2022-23 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

District Number: 149901

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	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	**90%**	-	89%	92%	-	*	-	*	25%	*	88%	100%	85%	80%
	2022	76%	77%	**92%**	-	92%	92%	*	*	-	-	83%	*	93%	88%	90%	*
At Meets Grade Level or Above	2023	50%	48%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	51%	50%	**76%**	-	73%	80%	*	*	-	-	58%	*	78%	69%	71%	*
At Masters Grade Level	2023	20%	17%	**31%**	-	31%	35%	-	*	-	*	0%	*	33%	22%	22%	40%
	2022	30%	28%	**52%**	-	48%	60%	*	*	-	-	42%	*	54%	44%	40%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	72%	**93%**	-	94%	92%	-	*	-	*	63%	*	93%	89%	95%	100%
	2022	71%	70%	**96%**	-	96%	96%	*	*	-	-	83%	*	98%	88%	98%	*
At Meets Grade Level or Above	2023	45%	43%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	43%	41%	**84%**	-	83%	84%	*	*	-	-	58%	*	86%	75%	83%	*
At Masters Grade Level	2023	19%	16%	**45%**	-	42%	54%	-	*	-	*	25%	*	43%	56%	41%	60%
	2022	21%	18%	**55%**	-	50%	60%	*	*	-	-	33%	*	56%	50%	43%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**90%**	-	90%	88%	*	*	-	*	58%	80%	93%	80%	86%	*
	2022	77%	79%	**86%**	*	85%	87%	-	*	-	-	70%	100%	87%	83%	81%	*
At Meets Grade Level or Above	2023	48%	46%	**61%**	-	54%	73%	*	*	-	*	25%	40%	64%	50%	53%	*
	2022	54%	53%	**60%**	*	59%	66%	-	*	-	-	30%	33%	62%	56%	46%	*
At Masters Grade Level	2023	22%	20%	**27%**	-	24%	31%	*	*	-	*	8%	0%	27%	25%	22%	*
	2022	28%	25%	**28%**	*	27%	32%	-	*	-	-	20%	0%	27%	33%	22%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	**92%**	-	90%	96%	*	*	-	*	58%	100%	92%	95%	90%	*
	2022	70%	72%	**89%**	*	88%	89%	-	*	-	-	70%	100%	89%	89%	86%	*
At Meets Grade Level or Above	2023	48%	48%	**59%**	-	46%	81%	*	*	-	*	42%	40%	59%	60%	51%	*
	2022	43%	44%	**59%**	*	56%	66%	-	*	-	-	30%	50%	57%	67%	46%	*
At Masters Grade Level	2023	22%	20%	**27%**	-	18%	42%	*	*	-	*	17%	20%	25%	30%	20%	*
	2022	23%	22%	**27%**	*	17%	39%	-	*	-	-	10%	50%	29%	22%	16%	*
Grade 5 Reading																	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	81%	**92%**	*	91%	92%	-	*	-	*	67%	*	92%	90%	92%	*
	2022	81%	80%	**91%**	-	86%	97%	*	-	-	-	62%	*	93%	83%	90%	*
At Meets Grade Level or Above	2023	57%	56%	**67%**	*	60%	76%	-	*	-	*	27%	*	67%	70%	60%	*
	2022	58%	54%	**81%**	-	74%	90%	*	-	-	-	46%	*	84%	72%	79%	*
At Masters Grade Level	2023	28%	25%	**41%**	*	37%	46%	-	*	-	*	7%	*	44%	30%	36%	*
	2022	36%	33%	**57%**	-	49%	67%	*	-	-	-	8%	*	61%	44%	41%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**90%**	*	88%	92%	-	*	-	*	53%	*	90%	90%	90%	*
	2022	77%	76%	**89%**	-	84%	97%	*	-	-	-	46%	*	89%	89%	83%	*
At Meets Grade Level or Above	2023	51%	49%	**61%**	*	51%	73%	-	*	-	*	33%	*	62%	60%	56%	*
	2022	48%	44%	**65%**	-	49%	87%	*	-	-	-	31%	*	71%	44%	48%	*
At Masters Grade Level	2023	21%	18%	**23%**	*	14%	35%	-	*	-	*	0%	*	22%	25%	12%	*
	2022	25%	20%	**35%**	-	23%	50%	*	-	-	-	8%	*	38%	28%	28%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	64%	**66%**	*	58%	76%	-	*	-	*	33%	*	62%	80%	58%	*
	2022	66%	63%	**84%**	-	77%	93%	*	-	-	-	62%	*	82%	89%	83%	*
At Meets Grade Level or Above	2023	36%	33%	**36%**	*	30%	46%	-	*	-	*	13%	*	32%	50%	28%	*
	2022	38%	35%	**65%**	-	51%	83%	*	-	-	-	54%	*	61%	78%	59%	*
At Masters Grade Level	2023	16%	12%	**14%**	*	12%	19%	-	*	-	*	7%	*	13%	20%	8%	*
	2022	18%	16%	**39%**	-	28%	53%	*	-	-	-	8%	*	39%	39%	28%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**83%**	-	79%	89%	*	-	-	-	55%	*	88%	71%	77%	100%
	2022	70%	69%	**89%**	*	84%	96%	-	-	-	-	17%	-	87%	95%	82%	*
At Meets Grade Level or Above	2023	52%	48%	**71%**	-	67%	79%	*	-	-	-	36%	*	82%	43%	63%	100%
	2022	43%	40%	**59%**	*	48%	79%	-	-	-	-	17%	-	57%	63%	41%	*
At Masters Grade Level	2023	22%	17%	**39%**	-	27%	57%	*	-	-	-	0%	*	46%	19%	27%	40%
	2022	23%	20%	**29%**	*	23%	39%	-	-	-	-	0%	-	26%	37%	15%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	**84%**	-	79%	93%	*	-	-	-	45%	*	89%	71%	81%	80%
	2022	73%	70%	**94%**	*	93%	96%	-	-	-	-	83%	-	92%	100%	91%	*

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	30%	**51%**	-	46%	57%	*	-	-	-	18%	*	55%	38%	44%	40%
	2022	39%	31%	**50%**	*	39%	67%	-	-	-	-	17%	-	45%	63%	29%	*
At Masters Grade Level	2023	16%	9%	**30%**	-	15%	54%	*	-	-	-	18%	*	32%	24%	17%	0%
	2022	16%	10%	**19%**	*	11%	33%	-	-	-	-	17%	-	13%	37%	9%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	77%	**96%**	*	93%	100%	-	-	-	*	73%	-	98%	89%	94%	100%
	2022	80%	80%	**94%**	-	93%	96%	-	-	-	-	71%	*	94%	94%	97%	*
At Meets Grade Level or Above	2023	55%	52%	**82%**	*	74%	96%	-	-	-	*	36%	-	86%	72%	78%	80%
	2022	56%	54%	**80%**	-	76%	85%	-	-	-	-	29%	*	83%	71%	77%	*
At Masters Grade Level	2023	27%	24%	**50%**	*	48%	54%	-	-	-	*	18%	-	50%	50%	36%	80%
	2022	37%	34%	**58%**	-	56%	63%	-	-	-	-	14%	*	63%	41%	46%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	57%	**86%**	*	79%	100%	-	-	-	*	36%	-	90%	73%	83%	100%
	2022	61%	58%	**73%**	-	66%	86%	-	-	-	-	43%	*	73%	75%	71%	*
At Meets Grade Level or Above	2023	37%	33%	**56%**	*	51%	63%	-	-	-	*	18%	-	57%	53%	48%	80%
	2022	31%	28%	**35%**	-	32%	43%	-	-	-	-	0%	*	34%	38%	34%	*
At Masters Grade Level	2023	11%	9%	**17%**	*	16%	21%	-	-	-	*	9%	-	18%	13%	15%	40%
	2022	13%	10%	**7%**	-	5%	10%	-	-	-	-	0%	*	2%	19%	8%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	**93%**	-	91%	96%	-	-	-	*	57%	*	96%	86%	91%	*
	2022	83%	82%	**98%**	-	100%	95%	-	-	-	-	67%	*	98%	94%	94%	*
At Meets Grade Level or Above	2023	58%	58%	**81%**	-	76%	89%	-	-	-	*	29%	*	89%	62%	76%	*
	2022	58%	55%	**78%**	-	74%	82%	-	-	-	-	17%	*	79%	71%	67%	*
At Masters Grade Level	2023	28%	27%	**45%**	-	33%	61%	-	-	-	*	0%	*	43%	48%	33%	*
	2022	37%	35%	**50%**	-	40%	61%	-	-	-	-	0%	*	54%	35%	39%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**83%**	-	80%	87%	-	-	-	*	14%	*	87%	75%	80%	*
	2022	71%	68%	**89%**	-	88%	89%	-	-	-	-	50%	*	92%	76%	86%	*
At Meets Grade Level or Above	2023	46%	43%	**51%**	-	42%	63%	-	-	-	*	0%	*	52%	50%	42%	*
	2022	40%	36%	**58%**	-	49%	69%	-	-	-	-	17%	*	61%	47%	46%	*

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At Masters Grade Level	2023	17%	16%	**24%**	-	16%	33%	-	-	-	*	0%	*	19%	33%	9%	*
	2022	14%	13%	**33%**	-	23%	44%	-	-	-	-	17%	*	35%	24%	24%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	68%	**79%**	-	80%	76%	-	-	-	*	0%	*	81%	73%	78%	*
	2022	74%	68%	**80%**	-	79%	82%	-	-	-	-	17%	*	83%	71%	83%	*
At Meets Grade Level or Above	2023	47%	39%	**48%**	-	42%	55%	-	-	-	*	0%	*	47%	50%	43%	*
	2022	45%	38%	**51%**	-	36%	68%	-	-	-	-	17%	*	51%	53%	44%	*
At Masters Grade Level	2023	17%	12%	**21%**	-	11%	34%	-	-	-	*	0%	*	19%	27%	11%	*
	2022	24%	17%	**31%**	-	19%	45%	-	-	-	-	17%	*	32%	29%	25%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	59%	**72%**	-	67%	79%	-	-	-	*	29%	*	77%	59%	67%	*
	2022	61%	53%	**74%**	-	62%	87%	-	-	-	-	33%	*	75%	71%	67%	*
At Meets Grade Level or Above	2023	33%	28%	**36%**	-	24%	52%	-	-	-	*	0%	*	36%	36%	24%	*
	2022	31%	24%	**34%**	-	12%	58%	-	-	-	-	17%	*	37%	24%	19%	*
At Masters Grade Level	2023	16%	13%	**21%**	-	9%	38%	-	-	-	*	0%	*	21%	23%	11%	*
	2022	18%	13%	**23%**	-	7%	39%	-	-	-	-	17%	*	27%	6%	11%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	**86%**	-	84%	87%	-	-	-	*	39%	*	88%	78%	79%	*
	2022	65%	61%	**74%**	-	76%	72%	-	-	-	-	8%	-	77%	62%	73%	*
At Meets Grade Level or Above	2023	52%	49%	**74%**	-	71%	79%	-	-	-	*	22%	*	78%	61%	64%	*
	2022	47%	41%	**57%**	-	56%	60%	-	-	-	-	8%	-	60%	46%	58%	*
At Masters Grade Level	2023	13%	11%	**21%**	-	10%	37%	-	-	-	*	6%	*	24%	9%	5%	*
	2022	11%	7%	**10%**	-	7%	16%	-	-	-	-	8%	-	9%	15%	9%	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	72%	**84%**	-	85%	82%	-	-	-	-	45%	-	88%	69%	80%	*
	2022	72%	70%	**76%**	-	76%	77%	*	-	-	*	33%	*	79%	65%	77%	*
At Meets Grade Level or Above	2023	54%	50%	**73%**	-	74%	71%	-	-	-	-	27%	-	76%	62%	66%	*
	2022	55%	53%	**66%**	-	64%	70%	*	-	-	*	8%	*	70%	53%	66%	*

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At Masters Grade Level	2023	9%	7%	**17%**	-	13%	29%	-	-	-	-	18%	-	14%	31%	7%	*
	2022	9%	7%	**11%**	-	5%	20%	*	-	-	*	0%	*	14%	0%	4%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	75%	**82%**	-	77%	91%	-	-	-	*	59%	*	86%	71%	74%	*
	2022	76%	75%	**82%**	-	78%	89%	-	-	-	-	27%	-	85%	69%	81%	*
At Meets Grade Level or Above	2023	43%	36%	**39%**	-	25%	63%	-	-	-	*	12%	*	44%	21%	20%	*
	2022	43%	41%	**51%**	-	50%	54%	-	-	-	-	18%	-	54%	38%	47%	*
At Masters Grade Level	2023	23%	17%	**28%**	-	17%	49%	-	-	-	*	12%	*	31%	21%	15%	*
	2022	27%	23%	**35%**	-	33%	39%	-	-	-	-	18%	-	38%	23%	30%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**99%**	-	100%	97%	-	-	-	*	100%	*	100%	94%	98%	*
	2022	83%	82%	**89%**	-	90%	90%	-	-	-	*	60%	*	92%	73%	86%	*
At Meets Grade Level or Above	2023	56%	50%	**62%**	-	52%	74%	-	-	-	*	33%	*	65%	50%	51%	*
	2022	55%	48%	**60%**	-	63%	57%	-	-	-	*	20%	*	64%	36%	57%	*
At Masters Grade Level	2023	21%	15%	**26%**	-	13%	46%	-	-	-	*	22%	*	27%	22%	12%	*
	2022	21%	14%	**23%**	-	25%	19%	-	-	-	*	0%	*	25%	9%	16%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	93%	**94%**	-	91%	100%	*	*	-	-	50%	*	95%	90%	90%	*
	2022	89%	88%	**87%**	-	87%	89%	*	-	-	*	45%	*	88%	81%	82%	-
At Meets Grade Level or Above	2023	70%	66%	**58%**	-	49%	75%	*	*	-	-	0%	*	58%	60%	45%	*
	2022	68%	64%	**68%**	-	66%	72%	*	-	-	*	27%	*	72%	56%	54%	-
At Masters Grade Level	2023	38%	33%	**32%**	-	26%	50%	*	*	-	-	0%	*	33%	30%	29%	*
	2022	42%	36%	**37%**	-	34%	39%	*	-	-	*	18%	*	38%	31%	28%	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	87%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	92%	92%	**100%**	-	*	100%	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2023	61%	49%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	64%	57%	**83%**	-	*	80%	-	-	-	-	-	-	*	*	*	-

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At Masters Grade Level	2023	12%	6%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	13%	7%	**33%**	-	*	40%	-	-	-	-	-	-	*	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**87%**	80%	84%	90%	100%	100%	-	91%	50%	97%	89%	80%	83%	85%
	2022	74%	72%	**86%**	*	84%	90%	100%	*	-	*	52%	100%	88%	83%	84%	86%
At Meets Grade Level or Above	2023	49%	46%	**61%**	60%	54%	71%	100%	38%	-	82%	23%	53%	63%	54%	53%	60%
	2022	48%	44%	**62%**	*	56%	71%	100%	*	-	*	29%	69%	64%	57%	54%	44%
At Masters Grade Level	2023	20%	16%	**29%**	0%	21%	41%	40%	0%	-	45%	9%	21%	29%	27%	19%	31%
	2022	23%	20%	**33%**	*	27%	42%	86%	*	-	*	13%	31%	34%	29%	24%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**89%**	*	88%	91%	*	*	-	89%	53%	93%	91%	82%	86%	86%
	2022	75%	74%	**88%**	*	86%	89%	*	*	-	*	51%	100%	89%	84%	85%	86%
At Meets Grade Level or Above	2023	53%	51%	**73%**	*	69%	81%	*	*	-	89%	28%	64%	77%	61%	66%	68%
	2022	53%	50%	**70%**	*	65%	76%	*	*	-	*	28%	64%	72%	63%	63%	55%
At Masters Grade Level	2023	20%	17%	**34%**	*	27%	44%	*	*	-	56%	8%	14%	35%	29%	23%	43%
	2022	25%	22%	**37%**	*	32%	45%	*	*	-	*	13%	7%	38%	32%	26%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**87%**	*	83%	93%	*	*	-	89%	49%	100%	90%	80%	84%	84%
	2022	72%	71%	**88%**	*	85%	92%	*	*	-	-	57%	100%	89%	85%	85%	90%
At Meets Grade Level or Above	2023	45%	41%	**57%**	*	47%	70%	*	*	-	78%	25%	50%	59%	49%	47%	68%
	2022	42%	38%	**59%**	*	52%	68%	*	*	-	-	28%	69%	60%	54%	48%	30%
At Masters Grade Level	2023	19%	15%	**27%**	*	19%	41%	*	*	-	33%	11%	21%	27%	27%	18%	28%
	2022	20%	17%	**31%**	*	24%	40%	*	*	-	-	15%	54%	32%	29%	23%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	74%	**81%**	*	80%	83%	-	*	-	*	45%	*	81%	82%	78%	89%
	2022	76%	72%	**84%**	-	82%	88%	*	-	-	*	52%	*	85%	78%	84%	71%
At Meets Grade Level or Above	2023	47%	41%	**49%**	*	42%	58%	-	*	-	*	16%	*	48%	50%	41%	33%
	2022	47%	41%	**58%**	-	50%	71%	*	-	-	*	34%	*	58%	59%	54%	43%

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	13%	**21%**	*	12%	33%	-	*	-	*	10%	*	20%	23%	10%	11%
	2022	21%	16%	**31%**	-	24%	42%	*	-	-	*	7%	*	32%	28%	22%	29%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	76%	**81%**	-	78%	87%	*	*	-	*	38%	*	85%	69%	77%	*
	2022	75%	71%	**80%**	-	74%	88%	*	-	-	*	41%	*	81%	76%	75%	*
At Meets Grade Level or Above	2023	52%	47%	**45%**	-	35%	60%	*	*	-	*	0%	*	46%	44%	32%	*
	2022	50%	44%	**51%**	-	38%	65%	*	-	-	*	24%	*	54%	39%	37%	*
At Masters Grade Level	2023	27%	23%	**26%**	-	16%	42%	*	*	-	*	0%	*	26%	25%	18%	*
	2022	30%	25%	**29%**	-	20%	39%	*	-	-	*	18%	*	33%	18%	20%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	35%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	36%	34%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading and Mathematics Including EOC	2023	37%	35%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	36%	34%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading Including EOC	2023	50%	48%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	51%	50%	**76%**	-	73%	79%	*	*	-	-	58%	*	78%	69%	71%	*
Math Including EOC	2023	45%	43%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	43%	41%	**84%**	-	83%	83%	*	*	-	-	58%	*	86%	75%	83%	*
4th Graders																	
Reading and Mathematics	2023	38%	37%	**48%**	-	34%	73%	*	*	-	*	25%	20%	51%	40%	37%	*
	2022	36%	35%	**48%**	*	46%	51%	-	*	-	-	20%	17%	48%	47%	27%	*
Reading and Mathematics Including EOC	2023	38%	37%	**48%**	-	34%	73%	*	*	-	*	25%	20%	51%	40%	37%	*
	2022	36%	35%	**48%**	*	46%	51%	-	*	-	-	20%	17%	48%	47%	27%	*
Reading Including EOC	2023	48%	46%	**61%**	-	54%	73%	*	*	-	*	25%	40%	64%	50%	53%	*
	2022	54%	53%	**60%**	*	59%	65%	-	*	-	-	30%	33%	62%	53%	46%	*
Math Including EOC	2023	48%	48%	**59%**	-	46%	81%	*	*	-	*	42%	40%	59%	60%	51%	*
	2022	43%	44%	**59%**	*	56%	65%	-	*	-	-	30%	50%	57%	65%	46%	*
5th Graders																	
Reading and Mathematics	2023	43%	41%	**53%**	*	44%	65%	-	*	-	*	13%	*	52%	55%	44%	*
	2022	41%	37%	**62%**	-	47%	83%	*	-	-	-	31%	*	68%	44%	45%	*

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	41%	**53%**	*	44%	65%	-	*	-	*	13%	*	52%	55%	44%	*
	2022	41%	37%	**62%**	-	47%	83%	*	-	-	-	31%	*	68%	44%	45%	*
Reading Including EOC	2023	57%	56%	**67%**	*	60%	76%	-	*	-	*	27%	*	67%	70%	60%	*
	2022	58%	54%	**81%**	-	74%	90%	*	-	-	-	46%	*	84%	72%	79%	*
Math Including EOC	2023	51%	49%	**61%**	*	51%	73%	-	*	-	*	33%	*	62%	60%	56%	*
	2022	48%	44%	**65%**	-	49%	87%	*	-	-	-	31%	*	71%	44%	48%	*
6th Graders																	
Reading and Mathematics	2023	35%	27%	**49%**	-	44%	57%	*	-	-	-	18%	*	55%	33%	42%	40%
	2022	31%	24%	**42%**	*	34%	56%	-	-	-	-	17%	-	38%	53%	24%	*
Reading and Mathematics Including EOC	2023	35%	28%	**49%**	-	44%	57%	*	-	-	-	18%	*	55%	33%	42%	40%
	2022	31%	25%	**42%**	*	34%	56%	-	-	-	-	17%	-	38%	53%	24%	*
Reading Including EOC	2023	52%	48%	**71%**	-	67%	79%	*	-	-	-	36%	*	82%	43%	63%	100%
	2022	43%	40%	**59%**	*	48%	79%	-	-	-	-	17%	-	57%	63%	41%	*
Math Including EOC	2023	40%	32%	**51%**	-	46%	57%	*	-	-	-	18%	*	55%	38%	44%	40%
	2022	40%	33%	**50%**	*	39%	67%	-	-	-	-	17%	-	45%	63%	29%	*
7th Graders																	
Reading and Mathematics	2023	37%	32%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	32%	26%	**42%**	-	34%	56%	-	-	-	-	0%	*	44%	35%	33%	*
Reading and Mathematics Including EOC	2023	38%	33%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	33%	28%	**42%**	-	34%	56%	-	-	-	-	0%	*	44%	35%	33%	*
Reading Including EOC	2023	55%	52%	**82%**	*	74%	96%	-	-	-	*	36%	-	86%	72%	78%	80%
	2022	56%	54%	**80%**	-	76%	85%	-	-	-	-	29%	*	83%	71%	77%	*
Math Including EOC	2023	43%	37%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	37%	31%	**43%**	-	37%	56%	-	-	-	-	0%	*	44%	41%	36%	*
8th Graders																	
Reading and Mathematics	2023	31%	33%	**45%**	-	38%	55%	-	-	-	*	0%	*	44%	45%	40%	*
	2022	27%	28%	**51%**	-	45%	60%	-	-	-	-	17%	*	54%	44%	42%	*
Reading and Mathematics Including EOC	2023	44%	40%	**51%**	-	42%	64%	-	-	-	*	0%	*	53%	48%	44%	*
	2022	41%	35%	**58%**	-	48%	68%	-	-	-	-	17%	*	60%	47%	42%	*
Reading Including EOC	2023	58%	58%	**81%**	-	76%	89%	-	-	-	*	29%	*	89%	62%	76%	*
	2022	58%	56%	**78%**	-	74%	82%	-	-	-	-	17%	*	79%	71%	67%	*

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	45%	**51%**	-	42%	62%	-	-	-	*	0%	*	53%	45%	43%	*
	2022	48%	42%	**59%**	-	48%	71%	-	-	-	-	17%	*	62%	47%	44%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	34%	**55%**	*	47%	67%	*	*	-	88%	17%	31%	56%	50%	47%	57%
	2022	34%	31%	**53%**	*	47%	63%	*	*	-	-	28%	42%	55%	49%	41%	24%
Reading and Mathematics Including EOC	2023	39%	36%	**56%**	*	47%	68%	*	*	-	88%	17%	31%	57%	50%	47%	57%
	2022	36%	32%	**54%**	*	47%	65%	*	*	-	-	28%	42%	56%	49%	41%	24%
Reading Including EOC	2023	53%	51%	**73%**	*	67%	82%	*	*	-	88%	30%	62%	77%	61%	67%	70%
	2022	53%	51%	**72%**	*	67%	79%	*	*	-	-	37%	58%	74%	66%	63%	59%
Math Including EOC	2023	47%	42%	**61%**	*	53%	72%	*	*	-	88%	28%	46%	63%	55%	54%	70%
	2022	43%	39%	**60%**	*	53%	71%	*	*	-	-	30%	67%	61%	56%	49%	29%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
GEORGE WEST ISD (149901) - LIVE OAK COUNTY

	School Year	State	Region02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**49%**	-	46%	58%	*	*	-	-	42%	30%	45%	61%	48%	*
Grade 4 Mathematics	2023	63%	66%	**46%**	-	35%	71%	*	*	-	-	46%	20%	39%	68%	43%	*
Grade 5 ELA/Reading	2023	65%	64%	**79%**	*	75%	85%	-	*	-	*	50%	*	77%	84%	73%	*
Grade 5 Mathematics	2023	71%	69%	**69%**	*	66%	72%	-	*	-	*	57%	*	65%	83%	63%	*
Grade 6 ELA/Reading	2023	51%	46%	**62%**	-	58%	68%	*	-	-	-	50%	*	70%	39%	57%	100%
Grade 6 Mathematics	2023	54%	45%	**57%**	-	51%	64%	*	-	-	-	59%	*	58%	53%	52%	80%
Grade 7 ELA/Reading	2023	71%	69%	**88%**	*	83%	96%	-	-	-	-	61%	-	92%	72%	84%	90%
Grade 7 Mathematics	2023	56%	54%	**79%**	*	77%	82%	-	-	-	-	28%	-	78%	81%	75%	90%
Grade 8 ELA/Reading	2023	63%	64%	**74%**	-	67%	82%	-	-	-	*	58%	*	75%	71%	73%	*
Grade 8 Mathematics	2023	74%	72%	**70%**	-	66%	75%	-	-	-	*	8%	*	74%	60%	63%	*
End of Course English I	2023	57%	55%	**65%**	-	63%	68%	-	-	-	*	31%	*	64%	68%	52%	*
End of Course English II	2023	74%	75%	**90%**	-	94%	80%	-	-	-	-	*	-	93%	78%	89%	*
End of Course Algebra I	2023	76%	71%	**61%**	-	49%	77%	-	-	-	*	50%	*	58%	73%	50%	*
All Grades Both Subjects	2023	64%	62%	**67%**	*	63%	75%	*	*	-	83%	48%	44%	67%	68%	62%	74%
All Grades ELA/Reading	2023	63%	61%	**71%**	*	68%	76%	*	*	-	*	50%	58%	72%	67%	67%	68%
All Grades Mathematics	2023	66%	63%	**63%**	*	57%	73%	*	*	-	*	45%	29%	61%	69%	57%	80%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	38%	**25%**	-	40%	*	-	-	-	-	*	-	*	*	29%	*
Grade 4 Mathematics	2023	27%	33%	**60%**	-	*	*	-	-	-	-	*	-	*	*	*	-
Grade 5 ELA/Reading	2023	37%	35%	**50%**	-	57%	40%	-	-	-	-	20%	-	38%	*	57%	-
Grade 5 Mathematics	2023	48%	46%	**33%**	-	29%	*	-	-	-	*	0%	-	14%	60%	29%	-
Grade 6 ELA/Reading	2023	26%	27%	**17%**	-	20%	*	-	-	-	-	20%	-	20%	*	20%	-
Grade 6 Mathematics	2023	35%	33%	**33%**	-	29%	*	-	-	-	-	33%	*	43%	*	38%	*
Grade 7 ELA/Reading	2023	39%	39%	**70%**	-	63%	*	-	-	-	-	57%	-	86%	*	70%	-
Grade 7 Mathematics	2023	22%	19%	**50%**	-	33%	*	-	-	-	-	*	-	*	*	57%	-
Grade 8 ELA/Reading	2023	39%	40%	**80%**	-	*	*	-	-	-	-	*	-	*	*	*	-
Grade 8 Mathematics	2023	49%	45%	**56%**	-	50%	*	-	-	-	-	*	-	62%	*	58%	*
End of Course English I	2023	26%	26%	**20%**	-	*	*	-	-	-	-	*	-	*	*	20%	*
End of Course English II	2023	41%	44%	**67%**	-	*	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2023	58%	53%	**43%**	-	33%	*	-	-	-	*	40%	-	50%	38%	38%	*
All Grades Both Subjects	2023	38%	37%	**47%**	-	44%	50%	-	-	-	*	25%	*	49%	43%	47%	0%
All Grades ELA/Reading	2023	35%	36%	**48%**	-	50%	44%	-	-	-	-	33%	-	55%	38%	49%	*
All Grades Mathematics	2023	40%	38%	**45%**	-	39%	56%	-	-	-	*	16%	*	45%	46%	46%	*

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

- Indicates there are no students in the group.

	School Year	State	Region 02	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	2023	76%	75%	**87%**	-	-	-	-	-	-	84%	90%	83%	-	-	87%	84%	100%
	2022	74%	72%	**86%**	-	-	-	-	-	-	85%	*	86%	-	-	86%	85%	100%
At Meets Grade Level or Above	2023	49%	46%	**61%**	-	-	-	-	-	-	58%	90%	52%	-	-	61%	58%	86%
	2022	48%	44%	**62%**	-	-	-	-	-	-	42%	*	43%	-	-	63%	39%	93%
At Masters Grade Level	2023	20%	16%	**29%**	-	-	-	-	-	-	29%	50%	25%	-	-	29%	29%	43%
	2022	23%	20%	**33%**	-	-	-	-	-	-	25%	*	25%	-	-	33%	24%	57%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**89%**	-	-	-	-	-	-	85%	80%	86%	-	-	89%	85%	*
	2022	75%	74%	**88%**	-	-	-	-	-	-	86%	*	89%	-	-	88%	86%	100%
At Meets Grade Level or Above	2023	53%	51%	**73%**	-	-	-	-	-	-	67%	80%	64%	-	-	73%	67%	*
	2022	53%	50%	**70%**	-	-	-	-	-	-	52%	*	58%	-	-	70%	52%	100%
At Masters Grade Level	2023	20%	17%	**34%**	-	-	-	-	-	-	41%	40%	41%	-	-	33%	41%	*
	2022	25%	22%	**37%**	-	-	-	-	-	-	33%	*	37%	-	-	37%	33%	40%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**87%**	-	-	-	-	-	-	83%	100%	79%	-	-	87%	83%	*
	2022	72%	71%	**88%**	-	-	-	-	-	-	89%	*	88%	-	-	88%	89%	*
At Meets Grade Level or Above	2023	45%	41%	**57%**	-	-	-	-	-	-	67%	100%	58%	-	-	56%	67%	*
	2022	42%	38%	**59%**	-	-	-	-	-	-	26%	*	24%	-	-	60%	26%	*
At Masters Grade Level	2023	19%	15%	**27%**	-	-	-	-	-	-	25%	60%	16%	-	-	27%	25%	*
	2022	20%	17%	**31%**	-	-	-	-	-	-	16%	*	12%	-	-	31%	16%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	74%	**81%**	-	-	-	-	-	-	88%	-	88%	-	-	81%	88%	*
	2022	76%	72%	**84%**	-	-	-	-	-	-	71%	-	71%	-	-	84%	67%	*
At Meets Grade Level or Above	2023	47%	41%	**49%**	-	-	-	-	-	-	25%	-	25%	-	-	49%	25%	*
	2022	47%	41%	**58%**	-	-	-	-	-	-	43%	-	43%	-	-	59%	33%	*
At Masters Grade Level	2023	18%	13%	**21%**	-	-	-	-	-	-	13%	-	13%	-	-	21%	13%	*
	2022	21%	16%	**31%**	-	-	-	-	-	-	29%	-	29%	-	-	31%	17%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	76%	**81%**	-	-	-	-	-	-	*	-	*	-	-	81%	*	*
	2022	75%	71%	**80%**	-	-	-	-	-	-	*	-	*	-	-	80%	-	*
At Meets Grade Level or Above	2023	52%	47%	**45%**	-	-	-	-	-	-	*	-	*	-	-	46%	*	*
	2022	50%	44%	**51%**	-	-	-	-	-	-	*	-	*	-	-	50%	-	*
At Masters Grade Level	2023	27%	23%	**26%**	-	-	-	-	-	-	*	-	*	-	-	27%	*	*
	2022	30%	25%	**29%**	-	-	-	-	-	-	*	-	*	-	-	29%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	62%	**67%**	-	-	-	-	-	-	73%	-	73%	-	-	67%	73%	*
All Grades ELA/Reading	2023	63%	61%	**71%**	-	-	-	-	-	-	67%	-	67%	-	-	71%	67%	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GEORGE WEST ISD (149901) - LIVE OAK COUNTY

	School Year	State	Region 02	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 Mathematics	2023	66%	63%	**63%**	-	-	-	-	-	-	79%	-	79%	-	-	62%	79%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**47%**	-	-	-	-	-	-	0%	-	0%	-	-	49%	0%	-
All Grades ELA/Reading	2023	35%	36%	**48%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
All Grades Mathematics	2023	40%	38%	**45%**	-	-	-	-	-	-	*	-	*	-	-	48%	*	-

* 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.

