLETE SUPPLY-BLEACH-DISINFECTANTS-TRASH LINERS-TOILET PAPER-PAPER TOWELS-TOILET CLEANER-POLISHER-DISINFECTING WIPES-CUSTODIAL DEPT AND TRRANSPORTATION DEPT	02/18/2026	02/11/2026	3,304.45
68116	CYBERSOFT TECHNOLOGI	POS SOFTWARE FOR DISTRICT CAFES PER KAREN E.; INVOICE 9827784	02/18/2026	12/12/2025	4,080.00
68117	DAKTRONICS, INC	JH GYM SCOREBOARD MAINTENANCE - REQUESTED BY BRYAN OAKES KB	02/18/2026	01/24/2026	918.75
68119	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202510--321777 - 10/01/2025-10/31/2025	02/18/2026	01/02/2026	22.00
	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202511--323895 - 11/01/2025-11/30/2025	02/18/2026	01/16/2026	6.00
	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202512--325791 - 12/01/2025-12/31/2025	02/18/2026	02/16/2026	14.00
68120	DUKO OIL COMPANY	INV #166 BULK DEF - TRANSPORTATION DEPT	02/18/2026	02/11/2026	708.18
	DUKO OIL COMPANY	INV #224243 CONVENTIONAL UNLEADED 87 OCTANE; DYED DIESEL RDD - TRANSPORTATION DEPT	02/18/2026	02/12/2026	5,977.12
68121	EAST TEXAS BEHAVIORA	Contract RBT Jan'26 JH	02/18/2026	01/31/2026	160.00
68123	EDGEWOOD ISD	ENTRY FEE FOR EDGEWOOD SOFTBALL TOURNAMENT MARCH 5 & 7, 2026 - REQUESTED BY SCOTT DELOZIER KB	02/18/2026	01/24/2026	400.00
	EDGEWOOD ISD	ENTRY FEES FOR HS TRACK MEET @ EDGEWOOD MARCH 26, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	750.00
	EDGEWOOD ISD	ENTRY FEES FOR JH TRACK MEET @ EDGEWOOD MARCH 23, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	700.00
	EDGEWOOD ISD	ENTRY FEES FOR JH TRACK MEET @ EDGEWOOD MARCH 23, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	-700.00
	EDGEWOOD ISD	ENTRY FEE FOR EDGEWOOD SOFTBALL TOURNAMENT MARCH 5 & 7, 2026 - REQUESTED BY SCOTT DELOZIER KB	02/18/2026	01/24/2026	-400.00
	EDGEWOOD ISD	ENTRY FEES FOR HS TRACK MEET @ EDGEWOOD MARCH 26, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	-750.00

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68124	EMORY AUTO SALES	INV #356322 BELT FOR BUS #30 - TRANSPORTATION DEPT	02/18/2026	02/03/2026	52.09
68125	GOLD STAR FOODS INC		02/18/2026	02/17/2026	716.88
68126	GRAHAM INTERNATIONAL	INV #02P862615, #02P862638, #02P862592, & CM #01P684847 BUS PARTS FOR STOCK AND BUS #55 - TRANSPORTATION DEPT	02/18/2026	02/02/2026	206.17
	GRAHAM INTERNATIONAL	INV #01P684930 HOUSING ASSY FAN FOR BUS #5 - TRANSPORTATION DEPT	02/18/2026	02/10/2026	614.77
	GRAHAM INTERNATIONAL	INV #02P862770 IDLER PULLEY FOR STOCK - TRANSPORTATION DEPT	02/18/2026	02/11/2026	40.50
68127	GREAT MINDS	LAUNCH MATH CATALYST TEXAS 2025 ON-DEMAND COURSE - REQUESTED BY LYNDISAY HAYES KB	02/18/2026	02/10/2026	100.00
68128	HARDY, COOK & HARDY,	Professional Services for January 2026 and Monthly Retainer Invoice 36360	02/18/2026	01/31/2026	240.00
	HARDY, COOK & HARDY,	Professional Services- January 2026- Ruf-RISD Invoice 36359	02/18/2026	02/04/2026	281.25
68129	HAWKINS ISD	ENTRY FEE FOR HOLLY LAKE HAWKINS HAWK GOLF INVITATIONAL ON 2/10/26 - REQUESTED BY KELSEY FRAZIER KB	02/18/2026	02/10/2026	530.00
68130	HUNT REGIONAL MEDICA	INVOICE# 138172C9148-HUNT REGIONAL MEDICAL PARTNERS-PHYSICALS FOR A BLEDSOE, A GOMEZ-FS DEPT PHYSICAL FOR S RANDALL-POLICE DEPT	02/18/2026	02/02/2026	210.00
68131	IDEAL IMPACT, INC.	INVOICE SCC1827534; Q2 2026 WEB APP SCHEDULING FEE	02/18/2026	02/13/2026	2,059.00
68132	LAWSON PRODUCTS, INC	INV #9313195551 TOOLS FOR BUS BARN - TRANSPORTATION DEPT	02/18/2026	02/05/2026	153.18
68133	LISA COWAN OTR, PC	Contract Occupational Therapy Services for Jan '26. AB 17.25 hrs., LC 7.25 hrs.	02/18/2026	02/12/2026	2,205.00
68134	LONGVIEW HIGH SCHOOL	ENTRY FEE FOR LOBO JV TENNIS INVITATIONAL 2/11/26 - REQUESTED BY COLTON SMITH KB	02/18/2026	02/16/2026	300.00
	LONGVIEW HIGH SCHOOL	ENTRY FEE FOR JV LOBO TENNIS INVITATIONAL 3/18/26- REQUESTED BY COLTON SMITH KB	02/18/2026	02/11/2026	300.00
68135	PARALLEL LEARNING BE	Contract Speech Language Pathology Services - 96 hrs., Jan 26	02/18/2026	01/31/2026	7,488.00
68136	PINE TREE ISD ATHLET	GIRLS POWERLIFTING REGIONAL ADVANCEMENT MEAL TICKETS 2/25/26 - REQUESTED BY JERRAD CARSON KB	02/18/2026	02/17/2026	32.00
68137	PINE TREE INDEPENDEN	GIRLS POWERLIFTING REGIONAL ADVANCEMENT FEES- REQUESTED BY JERRAD CARSON KB	02/18/2026	02/17/2026	200.00
68138	PORTWOOD, JOHN	MILEAGE FOR: LUNCH AND LEARN LEGISLATIVE WORKSHOP WITH MOAKCASEY IN VAN, TEXAS ON FEBRUARY 12, 2026. REQUESTED BY JOHN PORTWOOD	02/18/2026	02/12/2026	50.25
68139	STATE INDUSTRIAL PRO	INVOICE# 904091718-STATE INDUSTRIAL PRODUCTS-60 DAY WONDER AIR FRESHNER REFILLS FOR THE SEMESTER-TRIPLE QUICK DISINFECTANT CLEANER LAVENDER-CUSTODIAL DEPT	02/18/2026	02/09/2026	1,515.76
68140	TRINITY VALLEY COMM.	TVCC -- 25-26 -- PREVIOUSLY APPROVED PO 4002600169 -- TVCC DUAL CREDIT -- MRS. WILSON	02/18/2026	10/30/2025	1,758.94
68142	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	814.73
	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	932.00
	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	885.98
	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	-136.98
	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	885.01
	TURNER HOLDINGS DBA		02/18/2026	02/10/2026	735.26
	TURNER HOLDINGS DBA		02/18/2026	02/17/2026	1,315.98
	TURNER HOLDINGS DBA		02/18/2026	02/17/2026	755.27
	TURNER HOLDINGS DBA		02/18/2026	02/17/2026	885.98