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**97%**	50%	97%	96%	100%	100%	-	100%	97%	94%	99%	89%	98%	89%
Not Included in Accountability: Mobile	4%	4%	**3%**	50%	2%	3%	0%	0%	-	0%	3%	6%	0%	11%	2%	10%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**96%**	*	97%	97%	*	*	-	100%	97%	93%	100%	87%	98%	88%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	3%	3%	*	*	-	0%	3%	7%	0%	12%	2%	9%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	*	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	3%
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%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	*	97%	97%	*	*	-	100%	96%	100%	100%	88%	99%	89%
Not Included in Accountability: Mobile	5%	4%	**3%**	*	3%	3%	*	*	-	0%	4%	0%	0%	12%	1%	11%
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%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	*	99%	96%	-	*	-	*	100%	80%	99%	94%	98%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	1%	4%	-	*	-	*	0%	20%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	**98%**	-	99%	96%	*	*	-	*	100%	*	100%	91%	97%	*
Not Included in Accountability: Mobile	4%	3%	**2%**	-	1%	4%	*	*	-	*	0%	*	0%	9%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	**0%**	-	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	**0%**	-	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	88%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	50%	93%	94%	100%	*	-	43%	92%	82%	95%	83%	96%	78%
Not Included in Accountability: Mobile	5%	4%	**7%**	50%	7%	6%	0%	*	-	57%	8%	18%	4%	17%	3%	19%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	99%	100%	*	*	-	*	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	**93%**	*	93%	95%	*	*	-	*	92%	88%	96%	83%	96%	81%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	7%	5%	*	*	-	*	8%	13%	4%	15%	3%	15%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	**0%**	*	1%	0%	*	*	-	*	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	*	1%	0%	*	*	-	*	0%	0%	0%	1%	1%	0%
Other	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%
Included in Accountability	93%	94%	**92%**	*	93%	94%	*	*	-	*	93%	87%	96%	83%	97%	80%

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**7%**	*	7%	6%	*	*	-	*	7%	13%	4%	17%	3%	16%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**91%**	*	91%	93%	*	-	-	*	91%	*	94%	79%	94%	70%
Not Included in Accountability: Mobile	4%	4%	**9%**	*	9%	7%	*	-	-	*	9%	*	6%	21%	6%	30%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
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	98%	99%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	**93%**	*	98%	93%	*	-	-	*	94%	*	96%	85%	97%	*
Not Included in Accountability: Mobile	4%	4%	**7%**	*	2%	8%	*	-	-	*	6%	*	4%	15%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	77%	**100%**	-	*	100%	-	-	-	-	-	-	*	*	*	-

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

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.4%	**93.3%**	*	92.7%	94.0%	*	*	*	93.0%	91.7%	92.1%	94.4%
2020-21	95.0%	92.4%	**94.2%**	90.7%	93.6%	94.8%	*	*	-	95.7%	92.5%	93.0%	97.2%
Chronic Absenteeism													
2021-22	25.7%	34.3%	**20.8%**	0.0%	22.8%	18.0%	0.0%	*	*	33.3%	33.0%	25.2%	10.8%
2020-21	15.0%	24.0%	**18.7%**	37.5%	21.0%	15.6%	0.0%	*	-	12.5%	24.0%	24.3%	3.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	**0.6%**	*	1.1%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.9%	1.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.0%	**1.8%**	-	2.4%	0.9%	*	-	-	*	0.0%	1.2%	0.0%
2020-21	2.4%	2.2%	**0.6%**	*	1.2%	0.0%	*	-	-	0.0%	2.8%	0.6%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	90.8%	**97.3%**	-	97.5%	97.0%	-	-	-	*	87.5%	97.4%	*
Received TxCHSE	0.3%	0.5%	**1.4%**	-	0.0%	3.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.5%	2.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.4%	6.4%	**1.4%**	-	2.5%	0.0%	-	-	-	*	12.5%	2.6%	*
Graduates and TxCHSE	90.0%	91.3%	**98.6%**	-	97.5%	100.0%	-	-	-	*	87.5%	97.4%	*
Graduates, TxCHSE, and Continuers	93.6%	93.6%	**98.6%**	-	97.5%	100.0%	-	-	-	*	87.5%	97.4%	*
Class of 2021													
Graduated	90.0%	90.8%	**90.9%**	-	94.6%	87.2%	-	-	-	*	83.3%	87.9%	*
Received TxCHSE	0.3%	0.5%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	3.0%	*
Continued HS	3.9%	2.5%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	6.2%	**6.5%**	-	5.4%	7.7%	-	-	-	*	16.7%	9.1%	*
Graduates and TxCHSE	90.3%	91.3%	**92.2%**	-	94.6%	89.7%	-	-	-	*	83.3%	90.9%	*
Graduates, TxCHSE, and Continuers	94.2%	93.8%	**93.5%**	-	94.6%	92.3%	-	-	-	*	83.3%	90.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	92.3%	**91.0%**	-	94.7%	87.2%	-	-	-	*	85.7%	88.2%	*
Received TxCHSE	0.4%	0.6%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	2.9%	*
Continued HS	1.0%	0.8%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	6.3%	**7.7%**	-	5.3%	10.3%	-	-	-	*	14.3%	8.8%	*
Graduates and TxCHSE	92.7%	92.9%	**92.3%**	-	94.7%	89.7%	-	-	-	*	85.7%	91.2%	*

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**92.3%**	-	94.7%	89.7%	-	-	-	*	85.7%	91.2%	*
Class of 2020													
Graduated	92.2%	92.5%	**94.0%**	*	93.3%	94.7%	-	-	-	-	*	89.5%	*
Received TxCHSE	0.5%	0.6%	**1.2%**	*	0.0%	2.6%	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	6.3%	**4.8%**	*	6.7%	2.6%	-	-	-	-	*	10.5%	*
Graduates and TxCHSE	92.7%	93.1%	**95.2%**	*	93.3%	97.4%	-	-	-	-	*	89.5%	*
Graduates, TxCHSE, and Continuers	93.8%	93.7%	**95.2%**	*	93.3%	97.4%	-	-	-	-	*	89.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.6%	**94.0%**	*	93.3%	94.7%	-	-	-	-	*	89.5%	*
Received TxCHSE	0.5%	0.6%	**1.2%**	*	0.0%	2.6%	-	-	-	-	*	0.0%	*
Continued HS	0.5%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	6.3%	**4.8%**	*	6.7%	2.6%	-	-	-	-	*	10.5%	*
Graduates and TxCHSE	93.2%	93.3%	**95.2%**	*	93.3%	97.4%	-	-	-	-	*	89.5%	*
Graduates, TxCHSE, and Continuers	93.8%	93.7%	**95.2%**	*	93.3%	97.4%	-	-	-	-	*	89.5%	*
Class of 2019													
Graduated	92.6%	92.8%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
Received TxCHSE	0.6%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	6.2%	**2.5%**	-	2.9%	2.3%	-	-	-	-	*	3.2%	*
Graduates and TxCHSE	93.2%	93.4%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
Graduates, TxCHSE, and Continuers	93.8%	93.8%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	90.8%	**96.0%**	-	95.1%	97.0%	-	-	-	*	77.8%	95.0%	*
Class of 2021	90.0%	90.8%	**88.6%**	-	89.7%	87.2%	-	-	-	*	62.5%	82.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Class of 2021	3.8%	7.0%	**5.7%**	-	8.6%	0.0%	-	-	-	*	0.0%	10.3%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	82.3%	**94.4%**	-	94.9%	93.8%	-	-	-	*	57.1%	89.5%	*
Class of 2021	81.9%	75.2%	**90.0%**	-	85.7%	97.1%	-	-	-	*	60.0%	79.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	85.8%	**94.4%**	-	94.9%	93.8%	-	-	-	*	57.1%	89.5%	*
Class of 2021	85.7%	82.3%	**95.7%**	-	94.3%	97.1%	-	-	-	*	60.0%	89.7%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	14.3%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	27.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.7%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	3.8%	6.9%	**5.6%**	-	9.1%	0.0%	-	-	-	*	*	10.7%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	81.4%	**93.9%**	-	92.1%	96.3%	-	-	-	*	57.1%	88.2%	*
2020-21	80.4%	74.4%	**91.7%**	-	87.9%	97.4%	-	-	-	*	*	82.1%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	85.0%	**93.9%**	-	92.1%	96.3%	-	-	-	*	57.1%	88.2%	*
2020-21	84.1%	80.8%	**97.2%**	-	97.0%	97.4%	-	-	-	*	*	92.9%	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
GEORGE WEST ISD (149901) - LIVE OAK COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	66	100.0%	368,686	100.0%
By Ethnicity:				
African American	0	0.0%	45,227	12.3%
Hispanic	38	57.6%	191,125	51.8%
White	27	40.9%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	1.5%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	4	6.1%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	62	93.9%	302,917	82.2%
Special Education Graduates	7	10.6%	32,447	8.8%
Economically Disadvantaged Graduates	34	51.5%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	1.5%	40,398	11.0%
At-Risk Graduates	16	24.2%	159,689	43.3%
CTE Completers	30	45.5%	107,502	29.2%

Academic Year	State	Region 02	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)													
2021-22	70.0%	74.2%	**71.2%**	-	71.1%	74.1%	-	-	-	*	71.4%	64.7%	*
2020-21	65.2%	61.3%	**69.4%**	-	66.7%	73.7%	-	-	-	*	*	46.4%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	45.7%	**57.6%**	-	52.6%	66.7%	-	-	-	*	0.0%	44.1%	*
2020-21	52.7%	44.4%	**63.9%**	-	63.6%	65.8%	-	-	-	*	*	39.3%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	51.6%	**65.2%**	-	63.2%	70.4%	-	-	-	*	0.0%	52.9%	*
2020-21	56.1%	50.6%	**73.6%**	-	72.7%	73.7%	-	-	-	*	*	53.6%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	42.6%	**78.8%**	-	78.9%	81.5%	-	-	-	*	14.3%	70.6%	*
2020-21	45.7%	38.6%	**66.7%**	-	72.7%	63.2%	-	-	-	*	*	50.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	35.7%	**57.6%**	-	52.6%	66.7%	-	-	-	*	0.0%	44.1%	*
2020-21	40.4%	33.6%	**56.9%**	-	60.6%	55.3%	-	-	-	*	*	35.7%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	8.2%	**13.6%**	-	5.3%	25.9%	-	-	-	*	0.0%	0.0%	*
2020-21	21.3%	7.8%	**5.6%**	-	6.1%	5.3%	-	-	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.6%	1.7%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	25.9%	**21.2%**	-	13.2%	33.3%	-	-	-	*	0.0%	0.0%	*
2020-21	25.9%	26.6%	**31.9%**	-	21.2%	42.1%	-	-	-	*	*	10.7%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	6.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	4.4%	6.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	50.4%	**36.4%**	-	36.8%	37.0%	-	-	-	*	71.4%	29.4%	*
2020-21	24.2%	30.6%	**19.4%**	-	21.2%	18.4%	-	-	-	*	*	17.9%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	45.6%	**34.8%**	-	34.2%	37.0%	-	-	-	*	57.1%	26.5%	*

Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	24.3%	**16.7%**	-	15.2%	18.4%	-	-	-	*	*	14.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	1.7%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.7%	1.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**1.5%**	-	2.6%	0.0%	-	-	-	*	14.3%	2.9%	*
2020-21	2.4%	2.3%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.8%	**6.1%**	-	5.3%	7.4%	-	-	-	*	57.1%	8.8%	*
2020-21	4.4%	4.5%	**2.8%**	-	6.1%	0.0%	-	-	-	*	*	3.6%	-

	Academic Year	State	Region 02	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	2021-22	22.8%	33.0%	**54.5%**	-	47.4%	66.7%	-	-	-	*	0.0%	44.1%	*
	2020-21	25.9%	34.2%	**66.7%**	-	63.6%	68.4%	-	-	-	*	*	42.9%	-
Mathematics	2021-22	18.7%	23.3%	**30.3%**	-	23.7%	40.7%	-	-	-	*	0.0%	14.7%	*
	2020-21	19.4%	22.1%	**29.2%**	-	24.2%	34.2%	-	-	-	*	*	14.3%	-
Both Subjects	2021-22	12.6%	19.3%	**28.8%**	-	21.1%	40.7%	-	-	-	*	0.0%	11.8%	*
	2020-21	14.4%	19.6%	**27.8%**	-	21.2%	34.2%	-	-	-	*	*	10.7%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	13.0%	**10.6%**	-	18.4%	0.0%	-	-	-	*	0.0%	11.8%	*
	2020-21	8.6%	11.7%	**4.2%**	-	0.0%	7.9%	-	-	-	*	*	3.6%	-
Mathematics	2021-22	14.0%	16.5%	**51.5%**	-	63.2%	37.0%	-	-	-	*	14.3%	61.8%	*
	2020-21	10.3%	12.6%	**36.1%**	-	51.5%	23.7%	-	-	-	*	*	39.3%	-
Both Subjects	2021-22	7.5%	8.0%	**7.6%**	-	13.2%	0.0%	-	-	-	*	0.0%	8.8%	*
	2020-21	4.9%	6.5%	**1.4%**	-	0.0%	2.6%	-	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	12.2%	**10.6%**	-	7.6%	15.5%	*	-	-	*	0.0%	4.1%	*
	2021	21.1%	11.0%	**4.4%**	-	5.5%	3.2%	-	-	-	*	7.1%	0.0%	-
English Language Arts	2022	13.2%	6.8%	**8.5%**	-	6.3%	12.1%	*	-	-	*	0.0%	1.4%	*
	2021	12.1%	6.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2022	6.9%	3.1%	**5.0%**	-	1.3%	10.3%	*	-	-	*	0.0%	2.7%	*
	2021	6.1%	3.0%	**4.4%**	-	5.5%	3.2%	-	-	-	*	7.1%	0.0%	-
Science	2022	9.6%	4.5%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2021	8.7%	3.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2022	12.5%	5.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2021	11.6%	4.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	39.6%	**53.3%**	-	33.3%	66.7%	-	-	-	-	-	*	-
	2021	48.6%	36.5%	**16.7%**	-	*	*	-	-	-	-	*	-	-
English Language Arts	2022	53.2%	41.4%	**66.7%**	-	40.0%	85.7%	-	-	-	-	-	*	-
	2021	42.7%	35.2%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	40.4%	**28.6%**	-	*	33.3%	-	-	-	-	-	*	-
	2021	49.4%	36.9%	**16.7%**	-	*	*	-	-	-	-	*	-	-
Science	2022	44.7%	34.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	34.2%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	30.6%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	30.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	55.9%	**43.9%**	-	39.5%	48.1%	-	-	-	*	0.0%	32.4%	*
	2020-21	70.8%	53.6%	**54.2%**	?	51.5%	55.3%	-	-	-	*	*	39.3%	-
At/Above Criterion for All Examinees	2021-22	32.1%	24.9%	**37.9%**	-	13.3%	69.2%	-	-	-	*	-	0.0%	-
	2020-21	32.9%	27.2%	**30.8%**	*	23.5%	38.1%	-	-	-	-	*	18.2%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	976	**1043**	-	965	1136	-	-	-	-	-	889	-
	2020-21	1002	990	**1009**	-	972	1043	-	-	-	-	1180	951	-
English Language Arts and Writing	2021-22	506	496	**520**	-	482	565	-	-	-	-	-	436	-
	2020-21	504	501	**509**	-	498	519	-	-	-	-	610	486	-
Mathematics	2021-22	496	480	**523**	-	482	572	-	-	-	-	-	453	-
	2020-21	498	489	**500**	-	474	524	-	-	-	-	570	466	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	18.3	**21.1**	-	19.7	23.0	-	-	-	*	-	16.2	-
	2020-21	20.0	18.5	**19.2**	16.0	19.6	19.3	-	-	-	-	-	18.4	-
English Language Arts	2021-22	19.2	18.0	**21.1**	-	19.9	22.7	-	-	-	*	-	15.7	-
	2020-21	19.6	18.1	**18.6**	13.5	19.2	18.9	-	-	-	-	-	18.2	-
Mathematics	2021-22	19.3	18.0	**21.3**	-	19.0	24.0	-	-	-	*	-	16.0	-
	2020-21	19.9	18.4	**19.6**	16.0	19.4	20.1	-	-	-	-	-	17.6	-
Science	2021-22	19.8	18.7	**20.4**	-	19.0	22.0	-	-	-	*	-	16.5	-
	2020-21	20.3	18.9	**19.1**	20.0	19.2	18.9	-	-	-	-	-	18.6	-

	Academic Year	State	Region 02	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	2021-22	44.2%	39.8%	**23.3%**	-	16.6%	34.6%	*	-	-	*	7.1%	14.1%	0.0%
	2020-21	42.5%	38.6%	**24.6%**	*	21.3%	30.6%	*	-	-	0.0%	9.7%	13.8%	*
English Language Arts	2021-22	16.6%	12.8%	**9.0%**	-	4.6%	16.0%	*	-	-	*	0.0%	2.2%	0.0%
	2020-21	16.3%	11.6%	**8.3%**	*	5.5%	12.3%	*	-	-	0.0%	3.2%	1.5%	*
Mathematics	2021-22	19.9%	16.7%	**8.4%**	-	5.4%	13.1%	*	-	-	*	8.0%	3.8%	0.0%
	2020-21	19.3%	17.1%	**12.3%**	*	7.7%	19.0%	*	-	-	0.0%	6.7%	5.4%	*
Science	2021-22	21.1%	19.0%	**11.9%**	-	10.6%	14.3%	*	-	-	*	0.0%	7.0%	*
	2020-21	20.6%	17.7%	**14.7%**	*	11.1%	20.2%	*	-	-	0.0%	3.3%	6.1%	*
Social Studies	2021-22	22.8%	16.2%	**8.0%**	-	1.4%	18.2%	*	-	-	*	0.0%	1.5%	0.0%
	2020-21	22.8%	17.6%	**14.0%**	*	10.3%	20.0%	*	-	-	0.0%	3.2%	5.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	45.4%	**59.7%**	-	48.5%	71.1%	-	-	-	*	*	42.9%	-
	2019-20	46.1%	43.8%	**56.4%**	*	48.8%	63.9%	-	-	-	-	0.0%	32.4%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	1,080	100.0%	5,504,150	100.0%	1,083	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	2	0.2%	17,201	0.3%	5	0.5%	25,110	0.5%
Pre-Kindergarten	43	4.0%	243,493	4.4%	43	4.0%	244,284	4.4%
Pre-Kindergarten: 3-year Old	16	1.5%	40,199	0.7%	16	1.5%	40,535	0.7%
Pre-Kindergarten: 4-year Old	27	2.5%	203,294	3.7%	27	2.5%	203,749	3.7%
Kindergarten	93	8.6%	367,180	6.7%	93	8.6%	367,633	6.7%
Grade 1	96	8.9%	399,048	7.2%	96	8.9%	399,419	7.2%
Grade 2	87	8.1%	395,639	7.2%	87	8.0%	395,969	7.2%
Grade 3	72	6.7%	393,583	7.2%	72	6.6%	393,871	7.1%
Grade 4	80	7.4%	393,765	7.2%	80	7.4%	394,020	7.1%
Grade 5	86	8.0%	395,111	7.2%	86	7.9%	395,384	7.2%
Grade 6	83	7.7%	399,341	7.3%	83	7.7%	399,557	7.2%
Grade 7	79	7.3%	409,362	7.4%	79	7.3%	409,566	7.4%
Grade 8	79	7.3%	425,589	7.7%	79	7.3%	425,758	7.7%
Grade 9	89	8.2%	477,875	8.7%	89	8.2%	478,101	8.7%
Grade 10	54	5.0%	436,752	7.9%	54	5.0%	437,002	7.9%
Grade 11	56	5.2%	385,894	7.0%	56	5.2%	386,246	7.0%
Grade 12	81	7.5%	364,317	6.6%	81	7.5%	366,512	6.6%
Ethnic Distribution:								
African American	3	0.3%	705,310	12.8%	3	0.3%	706,775	12.8%
Hispanic	630	58.3%	2,915,219	53.0%	630	58.2%	2,921,416	52.9%
White	418	38.7%	1,410,571	25.6%	420	38.8%	1,416,240	25.7%
American Indian	4	0.4%	17,920	0.3%	5	0.5%	17,976	0.3%
Asian	6	0.6%	280,306	5.1%	6	0.6%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	19	1.8%	166,128	3.0%	19	1.8%	166,565	3.0%
Sex:								
Female	525	48.6%	2,688,496	48.8%	526	48.6%	2,693,780	48.8%
Male	555	51.4%	2,815,654	51.2%	557	51.4%	2,824,652	51.2%
Economically Disadvantaged	690	63.9%	3,415,987	62.1%	691	63.8%	3,421,217	62.0%
Non-Educationally Disadvantaged	390	36.1%	2,088,163	37.9%	392	36.2%	2,097,215	38.0%
Section 504 Students	112	10.4%	407,619	7.4%	112	10.3%	407,904	7.4%
EB Students/EL	52	4.8%	1,269,408	23.1%	52	4.8%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	18	1.6%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	74	6.9%	302,409	5.5%	74	6.8%	302,615	5.5%
Foster Care	8	0.7%	13,415	0.2%	8	0.7%	13,453	0.2%
Homeless	4	0.4%	72,534	1.3%	4	0.4%	72,654	1.3%
Immigrant	3	0.3%	122,390	2.2%	3	0.3%	122,504	2.2%
Migrant	2	0.2%	13,769	0.3%	2	0.2%	13,810	0.3%
Title I	800	74.1%	3,555,650	64.6%	803	74.1%	3,563,890	64.6%
Military Connected	27	2.5%	199,203	3.6%	27	2.5%	199,325	3.6%
At-Risk	482	44.6%	2,935,164	53.3%	482	44.5%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	52	4.8%	1,278,846	23.2%	52	4.8%	1,279,697	23.2%
Career and Technical Education	225	20.8%	1,459,380	26.5%	225	20.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	224	80.0%	1,203,083	72.3%	224	80.0%	1,203,363	72.2%
Gifted and Talented Education	86	8.0%	453,585	8.2%	86	7.9%	453,689	8.2%
Special Education	128	11.9%	693,061	12.6%	130	12.0%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	128		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	72	56.3%	305,800	44.1%				
Students with Physical Disabilities	29	22.7%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	17	13.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	131	13.3%	893,031	16.8%				
By Ethnicity: African American	1	0.1%	176,665	3.3%				
Hispanic	80	8.1%	462,284	8.7%				
White	44	4.5%	180,620	3.4%				
American Indian	1	0.1%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	5	0.5%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	11.3%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	16.2%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	75	14.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	76	10.3%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	2.6%	1.5%	25.0%	4.5%
Grade 1	11.3%	2.5%	0.0%	3.6%
Grade 2	7.6%	1.6%	7.7%	2.0%
Grade 3	1.6%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	8.3%	0.4%
Grade 6	1.4%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	2.5%	0.4%	0.0%	0.5%
Grade 9	1.9%	8.7%	20.0%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	3	0.7%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	23.2	18.7
Grade 1	19.2	19.1
Grade 2	21.8	19.1
Grade 3	18.0	19.3
Grade 4	19.4	19.4
Grade 5	20.7	20.8
Grade 6	19.4	19.2
Secondary:		
English/Language Arts	10.1	16.2
Foreign Languages	11.2	18.8
Mathematics	12.6	17.5
Science	12.5	18.5
Social Studies	13.6	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
GEORGE WEST ISD (149901) - LIVE OAK COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	186.3	100.0%	763,729.4	100.0%
Professional Staff:	97.9	52.6%	489,326.8	64.1%
Teachers	85.2	45.8%	371,646.7	48.7%
Professional Support	5.9	3.2%	82,878.8	10.9%
Campus Administration (School Leadership)	4.0	2.1%	25,300.5	3.3%
Central Administration	2.8	1.5%	9,500.8	1.2%
Educational Aides:	33.6	18.0%	86,185.9	11.3%
Auxiliary Staff:	54.7	29.4%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	3.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	79.3	42.6%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	44,033.4	11.8%
Hispanic	18.6	21.9%	110,015.9	29.6%
White	64.6	75.8%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	2.0	2.3%	4,531.1	1.2%
Teachers by Sex:				
Males	12.5	14.6%	90,752.5	24.4%
Females	72.8	85.4%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	71.6	84.0%	268,238.6	72.2%
Masters	13.7	16.0%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	4.7%	36,179.6	9.7%
1-5 Years Experience	15.0	17.6%	97,667.0	26.3%
6-10 Years Experience	18.1	21.3%	76,209.5	20.5%
11-20 Years Experience	25.6	30.0%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	17.5	20.6%	49,550.0	13.3%
Over 30 Years Experience	5.0	5.9%	10,867.4	2.9%
Number of Students per Teacher	12.7	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	1.5	6.1
Average Years Experience of Principals with District	1.5	5.3
Average Years Experience of Assistant Principals	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	4.4
Average Years Experience of Teachers:	14.3	11.0
Average Years Experience of Teachers with District:	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$45,125	$53,300
1-5 Years Experience	$46,853	$56,516
6-10 Years Experience	$50,491	$59,732
11-20 Years Experience	$56,943	$63,389
21-30 Years Experience	$63,785	$67,876
Over 30 Years Experience	$62,179	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$54,955	$60,717
Professional Support	$62,769	$72,022
Campus Administration (School Leadership)	$81,225	$85,167
Central Administration	$105,899	$112,702
Instructional Staff Percent:	62.1%	65.1%
Turnover Rate for Teachers:	19.9%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	11	$6,621	5,474	$5,974
Exemplary	11	$13,123	4,862	$11,898
Master	*	*	2,224	$21,920

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	5.0	5.9%	19,907.7	5.4%
Compensatory Education	0.3	0.3%	11,928.5	3.2%
Gifted and Talented Education	0.8	0.9%	6,181.8	1.7%
Regular Education	68.1	79.9%	262,398.5	70.6%
Special Education	6.1	7.1%	36,110.2	9.7%
Other	5.0	5.8%	13,069.7	3.5%

- 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

Campus Name: GEORGE WEST H S

Campus Number: 149901001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	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	2023	72%	86%	**86%**	-	84%	87%	-	-	-	*	39%	*	88%	78%	79%	*
	2022	65%	74%	**74%**	-	76%	72%	-	-	-	-	8%	-	77%	62%	73%	*
At Meets Grade Level or Above	2023	52%	74%	**74%**	-	71%	79%	-	-	-	*	22%	*	78%	61%	64%	*
	2022	47%	57%	**57%**	-	56%	60%	-	-	-	-	8%	-	60%	46%	58%	*
At Masters Grade Level	2023	13%	21%	**21%**	-	10%	37%	-	-	-	*	6%	*	24%	9%	5%	*
	2022	11%	10%	**10%**	-	7%	16%	-	-	-	-	8%	-	9%	15%	9%	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	84%	**84%**	-	85%	82%	-	-	-	-	45%	-	88%	69%	80%	*
	2022	72%	76%	**76%**	-	76%	77%	*	-	-	*	33%	*	79%	65%	77%	*
At Meets Grade Level or Above	2023	54%	73%	**73%**	-	74%	71%	-	-	-	-	27%	-	76%	62%	66%	*
	2022	55%	66%	**66%**	-	64%	70%	*	-	-	*	8%	*	70%	53%	66%	*
At Masters Grade Level	2023	9%	17%	**17%**	-	13%	29%	-	-	-	-	18%	-	14%	31%	7%	*
	2022	9%	11%	**11%**	-	5%	20%	*	-	-	*	0%	*	14%	0%	4%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	82%	**80%**	-	75%	90%	-	-	-	*	59%	*	84%	70%	73%	*
	2022	76%	82%	**80%**	-	77%	85%	-	-	-	-	27%	-	83%	67%	81%	*
At Meets Grade Level or Above	2023	43%	39%	**32%**	-	21%	55%	-	-	-	*	12%	*	38%	17%	16%	*
	2022	43%	51%	**44%**	-	48%	35%	-	-	-	-	18%	-	46%	33%	47%	*
At Masters Grade Level	2023	23%	28%	**21%**	-	12%	38%	-	-	-	*	12%	*	22%	17%	11%	*
	2022	27%	35%	**25%**	-	30%	15%	-	-	-	-	18%	-	27%	17%	30%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	99%	**99%**	-	100%	97%	-	-	-	*	100%	*	100%	94%	98%	*
	2022	83%	89%	**89%**	-	90%	90%	-	-	-	*	60%	*	92%	73%	86%	*
At Meets Grade Level or Above	2023	56%	62%	**62%**	-	52%	74%	-	-	-	*	33%	*	65%	50%	51%	*
	2022	55%	60%	**60%**	-	63%	57%	-	-	-	*	20%	*	64%	36%	57%	*
At Masters Grade Level	2023	21%	26%	**26%**	-	13%	46%	-	-	-	*	22%	*	27%	22%	12%	*
	2022	21%	23%	**23%**	-	25%	19%	-	-	-	*	0%	*	25%	9%	16%	*
End of Course U.S. History																	

	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	2023	94%	94%	**94%**	-	91%	100%	*	*	-	-	50%	*	95%	90%	90%	*
	2022	89%	87%	**87%**	-	87%	89%	*	-	-	*	45%	*	88%	81%	82%	-
At Meets Grade Level or Above	2023	70%	58%	**58%**	-	49%	75%	*	*	-	-	0%	*	58%	60%	45%	*
	2022	68%	68%	**68%**	-	66%	72%	*	-	-	*	27%	*	72%	56%	54%	-
At Masters Grade Level	2023	38%	32%	**32%**	-	26%	50%	*	*	-	-	0%	*	33%	30%	29%	*
	2022	42%	37%	**37%**	-	34%	39%	*	-	-	*	18%	*	38%	31%	28%	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	*	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	92%	100%	**100%**	-	*	100%	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2023	61%	*	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	64%	83%	**83%**	-	*	80%	-	-	-	-	-	-	*	*	*	-
At Masters Grade Level	2023	12%	*	*	-	*	*	-	-	-	-	-	-	*	-	-	-
	2022	13%	33%	**33%**	-	*	40%	-	-	-	-	-	-	*	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	87%	**88%**	-	87%	91%	*	*	-	*	56%	*	91%	79%	83%	83%
	2022	74%	86%	**81%**	-	81%	83%	*	-	-	*	34%	*	84%	70%	80%	70%
At Meets Grade Level or Above	2023	49%	61%	**60%**	-	53%	72%	*	*	-	*	20%	*	64%	47%	47%	50%
	2022	48%	62%	**60%**	-	59%	62%	*	-	-	*	16%	*	63%	46%	56%	40%
At Masters Grade Level	2023	20%	29%	**23%**	-	14%	39%	*	*	-	*	11%	*	24%	20%	11%	33%
	2022	23%	33%	**21%**	-	20%	24%	*	-	-	*	9%	*	23%	14%	17%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	89%	**85%**	-	85%	85%	-	-	-	*	41%	*	88%	75%	79%	80%
	2022	75%	88%	**75%**	-	76%	75%	*	-	-	*	21%	*	78%	63%	75%	60%
At Meets Grade Level or Above	2023	53%	73%	**74%**	-	72%	76%	-	-	-	*	24%	*	78%	61%	65%	60%
	2022	53%	70%	**62%**	-	60%	65%	*	-	-	*	8%	*	65%	50%	62%	40%
At Masters Grade Level	2023	20%	34%	**19%**	-	11%	35%	-	-	-	*	10%	*	20%	17%	6%	40%
	2022	25%	37%	**10%**	-	6%	18%	*	-	-	*	4%	*	11%	7%	7%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	87%	**81%**	-	76%	90%	-	-	-	*	59%	*	85%	70%	73%	*
	2022	72%	88%	**81%**	-	78%	88%	-	-	-	-	27%	-	84%	71%	82%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	57%	**34%**	-	22%	58%	-	-	-	*	12%	*	40%	17%	16%	*
	2022	42%	59%	**47%**	-	49%	44%	-	-	-	-	18%	-	50%	36%	47%	*
At Masters Grade Level	2023	19%	27%	**20%**	-	12%	35%	-	-	-	*	12%	*	21%	17%	11%	*
	2022	20%	31%	**26%**	-	29%	20%	-	-	-	-	18%	-	29%	14%	29%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**99%**	-	100%	97%	-	-	-	*	100%	*	100%	94%	98%	*
	2022	76%	84%	**89%**	-	90%	90%	-	-	-	*	60%	*	92%	73%	86%	*
At Meets Grade Level or Above	2023	47%	49%	**62%**	-	52%	74%	-	-	-	*	33%	*	65%	50%	51%	*
	2022	47%	58%	**60%**	-	63%	57%	-	-	-	*	20%	*	64%	36%	57%	*
At Masters Grade Level	2023	18%	21%	**26%**	-	13%	46%	-	-	-	*	22%	*	27%	22%	12%	*
	2022	21%	31%	**23%**	-	25%	19%	-	-	-	*	0%	*	25%	9%	16%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**94%**	-	91%	100%	*	*	-	-	50%	*	95%	90%	90%	*
	2022	75%	80%	**87%**	-	87%	89%	*	-	-	*	45%	*	88%	81%	82%	-
At Meets Grade Level or Above	2023	52%	45%	**58%**	-	49%	75%	*	*	-	-	0%	*	58%	60%	45%	*
	2022	50%	51%	**68%**	-	66%	72%	*	-	-	*	27%	*	72%	56%	54%	-
At Masters Grade Level	2023	27%	26%	**32%**	-	26%	50%	*	*	-	-	0%	*	33%	30%	29%	*
	2022	30%	29%	**37%**	-	34%	39%	*	-	-	*	18%	*	38%	31%	28%	-

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	**65%**	-	63%	68%	-	-	-	*	31%	*	64%	68%	52%	*
End of Course English II	2023	74%	90%	**90%**	-	94%	80%	-	-	-	-	*	-	93%	78%	89%	*
End of Course Algebra I	2023	76%	61%	**56%**	-	45%	71%	-	-	-	*	50%	*	52%	71%	47%	*
All Grades Both Subjects	2023	64%	67%	**68%**	-	66%	72%	-	-	-	*	48%	*	67%	72%	59%	83%
All Grades ELA/Reading	2023	63%	71%	**74%**	-	77%	72%	-	-	-	*	46%	*	75%	72%	66%	*
All Grades Mathematics	2023	66%	63%	**56%**	-	45%	71%	-	-	-	*	50%	*	52%	71%	47%	*
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	20%	**20%**	-	*	*	-	-	-	-	*	-	*	*	20%	*
End of Course English II	2023	41%	67%	**67%**	-	*	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2023	58%	43%	**43%**	-	33%	*	-	-	-	*	40%	-	50%	38%	38%	*
All Grades Both Subjects	2023	38%	47%	**44%**	-	40%	44%	-	-	-	*	42%	-	60%	33%	38%	*
All Grades ELA/Reading	2023	35%	48%	**45%**	-	50%	40%	-	-	-	-	43%	-	*	29%	38%	*
All Grades Mathematics	2023	40%	45%	**43%**	-	33%	*	-	-	-	*	40%	-	50%	38%	38%	*

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

	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	2023	76%	87%	**88%**	-	-	-	-	-	-	78%	-	78%	-	-	88%	78%	100%
	2022	74%	86%	**81%**	-	-	-	-	-	-	70%	-	70%	-	-	81%	70%	100%
At Meets Grade Level or Above	2023	49%	61%	**60%**	-	-	-	-	-	-	33%	-	33%	-	-	60%	33%	86%
	2022	48%	62%	**60%**	-	-	-	-	-	-	40%	-	40%	-	-	60%	40%	90%
At Masters Grade Level	2023	20%	29%	**23%**	-	-	-	-	-	-	22%	-	22%	-	-	22%	22%	43%
	2022	23%	33%	**21%**	-	-	-	-	-	-	30%	-	30%	-	-	20%	30%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	89%	**85%**	-	-	-	-	-	-	*	-	*	-	-	85%	*	*
	2022	75%	88%	**75%**	-	-	-	-	-	-	60%	-	60%	-	-	75%	60%	*
At Meets Grade Level or Above	2023	53%	73%	**74%**	-	-	-	-	-	-	*	-	*	-	-	74%	*	*
	2022	53%	70%	**62%**	-	-	-	-	-	-	40%	-	40%	-	-	61%	40%	*
At Masters Grade Level	2023	20%	34%	**19%**	-	-	-	-	-	-	*	-	*	-	-	18%	*	*
	2022	25%	37%	**10%**	-	-	-	-	-	-	20%	-	20%	-	-	10%	20%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	87%	**81%**	-	-	-	-	-	-	*	-	*	-	-	82%	*	*
	2022	72%	88%	**81%**	-	-	-	-	-	-	*	-	*	-	-	80%	*	*
At Meets Grade Level or Above	2023	45%	57%	**34%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	*
	2022	42%	59%	**47%**	-	-	-	-	-	-	*	-	*	-	-	46%	*	*
At Masters Grade Level	2023	19%	27%	**20%**	-	-	-	-	-	-	*	-	*	-	-	19%	*	*
	2022	20%	31%	**26%**	-	-	-	-	-	-	*	-	*	-	-	23%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**99%**	-	-	-	-	-	-	*	-	*	-	-	99%	*	*
	2022	76%	84%	**89%**	-	-	-	-	-	-	*	-	*	-	-	89%	*	*
At Meets Grade Level or Above	2023	47%	49%	**62%**	-	-	-	-	-	-	*	-	*	-	-	63%	*	*
	2022	47%	58%	**60%**	-	-	-	-	-	-	*	-	*	-	-	59%	*	*
At Masters Grade Level	2023	18%	21%	**26%**	-	-	-	-	-	-	*	-	*	-	-	26%	*	*
	2022	21%	31%	**23%**	-	-	-	-	-	-	*	-	*	-	-	21%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**94%**	-	-	-	-	-	-	*	-	*	-	-	94%	*	*
	2022	75%	80%	**87%**	-	-	-	-	-	-	-	-	-	-	-	86%	-	*
At Meets Grade Level or Above	2023	52%	45%	**58%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	*
	2022	50%	51%	**68%**	-	-	-	-	-	-	-	-	-	-	-	69%	-	*

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GEORGE WEST H S (149901001) - GEORGE WEST ISD - LIVE OAK 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	2023	27%	26%	**32%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	*
	2022	30%	29%	**37%**	-	-	-	-	-	-	-	-	-	-	-	36%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**68%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	*
All Grades ELA/Reading	2023	63%	71%	**74%**	-	-	-	-	-	-	*	-	*	-	-	74%	*	*
All Grades Mathematics	2023	66%	63%	**56%**	-	-	-	-	-	-	*	-	*	-	-	54%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	47%	**44%**	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
All Grades ELA/Reading	2023	35%	48%	**45%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
All Grades Mathematics	2023	40%	45%	**43%**	-	-	-	-	-	-	*	-	*	-	-	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	99%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	-	98%	93%	*	*	-	*	97%	67%	99%	87%	97%	86%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	1%	6%	*	*	-	*	3%	33%	1%	12%	2%	7%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	-	0%	0%	*	*	-	*	0%	0%	0%	1%	0%	7%
Not Tested	1%	0%	**0%**	-	0%	1%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	1%	*	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	**96%**	-	98%	93%	-	-	-	*	97%	*	99%	86%	96%	83%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	1%	7%	-	-	-	*	3%	*	1%	12%	3%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**1%**	-	1%	0%	-	-	-	*	0%	*	0%	2%	1%	17%
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%
Mathematics																
Assessment Participant	99%	100%	**99%**	-	100%	97%	-	-	-	*	100%	*	99%	100%	100%	*
Included in Accountability	94%	96%	**97%**	-	100%	94%	-	-	-	*	94%	*	99%	92%	100%	*
Not Included in Accountability: Mobile	5%	3%	**2%**	-	0%	3%	-	-	-	*	6%	*	0%	8%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**1%**	-	0%	3%	-	-	-	*	0%	*	1%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**1%**	-	0%	3%	-	-	-	*	0%	*	1%	0%	0%	*
Science																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	98%	**95%**	-	98%	92%	-	-	-	*	100%	*	99%	86%	96%	*
Not Included in Accountability: Mobile	4%	2%	**5%**	-	2%	8%	-	-	-	*	0%	*	1%	14%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	*	-	-	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	**96%**	-	97%	94%	*	*	-	-	100%	*	100%	83%	97%	*
Not Included in Accountability: Mobile	4%	2%	**4%**	-	3%	6%	*	*	-	-	0%	*	0%	17%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	*	*	-	*	*	-	-	-	-	-	-	*	-	-	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	-	99%	100%	*	-	-	*	100%	*	100%	99%	99%	100%
Included in Accountability	93%	92%	**93%**	-	90%	97%	*	-	-	*	88%	*	96%	82%	94%	77%
Not Included in Accountability: Mobile	5%	7%	**7%**	-	9%	3%	*	-	-	*	13%	*	4%	17%	5%	23%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	-	1%	0%	*	-	-	*	0%	*	0%	1%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	*	-	-	*	0%	*	0%	1%	1%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	-	98%	100%	*	-	-	*	100%	*	99%	97%	98%	100%
Included in Accountability	92%	93%	**92%**	-	89%	98%	*	-	-	*	86%	*	95%	83%	93%	83%
Not Included in Accountability: Mobile	5%	7%	**6%**	-	9%	2%	*	-	-	*	14%	*	4%	14%	5%	17%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	-	2%	0%	*	-	-	*	0%	*	1%	3%	2%	0%
Absent	1%	0%	**1%**	-	2%	0%	*	-	-	*	0%	*	1%	3%	2%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	-	100%	100%	100%	*
Included in Accountability	93%	92%	**92%**	-	88%	100%	-	-	-	-	85%	-	97%	78%	94%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	7%	**8%**	-	12%	0%	-	-	-	-	15%	-	3%	22%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Science																
Assessment Participant	98%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	91%	**90%**	-	87%	95%	-	-	-	*	83%	*	94%	73%	92%	*
Not Included in Accountability: Mobile	4%	9%	**10%**	-	13%	5%	-	-	-	*	17%	*	6%	27%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	100%	**100%**	-	100%	100%	*	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	94%	93%	**96%**	-	97%	95%	*	-	-	*	100%	*	98%	89%	98%	-
Not Included in Accountability: Mobile	4%	7%	**4%**	-	3%	5%	*	-	-	*	0%	*	2%	11%	3%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	-
Not Tested	2%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	89%	100%	**100%**	-	*	100%	-	-	-	-	-	-	*	*	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.3%	**92.0%**	-	91.3%	92.9%	*	-	-	*	89.1%	90.6%	*
2020-21	95.0%	94.2%	**92.2%**	*	91.3%	93.3%	*	-	-	*	88.8%	90.2%	*
Chronic Absenteeism													
2021-22	25.7%	20.8%	**27.3%**	-	28.4%	26.2%	*	-	-	*	53.3%	32.5%	40.0%
2020-21	15.0%	18.7%	**28.9%**	*	32.1%	24.3%	*	-	-	33.3%	36.1%	38.4%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.8%	**1.8%**	-	2.4%	0.9%	*	-	-	*	0.0%	1.2%	0.0%
2020-21	2.4%	0.6%	**0.6%**	*	1.2%	0.0%	*	-	-	0.0%	2.8%	0.6%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.3%	**97.3%**	-	97.5%	97.0%	-	-	-	*	87.5%	97.4%	*
Received TxCHSE	0.3%	1.4%	**1.4%**	-	0.0%	3.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.4%	1.4%	**1.4%**	-	2.5%	0.0%	-	-	-	*	12.5%	2.6%	*
Graduates and TxCHSE	90.0%	98.6%	**98.6%**	-	97.5%	100.0%	-	-	-	*	87.5%	97.4%	*
Graduates, TxCHSE, and Continuers	93.6%	98.6%	**98.6%**	-	97.5%	100.0%	-	-	-	*	87.5%	97.4%	*
Class of 2021													
Graduated	90.0%	90.9%	**90.9%**	-	94.6%	87.2%	-	-	-	*	83.3%	87.9%	*
Received TxCHSE	0.3%	1.3%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	3.0%	*
Continued HS	3.9%	1.3%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	6.5%	**6.5%**	-	5.4%	7.7%	-	-	-	*	16.7%	9.1%	*
Graduates and TxCHSE	90.3%	92.2%	**92.2%**	-	94.6%	89.7%	-	-	-	*	83.3%	90.9%	*
Graduates, TxCHSE, and Continuers	94.2%	93.5%	**93.5%**	-	94.6%	92.3%	-	-	-	*	83.3%	90.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.0%	**91.0%**	-	94.7%	87.2%	-	-	-	*	85.7%	88.2%	*
Received TxCHSE	0.4%	1.3%	**1.3%**	-	0.0%	2.6%	-	-	-	*	0.0%	2.9%	*
Continued HS	1.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	7.7%	**7.7%**	-	5.3%	10.3%	-	-	-	*	14.3%	8.8%	*
Graduates and TxCHSE	92.7%	92.3%	**92.3%**	-	94.7%	89.7%	-	-	-	*	85.7%	91.2%	*

	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	93.7%	92.3%	**92.3%**	-	94.7%	89.7%	-	-	-	*	85.7%	91.2%	*
Class of 2020													
Graduated	92.2%	94.0%	**95.2%**	*	95.5%	94.7%	-	-	-	-	*	91.9%	*
Received TxCHSE	0.5%	1.2%	**1.2%**	*	0.0%	2.6%	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	4.8%	**3.6%**	*	4.5%	2.6%	-	-	-	-	*	8.1%	*
Graduates and TxCHSE	92.7%	95.2%	**96.4%**	*	95.5%	97.4%	-	-	-	-	*	91.9%	*
Graduates, TxCHSE, and Continuers	93.8%	95.2%	**96.4%**	*	95.5%	97.4%	-	-	-	-	*	91.9%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.0%	**95.2%**	*	95.5%	94.7%	-	-	-	-	*	91.9%	*
Received TxCHSE	0.5%	1.2%	**1.2%**	*	0.0%	2.6%	-	-	-	-	*	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	4.8%	**3.6%**	*	4.5%	2.6%	-	-	-	-	*	8.1%	*
Graduates and TxCHSE	93.2%	95.2%	**96.4%**	*	95.5%	97.4%	-	-	-	-	*	91.9%	*
Graduates, TxCHSE, and Continuers	93.8%	95.2%	**96.4%**	*	95.5%	97.4%	-	-	-	-	*	91.9%	*
Class of 2019													
Graduated	92.6%	97.5%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	2.5%	**2.5%**	-	2.9%	2.3%	-	-	-	-	*	3.2%	*
Graduates and TxCHSE	93.2%	97.5%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
Graduates, TxCHSE, and Continuers	93.8%	97.5%	**97.5%**	-	97.1%	97.7%	-	-	-	-	*	96.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.0%	**96.0%**	-	95.1%	97.0%	-	-	-	*	77.8%	95.0%	*
Class of 2021	90.0%	88.6%	**88.6%**	-	89.7%	87.2%	-	-	-	*	62.5%	82.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Class of 2021	3.8%	5.7%	**5.7%**	-	8.6%	0.0%	-	-	-	*	0.0%	10.3%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	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	84.3%	94.4%	**94.4%**	-	94.9%	93.8%	-	-	-	*	57.1%	89.5%	*
Class of 2021	81.9%	90.0%	**90.0%**	-	85.7%	97.1%	-	-	-	*	60.0%	79.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.4%	**94.4%**	-	94.9%	93.8%	-	-	-	*	57.1%	89.5%	*
Class of 2021	85.7%	95.7%	**95.7%**	-	94.3%	97.1%	-	-	-	*	60.0%	89.7%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	3.8%	5.6%	**5.6%**	-	9.1%	0.0%	-	-	-	*	*	10.7%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	93.9%	**93.9%**	-	92.1%	96.3%	-	-	-	*	57.1%	88.2%	*
2020-21	80.4%	91.7%	**91.7%**	-	87.9%	97.4%	-	-	-	*	*	82.1%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	93.9%	**93.9%**	-	92.1%	96.3%	-	-	-	*	57.1%	88.2%	*
2020-21	84.1%	97.2%	**97.2%**	-	97.0%	97.4%	-	-	-	*	*	92.9%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	66	100.0%	66	368,686
By Ethnicity:				
African American	0	0.0%	0	45,227
Hispanic	38	57.6%	38	191,125
White	27	40.9%	27	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	1.5%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	4	6.1%	4	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	62	93.9%	62	302,917
Special Education Graduates	7	10.6%	7	32,447
Economically Disadvantaged Graduates	34	51.5%	34	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	1.5%	1	40,398
At-Risk Graduates	16	24.2%	16	159,689
CTE Completers	30	45.5%	30	107,502

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)													
2021-22	70.0%	71.2%	**71.2%**	-	71.1%	74.1%	-	-	-	*	71.4%	64.7%	*
2020-21	65.2%	69.4%	**69.4%**	-	66.7%	73.7%	-	-	-	*	*	46.4%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	57.6%	**57.6%**	-	52.6%	66.7%	-	-	-	*	0.0%	44.1%	*
2020-21	52.7%	63.9%	**63.9%**	-	63.6%	65.8%	-	-	-	*	*	39.3%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	65.2%	**65.2%**	-	63.2%	70.4%	-	-	-	*	0.0%	52.9%	*
2020-21	56.1%	73.6%	**73.6%**	-	72.7%	73.7%	-	-	-	*	*	53.6%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	78.8%	**78.8%**	-	78.9%	81.5%	-	-	-	*	14.3%	70.6%	*
2020-21	45.7%	66.7%	**66.7%**	-	72.7%	63.2%	-	-	-	*	*	50.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	57.6%	**57.6%**	-	52.6%	66.7%	-	-	-	*	0.0%	44.1%	*
2020-21	40.4%	56.9%	**56.9%**	-	60.6%	55.3%	-	-	-	*	*	35.7%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	13.6%	**13.6%**	-	5.3%	25.9%	-	-	-	*	0.0%	0.0%	*
2020-21	21.3%	5.6%	**5.6%**	-	6.1%	5.3%	-	-	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	21.2%	**21.2%**	-	13.2%	33.3%	-	-	-	*	0.0%	0.0%	*
2020-21	25.9%	31.9%	**31.9%**	-	21.2%	42.1%	-	-	-	*	*	10.7%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	4.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	36.4%	**36.4%**	-	36.8%	37.0%	-	-	-	*	71.4%	29.4%	*
2020-21	24.2%	19.4%	**19.4%**	-	21.2%	18.4%	-	-	-	*	*	17.9%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	34.8%	**34.8%**	-	34.2%	37.0%	-	-	-	*	57.1%	26.5%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.7%	**16.7%**	-	15.2%	18.4%	-	-	-	*	*	14.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.5%	**1.5%**	-	2.6%	0.0%	-	-	-	*	14.3%	2.9%	*
2020-21	2.4%	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)													
2021-22	5.0%	6.1%	**6.1%**	-	5.3%	7.4%	-	-	-	*	57.1%	8.8%	*
2020-21	4.4%	2.8%	**2.8%**	-	6.1%	0.0%	-	-	-	*	*	3.6%	-

	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	2021-22	22.8%	54.5%	**54.5%**	-	47.4%	66.7%	-	-	-	*	0.0%	44.1%	*
	2020-21	25.9%	66.7%	**66.7%**	-	63.6%	68.4%	-	-	-	*	*	42.9%	-
Mathematics	2021-22	18.7%	30.3%	**30.3%**	-	23.7%	40.7%	-	-	-	*	0.0%	14.7%	*
	2020-21	19.4%	29.2%	**29.2%**	-	24.2%	34.2%	-	-	-	*	*	14.3%	-
Both Subjects	2021-22	12.6%	28.8%	**28.8%**	-	21.1%	40.7%	-	-	-	*	0.0%	11.8%	*
	2020-21	14.4%	27.8%	**27.8%**	-	21.2%	34.2%	-	-	-	*	*	10.7%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.6%	**10.6%**	-	18.4%	0.0%	-	-	-	*	0.0%	11.8%	*
	2020-21	8.6%	4.2%	**4.2%**	-	0.0%	7.9%	-	-	-	*	*	3.6%	-
Mathematics	2021-22	14.0%	51.5%	**51.5%**	-	63.2%	37.0%	-	-	-	*	14.3%	61.8%	*
	2020-21	10.3%	36.1%	**36.1%**	-	51.5%	23.7%	-	-	-	*	*	39.3%	-
Both Subjects	2021-22	7.5%	7.6%	**7.6%**	-	13.2%	0.0%	-	-	-	*	0.0%	8.8%	*
	2020-21	4.9%	1.4%	**1.4%**	-	0.0%	2.6%	-	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	10.6%	**10.6%**	-	7.6%	15.5%	*	-	-	*	0.0%	4.1%	*
	2021	21.1%	4.4%	**4.4%**	-	5.5%	3.2%	-	-	-	*	7.1%	0.0%	-
English Language Arts	2022	13.2%	8.5%	**8.5%**	-	6.3%	12.1%	*	-	-	*	0.0%	1.4%	*
	2021	12.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2022	6.9%	5.0%	**5.0%**	-	1.3%	10.3%	*	-	-	*	0.0%	2.7%	*
	2021	6.1%	4.4%	**4.4%**	-	5.5%	3.2%	-	-	-	*	7.1%	0.0%	-
Science	2022	9.6%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2021	8.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2022	12.5%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2021	11.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	53.3%	**53.3%**	-	33.3%	66.7%	-	-	-	-	-	*	-
	2021	48.6%	16.7%	**16.7%**	-	*	*	-	-	-	-	*	-	-
English Language Arts	2022	53.2%	66.7%	**66.7%**	-	40.0%	85.7%	-	-	-	-	-	*	-
	2021	42.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	28.6%	**28.6%**	-	*	33.3%	-	-	-	-	-	*	-
	2021	49.4%	16.7%	**16.7%**	-	*	*	-	-	-	-	*	-	-
Science	2022	44.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	43.9%	**43.9%**	-	39.5%	48.1%	-	-	-	*	0.0%	32.4%	*
	2020-21	70.8%	54.2%	**54.2%**	?	51.5%	55.3%	-	-	-	*	*	39.3%	-
At/Above Criterion for All Examinees	2021-22	32.1%	37.9%	**37.9%**	-	13.3%	69.2%	-	-	-	*	-	0.0%	-
	2020-21	32.9%	30.8%	**30.8%**	*	23.5%	38.1%	-	-	-	-	*	18.2%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1043	**1043**	-	965	1136	-	-	-	-	-	889	-
	2020-21	1002	1009	**1009**	-	972	1043	-	-	-	-	1180	951	-
English Language Arts and Writing	2021-22	506	520	**520**	-	482	565	-	-	-	-	-	436	-
	2020-21	504	509	**509**	-	498	519	-	-	-	-	610	486	-
Mathematics	2021-22	496	523	**523**	-	482	572	-	-	-	-	-	453	-
	2020-21	498	500	**500**	-	474	524	-	-	-	-	570	466	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	21.1	**21.1**	-	19.7	23.0	-	-	-	*	-	16.2	-
	2020-21	20.0	19.2	**19.2**	16.0	19.6	19.3	-	-	-	-	-	18.4	-
English Language Arts	2021-22	19.2	21.1	**21.1**	-	19.9	22.7	-	-	-	*	-	15.7	-
	2020-21	19.6	18.6	**18.6**	13.5	19.2	18.9	-	-	-	-	-	18.2	-
Mathematics	2021-22	19.3	21.3	**21.3**	-	19.0	24.0	-	-	-	*	-	16.0	-
	2020-21	19.9	19.6	**19.6**	16.0	19.4	20.1	-	-	-	-	-	17.6	-
Science	2021-22	19.8	20.4	**20.4**	-	19.0	22.0	-	-	-	*	-	16.5	-
	2020-21	20.3	19.1	**19.1**	20.0	19.2	18.9	-	-	-	-	-	18.6	-

	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	2021-22	44.2%	23.3%	**23.3%**	-	16.6%	34.6%	*	-	-	*	7.1%	14.1%	0.0%
	2020-21	42.5%	24.6%	**24.6%**	*	21.3%	30.6%	*	-	-	0.0%	9.7%	13.8%	*
English Language Arts	2021-22	16.6%	9.0%	**9.0%**	-	4.6%	16.0%	*	-	-	*	0.0%	2.2%	0.0%
	2020-21	16.3%	8.3%	**8.3%**	*	5.5%	12.3%	*	-	-	0.0%	3.2%	1.5%	*
Mathematics	2021-22	19.9%	8.4%	**8.4%**	-	5.4%	13.1%	*	-	-	*	8.0%	3.8%	0.0%
	2020-21	19.3%	12.3%	**12.3%**	*	7.7%	19.0%	*	-	-	0.0%	6.7%	5.4%	*
Science	2021-22	21.1%	11.9%	**11.9%**	-	10.6%	14.3%	*	-	-	*	0.0%	7.0%	*
	2020-21	20.6%	14.7%	**14.7%**	*	11.1%	20.2%	*	-	-	0.0%	3.3%	6.1%	*
Social Studies	2021-22	22.8%	8.0%	**8.0%**	-	1.4%	18.2%	*	-	-	*	0.0%	1.5%	0.0%
	2020-21	22.8%	14.0%	**14.0%**	*	10.3%	20.0%	*	-	-	0.0%	3.2%	5.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	59.7%	**59.7%**	-	48.5%	71.1%	-	-	-	*	*	42.9%	-
	2019-20	46.1%	56.4%	**56.4%**	*	48.8%	63.9%	-	-	-	-	0.0%	32.4%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	280	100.0%	1,080	5,504,150	280	100.0%	1,083	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.5%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.2%
Grade 2	0	0.0%	8.1%	7.2%	0	0.0%	8.0%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	8.0%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	89	31.8%	8.2%	8.7%	89	31.8%	8.2%	8.7%
Grade 10	54	19.3%	5.0%	7.9%	54	19.3%	5.0%	7.9%
Grade 11	56	20.0%	5.2%	7.0%	56	20.0%	5.2%	7.0%
Grade 12	81	28.9%	7.5%	6.6%	81	28.9%	7.5%	6.6%
Ethnic Distribution:								
African American	1	0.4%	0.3%	12.8%	1	0.4%	0.3%	12.8%
Hispanic	161	57.5%	58.3%	53.0%	161	57.5%	58.2%	52.9%
White	114	40.7%	38.7%	25.6%	114	40.7%	38.8%	25.7%
American Indian	2	0.7%	0.4%	0.3%	2	0.7%	0.5%	0.3%
Asian	1	0.4%	0.6%	5.1%	1	0.4%	0.6%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.4%	1.8%	3.0%	1	0.4%	1.8%	3.0%
Sex:								
Female	125	44.6%	48.6%	48.8%	125	44.6%	48.6%	48.8%
Male	155	55.4%	51.4%	51.2%	155	55.4%	51.4%	51.2%
Economically Disadvantaged	161	57.5%	63.9%	62.1%	161	57.5%	63.8%	62.0%
Non-Educationally Disadvantaged	119	42.5%	36.1%	37.9%	119	42.5%	36.2%	38.0%
Section 504 Students	29	10.4%	10.4%	7.4%	29	10.4%	10.3%	7.4%
EB Students/EL	5	1.8%	4.8%	23.1%	5	1.8%	4.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	10	3.5%	1.6%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	12	4.3%	6.9%	5.5%	12	4.3%	6.8%	5.5%
Foster Care	0	0.0%	0.7%	0.2%	0	0.0%	0.7%	0.2%
Homeless	4	1.4%	0.4%	1.3%	4	1.4%	0.4%	1.3%
Immigrant	2	0.7%	0.3%	2.2%	2	0.7%	0.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	74.1%	64.6%	0	0.0%	74.1%	64.6%
Military Connected	13	4.6%	2.5%	3.6%	13	4.6%	2.5%	3.6%
At-Risk	137	48.9%	44.6%	53.3%	137	48.9%	44.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	5	1.8%	4.8%	23.2%	5	1.8%	4.8%	23.2%
Career and Technical Education	224	80.0%	20.8%	26.5%	224	80.0%	20.8%	26.5%
Career and Technical Education (9-12 grades only)	224	80.0%	80.0%	72.3%	224	80.0%	80.0%	72.2%
Gifted and Talented Education	38	13.6%	8.0%	8.2%	38	13.6%	7.9%	8.2%
Special Education	31	11.1%	11.9%	12.6%	31	11.1%	12.0%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	31							
By Type of Primary Disability Students with Intellectual Disabilities	22	71.0%	56.3%	44.1%				
Students with Physical Disabilities	*	*	22.7%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	*	*	13.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	39	13.7%	13.3%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	26	9.2%	8.1%	8.7%				
White	11	3.9%	4.5%	3.4%				
American Indian	1	0.4%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	10.0%	11.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	20.0%	16.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	25	15.5%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	19	9.6%	10.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.6%	1.5%	-	25.0%	4.5%
Grade 1	-	11.3%	2.5%	-	0.0%	3.6%
Grade 2	-	7.6%	1.6%	-	7.7%	2.0%
Grade 3	-	1.6%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	8.3%	0.4%
Grade 6	-	1.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	2.5%	0.4%	-	0.0%	0.5%
Grade 9	1.9%	1.9%	8.7%	20.0%	20.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	23.2	18.7
Grade 1	-	19.2	19.1
Grade 2	-	21.8	19.1
Grade 3	-	18.0	19.3
Grade 4	-	19.4	19.4
Grade 5	-	20.7	20.8
Grade 6	-	19.4	19.2
Secondary:			
English/Language Arts	11.0	10.1	16.2
Foreign Languages	11.2	11.2	18.8
Mathematics	12.5	12.6	17.5
Science	11.3	12.5	18.5
Social Studies	13.9	13.6	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	35.5	100.0%	100.0%	100.0%
Professional Staff:	29.8	84.1%	52.6%	64.1%
Teachers	28.4	80.0%	45.8%	48.7%
Professional Support	0.5	1.3%	3.2%	10.9%
Campus Administration (School Leadership)	1.0	2.8%	2.1%	3.3%
Educational Aides:	5.6	15.9%	18.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	3.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff:	10.5	29.7%	42.6%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	7.8	27.5%	21.9%	29.6%
White	19.7	69.6%	75.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.8	2.9%	2.3%	1.2%
Teachers by Sex:				
Males	9.2	32.4%	14.6%	24.4%
Females	19.2	67.6%	85.4%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	19.3	68.2%	84.0%	72.2%
Masters	9.0	31.8%	16.0%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.8	9.9%	4.7%	9.7%
1-5 Years Experience	3.8	13.5%	17.6%	26.3%
6-10 Years Experience	4.6	16.2%	21.3%	20.5%
11-20 Years Experience	11.0	38.8%	30.0%	27.2%
21-30 Years Experience	5.1	18.1%	20.6%	13.3%
Over 30 Years Experience	1.0	3.5%	5.9%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	9.9	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	1.5	6.1
Average Years Experience of Principals with District	2.0	1.5	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	14.0	14.3	11.0
Average Years Experience of Teachers with District:	7.1	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,144	$45,125	$53,300
1-5 Years Experience	$49,362	$46,853	$56,516
6-10 Years Experience	$55,537	$50,491	$59,732
11-20 Years Experience	$57,402	$56,943	$63,389
21-30 Years Experience	$67,780	$63,785	$67,876
Over 30 Years Experience	$62,379	$62,179	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$56,860	$54,955	$60,717
Professional Support	$80,365	$62,769	$72,022
Campus Administration (School Leadership)	$91,400	$81,225	$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	4.5	15.8%	5.9%	5.4%
Compensatory Education	0.0	0.0%	0.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	17.7	62.3%	79.9%	70.6%
Special Education	1.4	4.9%	7.1%	9.7%
Other	4.8	17.0%	5.8%	3.5%