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
68142	TURNER HOLDINGS DBA		02/18/2026	02/17/2026	637.59
68143	EDGEWOOD ISD	ENTRY FEES FOR JH TRACK MEET @ EDGEWOOD MARCH 23, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	700.00
68144	EDGEWOOD ISD	ENTRY FEE FOR EDGEWOOD SOFTBALL TOURNAMENT MARCH 5 & 7, 2026 - REQUESTED BY SCOTT DELOZIER KB	02/18/2026	01/24/2026	400.00
68145	EDGEWOOD ISD	ENTRY FEES FOR HS TRACK MEET @ EDGEWOOD MARCH 26, 2026- REQUESTED BY JACQUELYN YOUNG KB	02/18/2026	01/24/2026	750.00
68146	COCKRELL, SHERRI	cash for meals TAFE state contest/ PO put to wrong vendor	02/23/2026	02/23/2026	1,235.00
68147	ARP. I.S.D	ENTRY FEE FOR 2026 ARP GOLF INVITATIONAL - REQUESTED BY KELSEY FRAZIER KB	02/23/2026	02/23/2026	490.00
68148	PINE TREE ISD ATHLET	MEAL TICKET FOR ALTERNATELIFTER FOR REGIONAL ADVANCEMENT FOR HS GIRLS POWERLIFTING MEET ON 2/25/26 - REQUESTED BY JERRAD CARSON KB	02/23/2026	02/17/2026	8.00
68149	PINE TREE INDEPENDEN	ALTERNATE LIFTER FOR HS GIRLS POWERLIFTING MEET ON 2/25/26 REQUESTED BY JERRAD CARSON KB	02/23/2026	02/17/2026	50.00
68150	QUITMAN ATHLETIC BOO	HS BOYS TRACK MEAL TICKETS FOR QUITMAN HS BULLDOG REALYS ON 2/26/26 - REQUESTED BY JACQUELYN YOUNG KB	02/23/2026	02/23/2026	360.00
68151	QUITMAN ATHLETIC BOO	ENTRY FEE FOR HS GIRLS / BOYS TRACK MEET ON 2/26/26 FOR QUITMAN HS BULLDOG RELAYS - REQUESTED BY JACQUELYN YOUNG KB	02/23/2026	02/23/2026	750.00
68152	WILLS POINT ATHLETIC	MEAL TICKETS FOR JH GIRLS / BOYS TRACK MEET @ WILLS POINT ON 2/24/26 - REQUESTED BY JACQUELYN YOUNG KB	02/23/2026	02/23/2026	738.00
68153	TAYLOR, MYLINDA	Mileage for homebound services Nov & Dec 25 HS Student	02/25/2026	12/31/2025	165.09
68154	AT&T MOBILITY LLC	INVOICE 287329116110X022326; FIRSTNET MOBILE SERVICES FOR RAINS POLICE DEPARTMENT	02/26/2026	02/26/2026	124.83
	AT&T MOBILITY LLC	INV #287319218417X02232026 GEO TAB - TRANSPORTATION DEPT	02/26/2026	02/23/2026	612.25
68155	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 01-13 TO 02-09-26	02/26/2026	02/09/2026	9,790.50
68156	BRIMER, LACI	TRAVEL REIMBURSE PTO AT GREAT WOLF 02-08 THRU 02-10-26; MEALS AND MILEAGE	02/26/2026	02/26/2026	487.25
68157	ByteSpeed LLC	QUOTE: Q-112765-G5R0: LAPTOP FOR PEIMS, LENOVO THINKBOOK 16 G7, 16" TOUCHSCREEN/WARRANTY	02/26/2026	02/10/2026	1,099.00
	ByteSpeed LLC	Bytespeed Microsoft Surface Pro 12-inch keyboard; Jennifer Moore	02/26/2026	01/20/2026	169.00
68158	CDW-G	HP LaserJet Pro M501dn - printer - monochrome - laser MFG # J8H61A#BGJ UNSPSC 43212105 CDW # 4058487	02/26/2026	02/11/2026	513.66
68159	CITY OF EMORY	SERVICE FEB 2026	02/26/2026	02/26/2026	11,484.29
68160	COMPLETE SUPPLY INC	INVOICE# 399802 COMPLETE SUPPLY-TOILET PAPER-HAND SOAP--CUSTODAIL DEPT	02/26/2026	02/23/2026	1,247.00
68161	D&D LUBE CENTER	INV #227848 OIL CHANGE ON VEH #54 - TRANSPORTATION DEPT	02/26/2026	02/16/2026	75.26
	D&D LUBE CENTER	INV #227776 OIL CHANGE ON VEH #59 - TRANSPORTATION DEPT	02/26/2026	02/13/2026	98.03
68162	DATAMAX INC	COPIER BILL INVOICE LK00206035 FEB 2026	02/26/2026	02/05/2026	2,792.70
68163	EUSTACE ISD	ENTRY FEE FOR EUSTACE HS POLAR BEAR INVITATIONAL 2/23 - 2/24/26 - REQUESTED BY KELSEY FRAZIER KB	02/26/2026	02/24/2026	720.00
68164	FURRER, KENNA	JAN EXP REIMB: ABA SVS/TRANSPORTATION/PCS	02/26/2026	02/19/2026	1,705.86
68165	KATRINA MILLER ENTER	MTA Curriculum - Dyslexia - Basic Advanced Training/Kits 4-7 - Course date: 1-12-26 - Kaisa Tuulik - Intermediate	02/26/2026	02/19/2026	560.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
68166	LAKESHORE LEARNING M	QUOTATION 20106245: HANDS-ON RDNG SKLLS KTS SET; 2025-26 REF GRANT RECIPIENT V. BECK	02/26/2026	01/31/2026	474.05
	LAKESHORE LEARNING M	SAVE THE TREES GRANT RECIPIENT AMY TANTON: SEE ATTACHED ITEMIZED LIST	02/26/2026	01/31/2026	630.80
68167	MCCORMICKS GROUP LLC	BAND -- 25-26 -- PRINTED FLAGS --- MR. BONNER	02/26/2026	02/17/2026	464.77
68168	O'Reilly Auto Parts	INV #5658-185641, #5658-185726, & CM #5658-185742 OIL FILTERS FOR POLICE SIDE BY SIDES - GROUNDS DEPT	02/26/2026	02/17/2026	91.94
68169	RAIDER PRIDE BOOSTER	HS BOYS TRACK MEAL TICKETS FOR RED RUGGED RELAYS ON 3/5/25 @ WINNSBORO - REQUESTED BY J. YOUNG KB	02/26/2026	02/24/2026	400.00
68170	RAIDER PRIDE BOOSTER	ENRY FEES FOR HS TRACK MEET ON 3/5 @ WINNSBORO - REQUESTED BY JACQUELYN YOUNG KB	02/26/2026	02/24/2026	700.00
68171	RAIDER PRIDE BOOSTER	MEAL TICKETS FOR JH BOYS / GIRLS TRACK MEET ON 3/2/26 - REQUESTED BY J. YOUNG KB	02/26/2026	02/24/2026	712.00
68172	RAIDER PRIDE BOOSTER	JH TRACK ENTRY FEES FOR THE BRAVES JUNIOR HIGH RELAYS IN WINNSBORO MARCH 2, 2026 - REQUESTED BY J. YOUNG KB	02/26/2026	02/24/2026	600.00
68173	RAINS CNTY TAX ASSES	INV #02192026 REGISTRATION FOR AG TRAILER - TRANSPORTATION DEPT	02/26/2026	02/23/2026	9.75
68174	REGION 7 EDUCATION S	INV #098115 BUS DRIVER 8 HR ONLINE RE-CERTIFICATION COURSE #363956 FOR PAMEL PARISH - TRANSPORTATION DEPT	02/26/2026	02/17/2026	60.00
	REGION 7 EDUCATION S	BALANCE ON PO 1002500114: ELAR COMPREHENSIVE EOCY5 K. FARMER; INVOICE 099074	02/26/2026	02/26/2026	3,000.00
68175	ROBERT'S CYCLE & SOU	INV #8416 OIL FILTERS FOR POLICE SIDE BY SIDES - GROUNDS DEPT	02/26/2026	02/17/2026	25.90
68176	SCARBROUGH SCHOOL PS	Contract Psychology Services February 26	02/26/2026	01/20/2026	4,225.00
68177	SOUTH RAINS WATER SU	MO SERV FROM 01-19 TO 02-17-26; FEB 2026	02/26/2026	02/26/2026	32.16
68178	TERMINIX INTERNATION	INVOICE#S 468677678,468677771,468677484 TERMINIX-PEST CONTROL FOR DISTRICT-FEB 2026-OPERATIONS DEPT	02/26/2026	02/06/2026	299.43
	TERMINIX INTERNATION	INVOICE# 468677576 TERMINIX-PEST CONTROL FOR JH CAMPUS-WO# 2155729559-OPERATIONS DEPT	02/26/2026	02/06/2026	100.99
68179	TRAFERA LLC	AC Adapter45W USB-C 2 prong Chargers-50qty	02/26/2026	02/11/2026	1,210.00
68180	TSRP LETTER JACKETS	ATHLETIC LETTER JACKETS KB	02/26/2026	02/17/2026	700.00
68181	TSRP LETTER JACKETS	CHEER LETTER JACKETS KB	02/26/2026	02/17/2026	210.00
68182	TURNER HOLDINGS DBA		02/26/2026	02/17/2026	637.70
68183	VERIZON WIRELESS	INVOICE #6135548797; HOT SPOTS FOR DISTRICT JAN 09 - FEB 08, 2026; ACCT 942356826-00001	02/26/2026	02/08/2026	245.96
	VERIZON WIRELESS	ACCT #2236220097-0001 JAN 20 - FEB 19, 2026; INVOICE 6136395137	02/26/2026	02/19/2026	173.97
252600345	AMAZON CAPITAL SERVI	TRACK SUPPLIES - REQUESTED BY COLTON SMITH KB	02/03/2026	01/09/2026	289.82
	AMAZON CAPITAL SERVI	Prek classroom supplies for Mrs. Clark. Kinetic sand, suishy toys, sand molds, learning locks, expo markers and scissors.	02/03/2026	11/17/2025	108.39
	AMAZON CAPITAL SERVI	Second grade classroom supplies for Mrs. Rogers. Magnetic bookmarkers, Christmas socks, party favor bags, blank books, laminating paper, etc.	02/03/2026	11/24/2025	192.63
	AMAZON CAPITAL SERVI	Lifeskills classroom supplies for Ms. Garrett. Building toys, garden building set, dough tool, sensory fidget toys, puzzles, and liquid motion bubbler.	02/03/2026	01/14/2026	186.07
	AMAZON CAPITAL SERVI	BAND -- 25-26 -- SAXAPHONE MOUTHPIECES, PLASTIC CAP FOR SAXOPHONE, NECK STRAP FOR SAXOPHONE -- MR. BONNER	02/03/2026	01/20/2026	281.15
	AMAZON CAPITAL SERVI	INV #11426 20 OZ STYROFORM CUPS; COFFEE	02/03/2026	01/21/2026	279.31