- \- 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

Campus Name: GEORGE WEST J H

Campus Number: 149901041

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	96%	**96%**	*	93%	100%	-	-	-	*	73%	-	98%	89%	94%	100%
	2022	80%	94%	**94%**	-	93%	96%	-	-	-	-	71%	*	94%	94%	97%	*
At Meets Grade Level or Above	2023	55%	82%	**82%**	*	74%	96%	-	-	-	*	36%	-	86%	72%	78%	80%
	2022	56%	80%	**80%**	-	76%	85%	-	-	-	-	29%	*	83%	71%	77%	*
At Masters Grade Level	2023	27%	50%	**50%**	*	48%	54%	-	-	-	*	18%	-	50%	50%	36%	80%
	2022	37%	58%	**58%**	-	56%	63%	-	-	-	-	14%	*	63%	41%	46%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	86%	**86%**	*	79%	100%	-	-	-	*	36%	-	90%	73%	83%	100%
	2022	61%	73%	**73%**	-	66%	86%	-	-	-	-	43%	*	73%	75%	71%	*
At Meets Grade Level or Above	2023	37%	56%	**56%**	*	51%	63%	-	-	-	*	18%	-	57%	53%	48%	80%
	2022	31%	35%	**35%**	-	32%	43%	-	-	-	-	0%	*	34%	38%	34%	*
At Masters Grade Level	2023	11%	17%	**17%**	*	16%	21%	-	-	-	*	9%	-	18%	13%	15%	40%
	2022	13%	7%	**7%**	-	5%	10%	-	-	-	-	0%	*	2%	19%	8%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	93%	**93%**	-	91%	96%	-	-	-	*	57%	*	96%	86%	91%	*
	2022	83%	98%	**98%**	-	100%	95%	-	-	-	-	67%	*	98%	94%	94%	*
At Meets Grade Level or Above	2023	58%	81%	**81%**	-	76%	89%	-	-	-	*	29%	*	89%	62%	76%	*
	2022	58%	78%	**78%**	-	74%	82%	-	-	-	-	17%	*	79%	71%	67%	*
At Masters Grade Level	2023	28%	45%	**45%**	-	33%	61%	-	-	-	*	0%	*	43%	48%	33%	*
	2022	37%	50%	**50%**	-	40%	61%	-	-	-	-	0%	*	54%	35%	39%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	83%	**83%**	-	80%	87%	-	-	-	*	14%	*	87%	75%	80%	*
	2022	71%	89%	**89%**	-	88%	89%	-	-	-	-	50%	*	92%	76%	86%	*
At Meets Grade Level or Above	2023	46%	51%	**51%**	-	42%	63%	-	-	-	*	0%	*	52%	50%	42%	*
	2022	40%	58%	**58%**	-	49%	69%	-	-	-	-	17%	*	61%	47%	46%	*
At Masters Grade Level	2023	17%	24%	**24%**	-	16%	33%	-	-	-	*	0%	*	19%	33%	9%	*
	2022	14%	33%	**33%**	-	23%	44%	-	-	-	-	17%	*	35%	24%	24%	*
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	79%	**79%**	-	80%	76%	-	-	-	*	0%	*	81%	73%	78%	*
	2022	74%	80%	**80%**	-	79%	82%	-	-	-	-	17%	*	83%	71%	83%	*
At Meets Grade Level or Above	2023	47%	48%	**48%**	-	42%	55%	-	-	-	*	0%	*	47%	50%	43%	*
	2022	45%	51%	**51%**	-	36%	68%	-	-	-	-	17%	*	51%	53%	44%	*
At Masters Grade Level	2023	17%	21%	**21%**	-	11%	34%	-	-	-	*	0%	*	19%	27%	11%	*
	2022	24%	31%	**31%**	-	19%	45%	-	-	-	-	17%	*	32%	29%	25%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	72%	**72%**	-	67%	79%	-	-	-	*	29%	*	77%	59%	67%	*
	2022	61%	74%	**74%**	-	62%	87%	-	-	-	-	33%	*	75%	71%	67%	*
At Meets Grade Level or Above	2023	33%	36%	**36%**	-	24%	52%	-	-	-	*	0%	*	36%	36%	24%	*
	2022	31%	34%	**34%**	-	12%	58%	-	-	-	-	17%	*	37%	24%	19%	*
At Masters Grade Level	2023	16%	21%	**21%**	-	9%	38%	-	-	-	*	0%	*	21%	23%	11%	*
	2022	18%	23%	**23%**	-	7%	39%	-	-	-	-	17%	*	27%	6%	11%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	82%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	*	-
	2022	76%	82%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	-	-
At Meets Grade Level or Above	2023	43%	39%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	*	-
	2022	43%	51%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	-	-
At Masters Grade Level	2023	23%	28%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	*	-
	2022	27%	35%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	87%	**85%**	*	82%	89%	-	-	-	100%	38%	*	89%	76%	83%	78%
	2022	74%	86%	**85%**	-	82%	89%	-	-	-	-	47%	100%	87%	80%	83%	88%
At Meets Grade Level or Above	2023	49%	61%	**60%**	*	52%	71%	-	-	-	100%	16%	*	62%	54%	53%	61%
	2022	48%	62%	**57%**	-	47%	70%	-	-	-	-	16%	67%	59%	51%	48%	75%
At Masters Grade Level	2023	20%	29%	**31%**	*	23%	43%	-	-	-	83%	6%	*	31%	33%	20%	39%
	2022	23%	33%	**36%**	-	26%	48%	-	-	-	-	11%	0%	38%	26%	26%	63%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	89%	**95%**	*	92%	98%	-	-	-	*	67%	*	97%	87%	93%	86%
	2022	75%	88%	**96%**	-	96%	95%	-	-	-	-	69%	*	97%	94%	96%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	73%	**82%**	*	75%	93%	-	-	-	*	33%	*	87%	67%	77%	71%
	2022	53%	70%	**79%**	-	75%	83%	-	-	-	-	23%	*	81%	71%	72%	*
At Masters Grade Level	2023	20%	34%	**47%**	*	41%	57%	-	-	-	*	11%	*	47%	49%	35%	71%
	2022	25%	37%	**54%**	-	48%	62%	-	-	-	-	8%	*	58%	38%	43%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	87%	**85%**	*	80%	93%	-	-	-	*	28%	*	89%	75%	82%	86%
	2022	72%	88%	**83%**	-	78%	89%	-	-	-	-	46%	*	85%	76%	79%	*
At Meets Grade Level or Above	2023	45%	57%	**56%**	*	48%	67%	-	-	-	*	11%	*	58%	53%	47%	71%
	2022	42%	59%	**52%**	-	42%	65%	-	-	-	-	8%	*	54%	44%	40%	*
At Masters Grade Level	2023	19%	27%	**26%**	*	19%	36%	-	-	-	*	6%	*	25%	28%	15%	29%
	2022	20%	31%	**27%**	-	17%	40%	-	-	-	-	8%	*	28%	24%	16%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**79%**	-	80%	76%	-	-	-	*	0%	*	81%	73%	78%	*
	2022	76%	84%	**80%**	-	79%	82%	-	-	-	-	17%	*	83%	71%	83%	*
At Meets Grade Level or Above	2023	47%	49%	**48%**	-	42%	55%	-	-	-	*	0%	*	47%	50%	43%	*
	2022	47%	58%	**51%**	-	36%	68%	-	-	-	-	17%	*	51%	53%	44%	*
At Masters Grade Level	2023	18%	21%	**21%**	-	11%	34%	-	-	-	*	0%	*	19%	27%	11%	*
	2022	21%	31%	**31%**	-	19%	45%	-	-	-	-	17%	*	32%	29%	25%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**72%**	-	67%	79%	-	-	-	*	29%	*	77%	59%	67%	*
	2022	75%	80%	**74%**	-	62%	87%	-	-	-	-	33%	*	75%	71%	67%	*
At Meets Grade Level or Above	2023	52%	45%	**36%**	-	24%	52%	-	-	-	*	0%	*	36%	36%	24%	*
	2022	50%	51%	**34%**	-	12%	58%	-	-	-	-	17%	*	37%	24%	19%	*
At Masters Grade Level	2023	27%	26%	**21%**	-	9%	38%	-	-	-	*	0%	*	21%	23%	11%	*
	2022	30%	29%	**23%**	-	7%	39%	-	-	-	-	17%	*	27%	6%	11%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2023	37%	62%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	32%	42%	**42%**	-	34%	56%	-	-	-	-	0%	*	44%	35%	33%	*
Reading and Mathematics Including EOC	2023	38%	62%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	33%	42%	**42%**	-	34%	56%	-	-	-	-	0%	*	44%	35%	33%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	55%	82%	**82%**	*	74%	96%	-	-	-	*	36%	-	86%	72%	78%	80%
	2022	56%	80%	**80%**	-	76%	85%	-	-	-	-	29%	*	83%	71%	77%	*
Math Including EOC	2023	43%	62%	**62%**	*	54%	73%	-	-	-	*	18%	-	63%	61%	50%	80%
	2022	37%	43%	**43%**	-	37%	56%	-	-	-	-	0%	*	44%	41%	36%	*
8th Graders																	
Reading and Mathematics	2023	31%	45%	**45%**	-	38%	55%	-	-	-	*	0%	*	44%	45%	40%	*
	2022	27%	51%	**51%**	-	45%	60%	-	-	-	-	17%	*	54%	44%	42%	*
Reading and Mathematics Including EOC	2023	44%	51%	**51%**	-	42%	64%	-	-	-	*	0%	*	53%	48%	44%	*
	2022	41%	58%	**58%**	-	48%	68%	-	-	-	-	17%	*	60%	47%	42%	*
Reading Including EOC	2023	58%	81%	**81%**	-	76%	89%	-	-	-	*	29%	*	89%	62%	76%	*
	2022	58%	78%	**78%**	-	74%	82%	-	-	-	-	17%	*	79%	71%	67%	*
Math Including EOC	2023	51%	51%	**51%**	-	42%	62%	-	-	-	*	0%	*	53%	45%	43%	*
	2022	48%	59%	**59%**	-	48%	71%	-	-	-	-	17%	*	62%	47%	44%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	55%	**54%**	*	47%	65%	-	-	-	*	11%	*	54%	53%	46%	71%
	2022	34%	53%	**47%**	-	40%	58%	-	-	-	-	8%	*	49%	39%	37%	*
Reading and Mathematics Including EOC	2023	39%	56%	**57%**	*	48%	69%	-	-	-	*	11%	*	58%	54%	47%	71%
	2022	36%	54%	**50%**	-	41%	63%	-	-	-	-	8%	*	53%	41%	37%	*
Reading Including EOC	2023	53%	73%	**82%**	*	75%	93%	-	-	-	*	33%	*	87%	67%	77%	71%
	2022	53%	72%	**79%**	-	75%	83%	-	-	-	-	23%	*	81%	71%	72%	*
Math Including EOC	2023	47%	61%	**56%**	*	48%	67%	-	-	-	*	11%	*	58%	53%	47%	71%
	2022	43%	60%	**52%**	-	42%	65%	-	-	-	-	8%	*	54%	44%	40%	*

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2023	71%	88%	**88%**	*	83%	96%	-	-	-	-	61%	-	92%	72%	84%	90%
Grade 7 Mathematics	2023	56%	79%	**79%**	*	77%	82%	-	-	-	-	28%	-	78%	81%	75%	90%
Grade 8 ELA/Reading	2023	63%	74%	**74%**	-	67%	82%	-	-	-	*	58%	*	75%	71%	73%	*
Grade 8 Mathematics	2023	74%	70%	**70%**	-	66%	75%	-	-	-	*	8%	*	74%	60%	63%	*
End of Course Algebra I	2023	76%	61%	**100%**	-	*	100%	-	-	-	-	-	-	100%	*	*	-
All Grades Both Subjects	2023	64%	67%	**78%**	*	74%	84%	-	-	-	*	40%	*	81%	70%	75%	86%
All Grades ELA/Reading	2023	63%	71%	**81%**	*	75%	89%	-	-	-	*	60%	*	83%	71%	79%	79%
All Grades Mathematics	2023	66%	63%	**76%**	*	72%	80%	-	-	-	*	20%	*	78%	69%	70%	93%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	70%	**70%**	-	63%	*	-	-	-	-	57%	-	86%	*	70%	-
Grade 7 Mathematics	2023	22%	50%	**50%**	-	33%	*	-	-	-	-	*	-	*	*	57%	-
Grade 8 ELA/Reading	2023	39%	80%	**80%**	-	*	*	-	-	-	-	*	-	*	*	*	-
Grade 8 Mathematics	2023	49%	56%	**56%**	-	50%	*	-	-	-	-	*	-	62%	*	58%	*
All Grades Both Subjects	2023	38%	47%	**62%**	-	52%	90%	-	-	-	-	36%	-	67%	50%	64%	*
All Grades ELA/Reading	2023	35%	48%	**73%**	-	64%	*	-	-	-	-	56%	-	80%	60%	71%	-
All Grades Mathematics	2023	40%	45%	**54%**	-	44%	83%	-	-	-	-	0%	-	59%	43%	58%	*

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

- Indicates there are no students in the group.

	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	2023	76%	87%	**85%**	-	-	-	-	-	-	78%	-	78%	-	-	85%	78%	-
	2022	74%	86%	**85%**	-	-	-	-	-	-	88%	-	88%	-	-	85%	*	*
At Meets Grade Level or Above	2023	49%	61%	**60%**	-	-	-	-	-	-	61%	-	61%	-	-	60%	61%	-
	2022	48%	62%	**57%**	-	-	-	-	-	-	75%	-	75%	-	-	57%	*	*
At Masters Grade Level	2023	20%	29%	**31%**	-	-	-	-	-	-	39%	-	39%	-	-	31%	39%	-
	2022	23%	33%	**36%**	-	-	-	-	-	-	63%	-	63%	-	-	35%	*	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	89%	**95%**	-	-	-	-	-	-	86%	-	86%	-	-	95%	86%	-
	2022	75%	88%	**96%**	-	-	-	-	-	-	*	-	*	-	-	96%	*	*
At Meets Grade Level or Above	2023	53%	73%	**82%**	-	-	-	-	-	-	71%	-	71%	-	-	82%	71%	-
	2022	53%	70%	**79%**	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
At Masters Grade Level	2023	20%	34%	**47%**	-	-	-	-	-	-	71%	-	71%	-	-	46%	71%	-
	2022	25%	37%	**54%**	-	-	-	-	-	-	*	-	*	-	-	53%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	87%	**85%**	-	-	-	-	-	-	86%	-	86%	-	-	85%	86%	-
	2022	72%	88%	**83%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
At Meets Grade Level or Above	2023	45%	57%	**56%**	-	-	-	-	-	-	71%	-	71%	-	-	56%	71%	-
	2022	42%	59%	**52%**	-	-	-	-	-	-	*	-	*	-	-	52%	*	*
At Masters Grade Level	2023	19%	27%	**26%**	-	-	-	-	-	-	29%	-	29%	-	-	25%	29%	-
	2022	20%	31%	**27%**	-	-	-	-	-	-	*	-	*	-	-	27%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**79%**	-	-	-	-	-	-	*	-	*	-	-	79%	*	-
	2022	76%	84%	**80%**	-	-	-	-	-	-	*	-	*	-	-	80%	-	*
At Meets Grade Level or Above	2023	47%	49%	**48%**	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
	2022	47%	58%	**51%**	-	-	-	-	-	-	*	-	*	-	-	51%	-	*
At Masters Grade Level	2023	18%	21%	**21%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	-
	2022	21%	31%	**31%**	-	-	-	-	-	-	*	-	*	-	-	30%	-	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**72%**	-	-	-	-	-	-	*	-	*	-	-	73%	*	-
	2022	75%	80%	**74%**	-	-	-	-	-	-	*	-	*	-	-	73%	-	*
At Meets Grade Level or Above	2023	52%	45%	**36%**	-	-	-	-	-	-	*	-	*	-	-	37%	*	-
	2022	50%	51%	**34%**	-	-	-	-	-	-	*	-	*	-	-	33%	-	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK 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	2023	27%	26%	**21%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	-
	2022	30%	29%	**23%**	-	-	-	-	-	-	*	-	*	-	-	23%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**78%**	-	-	-	-	-	-	86%	-	86%	-	-	78%	86%	-
All Grades ELA/Reading	2023	63%	71%	**81%**	-	-	-	-	-	-	79%	-	79%	-	-	81%	79%	-
All Grades Mathematics	2023	66%	63%	**76%**	-	-	-	-	-	-	93%	-	93%	-	-	75%	93%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	47%	**62%**	-	-	-	-	-	-	*	-	*	-	-	63%	*	-
All Grades ELA/Reading	2023	35%	48%	**73%**	-	-	-	-	-	-	-	-	-	-	-	73%	-	-
All Grades Mathematics	2023	40%	45%	**54%**	-	-	-	-	-	-	*	-	*	-	-	57%	*	-

* 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
2022-23 STAAR Participation (TAPR)
GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	*	96%	96%	-	-	-	100%	100%	*	100%	88%	99%	75%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	4%	-	-	-	0%	0%	*	0%	12%	1%	25%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	**95%**	*	95%	96%	-	-	-	*	100%	*	100%	85%	99%	70%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	4%	-	-	-	*	0%	*	0%	15%	1%	30%
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
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%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	*	95%	95%	-	-	-	*	100%	*	100%	83%	99%	70%
Not Included in Accountability: Mobile	5%	3%	**5%**	*	5%	5%	-	-	-	*	0%	*	0%	17%	1%	30%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
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%
Science																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	98%	**99%**	-	100%	97%	-	-	-	*	100%	*	100%	96%	98%	*
Not Included in Accountability: Mobile	4%	2%	**1%**	-	0%	3%	-	-	-	*	0%	*	0%	4%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	**99%**	-	100%	97%	-	-	-	*	100%	*	100%	96%	98%	*
Not Included in Accountability: Mobile	4%	2%	**1%**	-	0%	3%	-	-	-	*	0%	*	0%	4%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	*	97%	93%	-	-	-	*	86%	60%	95%	82%	98%	67%
Not Included in Accountability: Mobile	5%	7%	**8%**	*	3%	7%	-	-	-	*	14%	40%	5%	18%	2%	33%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	92%	93%	**93%**	*	97%	94%	-	-	-	*	87%	*	96%	83%	99%	*
Not Included in Accountability: Mobile	5%	7%	**7%**	*	3%	6%	-	-	-	*	13%	*	4%	17%	1%	*
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**93%**	*	97%	94%	-	-	-	*	87%	*	96%	83%	99%	*
Not Included in Accountability: Mobile	5%	7%	**7%**	*	3%	6%	-	-	-	*	13%	*	4%	17%	1%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	98%	100%	**100%**	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	93%	91%	**91%**	*	98%	90%	-	-	-	-	86%	*	94%	81%	97%	*
Not Included in Accountability: Mobile	4%	9%	**9%**	*	2%	10%	-	-	-	-	14%	*	6%	19%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	2%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	100%	**100%**	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	94%	93%	**91%**	*	98%	90%	-	-	-	-	86%	*	94%	81%	97%	*
Not Included in Accountability: Mobile	4%	7%	**9%**	*	2%	10%	-	-	-	-	14%	*	6%	19%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	2%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.3%	**93.0%**	*	92.2%	93.8%	-	-	-	*	92.9%	91.6%	*
2020-21	95.0%	94.2%	**93.7%**	*	92.9%	94.7%	-	-	-	*	90.6%	92.1%	*
Chronic Absenteeism													
2021-22	25.7%	20.8%	**24.3%**	*	25.3%	22.4%	-	-	-	*	22.2%	29.2%	*
2020-21	15.0%	18.7%	**22.4%**	*	25.3%	19.1%	-	-	-	*	35.3%	30.5%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	**0.6%**	*	1.1%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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	84.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	97.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	66	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	38	191,125
White	-	-	27	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	4	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	62	302,917
Special Education Graduates	-	-	7	32,447
Economically Disadvantaged Graduates	-	-	34	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	-	16	159,689
CTE Completers	-	-	30	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	158	100.0%	1,080	5,504,150	158	100.0%	1,083	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.5%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.2%
Grade 2	0	0.0%	8.1%	7.2%	0	0.0%	8.0%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	8.0%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.2%
Grade 7	79	50.0%	7.3%	7.4%	79	50.0%	7.3%	7.4%
Grade 8	79	50.0%	7.3%	7.7%	79	50.0%	7.3%	7.7%
Grade 9	0	0.0%	8.2%	8.7%	0	0.0%	8.2%	8.7%
Grade 10	0	0.0%	5.0%	7.9%	0	0.0%	5.0%	7.9%
Grade 11	0	0.0%	5.2%	7.0%	0	0.0%	5.2%	7.0%
Grade 12	0	0.0%	7.5%	6.6%	0	0.0%	7.5%	6.6%
Ethnic Distribution:								
African American	1	0.6%	0.3%	12.8%	1	0.6%	0.3%	12.8%
Hispanic	95	60.1%	58.3%	53.0%	95	60.1%	58.2%	52.9%
White	60	38.0%	38.7%	25.6%	60	38.0%	38.8%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.3%
Asian	0	0.0%	0.6%	5.1%	0	0.0%	0.6%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	1.3%	1.8%	3.0%	2	1.3%	1.8%	3.0%
Sex:								
Female	72	45.6%	48.6%	48.8%	72	45.6%	48.6%	48.8%
Male	86	54.4%	51.4%	51.2%	86	54.4%	51.4%	51.2%
Economically Disadvantaged	103	65.2%	63.9%	62.1%	103	65.2%	63.8%	62.0%
Non-Educationally Disadvantaged	55	34.8%	36.1%	37.9%	55	34.8%	36.2%	38.0%
Section 504 Students	16	10.1%	10.4%	7.4%	16	10.1%	10.3%	7.4%
EB Students/EL	8	5.1%	4.8%	23.1%	8	5.1%	4.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	8	4.5%	1.6%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	6	3.8%	6.9%	5.5%	6	3.8%	6.8%	5.5%
Foster Care	0	0.0%	0.7%	0.2%	0	0.0%	0.7%	0.2%
Homeless	0	0.0%	0.4%	1.3%	0	0.0%	0.4%	1.3%
Immigrant	0	0.0%	0.3%	2.2%	0	0.0%	0.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	158	100.0%	74.1%	64.6%	158	100.0%	74.1%	64.6%
Military Connected	5	3.2%	2.5%	3.6%	5	3.2%	2.5%	3.6%
At-Risk	56	35.4%	44.6%	53.3%	56	35.4%	44.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	8	5.1%	4.8%	23.2%	8	5.1%	4.8%	23.2%
Career and Technical Education	1	0.6%	20.8%	26.5%	1	0.6%	20.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.0%	72.3%	0	-	80.0%	72.2%
Gifted and Talented Education	15	9.5%	8.0%	8.2%	15	9.5%	7.9%	8.2%
Special Education	20	12.7%	11.9%	12.6%	20	12.7%	12.0%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	20							
By Type of Primary Disability Students with Intellectual Disabilities	16	80.0%	56.3%	44.1%				
Students with Physical Disabilities	0	0.0%	22.7%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	*	*	13.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	26	14.8%	13.3%	16.8%				
By Ethnicity: African American	1	0.6%	0.1%	3.3%				
Hispanic	15	8.5%	8.1%	8.7%				
White	9	5.1%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.6%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	27.8%	11.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	33.3%	16.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	19	20.0%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	8	11.0%	10.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.6%	1.5%	-	25.0%	4.5%
Grade 1	-	11.3%	2.5%	-	0.0%	3.6%
Grade 2	-	7.6%	1.6%	-	7.7%	2.0%
Grade 3	-	1.6%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	8.3%	0.4%
Grade 6	-	1.4%	0.3%	-	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	2.5%	2.5%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	1.9%	8.7%	-	20.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	23.2	18.7
Grade 1	-	19.2	19.1
Grade 2	-	21.8	19.1
Grade 3	-	18.0	19.3
Grade 4	-	19.4	19.4
Grade 5	-	20.7	20.8
Grade 6	-	19.4	19.2
Secondary:			
English/Language Arts	9.1	10.1	16.2
Foreign Languages	-	11.2	18.8
Mathematics	12.9	12.6	17.5
Science	15.3	12.5	18.5
Social Studies	13.1	13.6	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	19.8	100.0%	100.0%	100.0%
Professional Staff:	17.1	86.2%	52.6%	64.1%
Teachers	15.1	76.1%	45.8%	48.7%
Professional Support	1.0	5.0%	3.2%	10.9%
Campus Administration (School Leadership)	1.0	5.0%	2.1%	3.3%
Educational Aides:	2.7	13.8%	18.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	4.5	22.6%	42.6%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	1.5	9.9%	21.9%	29.6%
White	13.6	90.1%	75.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.2%
Teachers by Sex:				
Males	1.7	11.1%	14.6%	24.4%
Females	13.4	88.9%	85.4%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	13.8	91.4%	84.0%	72.2%
Masters	1.3	8.6%	16.0%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.2	1.3%	4.7%	9.7%
1-5 Years Experience	3.0	19.9%	17.6%	26.3%
6-10 Years Experience	4.5	29.9%	21.3%	20.5%
11-20 Years Experience	4.6	30.4%	30.0%	27.2%
21-30 Years Experience	2.8	18.5%	20.6%	13.3%
Over 30 Years Experience	0.0	0.0%	5.9%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	10.5	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	1.5	6.1
Average Years Experience of Principals with District	1.0	1.5	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	13.5	14.3	11.0
Average Years Experience of Teachers with District:	5.8	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,500	$45,125	$53,300
1-5 Years Experience	$45,917	$46,853	$56,516
6-10 Years Experience	$49,326	$50,491	$59,732
11-20 Years Experience	$56,829	$56,943	$63,389
21-30 Years Experience	$63,145	$63,785	$67,876
Over 30 Years Experience	-	$62,179	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$53,441	$54,955	$60,717
Professional Support	$70,102	$62,769	$72,022
Campus Administration (School Leadership)	$82,500	$81,225	$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.6	3.7%	5.9%	5.4%
Compensatory Education	0.0	0.0%	0.3%	3.2%
Gifted and Talented Education	0.8	5.3%	0.9%	1.7%
Regular Education	12.4	82.1%	79.9%	70.6%
Special Education	1.2	7.9%	7.1%	9.7%
Other	0.1	0.9%	5.8%	3.5%

- \- 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

Campus Name: GEORGE WEST EL

Campus Number: 149901101

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	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 4 Reading																	
At Approaches Grade Level or Above	2023	77%	90%	**90%**	-	90%	88%	*	*	-	*	58%	80%	93%	80%	86%	*
	2022	77%	86%	**86%**	*	85%	87%	-	*	-	-	70%	100%	87%	83%	81%	*
At Meets Grade Level or Above	2023	48%	61%	**61%**	-	54%	73%	*	*	-	*	25%	40%	64%	50%	53%	*
	2022	54%	60%	**60%**	*	59%	66%	-	*	-	-	30%	33%	62%	56%	46%	*
At Masters Grade Level	2023	22%	27%	**27%**	-	24%	31%	*	*	-	*	8%	0%	27%	25%	22%	*
	2022	28%	28%	**28%**	*	27%	32%	-	*	-	-	20%	0%	27%	33%	22%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	92%	**92%**	-	90%	96%	*	*	-	*	58%	100%	92%	95%	90%	*
	2022	70%	89%	**89%**	*	88%	89%	-	*	-	-	70%	100%	89%	89%	86%	*
At Meets Grade Level or Above	2023	48%	59%	**59%**	-	46%	81%	*	*	-	*	42%	40%	59%	60%	51%	*
	2022	43%	59%	**59%**	*	56%	66%	-	*	-	-	30%	50%	57%	67%	46%	*
At Masters Grade Level	2023	22%	27%	**27%**	-	18%	42%	*	*	-	*	17%	20%	25%	30%	20%	*
	2022	23%	27%	**27%**	*	17%	39%	-	*	-	-	10%	50%	29%	22%	16%	*
Grade 5 Reading																	
At Approaches Grade Level or Above	2023	81%	92%	**92%**	*	91%	92%	-	*	-	*	67%	*	92%	90%	92%	*
	2022	81%	91%	**91%**	-	86%	97%	*	-	-	-	62%	*	93%	83%	90%	*
At Meets Grade Level or Above	2023	57%	67%	**67%**	*	60%	76%	-	*	-	*	27%	*	67%	70%	60%	*
	2022	58%	81%	**81%**	-	74%	90%	*	-	-	-	46%	*	84%	72%	79%	*
At Masters Grade Level	2023	28%	41%	**41%**	*	37%	46%	-	*	-	*	7%	*	44%	30%	36%	*
	2022	36%	57%	**57%**	-	49%	67%	*	-	-	-	8%	*	61%	44%	41%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	90%	**90%**	*	88%	92%	-	*	-	*	53%	*	90%	90%	90%	*
	2022	77%	89%	**89%**	-	84%	97%	*	-	-	-	46%	*	89%	89%	83%	*
At Meets Grade Level or Above	2023	51%	61%	**61%**	*	51%	73%	-	*	-	*	33%	*	62%	60%	56%	*
	2022	48%	65%	**65%**	-	49%	87%	*	-	-	-	31%	*	71%	44%	48%	*
At Masters Grade Level	2023	21%	23%	**23%**	*	14%	35%	-	*	-	*	0%	*	22%	25%	12%	*
	2022	25%	35%	**35%**	-	23%	50%	*	-	-	-	8%	*	38%	28%	28%	*
Grade 5 Science																	

	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	2023	65%	66%	**66%**	*	58%	76%	-	*	-	*	33%	*	62%	80%	58%	*
	2022	66%	84%	**84%**	-	77%	93%	*	-	-	-	62%	*	82%	89%	83%	*
At Meets Grade Level or Above	2023	36%	36%	**36%**	*	30%	46%	-	*	-	*	13%	*	32%	50%	28%	*
	2022	38%	65%	**65%**	-	51%	83%	*	-	-	-	54%	*	61%	78%	59%	*
At Masters Grade Level	2023	16%	14%	**14%**	*	12%	19%	-	*	-	*	7%	*	13%	20%	8%	*
	2022	18%	39%	**39%**	-	28%	53%	*	-	-	-	8%	*	39%	39%	28%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	83%	**83%**	-	79%	89%	*	-	-	-	55%	*	88%	71%	77%	100%
	2022	70%	89%	**89%**	*	84%	96%	-	-	-	-	17%	-	87%	95%	82%	*
At Meets Grade Level or Above	2023	52%	71%	**71%**	-	67%	79%	*	-	-	-	36%	*	82%	43%	63%	100%
	2022	43%	59%	**59%**	*	48%	79%	-	-	-	-	17%	-	57%	63%	41%	*
At Masters Grade Level	2023	22%	39%	**39%**	-	27%	57%	*	-	-	-	0%	*	46%	19%	27%	40%
	2022	23%	29%	**29%**	*	23%	39%	-	-	-	-	0%	-	26%	37%	15%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	84%	**84%**	-	79%	93%	*	-	-	-	45%	*	89%	71%	81%	80%
	2022	73%	94%	**94%**	*	93%	96%	-	-	-	-	83%	-	92%	100%	91%	*
At Meets Grade Level or Above	2023	40%	51%	**51%**	-	46%	57%	*	-	-	-	18%	*	55%	38%	44%	40%
	2022	39%	50%	**50%**	*	39%	67%	-	-	-	-	17%	-	45%	63%	29%	*
At Masters Grade Level	2023	16%	30%	**30%**	-	15%	54%	*	-	-	-	18%	*	32%	24%	17%	0%
	2022	16%	19%	**19%**	*	11%	33%	-	-	-	-	17%	-	13%	37%	9%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	87%	**85%**	*	82%	89%	*	100%	-	100%	53%	95%	86%	82%	82%	88%
	2022	74%	86%	**89%**	*	85%	93%	*	*	-	-	59%	100%	89%	90%	85%	92%
At Meets Grade Level or Above	2023	49%	61%	**58%**	*	51%	68%	*	40%	-	80%	27%	41%	60%	53%	51%	52%
	2022	48%	62%	**63%**	*	54%	76%	*	*	-	-	35%	53%	63%	63%	49%	35%
At Masters Grade Level	2023	20%	29%	**29%**	*	21%	40%	*	0%	-	60%	8%	9%	30%	25%	20%	16%
	2022	23%	33%	**33%**	*	25%	44%	*	*	-	-	10%	27%	33%	34%	22%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	89%	**88%**	*	87%	90%	*	*	-	*	61%	90%	91%	80%	85%	91%
	2022	75%	88%	**89%**	*	85%	93%	*	*	-	-	55%	100%	89%	87%	84%	100%

	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	2023	53%	73%	**67%**	*	60%	76%	*	*	-	*	29%	50%	71%	54%	58%	64%
	2022	53%	70%	**67%**	*	60%	77%	*	*	-	-	34%	43%	68%	64%	54%	55%
At Masters Grade Level	2023	20%	34%	**36%**	*	29%	45%	*	*	-	*	5%	10%	39%	25%	28%	27%
	2022	25%	37%	**38%**	*	33%	45%	*	*	-	-	10%	0%	38%	38%	25%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	87%	**89%**	*	86%	93%	*	*	-	*	53%	100%	90%	85%	87%	82%
	2022	72%	88%	**91%**	*	88%	94%	*	*	-	-	62%	100%	90%	93%	87%	91%
At Meets Grade Level or Above	2023	45%	57%	**57%**	*	48%	70%	*	*	-	*	32%	40%	59%	52%	50%	55%
	2022	42%	59%	**58%**	*	48%	73%	*	*	-	-	28%	57%	58%	58%	41%	18%
At Masters Grade Level	2023	19%	27%	**26%**	*	16%	43%	*	*	-	*	11%	10%	26%	26%	16%	9%
	2022	20%	31%	**27%**	*	17%	41%	*	*	-	-	10%	43%	27%	29%	17%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**66%**	*	58%	76%	-	*	-	*	33%	*	62%	80%	58%	*
	2022	76%	84%	**84%**	-	77%	93%	*	-	-	-	62%	*	82%	89%	83%	*
At Meets Grade Level or Above	2023	47%	49%	**36%**	*	30%	46%	-	*	-	*	13%	*	32%	50%	28%	*
	2022	47%	58%	**65%**	-	51%	83%	*	-	-	-	54%	*	61%	78%	59%	*
At Masters Grade Level	2023	18%	21%	**14%**	*	12%	19%	-	*	-	*	7%	*	13%	20%	8%	*
	2022	21%	31%	**39%**	-	28%	53%	*	-	-	-	8%	*	39%	39%	28%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2023	38%	48%	**48%**	-	34%	73%	*	*	-	*	25%	20%	51%	40%	37%	*
	2022	36%	48%	**48%**	*	46%	51%	-	*	-	-	20%	17%	48%	47%	27%	*
Reading and Mathematics Including EOC	2023	38%	48%	**48%**	-	34%	73%	*	*	-	*	25%	20%	51%	40%	37%	*
	2022	36%	48%	**48%**	*	46%	51%	-	*	-	-	20%	17%	48%	47%	27%	*
Reading Including EOC	2023	48%	61%	**61%**	-	54%	73%	*	*	-	*	25%	40%	64%	50%	53%	*
	2022	54%	60%	**60%**	*	59%	65%	-	*	-	-	30%	33%	62%	53%	46%	*
Math Including EOC	2023	48%	59%	**59%**	-	46%	81%	*	*	-	*	42%	40%	59%	60%	51%	*
	2022	43%	59%	**59%**	*	56%	65%	-	*	-	-	30%	50%	57%	65%	46%	*
5th Graders																	
Reading and Mathematics	2023	43%	53%	**53%**	*	44%	65%	-	*	-	*	13%	*	52%	55%	44%	*
	2022	41%	62%	**62%**	-	47%	83%	*	-	-	-	31%	*	68%	44%	45%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	53%	**53%**	*	44%	65%	-	*	-	*	13%	*	52%	55%	44%	*
	2022	41%	62%	**62%**	-	47%	83%	*	-	-	-	31%	*	68%	44%	45%	*
Reading Including EOC	2023	57%	67%	**67%**	*	60%	76%	-	*	-	*	27%	*	67%	70%	60%	*
	2022	58%	81%	**81%**	-	74%	90%	*	-	-	-	46%	*	84%	72%	79%	*
Math Including EOC	2023	51%	61%	**61%**	*	51%	73%	-	*	-	*	33%	*	62%	60%	56%	*
	2022	48%	65%	**65%**	-	49%	87%	*	-	-	-	31%	*	71%	44%	48%	*
6th Graders																	
Reading and Mathematics	2023	35%	49%	**49%**	-	44%	57%	*	-	-	-	18%	*	55%	33%	42%	40%
	2022	31%	42%	**42%**	*	34%	56%	-	-	-	-	17%	-	38%	53%	24%	*
Reading and Mathematics Including EOC	2023	35%	49%	**49%**	-	44%	57%	*	-	-	-	18%	*	55%	33%	42%	40%
	2022	31%	42%	**42%**	*	34%	56%	-	-	-	-	17%	-	38%	53%	24%	*
Reading Including EOC	2023	52%	71%	**71%**	-	67%	79%	*	-	-	-	36%	*	82%	43%	63%	100%
	2022	43%	59%	**59%**	*	48%	79%	-	-	-	-	17%	-	57%	63%	41%	*
Math Including EOC	2023	40%	51%	**51%**	-	46%	57%	*	-	-	-	18%	*	55%	38%	44%	40%
	2022	40%	50%	**50%**	*	39%	67%	-	-	-	-	17%	-	45%	63%	29%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	55%	**50%**	*	40%	65%	*	*	-	*	18%	20%	53%	43%	41%	36%
	2022	34%	53%	**50%**	*	42%	63%	*	*	-	-	24%	29%	51%	48%	31%	18%
Reading and Mathematics Including EOC	2023	39%	56%	**50%**	*	40%	65%	*	*	-	*	18%	20%	53%	43%	41%	36%
	2022	36%	54%	**50%**	*	42%	63%	*	*	-	-	24%	29%	51%	48%	31%	18%
Reading Including EOC	2023	53%	73%	**67%**	*	60%	76%	*	*	-	*	29%	50%	71%	54%	58%	64%
	2022	53%	72%	**67%**	*	60%	77%	*	*	-	-	34%	43%	68%	63%	54%	55%
Math Including EOC	2023	47%	61%	**57%**	*	48%	70%	*	*	-	*	32%	40%	59%	52%	50%	55%
	2022	43%	60%	**58%**	*	48%	72%	*	*	-	-	28%	57%	58%	57%	41%	18%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	49%	**49%**	-	46%	58%	*	*	-	-	42%	30%	45%	61%	48%	*
Grade 4 Mathematics	2023	63%	46%	**46%**	-	35%	71%	*	*	-	-	46%	20%	39%	68%	43%	*
Grade 5 ELA/Reading	2023	65%	79%	**79%**	*	75%	85%	-	*	-	*	50%	*	77%	84%	73%	*
Grade 5 Mathematics	2023	71%	69%	**69%**	*	66%	72%	-	*	-	*	57%	*	65%	83%	63%	*
Grade 6 ELA/Reading	2023	51%	62%	**62%**	-	58%	68%	*	-	-	-	50%	*	70%	39%	57%	100%
Grade 6 Mathematics	2023	54%	57%	**57%**	-	51%	64%	*	-	-	-	59%	*	58%	53%	52%	80%
All Grades Both Subjects	2023	64%	67%	**60%**	*	54%	71%	*	*	-	*	51%	35%	59%	65%	56%	64%
All Grades ELA/Reading	2023	63%	71%	**64%**	*	59%	72%	*	*	-	*	47%	50%	64%	62%	59%	59%
All Grades Mathematics	2023	66%	63%	**57%**	*	50%	69%	*	*	-	*	54%	20%	54%	68%	53%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	25%	**25%**	-	40%	*	-	-	-	-	*	-	*	*	29%	*
Grade 4 Mathematics	2023	27%	60%	**60%**	-	*	*	-	-	-	-	*	-	*	*	*	-
Grade 5 ELA/Reading	2023	37%	50%	**50%**	-	57%	40%	-	-	-	-	20%	-	38%	*	57%	-
Grade 5 Mathematics	2023	48%	33%	**33%**	-	29%	*	-	-	-	*	0%	-	14%	60%	29%	-
Grade 6 ELA/Reading	2023	26%	17%	**17%**	-	20%	*	-	-	-	-	20%	-	20%	*	20%	-
Grade 6 Mathematics	2023	35%	33%	**33%**	-	29%	*	-	-	-	-	33%	*	43%	*	38%	*
All Grades Both Subjects	2023	38%	47%	**37%**	-	38%	29%	-	-	-	*	14%	*	31%	45%	38%	*
All Grades ELA/Reading	2023	35%	48%	**35%**	-	41%	22%	-	-	-	-	14%	-	35%	33%	37%	*
All Grades Mathematics	2023	40%	45%	**38%**	-	35%	38%	-	-	-	*	13%	*	27%	55%	39%	*

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

	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	2023	76%	87%	**85%**	-	-	-	-	-	-	88%	-	88%	-	-	85%	88%	-
	2022	74%	86%	**89%**	-	-	-	-	-	-	92%	-	92%	-	-	89%	92%	-
At Meets Grade Level or Above	2023	49%	61%	**58%**	-	-	-	-	-	-	52%	-	52%	-	-	58%	52%	-
	2022	48%	62%	**63%**	-	-	-	-	-	-	35%	-	35%	-	-	65%	35%	-
At Masters Grade Level	2023	20%	29%	**29%**	-	-	-	-	-	-	16%	-	16%	-	-	29%	16%	-
	2022	23%	33%	**33%**	-	-	-	-	-	-	12%	-	12%	-	-	35%	12%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	89%	**88%**	-	-	-	-	-	-	91%	-	91%	-	-	88%	91%	-
	2022	75%	88%	**89%**	-	-	-	-	-	-	100%	-	100%	-	-	88%	100%	-
At Meets Grade Level or Above	2023	53%	73%	**67%**	-	-	-	-	-	-	64%	-	64%	-	-	67%	64%	-
	2022	53%	70%	**67%**	-	-	-	-	-	-	55%	-	55%	-	-	68%	55%	-
At Masters Grade Level	2023	20%	34%	**36%**	-	-	-	-	-	-	27%	-	27%	-	-	36%	27%	-
	2022	25%	37%	**38%**	-	-	-	-	-	-	27%	-	27%	-	-	38%	27%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	87%	**89%**	-	-	-	-	-	-	82%	-	82%	-	-	89%	82%	-
	2022	72%	88%	**91%**	-	-	-	-	-	-	91%	-	91%	-	-	91%	91%	-
At Meets Grade Level or Above	2023	45%	57%	**57%**	-	-	-	-	-	-	55%	-	55%	-	-	57%	55%	-
	2022	42%	59%	**58%**	-	-	-	-	-	-	18%	-	18%	-	-	60%	18%	-
At Masters Grade Level	2023	19%	27%	**26%**	-	-	-	-	-	-	9%	-	9%	-	-	27%	9%	-
	2022	20%	31%	**27%**	-	-	-	-	-	-	0%	-	0%	-	-	29%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**66%**	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
	2022	76%	84%	**84%**	-	-	-	-	-	-	*	-	*	-	-	84%	*	-
At Meets Grade Level or Above	2023	47%	49%	**36%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	-
	2022	47%	58%	**65%**	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
At Masters Grade Level	2023	18%	21%	**14%**	-	-	-	-	-	-	*	-	*	-	-	15%	*	-
	2022	21%	31%	**39%**	-	-	-	-	-	-	*	-	*	-	-	42%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	-	-	-	-	-	-	64%	-	64%	-	-	60%	64%	-
All Grades ELA/Reading	2023	63%	71%	**64%**	-	-	-	-	-	-	59%	-	59%	-	-	64%	59%	-
All Grades Mathematics	2023	66%	63%	**57%**	-	-	-	-	-	-	68%	-	68%	-	-	57%	68%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	47%	**37%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK 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 ELA/Reading	2023	35%	48%	**35%**	-	-	-	-	-	-	*	-	*	-	-	36%	*	-
All Grades Mathematics	2023	40%	45%	**38%**	-	-	-	-	-	-	*	-	*	-	-	40%	*	-

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**98%**	38%	99%	100%	*	100%	-	100%	98%	100%	99%	96%	99%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	63%	1%	0%	*	0%	-	0%	2%	0%	1%	4%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	**98%**	*	99%	100%	*	*	-	*	97%	100%	99%	95%	99%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	1%	0%	*	*	-	*	3%	0%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	*	99%	100%	*	*	-	*	97%	100%	99%	95%	99%	100%
Not Included in Accountability: Mobile	5%	3%	**2%**	*	1%	0%	*	*	-	*	3%	0%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	98%	**99%**	*	100%	100%	-	*	-	*	100%	*	98%	100%	100%	*
Not Included in Accountability: Mobile	4%	2%	**1%**	*	0%	0%	-	*	-	*	0%	*	2%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	*	91%	93%	*	*	-	*	100%	88%	95%	82%	97%	79%
Not Included in Accountability: Mobile	5%	7%	**8%**	*	8%	7%	*	*	-	*	0%	12%	5%	17%	3%	15%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	1%	0%	*	*	-	*	0%	0%	0%	1%	0%	6%
Not Tested	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**92%**	*	91%	93%	*	*	-	*	100%	88%	96%	82%	97%	79%
Not Included in Accountability: Mobile	5%	7%	**8%**	*	8%	7%	*	*	-	*	0%	13%	4%	16%	3%	14%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	1%	0%	*	*	-	*	0%	0%	0%	1%	0%	7%
Not Tested	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	99%	*	*	-	*	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	*	91%	92%	*	*	-	*	100%	88%	95%	82%	97%	79%
Not Included in Accountability: Mobile	5%	7%	**8%**	*	8%	7%	*	*	-	*	0%	13%	4%	16%	3%	14%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	1%	0%	*	*	-	*	0%	0%	0%	1%	0%	7%
Not Tested	1%	0%	**0%**	*	0%	1%	*	*	-	*	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	1%	*	*	-	*	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	-	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	91%	**91%**	-	90%	94%	*	-	-	-	100%	*	95%	82%	94%	80%
Not Included in Accountability: Mobile	4%	9%	**9%**	-	10%	6%	*	-	-	-	0%	*	5%	18%	6%	20%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.3%	**93.9%**	*	93.3%	94.8%	*	*	-	*	92.1%	93.0%	94.6%
2020-21	95.0%	94.2%	**95.4%**	*	95.3%	95.6%	*	-	-	*	94.3%	94.6%	98.7%
Chronic Absenteeism													
2021-22	25.7%	20.8%	**14.9%**	*	18.9%	9.3%	*	*	-	*	25.0%	19.6%	13.3%
2020-21	15.0%	18.7%	**11.6%**	*	11.8%	11.3%	*	-	-	*	12.1%	15.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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	84.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	97.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	66	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	38	191,125
White	-	-	27	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	4	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	62	302,917
Special Education Graduates	-	-	7	32,447
Economically Disadvantaged Graduates	-	-	34	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	-	16	159,689
CTE Completers	-	-	30	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	249	100.0%	1,080	5,504,150	249	100.0%	1,083	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.5%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.2%
Grade 2	0	0.0%	8.1%	7.2%	0	0.0%	8.0%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 4	80	32.1%	7.4%	7.2%	80	32.1%	7.4%	7.1%
Grade 5	86	34.5%	8.0%	7.2%	86	34.5%	7.9%	7.2%
Grade 6	83	33.3%	7.7%	7.3%	83	33.3%	7.7%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	0	0.0%	8.2%	8.7%	0	0.0%	8.2%	8.7%
Grade 10	0	0.0%	5.0%	7.9%	0	0.0%	5.0%	7.9%
Grade 11	0	0.0%	5.2%	7.0%	0	0.0%	5.2%	7.0%
Grade 12	0	0.0%	7.5%	6.6%	0	0.0%	7.5%	6.6%
Ethnic Distribution:								
African American	1	0.4%	0.3%	12.8%	1	0.4%	0.3%	12.8%
Hispanic	146	58.6%	58.3%	53.0%	146	58.6%	58.2%	52.9%
White	96	38.6%	38.7%	25.6%	96	38.6%	38.8%	25.7%
American Indian	2	0.8%	0.4%	0.3%	2	0.8%	0.5%	0.3%
Asian	2	0.8%	0.6%	5.1%	2	0.8%	0.6%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.8%	1.8%	3.0%	2	0.8%	1.8%	3.0%
Sex:								
Female	126	50.6%	48.6%	48.8%	126	50.6%	48.6%	48.8%
Male	123	49.4%	51.4%	51.2%	123	49.4%	51.4%	51.2%
Economically Disadvantaged	158	63.5%	63.9%	62.1%	158	63.5%	63.8%	62.0%
Non-Educationally Disadvantaged	91	36.5%	36.1%	37.9%	91	36.5%	36.2%	38.0%
Section 504 Students	46	18.5%	10.4%	7.4%	46	18.5%	10.3%	7.4%
EB Students/EL	11	4.4%	4.8%	23.1%	11	4.4%	4.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.6%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	35	14.1%	6.9%	5.5%	35	14.1%	6.8%	5.5%
Foster Care	0	0.0%	0.7%	0.2%	0	0.0%	0.7%	0.2%
Homeless	0	0.0%	0.4%	1.3%	0	0.0%	0.4%	1.3%
Immigrant	0	0.0%	0.3%	2.2%	0	0.0%	0.3%	2.2%
Migrant	1	0.4%	0.2%	0.3%	1	0.4%	0.2%	0.3%
Title I	249	100.0%	74.1%	64.6%	249	100.0%	74.1%	64.6%
Military Connected	4	1.6%	2.5%	3.6%	4	1.6%	2.5%	3.6%
At-Risk	83	33.3%	44.6%	53.3%	83	33.3%	44.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	11	4.4%	4.8%	23.2%	11	4.4%	4.8%	23.2%
Career and Technical Education	0	0.0%	20.8%	26.5%	0	0.0%	20.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.0%	72.3%	0	-	80.0%	72.2%
Gifted and Talented Education	20	8.0%	8.0%	8.2%	20	8.0%	7.9%	8.2%
Special Education	37	14.9%	11.9%	12.6%	37	14.9%	12.0%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	37							
By Type of Primary Disability Students with Intellectual Disabilities	22	59.5%	56.3%	44.1%				
Students with Physical Disabilities	7	18.9%	22.7%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	**	**	13.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	35	13.3%	13.3%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	23	8.7%	8.1%	8.7%				
White	11	4.2%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	6.3%	11.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	26.7%	16.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	11	9.8%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	17	10.3%	10.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.6%	1.5%	-	25.0%	4.5%
Grade 1	-	11.3%	2.5%	-	0.0%	3.6%
Grade 2	-	7.6%	1.6%	-	7.7%	2.0%
Grade 3	-	1.6%	0.8%	-	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	8.3%	8.3%	0.4%
Grade 6	1.4%	1.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	2.5%	0.4%	-	0.0%	0.5%
Grade 9	-	1.9%	8.7%	-	20.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	23.2	18.7
Grade 1	-	19.2	19.1
Grade 2	-	21.8	19.1
Grade 3	-	18.0	19.3
Grade 4	19.4	19.4	19.4
Grade 5	20.7	20.7	20.8
Grade 6	19.4	19.4	19.2
Secondary:			
English/Language Arts	-	10.1	16.2
Foreign Languages	-	11.2	18.8
Mathematics	-	12.6	17.5
Science	-	12.5	18.5
Social Studies	-	13.6	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	31.5	100.0%	100.0%	100.0%
Professional Staff:	20.6	65.4%	52.6%	64.1%
Teachers	18.6	59.1%	45.8%	48.7%
Professional Support	1.0	3.2%	3.2%	10.9%
Campus Administration (School Leadership)	1.0	3.2%	2.1%	3.3%
Educational Aides:	10.9	34.6%	18.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	12.7	40.4%	42.6%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	4.3	23.4%	21.9%	29.6%
White	13.1	70.3%	75.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.2	6.3%	2.3%	1.2%
Teachers by Sex:				
Males	1.6	8.7%	14.6%	24.4%
Females	17.0	91.3%	85.4%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	16.2	87.4%	84.0%	72.2%
Masters	2.3	12.6%	16.0%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.7%	9.7%
1-5 Years Experience	3.2	17.1%	17.6%	26.3%
6-10 Years Experience	2.8	15.1%	21.3%	20.5%
11-20 Years Experience	4.0	21.5%	30.0%	27.2%
21-30 Years Experience	5.6	30.2%	20.6%	13.3%
Over 30 Years Experience	3.0	16.1%	5.9%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.4	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	1.5	6.1
Average Years Experience of Principals with District	2.0	1.5	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	16.9	14.3	11.0
Average Years Experience of Teachers with District:	6.1	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$45,125	$53,300
1-5 Years Experience	$46,138	$46,853	$56,516
6-10 Years Experience	$49,209	$50,491	$59,732
11-20 Years Experience	$56,640	$56,943	$63,389
21-30 Years Experience	$61,382	$63,785	$67,876
Over 30 Years Experience	$62,046	$62,179	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$56,032	$54,955	$60,717
Professional Support	$65,197	$62,769	$72,022
Campus Administration (School Leadership)	$81,000	$81,225	$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.0	0.0%	5.9%	5.4%
Compensatory Education	0.0	0.0%	0.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	16.6	89.2%	79.9%	70.6%
Special Education	2.0	10.8%	7.1%	9.7%
Other	0.0	0.0%	5.8%	3.5%

- \- 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

Campus Name: GEORGE WEST PRI

Campus Number: 149901102

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	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	2023	76%	90%	**90%**	-	89%	92%	-	*	-	*	25%	*	88%	100%	85%	80%
	2022	76%	92%	**92%**	-	92%	92%	*	*	-	-	83%	*	93%	88%	90%	*
At Meets Grade Level or Above	2023	50%	76%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	51%	76%	**76%**	-	73%	80%	*	*	-	-	58%	*	78%	69%	71%	*
At Masters Grade Level	2023	20%	31%	**31%**	-	31%	35%	-	*	-	*	0%	*	33%	22%	22%	40%
	2022	30%	52%	**52%**	-	48%	60%	*	*	-	-	42%	*	54%	44%	40%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	93%	**93%**	-	94%	92%	-	*	-	*	63%	*	93%	89%	95%	100%
	2022	71%	96%	**96%**	-	96%	96%	*	*	-	-	83%	*	98%	88%	98%	*
At Meets Grade Level or Above	2023	45%	84%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	43%	84%	**84%**	-	83%	84%	*	*	-	-	58%	*	86%	75%	83%	*
At Masters Grade Level	2023	19%	45%	**45%**	-	42%	54%	-	*	-	*	25%	*	43%	56%	41%	60%
	2022	21%	55%	**55%**	-	50%	60%	*	*	-	-	33%	*	56%	50%	43%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	87%	**91%**	-	92%	92%	-	*	-	75%	44%	*	91%	94%	90%	90%
	2022	74%	86%	**94%**	-	94%	94%	*	*	-	-	83%	100%	96%	88%	94%	83%
At Meets Grade Level or Above	2023	49%	61%	**80%**	-	79%	85%	-	*	-	75%	38%	*	78%	89%	78%	90%
	2022	48%	62%	**80%**	-	78%	82%	*	*	-	-	58%	88%	82%	72%	77%	50%
At Masters Grade Level	2023	20%	29%	**38%**	-	36%	44%	-	*	-	25%	13%	*	38%	39%	32%	50%
	2022	23%	33%	**53%**	-	49%	60%	*	*	-	-	38%	63%	55%	47%	42%	50%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	89%	**90%**	-	89%	92%	-	*	-	*	25%	*	88%	100%	85%	80%
	2022	75%	88%	**92%**	-	92%	92%	*	*	-	-	83%	*	93%	88%	90%	*
At Meets Grade Level or Above	2023	53%	73%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	53%	70%	**76%**	-	73%	80%	*	*	-	-	58%	*	78%	69%	71%	*
At Masters Grade Level	2023	20%	34%	**31%**	-	31%	35%	-	*	-	*	0%	*	33%	22%	22%	40%
	2022	25%	37%	**52%**	-	48%	60%	*	*	-	-	42%	*	54%	44%	40%	*
All Grades Mathematics																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	75%	87%	**93%**	-	94%	92%	-	*	-	*	63%	*	93%	89%	95%	100%
	2022	72%	88%	**96%**	-	96%	96%	*	*	-	-	83%	*	98%	88%	98%	*
At Meets Grade Level or Above	2023	45%	57%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	42%	59%	**84%**	-	83%	84%	*	*	-	-	58%	*	86%	75%	83%	*
At Masters Grade Level	2023	19%	27%	**45%**	-	42%	54%	-	*	-	*	25%	*	43%	56%	41%	60%
	2022	20%	31%	**55%**	-	50%	60%	*	*	-	-	33%	*	56%	50%	43%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	73%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	36%	74%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading and Mathematics Including EOC	2023	37%	73%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	36%	74%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading Including EOC	2023	50%	76%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	51%	76%	**76%**	-	73%	79%	*	*	-	-	58%	*	78%	69%	71%	*
Math Including EOC	2023	45%	84%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	43%	84%	**84%**	-	83%	83%	*	*	-	-	58%	*	86%	75%	83%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	55%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	34%	53%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading and Mathematics Including EOC	2023	39%	56%	**73%**	-	72%	77%	-	*	-	*	25%	*	71%	89%	71%	80%
	2022	36%	54%	**74%**	-	71%	79%	*	*	-	-	58%	*	76%	69%	71%	*
Reading Including EOC	2023	53%	73%	**76%**	-	75%	81%	-	*	-	*	25%	*	74%	89%	73%	80%
	2022	53%	72%	**76%**	-	73%	79%	*	*	-	-	58%	*	78%	69%	71%	*
Math Including EOC	2023	47%	61%	**84%**	-	83%	88%	-	*	-	*	50%	*	83%	89%	83%	100%
	2022	43%	60%	**84%**	-	83%	83%	*	*	-	-	58%	*	86%	75%	83%	*

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

This campus is not rated on Progress (TAPR).