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		CREAMER; PLASTIC WARE; COFFEE - OPERATIONS DEPT			
	AMAZON CAPITAL SERVI	Supplies for libraries, step stool, STEM supplies, office supplies	02/03/2026	12/09/2025	382.05
	AMAZON CAPITAL SERVI	Supplies for the elementary and intermediate libraries.	02/03/2026	12/06/2025	706.15
	AMAZON CAPITAL SERVI	Classroom supplies for first grade Mrs. Beck. Hourglass sand timer, magnetic wands, standing desk, easel and chart tablet.	02/03/2026	11/21/2025	194.91
	AMAZON CAPITAL SERVI	Classroom supplies for Resource room, Ms. Goggans. Index cards, gel pens, easel pads, markers, clay, and paint sets.	02/03/2026	12/15/2025	199.81
	AMAZON CAPITAL SERVI	COUNSELING DEPT. -- 25-26 -- CANDY -- MRS. ROCHESTER	02/03/2026	01/23/2026	59.85
	AMAZON CAPITAL SERVI	ELEMENTRY CLINIC -- 25-26 -- WIPES -- MRS. JARRETT	02/03/2026	01/23/2026	53.90
	AMAZON CAPITAL SERVI	GUIDANCE COUNSELING DEPT. -- 25-26 -- GRADUATION SALUTATORIAN STOLE -- MRS. WILSON	02/03/2026	01/23/2026	14.95
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: CINDY WILSON	02/03/2026	01/05/2026	218.19
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: KRISTIN MCMULLEN	02/03/2026	01/22/2026	22.94
252600346	DEMCO	Supplies for the library	02/03/2026	12/05/2025	125.41
	DEMCO	Labeling supplies for the library to color code the genres	02/03/2026	11/20/2025	645.55
252600347	KIRBY RESTAURANT SUP		02/03/2026	01/21/2026	168.85
	KIRBY RESTAURANT SUP		02/03/2026	01/21/2026	131.90
	KIRBY RESTAURANT SUP		02/03/2026	01/21/2026	357.80
252600349	LABATT FOOD SERVICE		02/03/2026	01/21/2026	630.43
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	4,782.84
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	251.18
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	3,895.91
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	4,230.09
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	4,142.10
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	196.69
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	4,468.64
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	49.30
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	3,728.62
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	50.19
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	4,365.92
	LABATT FOOD SERVICE		02/03/2026	01/21/2026	5,046.05
252600350	RAINS COUNTY LEADER	EMPLOYMENT AD IN RAINS COUNTY LEADER. SEPTEMBER 2025-AUGUST 2026	02/03/2026	02/02/2026	117.25
252600351	SCHOOL SPECIALTY	Art room supplies for Ms. Beard. Pony beads, glitter jelly, anti-roll crayons, class pack crayons	02/03/2026	01/12/2026	195.39
252600352	UNIFIRST CORPORATION	INV #2780203655 RUG & UNIFORM SERVICE FOR 1/15/2026 - OPERATIONS/TRANSPORTATION DEPT	02/03/2026	01/15/2026	49.65
252600358	AMAZON CAPITAL SERVI	OFFICE SUPPLIES -- 25-26 -- PAPER CLIPS, FILE FOLDERS, AIR FRESHENER, LARGE BINDER CLIPS, KLEENEX AND 16 OZ FOAM CUPS -- MRS. CHILDERS	02/09/2026	01/27/2026	381.94
	AMAZON CAPITAL SERVI	BIOLOGY/FOOD SCIENCE -- 25-26 -- TEACHER'S BUDGET, GLUE STICKS, PAPER CLIPS, BINDER CLIPS, RUBBER BANDS -- MRS. DOTSON	02/09/2026	01/22/2026	87.28
	AMAZON CAPITAL SERVI	THEATRE -- 25-26 -- SUPPLIES FOR UIL OAP , PARK BENCH, CASSETTER PLAYER, FAKE CIGARETTES, SALES RACK, OPEN SIGN, STORE SIGN, SMOOTHIE CUPS, TRASH CAN -- MR. LANCE	02/09/2026	02/03/2026	669.75
	AMAZON CAPITAL SERVI	Amazon Headphones; class set; Jayla Moulder	02/09/2026	01/29/2026	129.99