	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	2023	76%	87%	**91%**	-	-	-	-	-	-	90%	90%	-	-	-	91%	90%	-
	2022	74%	86%	**94%**	-	-	-	-	-	-	*	*	-	-	-	94%	83%	-
At Meets Grade Level or Above	2023	49%	61%	**80%**	-	-	-	-	-	-	90%	90%	-	-	-	79%	90%	-
	2022	48%	62%	**80%**	-	-	-	-	-	-	*	*	-	-	-	81%	50%	-
At Masters Grade Level	2023	20%	29%	**38%**	-	-	-	-	-	-	50%	50%	-	-	-	37%	50%	-
	2022	23%	33%	**53%**	-	-	-	-	-	-	*	*	-	-	-	53%	50%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	89%	**90%**	-	-	-	-	-	-	80%	80%	-	-	-	90%	80%	-
	2022	75%	88%	**92%**	-	-	-	-	-	-	*	*	-	-	-	93%	*	-
At Meets Grade Level or Above	2023	53%	73%	**76%**	-	-	-	-	-	-	80%	80%	-	-	-	76%	80%	-
	2022	53%	70%	**76%**	-	-	-	-	-	-	*	*	-	-	-	78%	*	-
At Masters Grade Level	2023	20%	34%	**31%**	-	-	-	-	-	-	40%	40%	-	-	-	31%	40%	-
	2022	25%	37%	**52%**	-	-	-	-	-	-	*	*	-	-	-	53%	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	87%	**93%**	-	-	-	-	-	-	100%	100%	-	-	-	92%	100%	-
	2022	72%	88%	**96%**	-	-	-	-	-	-	*	*	-	-	-	96%	*	-
At Meets Grade Level or Above	2023	45%	57%	**84%**	-	-	-	-	-	-	100%	100%	-	-	-	82%	100%	-
	2022	42%	59%	**84%**	-	-	-	-	-	-	*	*	-	-	-	85%	*	-
At Masters Grade Level	2023	19%	27%	**45%**	-	-	-	-	-	-	60%	60%	-	-	-	44%	60%	-
	2022	20%	31%	**55%**	-	-	-	-	-	-	*	*	-	-	-	54%	*	-

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**93%**	-	92%	93%	-	*	-	100%	89%	*	100%	64%	95%	100%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	8%	7%	-	*	-	0%	11%	*	0%	36%	5%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	-	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	**93%**	-	92%	93%	-	*	-	*	89%	*	100%	64%	95%	100%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	8%	7%	-	*	-	*	11%	*	0%	36%	5%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**93%**	-	92%	93%	-	*	-	*	89%	*	100%	64%	95%	100%
Not Included in Accountability: Mobile	5%	3%	**7%**	-	8%	7%	-	*	-	*	11%	*	0%	36%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
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%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	96%	93%	*	*	-	-	92%	100%	97%	89%	98%	100%
Not Included in Accountability: Mobile	5%	7%	**5%**	-	4%	7%	*	*	-	-	8%	0%	3%	11%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	*	-	-	100%	*	100%	100%	100%	*
Included in Accountability	92%	93%	**95%**	-	96%	93%	*	*	-	-	92%	*	97%	89%	98%	*
Not Included in Accountability: Mobile	5%	7%	**5%**	-	4%	7%	*	*	-	-	8%	*	3%	11%	2%	*
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	*	-	-	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**95%**	-	96%	93%	*	*	-	-	92%	*	97%	89%	98%	*
Not Included in Accountability: Mobile	5%	7%	**5%**	-	4%	7%	*	*	-	-	8%	*	3%	11%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	*	-	-	0%	*	0%	0%	0%	*
Other	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.3%	**94.1%**	-	93.9%	94.6%	*	*	*	94.1%	93.1%	93.4%	94.8%
2020-21	95.0%	94.2%	**95.7%**	*	95.1%	96.5%	*	*	-	*	95.2%	94.6%	96.8%
Chronic Absenteeism													
2021-22	25.7%	20.8%	**17.4%**	-	18.8%	15.1%	*	*	*	12.5%	28.6%	19.5%	0.0%
2020-21	15.0%	18.7%	**10.6%**	*	14.7%	4.4%	*	*	-	*	17.1%	15.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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	84.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	97.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	66	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	38	191,125
White	-	-	27	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	4	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	62	302,917
Special Education Graduates	-	-	7	32,447
Economically Disadvantaged Graduates	-	-	34	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	-	16	159,689
CTE Completers	-	-	30	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	393	100.0%	1,080	5,504,150	396	100.0%	1,083	5,518,432
Students by Grade:								
Early Childhood Education	2	0.5%	0.2%	0.3%	5	1.3%	0.5%	0.5%
Pre-Kindergarten	43	10.9%	4.0%	4.4%	43	10.9%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	16	4.1%	1.5%	0.7%	16	4.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	27	6.9%	2.5%	3.7%	27	6.8%	2.5%	3.7%
Kindergarten	93	23.7%	8.6%	6.7%	93	23.5%	8.6%	6.7%
Grade 1	96	24.4%	8.9%	7.2%	96	24.2%	8.9%	7.2%
Grade 2	87	22.1%	8.1%	7.2%	87	22.0%	8.0%	7.2%
Grade 3	72	18.3%	6.7%	7.2%	72	18.2%	6.6%	7.1%
Grade 4	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	8.0%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	0	0.0%	8.2%	8.7%	0	0.0%	8.2%	8.7%
Grade 10	0	0.0%	5.0%	7.9%	0	0.0%	5.0%	7.9%
Grade 11	0	0.0%	5.2%	7.0%	0	0.0%	5.2%	7.0%
Grade 12	0	0.0%	7.5%	6.6%	0	0.0%	7.5%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.3%	12.8%	0	0.0%	0.3%	12.8%
Hispanic	228	58.0%	58.3%	53.0%	228	57.6%	58.2%	52.9%
White	148	37.7%	38.7%	25.6%	150	37.9%	38.8%	25.7%
American Indian	0	0.0%	0.4%	0.3%	1	0.3%	0.5%	0.3%
Asian	3	0.8%	0.6%	5.1%	3	0.8%	0.6%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	14	3.6%	1.8%	3.0%	14	3.5%	1.8%	3.0%
Sex:								
Female	202	51.4%	48.6%	48.8%	203	51.3%	48.6%	48.8%
Male	191	48.6%	51.4%	51.2%	193	48.7%	51.4%	51.2%
Economically Disadvantaged	268	68.2%	63.9%	62.1%	269	67.9%	63.8%	62.0%
Non-Educationally Disadvantaged	125	31.8%	36.1%	37.9%	127	32.1%	36.2%	38.0%
Section 504 Students	21	5.3%	10.4%	7.4%	21	5.3%	10.3%	7.4%
EB Students/EL	28	7.1%	4.8%	23.1%	28	7.1%	4.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.6%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	21	5.3%	6.9%	5.5%	21	5.3%	6.8%	5.5%
Foster Care	8	2.0%	0.7%	0.2%	8	2.0%	0.7%	0.2%
Homeless	0	0.0%	0.4%	1.3%	0	0.0%	0.4%	1.3%
Immigrant	1	0.3%	0.3%	2.2%	1	0.3%	0.3%	2.2%
Migrant	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Title I	393	100.0%	74.1%	64.6%	396	100.0%	74.1%	64.6%
Military Connected	5	1.3%	2.5%	3.6%	5	1.3%	2.5%	3.6%
At-Risk	206	52.4%	44.6%	53.3%	206	52.0%	44.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	28	7.1%	4.8%	23.2%	28	7.1%	4.8%	23.2%
Career and Technical Education	0	0.0%	20.8%	26.5%	0	0.0%	20.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.0%	72.3%	0	-	80.0%	72.2%
Gifted and Talented Education	13	3.3%	8.0%	8.2%	13	3.3%	7.9%	8.2%
Special Education	40	10.2%	11.9%	12.6%	42	10.6%	12.0%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	40							
By Type of Primary Disability Students with Intellectual Disabilities	12	30.0%	56.3%	44.1%				
Students with Physical Disabilities	20	50.0%	22.7%	20.0%				
Students with Autism	0	0.0%	**	15.5%				
Students with Behavioral Disabilities	*	*	13.3%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	31	11.9%	13.3%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	16	6.1%	8.1%	8.7%				
White	13	5.0%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.8%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	8.6%	11.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	16.2%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	20	12.4%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	32	10.6%	10.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.6%	2.6%	1.5%	25.0%	25.0%	4.5%
Grade 1	11.3%	11.3%	2.5%	0.0%	0.0%	3.6%
Grade 2	7.6%	7.6%	1.6%	7.7%	7.7%	2.0%
Grade 3	1.6%	1.6%	0.8%	0.0%	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	8.3%	0.4%
Grade 6	-	1.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	2.5%	0.4%	-	0.0%	0.5%
Grade 9	-	1.9%	8.7%	-	20.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.2	23.2	18.7
Grade 1	19.2	19.2	19.1
Grade 2	21.8	21.8	19.1
Grade 3	18.0	18.0	19.3
Grade 4	-	19.4	19.4
Grade 5	-	20.7	20.8
Grade 6	-	19.4	19.2
Secondary:			
English/Language Arts	-	10.1	16.2
Foreign Languages	-	11.2	18.8
Mathematics	-	12.6	17.5
Science	-	12.5	18.5
Social Studies	-	13.6	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	40.6	100.0%	100.0%	100.0%
Professional Staff:	26.2	64.6%	52.6%	64.1%
Teachers	23.2	57.2%	45.8%	48.7%
Professional Support	2.0	4.9%	3.2%	10.9%
Campus Administration (School Leadership)	1.0	2.5%	2.1%	3.3%
Educational Aides:	14.4	35.4%	18.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	3.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	15.4	37.9%	42.6%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	5.0	21.6%	21.9%	29.6%
White	18.2	78.4%	75.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	14.6%	24.4%
Females	23.2	100.0%	85.4%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	22.2	95.7%	84.0%	72.2%
Masters	1.0	4.3%	16.0%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.3%	4.7%	9.7%
1-5 Years Experience	5.0	21.6%	17.6%	26.3%
6-10 Years Experience	6.2	26.8%	21.3%	20.5%
11-20 Years Experience	6.0	25.9%	30.0%	27.2%
21-30 Years Experience	4.0	17.2%	20.6%	13.3%
Over 30 Years Experience	1.0	4.3%	5.9%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.9	n/a	12.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	1.5	6.1
Average Years Experience of Principals with District	1.0	1.5	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	13.2	14.3	11.0
Average Years Experience of Teachers with District:	10.0	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$45,125	$53,300
1-5 Years Experience	$45,950	$46,853	$56,516
6-10 Years Experience	$48,192	$50,491	$59,732
11-20 Years Experience	$56,391	$56,943	$63,389
21-30 Years Experience	$62,458	$63,785	$67,876
Over 30 Years Experience	$62,379	$62,179	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$52,750	$54,955	$60,717
Professional Support	$53,357	$62,769	$72,022
Campus Administration (School Leadership)	$70,000	$81,225	$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.0	0.0%	5.9%	5.4%
Compensatory Education	0.3	1.1%	0.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	21.4	92.4%	79.9%	70.6%
Special Education	1.5	6.5%	7.1%	9.7%
Other	0.0	0.0%	5.8%	3.5%

- \- 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

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Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 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.

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/2023/masking.html.

STAAR Performance (2022–23)

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

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STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

with at least half of the instruction delivered in the students' primary language for the duration of the program.

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

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

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

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

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

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

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STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

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

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

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

Attendance, Graduation, and Dropout Rates (2022–23)

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.

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Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22* 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 *2023 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 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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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 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

$$\frac{\textbf{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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 four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort**}}$$

** 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.

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For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(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 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

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RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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

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

Graduation Profile (2022-2023)

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 2021–22 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)

(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 2021–22 school year eligible for free or reduced-price lunch or other public assistance

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total number of graduates in the 2021-22 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 2021–22 school year considered as at risk

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total number of graduates in the 2021-22 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) (2022–23)

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

College Readiness

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

an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 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)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who 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), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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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**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

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

The percentages are calculated as follows:

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English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

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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)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

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 *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

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

English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2021-22 annual graduates

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

English Language Arts.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2021-21 annual graduates

Both Subjects.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2021-22 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.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

AP/IB Results (Examinees >= 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.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(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.

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

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

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

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

$$\frac{\text{number of 2021-22 graduates reported}}{\text{number of 2021-22 graduates reported}}$$

(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 *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(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.

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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 (2022–23)

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 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

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

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

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

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 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. 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 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. 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 2022-23.

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

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 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

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, 2021–22* available from TEA*. (Data source: PEIMS 40110)*

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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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 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

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

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

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

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

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 2022-23 school year. *(Data source: Division of District Talent Systems)*

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

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 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	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

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

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

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

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist

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008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022 - 2023 Budgeted Financial Data
Totals for GEORGE WEST ISD (149901)
Total Enrolled Membership: 1,080

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$7,705,691	67.02%	$7,135	$7,705,691	64.76%	$7,135
State Operating Funds	$3,396,072	29.54%	$3,145	$3,399,072	28.57%	$3,147
Federal Funds	$111,000	0.97%	$103	$466,120	3.92%	$432
Other Local	$285,000	2.48%	$264	$328,000	2.76%	$304
Total Operating Revenue	$11,497,763	100.00%	$10,646	$11,898,883	100.00%	$11,017
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$0	0.00%	$0
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Operating and Other Revenue	$11,497,763	100.00%	$10,646	$11,898,883	100.00%	$11,017
Recapture Revenue						
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Operating, Other and Recaptured Revenue	$11,497,763	100.00%	$10,646	$11,898,883	100.00%	$11,017
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$543,540	100.00%	$503	$543,540	100.00%	$503
Total Debt Service Financing and TRS Estimate Revenue	$543,540	100.00%	$503	$543,540	100.00%	$503
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$12,041,303	100.00%	$11,149	$12,442,423	100.00%	$11,521
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	$9,023,541	77.47%	$8,355	$9,274,344	75.43%	$8,587
Professional & Contracted Services (Object 62xx)	$1,294,605	11.11%	$1,199	$1,299,605	10.57%	$1,203

2022 - 2023 Budgeted Financial Data
Totals for GEORGE WEST ISD (149901)
Total Enrolled Membership: 1,080

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$857,331	7.36%	$794	$1,244,951	10.12%	$1,153
Other Operating Expenditures (Object 64xx)	$472,669	4.06%	$438	$477,169	3.88%	$442
Total Operating Expenditures by Object	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Services (Object 65xx)	$0	0.00%	$0	$0	0.00%	$0
Capital Outlay (Object 66xx)	$0	0.00%	$0	$0	0.00%	$0
Total Non-Operating Expenditures by Object	$0	0.00%	$0	$0	0.00%	$0
Grand Total: Operating and Non-Operating Expenditures by Object	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	$6,084,855	52.24%	$5,634	$6,084,855	49.49%	$5,634
Instructional Resources & Media Services (Function 12)	$111,245	0.96%	$103	$111,245	0.90%	$103
Curriculum & Staff Development (Function 13)	$19,733	0.17%	$18	$19,733	0.16%	$18
Instructional Leadership (Function 21)	$49,760	0.43%	$46	$49,760	0.40%	$46
School Leadership (Function 23)	$561,999	4.82%	$520	$561,999	4.57%	$520
Guidance Counseling Services (Function 31)	$615,120	5.28%	$570	$615,120	5.00%	$570
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0
Health Services (Function 33)	$100,050	0.86%	$93	$100,050	0.81%	$93
Transportation (Function 34)	$563,471	4.84%	$522	$563,471	4.58%	$522
Food Services (Function 35)	$0	0.00%	$0	$647,923	5.27%	$600
Extracurricular (Function 36)	$822,160	7.06%	$761	$822,160	6.69%	$761
General Administration (Function 41,92)	$774,308	6.65%	$717	$774,308	6.30%	$717
Facilities Maintenance & Operations (Function 51)	$1,660,826	14.26%	$1,538	$1,660,826	13.51%	$1,538
Security & Monitoring Services (Function 52)	$188,150	1.62%	$174	$188,150	1.53%	$174
Data Processing Services (Function 53)	$96,469	0.83%	$89	$96,469	0.78%	$89
Community Services (Function 61)	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures by Function	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385

2022 - 2023 Budgeted Financial Data
Totals for GEORGE WEST ISD (149901)
Total Enrolled Membership: 1,080

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0
Total Non-Operating Expenditures by Function	$0	0.00%	$0	$0	0.00%	$0
Grand Total: Operating and Non-Operating Expenditures by Function	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$4,950,412	42.50%	$4,584	$4,950,412	40.26%	$4,584
Gifted and Talented (PIC 21)	$57,037	0.49%	$53	$57,037	0.46%	$53
Career and Technical (PIC 22)	$560,730	4.81%	$519	$560,730	4.56%	$519
Students with Disabilities (PICs 23,33)	$863,158	7.41%	$799	$863,158	7.02%	$799
State Compensatory Education (PICs 24,26,28,29,30,34)	$801,819	6.88%	$742	$801,819	6.52%	$742
Bilingual (PICs 25,35)	$11,204	0.10%	$10	$11,204	0.09%	$10
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$248,080	2.13%	$230	$248,080	2.02%	$230
Dyslexia or Related Disorder Services (PIC 37)	$58,662	0.50%	$54	$58,662	0.48%	$54
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0
Athletics/Related Activities (PIC 91)	$732,408	6.29%	$678	$732,408	5.96%	$678
Un-Allocated (PIC 99)	$3,364,636	28.89%	$3,115	$4,012,559	32.63%	$3,715
Total Operating Expenditures by Program Intent Code (PIC)	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0
Total Non-Operating Expenditures by Program Intent Code (PIC)	$0	0.00%	$0	$0	0.00%	$0
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$11,648,146	100.00%	$10,785	$12,296,069	100.00%	$11,385

2022 - 2023 Budgeted Financial Data
Totals for GEORGE WEST ISD (149901)
Total Enrolled Membership: 1,080

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements **Total Disbursements**						
Operating Expenditures	$11,648,146	98.43%	$10,785	$12,296,069	98.51%	$11,385
Recapture	$0	0.00%	$0	$0	0.00%	$0
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0
Intergovernmental Charge	$185,450	1.57%	$172	$185,450	1.49%	$172
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Service (Object 6500)	$0	0.00%	$0	$0	0.00%	$0
Capital Projects (Object 6600)	$0	0.00%	$0	$0	0.00%	$0
Total Disbursements	$11,833,596	100.00%	$10,957	$12,481,519	100.00%	$11,557

GEORGE WEST ISD

District Improvement Plan
2023/2024

Roland Quesada
913 Houston Street
3614491914
rquesada@gwisd.us

Executive Summary

The George West ISD District Plan is structured around the goals in keeping with the four state-wide initiatives developed by the Texas Education Agency. The foundation of these initiatives align with the core beliefs that form the basis of the GWISD Vision and Mission.

Knowing that the needs, resources, and make-up of our school community are ever-changing, we revisit all of these components--our core beliefs, our vision, our mission, and our educational goals annually and modify, as appropriate.

And always, we extend an open invitation to all members of our school community--parents, community members, students, and campus personnel--to join us in decision -making planning sessions as we endeavor to improve.

Core Beliefs

The following summarize our shared core beliefs.
We value:

- Collaboration, Community, and Cooperation
- A positive, safe climate that is empowered to set goals and make decisions
- Growth for all
- Challenging curriculum based on relevant, experiential learning
- Diversity in learning and teaching
- Leadership at all levels
- Feelings of self-worth, enthusiasm, pride and respect
- High Standards and expectations
- Forward thinking and positive risk-taking
- Celebration

GEORGE WEST ISD

Mission

Educate, encourage, and prepare students to be productive citizens.

Vision

A safe, positive learning environment encouraging respect, personal growth, and success for all.

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

Resources

Resource	Source
IDEA Special Education	Federal
PreK Upbring Funds	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title VI, Part B Rural/Low Income	Federal
Business Dept. Budget	Local
Counselors	Local
District Staff Development	Local
Local Library Funds	Local
Local Staff Dev. Funds	Local
Maintenance Dept. Budget	Local
Alternative Meeting Sites	Other
Brush Country Coop	Other
Campus SBDMs & Parent Advisors	Other
Central Office Staff	Other
Children's Bereavement Center (San Antonio)	Other
Community Organizations	Other
CSHP Curriculum	Other
DAC Secretary	Other
Dyslexia Team	Other
ESC2	Other
Evaluation Instrument	Other
Local Districts	Other
Local Staff	Other
Military Recruiters	Other
OCR Report	Other
Online ACT/SAT Training Programs	Other

Resources

Resource	Source
Parent & Community Leaders	Other
Policy Manuals	Other
Principals	Other
School Resource Officer	Other
South Texas Children's Home	Other
STAR Program	Other
Support Materials	Other
Teacher Lesson Plans	Other
Technology Department	Other
Teen Connections	Other
The Purple Door	Other
255-Title II	State
CTE/Perkins Funds	State
GT Funds	State
Local Funds	State
PreK Funds	State
SCE	State
State Compensatory	State
TEA Information	State

District Goals

With our foremost concerns always focused on what we want our students to know and be able to do while with us at GWISD and, ultimately, when they step out into the world of continuing education or work, we annually review and revise our district goals. Any revisions made to our goals are, first, based upon data available that indicates our progress toward reaching our vision and our mission for our students and, second, upon new discoveries crucial to moving our students to higher standards. All annual objectives provide us with measures to ensure that we accurately gauge our progress in attaining each goal.

Goal 1: All students will exceed educational performance standards.

Goal 2: All members of the school community will be partners in the continuing improvement of the educational system.

Goal 3: A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Goal 4: A school climate will be provided that is safe, orderly, and well-maintained.

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

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

Ensure compliance, effectively implement legislation and inform policymakers

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

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

ESSA Accountability Indicators

ESSA requires states to hold schools accountable for how students achieve. This means each state is responsible for having a plan in place to identify schools that are underperforming. In other words, it is a way for states to know how students are faring.

Under the law, there are specific things that must be in the state's accountability plan.

Accountability indicators: ESSA requires each state to choose a minimum of five ways to measure school performance. The first four are academic indicators that are mandatory:

1. Academic achievement

2. Academic progress

3. English language proficiency

4. High school graduation rates

5. The fifth measure must be a way to measure school quality or student success, and states can select more than one way to do this. For example, states can choose to measure any of the following areas:

- Kindergarten readiness
- Access to and completion of advanced coursework
- College readiness
- Discipline rates
- Chronic absenteeism

GEORGE WEST PRIMARY - READING

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 __**82**__% to __**95**__% by June 2025.

Yearly Target Goals for all Students					
	2021	2022	2023	2024	2025
District Target Goals	57%	75%	65%	70%	75%
Closing the Gaps Performance Target	75%	78%	81%	85%	88%

	Closing the Gaps Student Groups Yearly Target Goals														
		All Students	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
All Students	2021	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	44%	67%	47%	45%
District Target Goals	2021	75%	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	69%
District Target Goals	2022	75%	*	70%	81%	72%	0	100%	0%	54%	70%	83%	-	70%	78%
Closing the Gaps Performance Targets**	2023	-	*	80%	77%	0	100 %	0	100%	56%	76%	100%	73%	82%	75%
	2024	-	*	83%	80%	0	100 %	0	100%	56%	76%	100%	73%	82%	75%

GEORGE WEST PRIMARY - READING

Early Childhood Literacy District Progress Measure 1: Prekindergarten
The percent of PreK students that score on grade level or above in Reading on the Texas Public Education In formation Resource (TPEIR) report will increase from _**73**___% EOY to _**79**____% by June 2024.

Yearly Target Goals					
	2021	2022	2023	2024	2025
District Target Goals	73%	76%	79%	82%	85%

GEORGE WEST PRIMARY - MATH

Early Childhood Literacy Board Outcome Goal
The percent of 3rd grade students that score **Meets** grade level or **Above** on STAAR MATH will increase from __**82**__% to __**95**__% by June 2025.

Yearly Target Goals for all Students					
	2021	2022	2023	2024	2025
District Target Goals	51%	82%	60%	60%	65%
Closing the Gaps Performance Target	68%	71%	74%	77%	80%

	Closing the Gaps Student Groups Yearly Target Goals														
		All Students	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
All Students	2021	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	44%	67%	47%	45%
District Target Goals	2021	-	*	68%	69%	0	100 %	0	100%	38%	60%	80%	67%	67%	75%
District Target Goals	2022	82%	*	80%	85%	-	-	-	-	54%	81%	83%	-	70%	78%
Closing the Gaps Performance Targets**	2023	-	*	74%	75%	0	100 %	0	0	44%	66%	86%	73%	73%	81%
	2024	-	*	77%	78%	0	100 %	0	0	47%	69%	89%	76%	76%	84%

George West ISD Elementary School

George West Elementary Board Outcome Goal 1					
The percent of 4th, 5th, and 6th grade Hispanic/Latino students that score “Meets” grade level or above on STAAR Math will increase from 39% to 51% by June 2024.					
Yearly Target Goals					
	2020	2021	2022	2023	2024
District Target Goals	39%	42%	45%	48%	51%

George West Elementary Board Outcome Goal 2							
The percent of 4th, 5th, and 6th grade Hispanic/Latino students that score “Masters” grade level or above on STAAR Math will increase from 14% to 26% by June 2024.							
Yearly Target Goals							
	2020	2021	2022	2023	2024		
District Target Goals	14%	17%	20%	16%	26%		

George West Elementary Board Outcome Goal 3							
The percent of 4th, 5th, and 6th grade White students that score “Meets” grade level or above on STAAR Math will increase from 68% to 76% by June 2024.							
Yearly Target Goals							
	2020	2021	2022	2023	2024		
District Target Goals	68%	70%	67%	74%	76%		

George West Elementary Board Outcome Goal 4							
The percent of 4th, 5th, and 6th grade White students that score “Masters” grade level or above on STAAR Math will increase from 35% to 43% by June 2024.							
Yearly Target Goals							
	2020	2021	2022	2023	2024		
District Target Goals	35%	37%	39%	41%	43%		

George West ISD Elementary School

Closing the Gaps Student Groups Yearly Target Goals														
Reading		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
District Baseline Data	2019	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
Campus Target Goals	2020		-----	-----				-----	-----	-----				
	2021		44%	65%				100%	39%	42%				
	2022		59%	74%					24%	53%		80%		
	2023		50%	69%				100%	41%	46%				
	2024		53%	71%				100%	42%	48%				

Closing the Gaps Student Groups Yearly Target Goals														
Math		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
District Baseline Data	2019	31%	40%	60%	45%	82%	50%	54%	23%	36%	44%	40%	47%	45%
Campus Target Goals	2020		-----	-----				-----	-----	-----				
	2021		39%	68%				100%	32%	41%				
	2022		45%	67%					30%	46%				
	2023		43%	70%				100%	36%	45%				
	2024		45%	71%				100%	38%	47%				

George West ISD Junior High School

George West Junior High Board Outcome Goal 1							
The percent of 7TH & 8TH grade Hispanic/Latino students that score meets grade level or above on STAAR Reading will increase from 52% to 62% by June 2026.							
Yearly Target Goals							
	2021	2022	2023	2024	2025	2026	
District Target Goals	52%	74%	56%	58%	60%	62%	

George West Junior High Board Outcome Goal 2							
The percent of 7TH & 8TH grade Eco Dis students that score meets grade level or above on STAAR Math will increase from 70% to 80% by June 2026.							
Yearly Target Goals							
	2021	2022	2023	2024	2025	2026	
District Target Goals	70%	39%	74%	76%	78%	80%	

George West Junior High Board Outcome Goal 3							
The percent of 7TH & 8TH grade Special Education students that score meets grade level or above on STAAR Reading will increase from 36% to 46% by June 2026.							
Yearly Target Goals							
	2021	2022	2023	2024	2025	2026	
District Target Goals	36%	20%	40%	42%	44%	46%	

George West Junior High Board Outcome Goal 4							
The percent of 7TH & 8TH grade Special Education students that score meets grade level or above on STAAR Math will increase from 45% to 55% by June 2026.							
Yearly Target Goals							
	2021	2022	2023	2024	2025	2026	
District Target Goals	45%	%	49%	51%	53%	55%	

George West ISD Junior High School

Closing the Gaps Student Groups Yearly Target Goals														
Reading		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
District Baseline Data	2021	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
Campus Target Goals	2022		74%	81%				-----	20%	71%				
	2023		40%	61%				58%	20%	35%				
	2024		42%	62%				60%	21%	37%				
	2025		44%	63%				62%	22%	39%				
	2026		46%	64%				64%	23%	41%				

Closing the Gaps Student Groups Yearly Target Goals														
Math		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
District Baseline Data	2021	31%	40%	59%	45%	82%	50%	54%	23%	36%	44%	40%	47%	45%
Campus Target Goals	2022		40%	56%				-----	7%	39%				
	2023		42%	60%				55%	25%	38%				
	2024		44%	61%				56%	27%	40%				
	2025		46%	62%				57%	29%	42%				
	2026		48%	63%				58%	31%	44%				

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 63% by August of 2024

Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	**58%**	**58%**	**COVID -**	**60%**	**60%**	**63%**	**63%**
Statewide Closing the Gaps Performance Target	**47%**	**47%**	**47%**	**47%**	**47%**	**55%**	**55%**

Closing the Gaps Student Groups Yearly Target Goals

		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
Closing the Gaps Performance Targets	**2018-2022**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**27%**	**39%**	**43%**	**30%**	**50%**	**31%**
District Baseline Data	2018	*	78%	92%	*	*	*	*	42%	*	*	59%	85%	84%
	2019	*	63%	70%	*	*	*	*	26%	*	*	27%	70%	54%
District Target Goals	2020	N/A	N/A	N/A	N/A	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
	2021		63%	72%		*	*		5%	40%	83%		79%	
	2022	45%	64%	70%	100%	*	*	92%	21%	*	*	*	*	*
Closing the Gaps Performance Targets**	**2023-2027**	**41%**	**51%**	**68%**	**52%**	**86%**	**49%**	**63%**	**37%**	**49%**	*	**40%**		
District Target Goals	2023	48%	61%	76%	*	*	*	68%	42%	54%	*	40%	*	*
	2024	51%	64%	80%	*	*	*	70%	45%	57%	*	41%	*	*

CCMR Progress Measure 1

The percentage of student meeting CCMR readiness performance will increase from 58% in 2018 to 63% in 2024

Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	**58%**	**58%**	**N/A COVID - No Data**	**60%**	**60%**	**63%**	**63%**

Closing the Gaps Performance Targets	**2018-2022**	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
		31%	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**27%**	**39%**	**43%**	**30%**	**50%**	**31%**
District Baseline Data	2018	*	78%	92%	*	*	*	*	42%	*	*	59%	85%	84%
	2019	*	63%	70%	*	*	*	*	26%	*	*	27%	70%	54%
District Target Goals	2020	N/A	N/A	N/A	N/A	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
	2021		63%	72%		*	*		5%	40%	83%		79%	
	2022	45%	64%	70%	100%	*	*	92%	21%	*	*	*	*	*
	2023	48%	61%	76%	*	*	*	68%	42%	54%	*	40%	*	*
	2024	51%	64%	80%	*	*	*	70%	45%	57%	*	41%	*	*

District of Innovation

George West ISD seeks to create flexibility and opportunities for students in order to personalize and maximize learning at all levels of the district The selection of exemptions contained within this plan were carefully chosen based on the needs of the local school district.

The term of the original George West ISD District of Innovation Plan was the five-year span beginning with the 2017-2018 school year through the end of the 2021-2022 school year, the GWISD Board of Trustees has since amended and renewed the plan for the term beginning January 1, 2022 and ending December 31, 2026.
GWISD seeks exemptions from the following provisions of the Texas Education Code:

- Uniform Start Date
- Minutes of Instruction and Length of the Instructional Day
- 90 Percent Attendance Requirement
- Teacher Certification and Field-Based Experience Requirement
- Probationary Contracts
- Student Discipline (DAEP)
- School District Depositories
- Student Transfers
- Provide Alternative Uniform Insurance Group Coverage to all Staff.