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
252600358	AMAZON CAPITAL SERVI	Amazon supplies for the JH coffee bar in the workroom	02/09/2026	01/28/2026	110.95
	AMAZON CAPITAL SERVI	VOLLEYBALL SUPPLIES - VOLLEYBALLS, HOOKS, AIR PUMP, LAUNDRY BAG, ELBO PADS - REQUESTED BY SHELBI SHEPPARD KB	02/09/2026	02/06/2026	1,085.20
	AMAZON CAPITAL SERVI	OFFICE SUPPLIES FOR SUPERINTENDENT'S OFFICE (RUBBER BANDS, BLUE COPY PAPER, CUSTOM RECEIVED STAMP W/DATE, FILE FOLDERS, DOOR STOPPERS,AND WILSON JONES MINUTE BINDER BOOK AND PAPER)	02/09/2026	02/03/2026	337.40
252600359	CROSSROAD COMMUNICAT	INV #16095 & #16094 RENT FOR BUS RADIOS; RENT FOR TK-3173 PORTABLE RADIOS; RENT FOR CAMERAS ON BUSES - CUSTIODIAL/TRANSPORTATION DEPT	02/09/2026	01/27/2026	2,752.00
252600360	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	21,249.68
	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	461.23
	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	21.15
	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	159.44
	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	42.86
	FARMERS ELECTRIC COO	ELECTRICITY 12-22 TO 01-22-26	02/09/2026	01/29/2026	19.11
252600361	GILLIARD, PAMELA	MILEAGE ROUNDTRIP TO NOTHING BUNDT CAKES IN ROCKWALL ON FEBRUARY 5, 2026 TO PICK UP CAKES FOR COUNSELOR APPRECIATION WEEK	02/09/2026	02/05/2026	55.61
252600362	HARRIS SCHOOL SOLUTI	JDOX FEB 2026; INVOICE JR3MN0003343	02/09/2026	02/02/2026	1,077.30
252600363	HAWTHORNE, JERAMY	SECURITIY DUTY FOR THE DISTICT 2 DAYS: JAN 21-22, 2026	02/09/2026	01/22/2026	720.00
	HAWTHORNE, JERAMY	SECURITIY DUTY FOR THE DISTICT 2 DAYS: FEB 04 & 05, 2026	02/09/2026	02/05/2026	720.00
252600364	KIRBY RESTAURANT SUP		02/09/2026	02/02/2026	644.64
	KIRBY RESTAURANT SUP		02/09/2026	02/02/2026	131.90
252600365	LABATT FOOD SERVICE		02/09/2026	02/02/2026	440.84
	LABATT FOOD SERVICE		02/09/2026	02/02/2026	4,768.10
	LABATT FOOD SERVICE		02/09/2026	02/02/2026	3,634.54
	LABATT FOOD SERVICE		02/09/2026	02/02/2026	3,144.57
	LABATT FOOD SERVICE		02/09/2026	02/02/2026	4,564.79
252600366	MIKULAK, PHYLLIS	Monthly contract homebound services - Jan26	02/09/2026	01/31/2026	1,100.00
252600367	NICKS, JOSEPH	MILEAGE FOR: RAC MEETING AT REGION 7 ESC IN KILGORE ON FEBRUARY 11, 2026. REQUESTED BY JOE NICKS	02/09/2026	02/09/2026	93.80
252600368	RULE PEDIATRIC THERA	Contract Physical Therapy Dec 25	02/09/2026	01/16/2026	1,302.50
252600369	UNIFIRST CORPORATION	INV #2780206017 & #2780204808 RUG & UNIFORM SERVICES FOR 1/22 & 29/2026 - OPERATIONS/TRANSPORTATION DEPT	02/09/2026	01/29/2026	158.78
252600370	WALSH GALLEGOS KYLE	Professional Services Rendered through Jan 15, 2026 Inv 762010 - \$180 Inv 762011 - \$120 Inv 762012 - \$238	02/09/2026	02/01/2026	520.00
252600371	WASTE CONNECTIONS	INV #9068318V174 4 YD 1/1 - 31/2026; HIGH SCHOOL COMPACTOR TKT #1822184; INTERMEDIATE COMPACTOR TKT #1822026; OPEN TOP - MAINT TKT #1821967 - OPERATIONS DEPT	02/09/2026	02/01/2026	1,568.75
252600379	AMAZON CAPITAL SERVI	BLACK POWERLIFTING SINGLET	02/18/2026	01/29/2026	238.66
	AMAZON CAPITAL SERVI	CULINARY -- 25-26 -- TEACHER'S BUDGET, ROLLING FILE CART, CLASSROOM TIMERS, PATELAI 8 PACK FLUORESCENT LIGHT COVERS, MINDEPOT DESK FILE ORGANIZER, MESH PEN HOLDER FOR DESK -- MRS. AUSTIN	02/18/2026	02/10/2026	169.94
	AMAZON CAPITAL SERVI	MATH DEPT. -- 25-26 -- TEACHER BUDGET, COLORED PAPER -- MRS. HOLDEN	02/18/2026	02/09/2026	156.20

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
252600379	AMAZON CAPITAL SERVI	ENGLISH DEPT. -- 25-26 -- TEACHERS BUDGET, KLEENEX, HAND SANITIZER,SPEECH POSTER, WALL HANGING CANVAS,TO DO LIST NOTEBOOK, BATTERIES, DESK CHAIRDRY ERASE ERASER -- MRS. HOLLAND	02/18/2026	02/10/2026	190.08
	AMAZON CAPITAL SERVI	THEATER -- 25-26 -- PROPS, POLICE UNIFORM, FAKE BOMB, FEDORAS -- MR. LANCE	02/18/2026	02/09/2026	143.48
	AMAZON CAPITAL SERVI	THEATRE -- 25-26 -- HEADSETS -- MR. LANCE	02/18/2026	02/06/2026	239.88
	AMAZON CAPITAL SERVI	OFFICE -- 25-26 -- BATTERIES -- MRS. CHILDERS	02/18/2026	02/12/2026	168.01
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: ALLYSON GOLDSMITH	02/18/2026	01/12/2026	147.45
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: JC VANCE	02/18/2026	01/29/2026	170.30
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: KRISTIN MCMULLEN	02/18/2026	02/05/2026	13.97
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: AMY BANKS	02/18/2026	02/09/2026	153.55
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: KYLIE SMITH	02/18/2026	02/06/2026	33.98
	AMAZON CAPITAL SERVI	INV #01212026 B09L3TM1R4 2-STAGE WHOLE HOUSE WATER FILTER SYSTEM -	02/18/2026	02/11/2026	274.89
	AMAZON CAPITAL SERVI	INV #02032026 "C" BATTERIES - MAINT DEPT	02/18/2026	02/09/2026	73.85
	AMAZON CAPITAL SERVI	INV #02042026 ROOM DIVIDERS FOR DAEP - MAINT DEPT	02/18/2026	02/10/2026	533.10
	AMAZON CAPITAL SERVI	TeacherPro, ParaPro and Sensory Smart Classroom Books	02/18/2026	02/12/2026	363.49
	AMAZON CAPITAL SERVI	PAPER CLIPS FOR BUSINESS OFFICE AND PEIMS	02/18/2026	02/13/2026	48.40
	AMAZON CAPITAL SERVI	INV #02052026 HEAVY DUTY 4" CASTER WHEELS SET OF 4 INCH FOR TALBE CARTS - MAINT DEPT	02/18/2026	02/12/2026	169.90
	AMAZON CAPITAL SERVI	INV #02022026 CANNED AIR - MAINT DEPT	02/18/2026	02/12/2026	27.07
252600381	DEALERS ELECTRIC CO	INV #S101870078.001, #S101850299.001, & CM #S101856973.001 JR HIGH GYM BLEACHER REPAIR; KEY REPLACEMENT - MAINT DEPT	02/18/2026	02/02/2026	228.40
	DEALERS ELECTRIC CO	INV #S101850299.001 LIGHT KEYS FOR JR HIGH; SHPING & HNDLING - MAINT DEPT	02/18/2026	01/13/2026	66.72
	DEALERS ELECTRIC CO	INV #S101882554.001 LIGHT FOR ELEMENTARY - MAINT DEPT	02/18/2026	02/05/2026	135.78
252600382	FLATT STATIONERS	OFFICE -- 25-26 -- PAPER FOR OFFICE PRINTERS -- MRS. CHILDERS	02/18/2026	02/09/2026	3,800.00
252600385	LABATT FOOD SERVICE		02/18/2026	02/10/2026	440.21
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	2,615.25
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	3,312.09
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	95.07
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	874.34
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	4,625.33
	LABATT FOOD SERVICE		02/18/2026	02/10/2026	5,224.71
	LABATT FOOD SERVICE		02/18/2026	02/11/2026	679.96
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	434.14
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	4,420.19
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	464.36
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	3,772.48
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	4,976.35
	LABATT FOOD SERVICE		02/18/2026	02/17/2026	4,817.04
252600386	RAINS COUNTY APPRAIS	INVOICE 1-2035: REIMB VARIVERGE POSTAGE	02/18/2026	02/02/2026	6,537.50
252600387	RAINS COUNTY LEADER	TAPR REPORT - NOTICE OF PUBLIC HEARING TO RUN IN THE RAINS COUNTY LEADER THE WEEK OF 2/12/26 - REQUESTED BY LYNSDAY HAYES KB	02/18/2026	02/12/2026	52.00
252600388	UNIFIRST CORPORATION	INV #2780207287 RUG & UNIFORM SERVICE FOR 2/5/2026 - OPERATIONS/TRANSPORTATION DEPT	02/18/2026	02/05/2026	116.23
	UNIFIRST CORPORATION	INV #2780208642 RUG & UNIFORM SERVICE FOR 2/12/2026 - CUSTODIAN/TRANSPORTATION DEPT	02/18/2026	02/12/2026	53.22
252600395	AMAZON CAPITAL SERVI	OFFICE SUPPLIES -- 25-26 -- PENS, PENSILS, POST	02/26/2026	02/17/2026	435.50