Assessment of the Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the DAC reviewed all available data to identify our strengths and to prioritize our most urgent needs. Formal review includes data from the following:

- Results of community and parent surveys
- Disaggregation of longitudinal TAPR data
- Disaggregation of current-year TAPR data
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Staff development needs surveys
- District-led administrative meetings
- Results of State & Federal planning requirements
- Teacher retention rates
- Student retention rates
- Results of Comprehensive Needs Assessment (CNA on three Title I campuses)
- Performance Based Monitoring (PBM)

Informal measures include such as the following:

- Needs identified through campus faculty meetings carried forward to DAC meetings
- Review of pervious year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- DAC Committee reports (assessing progress of initiatives)

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring 2024 the percentage of students reaching Meets Grade Level or Masters Grade Level will increase by 5 percentage points in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide support for educational initiatives including: • Diagnostic tools, such as DMAC and Lead4Ward to assess student mastery of TEKS/STAAR benchmark assessments • Campus-based accelerated instruction sessions Continued professional development for all staff in TEKS based instruction and data collection and analysis (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Club Sponsors, Core Subject Teachers, Counselor(s), Department Heads, Dyslexia Specialist/Teacher, Math Department Chair, Principal, Special Ed Teachers, Teacher(s)	Aug. 2023-May 2024	(F)Enrichment Activites, (F)Title I - $209,000, (F)Title IV, Part B - $48,000, (F)Tutorials, (S)Local Funds, (S)State Compensatory - $552,611	Criteria: 1. Periodic Assessments 2. DMAC Reports 3. Teacher Reports & quarterly benchmark assessments, RTI Data 4. Session evaluations; principal observations; semi-annual reports to DAC; Benchmark assessments Session Evaluations 08/18/23 - On Track
2. Provide continued professional development and implementation of online Reading Renaissance for grades K-6. • provide professional development for all staff • acquire additional books & materials (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: STAR Assessments AR 08/18/23 - On Track 10/18/22 - On Track
3. Build in support for our youngest students through the Pre-K Family Engagement Plan. • Support families • Create a network of community resources • Solicit Pre-K parental involvement in the District Advisory Committee • Make tools available to enhance and extend learning • Pre-K teacher will foster and support families as children reach learning benchmarks (Target Group: K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)Title I, (L)FTE, (S)PreK Funds, (S)SCE	Criteria: Parent Surveys and Participation 08/18/23 - Some Progress
4. Meet standards set by A-F Accountability by obtaining the grade of “A” by addressing the following: • Kindergarten readiness • Access to and completion of advanced coursework • College readiness	Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: STAAR Assessments 08/18/23 - Significant Progress

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring 2024 the percentage of students reaching Meets Grade Level or Masters Grade Level will increase by 5 percentage points in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
• Discipline rates • Chronic absenteeism • ACE-GED Program (Target Group: All) (Strategic Priorities: 2,3)				
5. Provide extended learning opportunities for students not mastering curriculum • Primary – Extended Day/Summer • Elementary – Extended Day, in school tutorials, summer school • JH – Extended Day, in school tutorials, summer school, enrichment classes in reading/math • High – Daily tutorials, summer school, STAAR enrichment • ACE Program Tutorials for target population (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s)	Aug. 2023-May 2024	(F)ACE/ 21st Century - $105,000, (F)Title IV, A - $20,943, (F)Title V, B - $25,068, (S)Local Funds - $552,611, (S)State Compensatory - $20,000	Criteria: Failure reports (6wks); Teacher surveys (verbal); Quarterly reports to DAC. RTI Data, supplemental data 08/18/23 - On Track
6. Support Reading Horizons, Discover Phonics, Visualizing & Verbalizing, SRA's Reading Lab, and Rite Flight to meet the needs of dyslexic students. (Target Group: Dys) (Strategic Priorities: 2)	Counselor(s), Dyslexia Specialist/Teacher, Principal	Aug. 2023-May 2024	(S)Local Funds - $1,500	Criteria: Committee reports, Dyslexia reports/CTOPP results, teacher observation 08/18/23 - On Track
7. Provide intensive instructional support to identified at-risk students. • Employ instructional aides, enabling certified K-8 teachers to work more closely with students • Provide certified teachers in DAEP • Support early academic development by employing a certified Pre-K teacher • Provide certified reading teacher to address identified students at Jr. High • Provide ESL certified staff on each campus • Provide JJAEP as an alternative to expulsion (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Heads, Principal, Teacher(s)	Aug. 2024-May 2024	(S)Bilingual, (S)State Compensatory	Criteria: TAPR data, Retention rates, Discipline reports, RTI Data, Supporting Data 08/18/23 - On Track
8. Reinforce academic standards and provide support to struggling students using software	Counselor(s), Teacher(s)	Aug. 2023-May 2024	(S)SCE - $25,000	Criteria: Failure reports (6wks); Teacher comments (verbal); RTI

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring 2024 the percentage of students reaching Meets Grade Level or Masters Grade Level will increase by 5 percentage points in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
such as GradPoint and Reading Plus, as well as other support programs. These programs will be used as a diagnostic and prescriptive intervention. Technology will be integrated and used as a continual support for all students. –DMAC and Lead4ward will be used for diagnostic reports. (Target Group: All,AtRisk) (Strategic Priorities: 2,3)				Data, supplemental data 10/18/22 - On Track
9. Provide extended day and summer tutorials for students needing support with TEKS/STAAR objectives and accelerated instruction for both students not meeting expectations on STAAR and for Math, Reading, Science, and Social Studies. • Provide transportation for students who find staying after school or attending sessions during the summer impossible due to transportation issues. • Snacks for students staying for tutorials or accelerated instruction. (Target Group: All) (Strategic Priorities: 2,3)	Principal, Teacher(s)	Aug. 2023-May 2024	(F)Title I - $22,574, (S)Local Funds	Criteria: STAAR Assessments and Benchmark Assessments 08/18/23 - On Track
10. Increase student use of technology in all classrooms to help support real world applications and increase student interest by using Smart Boards/Mimio boards, student response systems, slates, wireless computer labs, chromebooks, and other technology as it becomes available (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Director of Technology, Principal, Teacher(s)	Aug. 2023-May 2023		Criteria: Online assessment reports, STAAR assessments 08/18/23 - Significant Progress
11. Recruit quality certified teachers in core areas with stipends, signing bonuses, modified instructional calendar and job fair attendance. (Target Group: All) (Strategic Priorities: 1)	Business Manager, Department Heads, Lead Teacher, Principal, Superintendent(s)	Aug. 2023-May 2024	(L)Year 0, (L)Year 1, (S)Title II, A	Criteria: Staff Schedules, HR Reports, Retention Rates 08/18/23 - Some Progress
12. Use Mentoring Minds as a program that	Assistant Principal(s), Principal,	Aug. 2023-May	(F)Title I, (S)Local Funds	Criteria: Benchmark assessments

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring 2024 the percentage of students reaching Meets Grade Level or Masters Grade Level will increase by 5 percentage points in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
strengthens student's silent reading abilities. The program utilizes tiered instruction for struggling readers and is used as an intervention (RTI) and to improve special education passing rates on reading assessments. (Target Group: All,SPED,AtRisk) (Strategic Priorities: 2)	Teacher(s)	2024		every six weeks. grades, Diagnostic Results, STAAR scores 08/18/23 - On Track
13. The District will implement interventions necessary to address learning loss caused by COVID 19 quarantine periods of learning at home. Interventions include, but not limited to, small group instruction and added technology. (Target Group: All)	Counselor(s), Department Heads, Principal, Teacher(s)	Aug. 2023-May 2024	(F)ESSER II - $565,500, (F)ESSER III - $396,981	Criteria: Benchmark assessments, grades, DMAC diagnostic reports 08/18/23 - Significant Progress

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 2. 100% of all students will be prepared for 'real world' entry after graduation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support opportunities for collaborative articulations between the High School and Coastal Bend College, Del Mar College, Texas A&M-Kingsville to offer students a variety of dual credit classes on the high school campus. Continue to explore innovative options to secure students challenging courses. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023- May 2024	(S)Local Funds	Criteria: Graduation Records, Transcripts, Grade Reports 08/18/23 - On Track
2. Encourage all students to take Advanced Academics and AP Courses (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)Del Mar Administration, (S)Local Funds	Criteria: Grade Reports, Transcripts, Graduation Records 08/18/23 - Some Progress
3. Support creative scheduling possibilities at the Junior High and High School to address the needs of GT students. (Target Group: GT) (Strategic Priorities: 3)	Counselor(s)	Aug. 2023-May 2024	(O)ESC2, (S)Local Funds	Criteria: Graduation Records, Transcripts 08/18/23 - On Track
4. Provide GT students with rigorous curriculum through the GT program in primary and elementary school. Secondary GT students will be served through honors, dual credit and Advanced Placement programs (Target Group: GT) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(S)GT Funds	Criteria: GT records, graduation records, grade reports 08/18/23 - On Track
5. Continue to increase student performance on College, Career, and Military Readiness as required by the Accountability System in Texas. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(S)CTE/Perkins Funds, (S)Local Funds	Criteria: CCMR Accountability Ratings 2022 08/18/23 - On Track
6. Students will be provided job skills through welding, business, and family and consumer sciences courses.	Counselor(s), Principal	Aug. 2023-May 2024	(O)ESC2, (O)SSA, (S)CTE/Perkins Funds, (S)Local Funds	08/18/23 - Some Progress
7. Students will be provided information on military careers/opportunities when appropriate. (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s)	Aug. 2023-May 2024	(O)Military Recruiters	Criteria: Xello Reports, Recruiter Reports, CCMR Data 08/18/23 - On Track

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 2. 100% of all students will be prepared for 'real world' entry after graduation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide students with opportunities for test prep for ACT/SAT at the high school in order to prepare students for college entry either during or after school. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(O)Local Districts, (O)Online ACT/SAT Training Programs	Criteria: Graduation records, transcripts 08/18/23 - On Track
9. The District will implement interventions necessary to address learning loss caused by COVID 19 quarantine periods of learning at home. Interventions include, but not limited to, small group instruction and added technology. (Target Group: All)	AR, Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)ESSER I, (F)ESSER II, (F)ESSER III, (F)PPRP, (L)FTE	Criteria: benchmark assessments, grades, DMAC diagnostic reports 08/18/23 - On Track

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 3. All student populations will maintain 96% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schools will establish and utilize campus attendance committees to address student attendance issues through identification, planning and implementation of action plans. (Target Group: All,AtRisk) (Strategic Priorities: 3)	Assistant Principal(s), Climate Committee, Counselor(s), Principal, SRO Officer, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Attendance records 08/18/23 - On Track
2. School Resource Officer will work with attendance committees to encourage and improve attendance. Work to improve relationship with the court system in order to increase student attendance district wide. (Target Group: All,AtRisk) (Strategic Priorities: 3)	Assistant Principal(s), Principal, SRO Officer, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Attendance records 08/18/23 - Significant Progress
3. Use parent contacts, incentives, attendance contracts, and court processes as tools to improve attendance. (Target Group: All,AtRisk)	Assistant Principal(s), Principal	Aug. 2023-May 2024	(S)Local Funds	Criteria: Attendance Records 08/18/23 - On Track
4. GWISD will encourage student attendance through Social Media posts and highlighting of student accomplishments on daily attendance. (Target Group: All)	Principal	August 2023-May 2024	(O)Local Staff	08/18/23 - On Track

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 4. Dropout rate will be less than 1% for all student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for campuses to conduct parent-teacher conferences at flexible times and locations at least 3 times per year. Discussion topics may include what parents can do to help the student's performance and resources for additional assistance. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal	Aug. 2023-May 2024	(S)Local Funds	Criteria: Parent Conference Logs, Grade Records 08/18/23 - Some Progress 09/30/22 - Significant Progress
2. Continue Alternative Learning settings and credit recovery using GradPoint Program and API modules for students at-risk, failures, and/or dropout prevention (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds, (S)State Compensatory	Criteria: Grade Reports, Transcripts 08/18/23 - On Track 09/30/22 - Some Progress
3. Provide extended learning opportunities for students not mastering curriculum: • Primary—supplemental accelerated instruction • Elementary—Extended Day, in school tutorials, summer school • JH—Enrichment classes (reading and math) Extended Day, in school tutorials, summer school enrichment • High school—Daily tutorials, summer school, STAAR enrichment (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Principal	Aug. 2023-May 2024	(F)Title I, (F)Title IV, Part B, (L)FTE, (S)State Compensatory	Criteria: Failure reports (6 wks), Teacher surveys, Quarterly reports to DAC RTI Data, supplemental data. 08/18/23 - On Track 09/30/22 - Some Progress
4. Homeless students will receive services and assistance through district programs as needed to ensure graduation. (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)Title I	Criteria: Grade Reports 08/18/23 - On Track
5. Campus RTI teams will plan and implement RTI plans, including but not limited to, academic interventions, monitoring, parent involvement and communication in order to ensure academic success. (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(O)Brush Country Coop, (S)Local Funds	Criteria: RTI records, Grade Reports 08/18/23 - Significant Progress
6. Ensure that 100% of teachers/related services personnel in the George West ISD meet professional standards and demonstrate	Principal, Superintendent(s), Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	08/18/23 - Some Progress

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 4. Dropout rate will be less than 1% for all student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
professional competence and skills to assist all special education students meet or exceed academic expectations. (Target Group: SPED) (Strategic Priorities: 1)				
7. The District will implement interventions necessary to address learning loss caused by COVID 19 quarantine periods of learning at home. Interventions include, but not limited to, small group instruction and added technology. (Target Group: All)	Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)ESSER I, (F)ESSER II, (F)ESSER III, (F)PPRP, (L)FTE	Criteria: Benchmark assessments, grades, DMAC diagnostic reports 08/18/23 - On Track

GEORGE WEST ISD

Goal 1. All students will exceed educational performance standards.

Objective 5. Align the curriculum and resources from Grades PK to Grade 12 for student instructional support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a comprehensive curriculum audit from PK to Grade 12 to determine resources being used and align the curriculum. (Target Group: All) (Strategic Priorities: 2)	Director of Academics	August 2023-May 2024	(O)Central Office Staff	10/19/22 - Some Progress
2. Conduct grade level and department meetings to discuss curriculum audit findings in order to plan discussions between grade levels and departments. (Target Group: All) (Strategic Priorities: 2)	Director of Academics	August 2023-May 2024	(O)Central Office Staff, (O)Teacher Lesson Plans	08/19/23 - Some Progress
3. Formulate a plan of action to align resources used in each grade level and each subject area to better align instructional support for students. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Department Heads, Director of Academics, Principal	August 2023-May 2024		08/19/23 - Some Progress
4. Conduct horizontal and vertical planning sessions to ensure instructional alignment for students from grade level to grade level. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Department Heads, Director of Academics, Principal, Superintendent(s)	August 2023-May 2024	(L)Local Staff Dev. Funds, (O)Central Office Staff, (O)Local Staff, (S)Local Funds	08/19/23 - Some Progress

GEORGE WEST ISD

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 1. Ensure ongoing communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Publish information to GWISD Facebook and GWISD Website • Student achievements both academic & non-academic • Calendar of events • Parent Engagement Liaison Meetings and Trainings • Positive public relations stories (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Director of Technology, Parent Engagement Liaison, Principal	Aug. 2023-May 2024	(L)Parent Engagement Liaison, (S)Local Funds	Criteria: Feedback from Parent and Community Surveys 08/18/23 - Significant Progress
2. Conduct parent/community outreach information meetings through coordination from Parent Engagement Liaison. (ex. Junior High orientation, Superintendent/Community Chats, email blasts, campus websites) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Parent Engagement Liaison, Principal, Superintendent(s)	Aug. 2023-May 2024	(L)Parent Engagement Liaison, (S)Local Funds	Criteria: Meeting attendance and Parent Surveys 08/18/23 - Some Progress
3. Conduct an annual evaluation or parent/community survey of parent & community involvement in GWISD. (Target Group: All)	Director of Technology, Parent Engagement Liaison, Principal, Superintendent(s)	April/May 2023	(S)Local Funds	Criteria: Survey Results 08/18/23 - Some Progress
4. Parent Engagement will coordinate parent meetings at each campus to explain student eligibility and services provided by special programs including Special Ed., 504, OEY, GT, Dyslexia, ESL, At-Risk, Speech, and CTE (Target Group: All)	Counselor(s), Parent Engagement Liaison, Principal	Fall 2023/Spring 2024		Criteria: Meeting attendance rosters 08/18/23 - Some Progress
5. Provide information to parents on a variety of topics such as Homework practices, online learning, GT topics and and other helpful parenting tips. (Target Group: All)	Counselor(s), Parent Engagement Liaison, Principal	Fall 2023/Spring 2024	(F)Title I, (L)Parent Engagement Liaison	Criteria: Social Media Posts Meeting Rosters 08/18/23 - Some Progress
6. Parent Engagement Liaison will review the parent and engagement policy annually (Title I campuses) (Target Group: All)	Parent Engagement Liaison, Principal	Fall 2023	(F)Title I, (L)Parent Engagement Liaison	Criteria: Meeting Agenda 08/18/23 - On Track
7. Support the George West Education Foundation by publishing information on the	Principal, Superintendent(s)	Aug. 2023-May 2024		08/18/23 - On Track

GEORGE WEST ISD

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 1. Ensure ongoing communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
district website, working fundraising events, providing data for purchasing (technology), & completing grant requests. (Target Group: All)				

GEORGE WEST ISD

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 2. Offer training to all GWISD families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development to principals and school leaders to work with parents as equal partners. (Target Group: All)	Counselor(s), Principal	Aug. 2023-May 2024	(F)Title I	Criteria: Parent Engagement Plan, Parent Involvement Logs 08/18/23 - Some Progress 09/30/22 - Significant Progress
2. Implement the GWISD Family Engagement Plan with guidance and leadership from the Parent and Family Engagement Liaison. (Target Group: All)	Counselor(s), Parent Engagement Liaison, Principal	Aug. 2023-May 2024	(F)Title I, (L)Parent Engagement Liaison, (S)Local Funds	Criteria: Parent Surveys, Parent Engagement Plan 08/18/23 - Some Progress 09/30/22 - Some Progress
3. Implement Family Literacy and/or Family Math & Science Nights Family Engagement opportunities with collaboration between Principals and the Parent and Family Engagement Liaison. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Parent Engagement Liaison, Principal	Aug. 2023-May 2024	(F)Title I, (L)Parent Engagement Liaison	Criteria: Parent Surveys, Parent Involvement Logs, Parent Engagement Plans 08/18/23 - On Track 09/30/22 - Some Progress

GEORGE WEST ISD

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 3. Explore & expand school/community partnerships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent, community, & businesses the opportunity for involvement in academic programs such as Family Engagement Activities, Math and Literacy Nights, Guest Speaking Engagements and Classroom Visitations. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(F)Title I	Criteria: School Newsletters, Parent Surveys 08/18/23 - Some Progress
2. Community Members and parents will participate in the District Advisory Council and related activities. (Target Group: All) (Strategic Priorities: 3)	Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: District Advisory Council Minutes 08/18/23 - Significant Progress
3. Provide parent information through ACE Program participants (Target Group: All) (Strategic Priorities: 2)	GWISD Employees, Parent Engagement Liaison, Superintendent(s)	Aug. 2023-May 2024	(F)ACE/ 21st Century	Criteria: ACE Program Enrollment 08/18/23 - On Track

GEORGE WEST ISD

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 4. Hire a Parent Engagement Liaison to lead efforts in improving communication with all families and ensure all students are meaningfully connected with school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent Engagement Liaison will make directed contact with parents in connection with student well-being, attendance, and school participation. (Target Group: All) (Strategic Priorities: 2)	Parent Engagement Liaison, Parent Volunteers, Parents, Principal, School Nurse, Teacher(s)	August 2023-May 2024	(L)Parent Engagement Liaison	Criteria: Parent Communication Logs Attendance Rates 10/19/22 - Some Progress
2. Parent and Family Engagement Liaison will make contact as necessary with parents of students experiencing school daily attendance issues. (Target Group: All) (Strategic Priorities: 2)	Parent Volunteers, Parents, Principal, Superintendent(s), Teacher(s)	November 2023-May 2024	(L)Parent Engagement Liaison	Criteria: Attendance Rates 10/19/22 - Some Progress
3. Parent and Family Engagement Liaison will work with principals, teachers, counselors, ACE staff, CIS staff to ensure student needs are communicated with parents in the areas of student attendance, well-being, and student achievement.. (Target Group: All)	Attendance Clerk, Counselor(s), Homeless Liaison, Parent Engagement Liaison, Principal, Teacher(s)	August, 2023-May, 2024	(F)ACE/ 21st Century, (L)Counselors, (L)Parent Engagement Liaison, (O)Central Office Staff, (O)Local Staff, (S)Local Funds	Criteria: Attendance Rates 10/19/22 - Some Progress
4. Parent and Family Engagement Liaison will conduct parent and family trainings on topics such as family support, tutorials, and other resources as stated on needs assessment.	Homeless Liaison, Parent Engagement Liaison, Parents, Principal	November 2023-May 2024	(F)ACE/ 21st Century, (L)Parent Engagement Liaison, (O)Central Office Staff	Criteria: Meeting Logs Attendance Rates Grade Reports 10/19/22 - Some Progress

GEORGE WEST ISD

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 1. All curriculum guides will be aligned to state content and performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum includes: • Reading Renaissance through all content areas • TEKS Resource Systems or other district/teacher developed curriculum • Technology throughout instruction and management • Learning.com (web curriculum for technology TEKS) (Target Group: All) (Strategic Priorities: 2)	Principal, Superintendent(s), Teacher(s)	Aug. 2023-May 2024	(F)Title I - $1,000, (S)State Compensatory	Criteria: Teacher Surveys Grade Reports STAAR Results 09/30/22 - Significant Progress
2. Integrate appropriate materials into curriculum to promote self-esteem and to provide violence intervention strategies (Character Education, social/emotional development) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Discipline Records Counseling Logs 10/18/22 - Some Progress 09/30/22 - Some Progress
3. All 7-12 grade students will complete career matchmaker and learning styles inventory annually (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(S)CTE/Perkins Funds, (S)Local Funds	Criteria: CCMR Records and Data Surveys 10/18/22 - Significant Progress 09/30/22 - Some Progress
4. Incorporate career education into curricula to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Each teacher will include one unit relating career education into their content area. Provide a Career Investigation Class. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Teacher and student surveys 09/30/22 - Some Progress
5. Perform curriculum audit to ensure all curriculum is aligned in the district for optimal student learning from PK to Grade 12. (Target Group: All) (Strategic Priorities: 2)	Director of Academics, Superintendent(s)	August 2023-May 2024	(L)Director of Academics	Criteria: Aligned Curriculum

GEORGE WEST ISD

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 2. GWISD will provide all personnel with staff development in identified areas of need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development in the following areas: • Use of technology in the classroom • Administrative uses of technology • Training Paraprofessionals • Special Education (Target Group: All) (Strategic Priorities: 1)	Director of Academics, Principal, Superintendent(s)	Aug. 2023-May 2024	(L)Director of Academics, (L)District Staff Development, (O)Local Districts	Criteria: Session Evaluations, Teacher Surveys 10/18/22 - On Track 09/30/22 - Completed
2. Provide high-quality, ongoing Professional Development activities to ensure a positive impact on student performance in 2023-2024 including, but not limited to: Google, Gifted & Talented 6 Hour Update, DMAC/Lead4Ward, Safety & Security, Blood Borne Pathogens & Stop the Bleed, Harassment, Abuse/Neglect, Bullying, CPR/AED & First Aid and Diabetic Training, Teen Dating Violence & Suicide Awareness, and Teacher Ethics Training (Target Group: All) (Strategic Priorities: 1)	Director of Academics, Principal, Superintendent(s), Technology Teacher	Aug. 2023-May 2024	(S)Local Funds	Criteria: Teacher Surveys, Session Evaluations 10/18/22 - On Track 09/30/22 - Completed
3. Staff development for special education needs and legal requirements will be provided. (Target Group: SPED) (Strategic Priorities: 1)	Principal, Special Ed Teachers, Superintendent(s)	Aug. 2023-May 2024	(F)IDEA Special Education, (O)Brush Country Coop	Criteria: Teacher Surveys, Principal walkthroughs, Session Evaluations 10/18/22 - On Track 09/30/22 - Completed
4. Provide training to develop social/emotional strategies for teachers and counselors who serve special all students. (Target Group: All)	Counselor(s), Licensed Professional Counselor, Principal	Aug. 2023-May 2024	(F)IDEA Special Education	Criteria: Principal Walkthroughs, Professional Development Evaluations, Teacher Surveys 09/30/22 - Some Progress

GEORGE WEST ISD

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3. All student populations will be provided career awareness opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide information to Junior High/High School students, teachers, counselors and parents about: • Higher education admissions and financial aid opportunities • The need for students to make informed curriculum choices to be prepared for success beyond high school, • Sources of information on higher education admissions and financial aid (Target Group: All,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Admissions to Higher Education Accountability Measures 10/18/22 - On Track 09/30/22 - Significant Progress
2. Provide exposure to post-secondary schools to junior high students: Tour Del Mar College, Texas A&M Corpus Christi, Texas A&M Kingsville, Beeville Community College (Target Group: 7th ,8th,9th,10th) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(S)Local Funds	Criteria: Longitudinal Surveys 09/30/22 - Some Progress
3. Counselors and teachers will work with students on careers through the Xello computer based program to provide career information to students. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal	August 2023-May 2024	(L)Counselors, (S)CTE/Perkins Funds	Criteria: Career Surveys 10/18/22 - On Track

GEORGE WEST ISD

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 4. 100% of staff will be trained to implement the guidelines for the pre-referral process. All referred students will receive pre-referral interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education professional development will be conducted including: • RTI, • Pre-referral guidelines and procedures, • Supplementary aides and services, • LRE placement options, and • appropriate assessments. (Target Group: SPED,AtRisk) (Strategic Priorities: 2)	Brush Country Coop, Principal, Superintendent(s)	Aug. 2023-May 2024	(F)IDEA Special Education	Criteria: Review of Special Education Records 10/18/22 - On Track 09/30/22 - Completed
2. Conduct an overall review of Special Education Department in GWISD and make adjustments to continue to provide a quality education to all Special Needs students. (ie. Review of ARD processes, continue training for staff, and review classroom practices). (Target Group: SPED) (Strategic Priorities: 2)	Brush Country Coop, Counselor(s), Director of Academics, Principal, Special Ed Teachers, Superintendent(s)	August 2023-May 2024	(O)Brush Country Coop	Criteria: Review of Special Education student achievement Review of Special Education instruction 08/18/23 - Some Progress
3. Conduct an overall review of Dyslexia program to ensure quality delivery to students qualified for services.	Dyslexia Specialist/Teacher, Superintendent(s)	August 2023-May 2024		

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 1. 100% of personnel will be provided required staff development in identified areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explore measures and provide staff development and student assemblies/meetings for addressing the needs of students such as: •Suicide prevention, •Conflict resolution, •Violence prevention, •Dyslexia treatment program, •Dropout reduction, •Dating violence, •Abstinence Education (ex: Aim for Success), •Discipline Strategies, •Teaching tolerance, •Sexual Abuse, and •Dealing with Grief •Safety/Security •Trauma Cases •Student Response Protocol (Target Group: All,AtRisk,Dys) (Strategic Priorities: 3)	Counselor(s), Principal	Aug. 2023-May 2024	(L)Counselors, (O)Dyslexia Team, (O)Local Staff, (S)Local Funds	Criteria: Meeting Agendas Counseling Logs 08/18/23 - On Track
2. Revise district policies/code of conduct and advise staff of policies (Target Group: All) (Strategic Priorities: 3)	Principal, Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Discipline Records 08/18/23 - On Track
3. Provide professional development in social/emotional coping strategies including Self-awareness; Self-management – attitudes, knowledge, emotions; Social awareness; Relationship skills – feel and show empathy; Responsible decision making (Target Group: All)	Counselor(s), Principal	Aug. 2023-May 2024	(L)Staff Development, (S)255-Title II, (S)Local Funds	Criteria: Discipline Records, Teacher Surveys 08/18/23 - On Track 09/30/22 - Some Progress
4. Threat Assessment Team will be trained and implement plan to address students with emotional/social concerns in order to keep district safe. (Target Group: All,AtRisk)	Counselor(s), Principal, Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Longitudinal Counseling Records 08/18/23 - On Track 09/30/22 - Some Progress
5. Support the Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to	Director of Academics, Principal, School Nurse, SHAC, Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Health Records for Student and Staff, SHAC Records and Minutes

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 1. 100% of personnel will be provided required staff development in identified areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
prevent obesity, cardiovascular disease, and Type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating: (1) health education; (2) physical education and physical activity; (3) nutrition services; and (4) parental involvement; (5) anti-vaping. (Target Group: All)				08/18/23 - Some Progress 09/30/22 - Some Progress

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 2. GWISD will ensure that all facilities are well maintained and orderly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish measures to provide routine maintenance program, including regular meetings with Director of Facilities and Operations to monitor priorities on district facilities and their upkeep and improvement. (Target Group: All)	Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Maintenance Records, Review of Facilities, Parent Surveys 08/18/23 - Some Progress 09/30/22 - Significant Progress
2. Review and update the Emergency Operations Plan annually and provide staff with Emergency plan information, including training and upgrading safety and security in the district.	GWISD Employees, Superintendent(s)	Aug. 2022-May 2023	(L)Maintenance Dept. Budget, (O)School Resource Officer, (S)Local Funds	Criteria: Safety records and documentation of actions taken. 08/18/23 - On Track 09/30/22 - Some Progress

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 3. GWISD will provide students with a safe and drug-free environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement drug testing program for students participating in athletics, band, and cheerleading in grades 7-12. (Target Group: All)	Principal, School Nurse	Aug. 2023-May 2024	(S)Local Funds	Criteria: Testing Records 08/18/23 - On Track 09/30/22 - Significant Progress
2. Teachers, counselors and staff will receive staff development on social-emotional learning and how to integrate into the regular curriculum. (Target Group: All)	Counselor(s), Director of Academics, Superintendent(s)	Aug. 2023-May 2024	(O)Local Staff, (S)Local Funds	Criteria: Discipline Records, Grade Reports 10/18/22 - On Track 09/30/22 - Some Progress
3. Provide staff development opportunities to increase teacher, student, and parent awareness of issues relating to sexual abuse (Target Group: All)	Counselor(s), Principal, Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: Eduhero Records and Staff Development Records 08/18/23 - On Track
4. Train teachers to respond to all student signs regarding suicide attempt situations expeditiously and seek immediate assistance from staff with expertise. (Target Group: All)	Counselor(s)	Aug. 2023-May 2024	(L)Counselors	Criteria: School Reports, Counselor Reports 08/18/23 - On Track 09/30/22 - Some Progress
5. Utilize School Resource Officer to establish rapport with students, serve as security for campuses, and assist in law enforcement matters. (Target Group: All)	SRO Officer, Superintendent(s)	Aug. 2023-May 2024	(S)Local Funds	Criteria: SRO Logs, Principal Records 08/18/23 - On Track 09/30/22 - Completed
6. Utilize technology to support school security measures: Implement CopSync for emergency notifications; Implement SchoolMessenger for communication purposes (Target Group: All)	Director of Technology	Aug. 2023-May 2024	(S)Local Funds	Criteria: Incident Reports and Records 08/18/23 - On Track 09/30/22 - Significant Progress
7. Provide Vaccination Clinics to ensure that community practices wellness and ensures good health for students and families (Target Group: All)	School Nurse	Aug. 2023-May 2024		Criteria: Rosters Attendance Records 08/18/23 - On Track 09/30/22 - Some Progress
8. GWISD will establish and implement a policy related to dating violence and will ensure	Assistant Principal(s), Climate Committee, Counselor(s),	Aug. 2023-May 2024	(L)Counselors, (O)Community Organizations, (S)Local Funds	Criteria: Counselor reports and data

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 3. GWISD will provide students with a safe and drug-free environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
that the policy is communicated to staff, students and the community. (Target Group: 6th,7th ,8th,9th,10th,11th,12th)	Principal			08/18/23 - On Track

GEORGE WEST ISD

Goal 4. Establish a positive school climate and culture which is safe, orderly, and fosters high staff morale.