CHECK NUMBER	CHECK VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		IT NOTES, LEGAL PADS, DRY ERASE MARKERS, MEDIUM BINDER CLIPS, CARD STOCK, FILE ORGANIZER, RUBBER BANDS, INDEX CARDS, TAPE DISPENSER -- MRS. CHILDERS			
	AMAZON CAPITAL SERVI	OFFICE SUPPLIES -- 25-26 -- P-TOUCH 2 PACK TAPE LAMINATED -- MRS. WILSON	02/26/2026	02/17/2026	24.99
	AMAZON CAPITAL SERVI	Office, BEST and Classroom Supplies	02/26/2026	02/13/2026	143.77
	AMAZON CAPITAL SERVI	AMAZON - SEE ATTACHED - ATTN: WHITNEY WILLIAMS	02/26/2026	02/11/2026	209.55
	AMAZON CAPITAL SERVI	THEATRE-- 25-26 -- PROPS FOR THEATRE, SUITS AND DRESSES -- MR. LANCE	02/26/2026	02/18/2026	819.51
	AMAZON CAPITAL SERVI	INTERMEDIATE CLINIC -- 25-26 -- SUPPLIES -- MRS. JARRETT	02/26/2026	02/23/2026	39.98
	AMAZON CAPITAL SERVI	JH CLINIC --25-26 -- SUPPLIES -- MRS JARRETT	02/26/2026	02/20/2026	19.99
	AMAZON CAPITAL SERVI	HS CLINIC -- 25-26 -- SUPPLIES -- MRS. JARRETT	02/26/2026	02/23/2026	131.64
	AMAZON CAPITAL SERVI	HEALTH SERVICES -- 25-26 -- SUPPLIES -- MRS. JARRETT	02/26/2026	02/20/2026	39.98
	AMAZON CAPITAL SERVI	DAEP -- 25-26 -- TEACHER BUDGET, SUPPLIES -- MRS. CRAWFORD	02/26/2026	02/23/2026	22.74
	AMAZON CAPITAL SERVI	CUSTOM DESK WEDGE NAME PLATE FOR NEW CFO SHANNON FREEMAN & MAILING EVELOPES FOR SUPT OFFICE	02/26/2026	02/23/2026	59.03
252600396	BALFOUR	AMAZON - SEE ATTACHED - ATTN: SHELBI SHEPPARD BALFOUR -- 25-26 -- DIPLOMAS (134 X \$6.89) -- AND -- DIPLOMA COVERS (125 X \$7.96) -- MRS. WILSON	02/26/2026	02/02/2026	562.40
252600397	DEALERS ELECTRIC CO	INV #S101882373.001, #S101884470.002, #S101870709.001, & CM #S101884470.001 LIGHTS FOR JH GYM - MAINT DEPT	02/26/2026	01/20/2026	2,071.70
252600398	DENNING, JIMMY	INV #S101882373.001, #S101884470.002, #S101870709.001, & CM #S101884470.001 LIGHTS FOR JH GYM - MAINT DEPT	02/26/2026	02/16/2026	493.37
252600399	ENCORE DATA PRODUCTS	INVOICE #2017407; ASSIST WITH W2 PROCESS	02/26/2026	02/26/2026	165.00
252600400	ERWIN, BRETT	Headphones - 60 QTY [PER KORTNEY CLAYTON'S REQUEST]	02/26/2026	02/19/2026	719.40
252600401	HARRIS SCHOOL SOLUTI	BRENT ERWIN CONTRACTED HOURS Oct-May- PERFER DIRECT DEPOSIT	02/26/2026	02/20/2026	2,160.00
252600402	HAWTHORNE, JERAMY	JDOX MARCH 2026; INVOICE JR3MN0003385	02/26/2026	02/26/2026	1,077.30
252600403	Nantze Electric Co.,	SECURITIY DUTY FOR THE DISTICT 2 DAYS: FEB 09, 12, 18-19, 2026	02/26/2026	02/26/2026	1,440.00
252600404	NICKS, JOSEPH	QUOTE #010226.07000: FREEZER DROPS FOR FOOD SERVICE NETWORK CABLES SCOPE OF WORK	02/26/2026	02/20/2026	3,500.00
	NICKS, JOSEPH	MILEAGE FOR: SUPT. MEETING AT BIG SANDY ISD ON FEBRUARY 19, 2026. REQUESTED BY JOE NICKS	02/26/2026	02/19/2026	75.71
	NICKS, JOSEPH	ROUND TRIP MILEAGE FOR: LADY CATS BASKETBALL PLAYOFF GAME AT UT TYLER ON FEBRUARY 23, 2026. REQUESTED BY JOE NICKS	02/26/2026	02/23/2026	57.62
252600405	RAINS COUNTY APPRAIS	INVOICE #1-2026; 1ST QUARTER APPRAISAL AND COLLECTION FEES	02/26/2026	01/31/2026	114,632.00
252600406	RAINS COUNTY LEADER	EMPLOYMENT AD IN RAINS COUNTY LEADER. SEPTEMBER 2025-AUGUST 2026	02/26/2026	02/26/2026	93.80
252600407	RULE PEDIATRIC THERA	Contract Physical Therapy Jan 26	02/26/2026	01/20/2026	1,417.50
252600408	UNIFIRST CORPORATION	INV #2780209863 RUG & UNIFORM SERVICES FOR 2/19/2026 - OPERATIONS/TRANSPORTATION DEPT	02/26/2026	02/19/2026	116.23
9302050	USBank	INVOICE #8011766; 04110 PAYING AGENT/REGIST/TRNSFR AGENT IN ADVANCE 12-01-25 TO 11-30-26 FOR ACCT 223053000	02/03/2026	02/02/2026	550.00
9302051	USBank	PRINCIPAL AND INTEREST FOR 223053000; FEB 2023 INVOICE #3103455	02/18/2026	02/18/2026	783,025.00
	USBank	PRINCIPAL AND INTEREST FOR 249634000; FEB 2026 INVOICE #3103485	02/18/2026	02/18/2026	158,825.00
20526	INTERNAL REVENUE SER	Payroll accrual	02/05/2026	02/05/2026	867.30

CHECK		INVOICE	CHECK	INVOICE	AMOUNT
NUMBER	VENDOR	DESCRIPTION	DATE	DATE	
20526	INTERNAL REVENUE SER	Payroll accrual	02/05/2026	02/05/2026	2,022.84
	INTERNAL REVENUE SER	Payroll accrual	02/05/2026	02/05/2026	515.00
	INTERNAL REVENUE SER	Payroll accrual	02/05/2026	02/05/2026	867.30
	OFFICE OF THE ATTORN	Payroll accrual	02/05/2026	02/05/2026	379.00
21926	National Life Group	Payroll accrual	02/19/2026	02/05/2026	143.31
	National Life Group	Payroll accrual	02/19/2026	02/19/2026	1,543.57
	OFFICE OF THE ATTORN	Payroll accrual	02/19/2026	02/19/2026	379.00
	OMNI	Payroll accrual	02/19/2026	02/19/2026	3,768.00
21927	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	1,417.46
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	919.38
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	360.00
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	7,026.32
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	2,494.84
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	2,477.00
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	2,506.33
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	646.88
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	1,818.33
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	462.00
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	1,773.75
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	1,723.04
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	458.90
	Gentry Financial Gro	Payroll accrual	02/19/2026	02/19/2026	2,471.00
22026	INTERNAL REVENUE SER	Payroll accrual	02/20/2026	02/20/2026	21.56
	INTERNAL REVENUE SER	Payroll accrual	02/20/2026	02/20/2026	115.86
	INTERNAL REVENUE SER	Payroll accrual	02/20/2026	02/20/2026	21.56
	RAINS ISD	Payroll accrual	02/20/2026	02/20/2026	11.15
49052	ASSOC OF TX PROFESSI	Payroll accrual	02/19/2026	02/19/2026	40.39
49053	ECAP, LTD.	Payroll accrual	02/19/2026	02/19/2026	350.00
49054	RAINS ISD CHILD NUTR	Payroll accrual	02/19/2026	02/19/2026	136.96
49055	RAINS ISD	Payroll accrual	02/19/2026	02/19/2026	4,278.68
49056	REGION 7 EDUCATION S	Payroll accrual	02/19/2026	02/19/2026	386.36
49057	TEXAS CLASSROOM TEAC	Payroll accrual	02/19/2026	02/19/2026	156.23
70582066	RAINS ISD	Payroll accrual	02/19/2026	02/05/2026	563.96
	RAINS ISD	Payroll accrual	02/19/2026	02/19/2026	12,651.64
70582067	INTERNAL REVENUE SER	Payroll accrual	02/19/2026	02/19/2026	17,297.05
	INTERNAL REVENUE SER	Payroll accrual	02/19/2026	02/19/2026	52,759.10
	INTERNAL REVENUE SER	Payroll accrual	02/19/2026	02/19/2026	6,905.18
	INTERNAL REVENUE SER	Payroll accrual	02/19/2026	02/19/2026	17,297.05
Totals for checks					1,660,041.60

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	23,870.38	23,870.38
199	GENERAL FUND	0.00	0.00	387,471.93	387,471.93
240	FOOD SERVICE	0.00	0.00	120,354.24	120,354.24
461	Campus Activity	0.00	0.00	27,844.34	27,844.34
480	Locally Funded Special Revenue	0.00	0.00	7,917.98	7,917.98
494	Rains CDC/After School / Wild	0.00	0.00	149.45	149.45
599	DEBT SERVICE	0.00	0.00	942,400.00	942,400.00
863	PAYROLL CLEARING	150,033.28	0.00	0.00	150,033.28
***	Fund Summary Totals ***	150,033.28	0.00	1,510,008.32	1,660,041.60

***** End of report *****

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

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vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Custodial Funds Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Funds Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

Capital Project Funds Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

Safekeeping and Custody The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Sellers of Investments Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

Soliciting Bids for CDs In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls A system of internal controls shall be established and documented in writing and must include specific procedures designating who

has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	“Bond proceeds” means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	“Investment pool” means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	“Pooled fund group” means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	“Separately invested asset” means an account or fund of a district that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	“Pledged revenue” means money pledged to the payment of or as security for: <ol style="list-style-type: none">1. Bonds or other indebtedness issued by a district;2. Obligations under a lease, installment sale, or other agreement of a district; or3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Joint Account	“Joint account” means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.
Repurchase Agreement	“Repurchase agreement” means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>

Hedging

“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

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3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

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Investment Officer

A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training

Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial

Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing

The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.

Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

Investment Management Firm

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

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7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

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2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

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4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;

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- b. Requires an interpretation of subjective investment standards; or
- c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

STAY CLEAN!

Keeping Good Hygiene and More...
KEEP SAFE!



Tyler M
Stephen
Trinity E
Bryson E

HEY
BE K