Objective 4. Establish a culture that fosters high morale for staff and clear communication within the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase communications with teachers and school staff through surveys, emails, school visits and classroom walkthroughs. (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	October, 2023- May 2024	(O)Central Office Staff	Criteria: Surveys 08/19/23 - On Track
2. Implement Employee of the Month and Teacher of the Year recognition program to increase employee morale in the district. (Strategic Priorities: 1)	GWISD Employees, Superintendent(s)	September, 2023- May 2024	(O)Central Office Staff, (S)Local Funds	Criteria: Surveys Climate Surveys 08/19/23 - Significant Progress
3. Implement the Modified Instructional School week in order to recruit and retain staff in GWISD. (Target Group: All) (Strategic Priorities: 1)	Director of Academics, GWISD Employees, Superintendent(s)	October, 2023- May 2024	(O)Central Office Staff	Criteria: Student Achievement Records Attendance Records Teacher Retention Records 08/19/23 - On Track

Comprehensive Needs Assessment

GEORGE WEST H S

Campus Improvement Plan
2023/2024

Educate, encourage and prepare students to be productive citizens.

Joy Beverly
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jbeverly@gwisd.us

Date Reviewed: 10/11/2023

Date Approved: 10/13/2023

GEORGE WEST H S

Mission

Educate, encourage and prepare students to be productive citizens.

Vision

A safe positive learning environment, encouraging respect, personal growth, and success for all.

Nondiscrimination Notice
GEORGE WEST H S 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.

GEORGE WEST H S Site Base

Name	Position
Locke, Glenda	Teacher
Beverly, Joy	Campus Administrator
Freeman, Sherice	Parent
Goebel Brown, Margaret	Business Member
Rhodes, Lindsey	Community
Freeborn, Leda	Teacher
Salinas, Viola	Teacher

Resources

Resource	Source
Del Mar Administration	Federal
Enrichment Activites	Federal
ESSER I	Federal
ESSER II	Federal
ESSER III	Federal
IDEA Special Education	Federal
Title III Bilingual / ESL	Federal
Tutorials	Federal
Business Dept. Budget	Local
Counselors	Local
District Staff Development	Local
Staff Development	Local
Brush Country Coop	Other
Campus SBDMs & Parent Advisors	Other
ESC2	Other
Military Recruiters	Other
Online ACT/SAT Training Programs	Other
Parent & Community Leaders	Other
Policy Manuals	Other
Principals	Other
School Resource Officer	Other
STAR Program	Other
Teacher Lesson Plans	Other
Technology Department	Other
CTE/Perkins Funds	State
GT Funds	State
Local Funds	State
PTECH Planning Grant	State

Resources

Resource	Source
State Compensatory	State
TCLAS Grant	State
TEA Information	State

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Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring of 2024 the percentage of students reaching Meets or Masters will increase 3 percentage points. Evaluation Data Sources: TEA Accountability Reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer curriculum based assessments in core curriculum areas in grades 9-12. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug. 2023- May 2024	(F)Enrichment Activites, (L)District Staff Development, (O)Evaluation Instrument, (O)Online ACT/SAT Training Programs, (S)Local Funds	Criteria: Expected Result/Impact: Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments. 10/10/23 - Some Progress
2. Improve CTE students' success in academic courses by providing differentiated instruction in CTE classrooms and integrating and connecting the core academic TEKS and standards into CTE course curriculum. (Target Group: CTE)	Assistant Principal(s), Counselor(s), CTE Committee, Principal	Aug 2023 - May 2024	(F)ESSER I, (S)CTE Summer Grant, (S)CTE/Perkins Funds, (S)Local Funds, (S)PTECH Planning Grant, (S)TCLAS Grant, (S)TEA Information	Criteria: Expected Result/Impact: Lesson plans from CTE teachers will reflect efforts to differentiate instruction and will show integration of core academic TEKS and/or standards. 10/13/23 - Significant Progress
3. Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. (Target Group: SPED,AtRisk,Dys,504,9th,10th,11th,12th)	Assistant Principal(s), Core Subject Teachers, Special Ed Teachers	Aug 2023 - May 2024	(F)ACE/ 21st Century, (F)IDEA Special Education, (O)Brush Country Coop, (S)Local Funds	Criteria: Expected Result/Impact: Scores, benchmark assessments 10/13/23 - On Track
4. Monitor the number of English Learners (ELs) mastering and/or demonstrating growth as assessed on the TELPAS and appropriate STAAR assessment(s); continue to provide intervention strategies to address te needs of ELs and the necessary support and resources to achieve student success. (Target Group: ESL,EB,9th,10th,11th,12th)	Principal	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (S)Bilingual	Criteria: Expected Result/Impact: TELPAS and STAAR scores, benchmark assessments 10/13/23 - On Track
5. Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary	Assistant Principal(s), Core Subject Teachers, Counselor(s), CTE Committee, GT Teachers, Principal	Aug. 2023 - May 2024	(L)Counselors, (O)Brush Country Coop, (S)Local Funds, (S)Xello	Criteria: Expected Result/Impact: Placement list, scores, benchmark assessments, discipline reports, data

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Goal 1. All students will exceed educational performance standards.

Objective 1. By Spring of 2024 the percentage of students reaching Meets or Masters will increase 3 percentage points. Evaluation Data Sources: TEA Accountability Reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, and graduation rates. (Target Group: All,9th,10th,11th,12th)				10/13/23 - On Track
6. Monitor differentiated instructional strategies for all special program areas (at-risk students, special education, gifted/talented, Section 504, ELL, dyslexia, migrant, foster care, and homeless students). Actively engage students through the use of high yield instructional strategies. (Target Group: ECD,ESL,EB,SPED,GT,CTE,AtRisk,Dys,504, 9th,10th,11th,12th)	Assistant Principal(s), Department Heads, Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (F)IDEA Special Education, (F)Title III Bilingual / ESL, (O)Brush Country Coop, (O)Dyslexia Team, (O)ESC2, (S)Bilingual, (S)GT Funds	Criteria: Expected Result/Impact: Lesson plans, walk-throughs, classroom observations, student achievement 10/13/23 - Significant Progress

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Goal 1. All students will exceed educational performance standards.

Objective 2. Objective 2: Increase the category of academic growth as measured by the state accountability system at the campus level from a scale score of 91% to 93% or above.Evaluation Data Sources: TEA Accountability Reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a strong instructional program incorporating differentiated instructional strategies to meet the academic needs of all students. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2)	GT Teachers, Principal, Teacher(s)	Aug 2023 - May 2024	(L)Local Staff Dev. Funds, (L)Staff Development, (O)ESC2, (S)Local Funds, (S)State Compensatory	Criteria: Expected Result/Impact: Differentiated instruction training 10/13/23 - Significant Progress
2. Provide remediation for students not passing any area of STAAR/EOC assessments. Utilize remediation courses where available and aligned common assessments. (Target Group: 9th,10th,11th,12th)	Assistant Principal(s), Counselor(s), Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (F)Tutorials, (O)Community Organizations, (O)Teacher Lesson Plans	Criteria: Expected Result/Impact: Increased retest passing rates, reduced sections of remediation courses needed. 10/13/23 - On Track
3. Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by TEA's System Safeguards. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (L)Counselors, (O)Community Organizations - CIS, (S)Local Funds, (S)State Compensatory	Criteria: Expected Result/Impact: Increased attendance rate 10/13/23 - Significant Progress
4. Create attendance committee with teachers and attendance clerk. The committee will meet at the end of each semester to review attendance hours and student absences. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Attendance Clerk, Counselor(s), Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (O)Local Districts, (S)Local Funds	Criteria: Meeting agenda and notes

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Goal 1. All students will exceed educational performance standards.

Objective 3. Increase performance in the area of college, career, and military readiness and post-secondary readiness at the district level as measured by the state accountability system by 5 points.Evaluation Data Sources: TEA Accountability Reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GWHS will ensure students are college and career ready by providing the following: exposure to multiple careers based on career and interest assessments, guest speakers, dual credit opportunities, certification programs, TSI, college essay, application and FASFA assistance, SAT/ACT, AP, PSAT, etc. (Target Group: CTE,9th,10th,11th,12th)	Counselor(s), Principal	Aug 2023 - May 2024	(F)ACE/ 21st Century, (F)IDEA Special Education, (L)Counselors, (L)Staff Development, (O)ESC2, (O)Local Staff, (O)Principals, (S)Local Funds, (S)PTECH Planning Grant, (S)TCLAS Grant	Criteria: Expected Result/Impact: Better informed students and parents; increased participation in programs; increased number of students completing their endorsements. 10/13/23 - On Track
2. GWHS counselor will meet with students annually to review and refine their 4 year plan and ensure they are on track to earn their selected endorsement. (Target Group: All,9th,10th,11th,12th)	Counselor(s), Principal	Aug 2023 - May 2024	(L)Counselors, (S)Local Funds	Criteria: Expected Result/Impact: Fewer schedule changes; increased number of students earning an endorsement. 10/13/23 - On Track
3. Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice. (Target Group: All,9th,10th,11th,12th)	CTE Committee, Principal	Aug 2023 - May 2024	(S)CTE/Perkins Funds, (S)PTECH Planning Grant, (S)TCLAS Grant	Criteria: Expected Result/Impact: CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military. 10/13/23 - Significant Progress
4. Ensure all students are college and career ready by implementing College and Career Readiness Standards to include components of rigor, relevance, and relationships. (Target Group: All,9th,10th,11th,12th)	Counselor(s), Principal	Aug 2023 - May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (S)Local Funds	Criteria: Expected Result/Impact: Students and parents increased awareness and participation in college and career activities and courses. 10/13/23 - On Track
5. GWHS CTE staff will review and restructure course offerings for program of studies and IBC offerings. The changes need to reflect the new CCMR changes. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), CTE Committee, Principal	August 2023-December 2023	(F)ESSER III, (L)Business Dept. Budget, (L)Local Staff Dev. Funds, (O)Local Staff, (S)CTE/Perkins Funds, (S)PTECH Planning Grant	Criteria: Updated Course catalog Increase in IBC 10/13/23 - Completed

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Goal 1. All students will exceed educational performance standards.

Objective 4. Create a learning organization supported by 100% innovative and engaged staff who use relevant, real world, applications to develop critical thinking, problem-solving skills, and a lifelong love or learning. Evaluation Data sources: Lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Teks Resource documents to create engaged lesson plans and material to support classroom instruction, emphasize higher-order thinking skills, and ensure instruction occurs at the appropriate levels of depth and complexity. (Target Group: All)	Department Heads, Principal, Teacher(s)	Aug 2023 - May 2024	(S)Local Funds	Criteria: Criteria: Expected result/impact: Lesson plans, observations, benchmark scores, curriculum guides. 10/13/23 - On Track
2. Ensure all GWHS staff are familiar with data disaggregation programs such as DMAC and Lead4ward. (Target Group: All)	Department Heads, Principal	Aug 2023 - May 2024	(L)District Staff Development, (O)Principals, (S)Local Funds	Criteria: Criteria: Expected result/impact: Lesson plans, observations, benchmark scores, curriculum guides. 10/13/23 - On Track
3. Provide remediation for students not passing any areas of the STAAR/EOC assessments. Utilize aligned, common assessments for core subject areas. Use a variety of methods to determine at-risk status for students that do not take state mandated tests. (Target Group: All)	Counselor(s), Department Heads, Principal, Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (L)Staff Development, (O)Community Organizations, (O)ESC2, (S)Local Funds	Criteria: Criteria: Expected result/impact: Lesson plans, observations, benchmark scores, curriculum guides. 10/13/23 - On Track
4. Continue to provide Edmentum (a non-disciplinary alternative education program) Instruction for students that meet program requirements and are at risk for dropping out of school. (Target Group: ECD,ESL,EB,SPED,AtRisk,504)	Counselor(s), Principal	Aug 2023 - May 2024	(S)Local Funds	Criteria: Criteria: Expected Result/Impact: Graduation rate 10/13/23 - Completed
5. Provide training and begin implementation of a character education program containing HB 1026 mandated character traits. (Target Group: All)	Counselor(s), Department Heads, Principal	Aug 2023 - May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (O)Local Staff, (S)Local Funds	Criteria: Criteria: Expected Result/Impact: Counselors trained in character education program; student lessons provided and implemented. 10/13/23 - Significant Progress

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Goal 1. All students will exceed educational performance standards.

Objective 5. Design and implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning. Evaluation Data Sources: Lesson Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the student and parent survey results regarding teachers and effectiveness of their teaching styles to guide professional development offerings. (Target Group: All)	Assistant Principal(s), Principal	Aug 2023 - May 2024	(L)Local Staff Dev. Funds, (L)Staff Development, (O)Community Organizations	Criteria: Criteria: Expected Result/Impact: Increased satisfaction survey results, positive campus culture. 10/13/23 - Some Progress
2. Provide professional development in state mandated topics including but not limited to: DMAC, CPR, technology, sexual harassment, child abuse, classroom management, district discipline policies, student code of conduct, special education accommodations, Training Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators that work primarily outside the area of special education, implementation of TEKS/ELPS, LPAC, RTI, conflict resolution, G/T, and ESL for staff and administrators. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Department Heads, Principal, Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (F)IDEA Special Education, (L)Counselors, (O)Brush Country Coop, (O)Community Organizations, (O)ESC2	Criteria: Criteria: Expected result/impact: Lesson plans, observations, benchmark scores, curriculum guides. 10/13/23 - Significant Progress

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Goal 1. All students will exceed educational performance standards.

Objective 6. The campus student attendance rate will be 95% or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive incentives for good attendance. These incentives may include but are not limited to longer lunch, gift drawings, semester celebration. (Target Group: All)	Attendance Clerk, Principal, Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (S)Local Funds	Criteria: daily, weekly, monthly attendance reports. 10/13/23 - On Track
2. Truant students will attend after school/Saturday school hours to make up time. Students with excessive absences will be referred to the parent liaison. (Target Group: All)	Attendance Clerk, Parent Engagement Liaison, Principal	Aug 2023 - May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (O)Principals	Criteria: attendance reports Judge meeting minutes 10/13/23 - Some Progress
3. We will partner with ACE and parent liaison to include attendance assemblies and more incentive opportunities for students. (Target Group: All)	Attendance Clerk, Counselor(s), Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (L)Counselors, (O)Community Organizations, (S)Local Funds	Criteria: Attendance reports and data 10/13/23 - On Track

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Goal 1. All students will exceed educational performance standards.

Objective 7. The drop out rate will be less than 1% for all student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The counselor and principal will hold parent teacher conferences that allow discussion about what parents can do to help student's performance and resources for additional assistance. (Target Group: AtRisk)	Attendance Clerk, Counselor(s), Principal	Aug. 2023-May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (S)Local Funds	Criteria: Parent conference logs. 10/13/23 - Some Progress
2. Continue Alternative Learning settings and credit recovery using Edmentum Program and API modules for students at-risk, failures, and or dropout prevention. (Target Group: AtRisk)	Attendance Clerk, Counselor(s), Principal, Teacher(s)	Aug. 2023-May 2024	(S)Local Funds, (S)State Compensatory	Criteria: Grade Reports, Transcripts 10/13/23 - Significant Progress
3. Homeless students will receive services and assistance through district programs as needed to ensure graduation (Target Group: AtRisk)	Attendance Clerk, Counselor(s), Principal	Aug 2023-May 2024	(F)Title I	Criteria: Attendance data Grade reports 10/13/23 - On Track
4. Parent liaison representative will review and visit with students and families in danger of dropping out of school. They will refer to programs available to their organization to help struggling students. (Target Group: AtRisk)	Attendance Clerk, Counselor(s), Principal	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (O)Community Organizations	Criteria: Sign in forms agenda items grade reports 10/13/23 - On Track

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Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 1. Increase parental involvement and connectedness by 5% so that all students, staff and parents are actively participating and positively engaged in the school culture.Evaluation Data Sources: Parent attendance at school events; sign-in sheets

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GWHS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication: google meets, phone calls, Ascender, etc. (Target Group: All)	Counselor(s), Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ACE/ 21st Century, (F)ESSER II, (O)Community Organizations, (O)Local Staff, (S)Local Funds	Criteria: Expected Result/Impact: Parent communication logs, CIS logs 10/13/23 - On Track
2. Continue campus representation at SHAC, DEIC, SBDM, and Parent Orientation meetings. Ensure that parents are knowledgeable about opportunities available to students (Target Group: All)	Counselor(s), Parents, Principal, School Nurse	Aug 2023 - May 2024	(S)Local Funds	Criteria: Expected Result/Impact: Participation of parents in meetings, sign in sheets 10/13/23 - On Track
3. Provide information to students, parents, teachers, and counselors of students about: 1. Higher education admissions and financial aid opportunities, 2. The need for students to make informed college and career choices to be prepared for success beyond high school, 3. Host mini FAFSA events/workshops, 4. Provide presentations by college and military representatives. (Target Group: All)	Counselor(s), Parents, Principal, Teacher(s)	Aug 2023 - May 2024	(F)ACE/ 21st Century, (L)Counselors, (O)Community Organizations, (S)Local Funds	Criteria: Expected Result/Impact: Participation of parents in meetings 10/13/23 - On Track
4. Utilize ACE and parent liaison to increase parent and student participation. (Target Group: All)	Principal	Aug 2023- May 2024	(F)ACE/ 21st Century, (O)Community Organizations, (S)Local Funds	Criteria: Sign in sheets Activity reports CIS/ACE reports 10/13/23 - Significant Progress

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Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 1. GWHS will prepare all stakeholders to effectively utilize digital resources.Evaluation Data Sources: Technology being used for student work/projects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA. Increase curriculum technology integration in all grades and all subject areas. (Target Group: All)	Computer Technician, Principal, Teacher(s), Technology Teacher	Aug 2023 - May 2024	(O)Teacher Lesson Plans, (O)Technology Department	Criteria: Expected Result/Impact: Student products, lesson plans, technology benchmark testing for appropriate grade level students. 10/13/23 - On Track
2. Support special populations on all campuses; upgrade technology and assistive technology for both special education classrooms and inclusion settings. (Target Group: ECD,ESL,SPED,GT,AtRisk,Dys,HS,504)	Counselor(s), Diagnostician, Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ESSER I, (F)ESSER II, (O)Brush Country Coop, (O)Technology Department	Criteria: Successful implementation of technology devices to support special populations. 10/13/23 - Significant Progress
3. Foster communication between IT specialists, IT instructor, administration, and teachers so all staff knows what programs and devices are available and how to use them. (Target Group: All)	Campus Instructional Technologist, Principal, Teacher(s), Technology Teacher	Aug 2023 - May 2024	(O)Technology Department	Criteria: Expected Result/Impact: Increased specialized training to enhance student learning. 10/13/23 - On Track
4. Teachers will use a variety of technology resources to enrich the learning environment in the classroom. (Target Group: All)	Principal, Teacher(s)	Aug. 2023 - May 2024	(S)Local Funds, (S)State Compensatory	Criteria: Lesson plans student projects 10/13/23 - On Track

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Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 2. Offer technology tools and ongoing training opportunities to 100% of GWHS teachers.Evaluation Data Sources: Trainings offered and attended

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer extensive technology professional development opportunities to increase the proficiency levels of all GWHS employees. (Target Group: All)	Campus Instructional Technologist, Department Heads, Principal	Aug 2023 - May 2024	(F)ESSER I, (F)ESSER II, (O)Technology Department, (S)Local Funds, (S)State Compensatory	Criteria: Expected Result/Impact: Computer lab, hardware and software 10/13/23 - On Track
2. Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management. Continue to implement different technology options to ensure the engagement of all students. (Target Group: All)	Campus Instructional Technologist, Department Heads, Principal	Aug 2023 - May 2024	(F)ESSER I, (F)ESSER II, (O)Technology Department, (S)Local Funds	Criteria: Expected Result/Impact: Teacher training documentation; training evaluations 10/13/23 - Significant Progress
3. Teachers will be provided with technology training for google drive, forms, excel, canva, etc. for enrichment in their lessons. (Target Group: All)	Director of Technology, Teacher(s)	Aug. 2023 - May 2024	(O)Technology Department, (S)Local Funds	Criteria: web pages lesson plans student products 10/13/23 - On Track

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Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3. Implement and monitor a system incorporating peer mentoring/coaching and highlight best practices so that 100% of the teachers are positively impacted.Evaluation Data Sources: Teacher retention rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide a quality professional development program that provides on-going PD for teachers and paraprofessionals that highlights best practices and builds knowledge and skills necessary to achieve excellence and equity for all students. Expected Result/Impact: Teacher training logs and evaluations (Target Group: All)	Department Heads, Principal, Teacher(s)	Aug 2023 - May 2024	(L)Staff Development, (O)ESC2, (O)Local Staff	Criteria: Criteria: Expected Result/Impact: Teacher training logs and evaluations. 10/13/23 - Significant Progress
2. Share best practices through departments and grade level subject areas teams through staff development days. (Target Group: All)	Principal	Aug 2023 - May 2024	(L)Staff Development, (O)Local Staff, (O)Teacher Lesson Plans	Criteria: Criteria: Expected Result/Impact: Supportive environment, PLC agendas 10/13/23 - Significant Progress
3. Encourage and arrange for teachers to observe other teachers within/out of their content for alignment, strategy implementation, etc. and encourage video taping (good lessons, activities, etc.) (Target Group: All)	Principal	Aug 2023 - May 2024	(L)Staff Development, (O)Community Organizations, (O)Teacher Lesson Plans	Criteria: Criteria: Expected Result/Impact: Increased usage of high yield strategies and collaborative atmosphere. 10/13/23 - Some Progress
4. Assign mentor teachers to new hires. Send those names to admin for training meetings with their mentee. (Target Group: All) (Strategic Priorities: 1)	Principal	August 2023	(L)FTE, (O)Central Office Staff	Criteria: Completed program information. The mentors report forms to the administration office.

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Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 4. Offer Career and Technology options that align with the new CCMR guidelines to ensure students are able to complete programs of study and attain an IBC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the programs of study currently offered to ensure all required classes are available to students. Update the course catalog to reflect the needed changes. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), CTE Committee, Principal	August 2023 - Nov. 2023	(S)CTE/Perkins Funds, (S)PTECH Planning Grant, (S)TCLAS Grant, (S)TCLAS Grant	Criteria: Student completers of CTE programs 10/13/23 - On Track
2. Provide a student/parent meeting reviewing the updates and changes each year for the programs of study and requirements. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), CTE Committee, Principal	Jan. 2024 - May 2024	(S)CTE/Perkins Funds, (S)PTECH Planning Grant, (S)TCLAS Grant, (S)TCLAS Grant	Criteria: Parent survey and feedback. 10/13/23 - On Track

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Goal 4. A school climate will be provided that is safe, orderly, and well maintained.

Objective 1. Provide an intentional culture of school safety by 100% of the school staff and practiced by 100% of GWISD students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Multi hazard Emergency Operations Plan will be put into place. It will have provisions pertaining to substitute teachers and regular employees during an emergency or drill. (Target Group: All)	Principal, Superintendent(s)	Aug 2023 - May 2024	(L)Staff Development, (O)School Resource Officer	Criteria: Criteria: Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, informed students. 10/13/23 - On Track
2. Implement a bullying policy which details requirements for the prevention, identification, response to and reporting of bullying. Provide training in David's Law, including cyberbullying. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	Aug 2023 - May 2024	(L)Staff Development, (O)School Resource Officer, (O)Teacher Lesson Plans	Criteria: Criteria: Expected Result/Impact: Decrease number of bullying reports. 10/13/23 - On Track
3. Implement weekly door and safety audits for the building. (Target Group: All)	Principal	Aug 2023 - May 2024	(O)School Resource Officer	Criteria: Data collection sheets Safety reports 10/13/23 - On Track
4. Create and Implement Campus based threat assessment team. (Target Group: All)	Counselor(s), Principal	Aug. 2023	(L)Counselors, (O)Local Staff, (O)School Resource Officer	Criteria: Meeting minutes 10/13/23 - Completed
5. Teachers will access and utilize the Raptor app for drills and emergencies. They will continue to receive implementation training throughout the year. (Target Group: All)	Department Heads, Principal, Teacher(s)	Aug. 2023 - May 2024	(F)ESSER II, (O)Technology Department, (S)Local Funds	Criteria: Raptor data reports 10/13/23 - On Track
6. Students will have access and training to use the see something say something app on our web page for reporting purposes. (Target Group: All)	Counselor(s), Principal, SRO Officer, Teacher(s)	Aug. 2023 - May 2024	(L)Staff Development, (O)Teacher Lesson Plans, (O)Technology Department, (S)Local Funds	Criteria: Report data 10/13/23 - On Track

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Goal 4. A school climate will be provided that is safe, orderly, and well maintained.

Objective 2. Increase student engagement in social emotional activities that reflect an increase in productive, positive behavioral choices as measured by the student participation and a 5% decrease in off-task behaviors and a 5% decrease in Discipline Referrals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Counselor's Corner web page to communicate Character Counts activities and lessons. Provide counselors virtual resources to support the social emotional well being of students and families. (Target Group: All)	Counselor(s), Principal	Aug. 2023 - June 2024	(F)ESSER I, (F)ESSER II, (L)Counselors, (O)Community Organizations, (O)Support Materials, (S)Local Funds	Criteria: Character Counts and student guidance survey will indicate a positive campus culture resulting in a decrease of student referrals and increase in social and environmental awareness. 10/13/23 - Completed
2. The counselor will provide monthly awareness activities for student participation and appreciation of what it all represents. (Target Group: All)	Counselor(s), Principal	Aug. 2023 - May 2024	(L)Counselors, (O)Community Organizations, (S)Local Funds	Criteria: sign in sheets activity wall (student products will be displayed for the month) 10/13/23 - On Track

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics
Disaggregated STAAR Data

Demographics Summary

Based on the 2021-2022 TAPR Campus Performance report, the staff at George West High School includes 27.4 teachers, 1.3 professional support, 6 educational aides, 1 counselor, 1 instructional facilitator, and 2 administrators. The 269 student population consists of 0/0% American Indian, 0.0% Asian, 50.0% Hispanic, 48.7% White, 0.3% African American, 0.0% Pacific Islander and 0.9% of two or more ethnicities. Students attended 93.1% of the time based on the end of the year attendance reports.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Failure Lists
Graduation Records
Growth Projections
Highly Qualified Staff
Report Card Grades
Special Programs Evaluations
Staff Development

Student Achievement Summary

The following data were reviewed in relation to Student Achievement:
In accordance with Texas state legislation requirements, the staff at George West High School conducted a comprehensive needs assessment for the 2023-2024 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement.

Student Achievement Summary (Continued)

Upon review of this data, several findings were noted:
A student group with fewer than ninety percent of students passing in a given content area is identified as a priority. Based on the review of the data, the priority areas were identified and will be addressed in the 2023-2024 school year in all core areas.

School Culture and Climate

School Culture and Climate Data Sources

Community Input
Discipline Referrals
District Policies
Highly Qualified Staff
Parent Participation
Parental Involvement Policy
Staff Development

School Culture and Climate Summary

The following data were received in relation to School Culture, Climate, and Organization: Comprehensive Needs Assessment: Surveys, TAPR report, and campus discipline reports.
Upon review of these data, several findings were noted:
Employee perceptions revealed in our survey indicated that a campus-wide focus for the 2023-2024 school year will be on ensuring that staff receive relevant staff development including ways to motivate students, high yield teaching strategies, and differentiated instruction to meet the needs of all the students. In regard to discipline, we will continue to review and practice consistent discipline to fit the needs of our students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

The following data were reviewed, in relations to Staff Quality, Recruitment, and Retention:
100% of George West High School teachers were highly qualified. Teachers on this campus are given the opportunity to participate in the Teacher Incentive Allotment program where student and teacher growth will be monitored and reflected upon throughout the year.
Areas of needs include:
Recruitment of quality teachers to sustain campus culture and teamwork. Teacher retention.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Semester Exam Grades
Special Programs Evaluations
Summary of Student Progress (not taking STAAR)

Curriculum, Instruction and Assessment Summary

George West High School utilizes interim data and teacher input to review curriculum, instruction, and assessment to ensure our students success.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Demographics
Community Input
Parent Participation
Parental Involvement Policy

Family and Community Involvement Summary

Upon review of the data collected through the Comprehensive Needs Assessment, Parent, Teacher, and Student Surveys, George West High School is appreciative of the parental and community support of our students and teachers. We would like to increase parent involvement activities at the secondary level.

Technology

Technology Data Sources

District Policies
Highly Qualified Staff

Technology Summary

ESSER funds were used to provide devices to all students for home use. We are currently checking all of those devices out to families. The technology department is working with staff and students to keep up to date with the new programs being utilized.

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

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

Ensure compliance, effectively implement legislation and inform policymakers

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

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

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George West Junior High Campus Improvement Plan (2023-2024)
2023/2024

Educate, encourage, and prepare students to be productive citizens.

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ESSA Accountability Indicators (23-24)

ESSA requires states to hold schools accountable for how students achieve. This means each state is responsible for having a plan in place to identify schools that are underperforming. In other words, it's a way for states to know how students are faring.

Under the law, there are specific things that must be in the state's accountability plan.

Accountability indicators: ESSA requires each state to choose a minimum of five ways to measure school performance. The first four are academic indicators that are mandatory:

1. Academic achievement
2. Academic progress
3. English language proficiency
4. High school graduation rates

5. The fifth measure must be a way to measure school quality or student success, and states can select more than one way to do this. For example, states can choose to measure any of the following areas:

*Kindergarten readiness
*Access to and completion of advanced coursework
*College readiness
*Discipline rates
*Chronic absenteeism

George West Junior High will use supplemental support programs such as State Compensatory Education, Federal Programs, and State Grant Programs to increase student achievement and reduce dropout rates. The district will provide high-quality education that will enable all children to meet the state student performance standards.

George West Junior High Goals (23-24)

George West ISD sets goals and are integrated into the philosophy and daily operation of the district.

Goal 1:	All students will excel and maintain high achievement to meet state criteria and standards in reading/language arts and mathematics.
Goal 2:	All members of the school community will be partners in the continuing improvement of the educational system.
Goal 3:	All students will be taught by highly qualified teachers.
Goal 4:	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Goal 5:	A well-balanced curriculum will be taught so all students may realize their learning potential and prepare for productive lives.

- Comprehensive needs assessment
- Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based
- Instruction by High Quality Teachers
- High quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract high qualified instructors
- Strategies to increase parental involvement
- Transition to different grade levels and school (preschool in statute)
- Involvement of teachers in testing decisions beyond state
- Effective and timely assistance to students (monitor student mastery)
- Coordination and integration of federal, state and local services and programs

COMPREHENSIVE NEEDS ASSESSMENT

In accordance with state and federal legislative requirements, the staff at George West Junior High conducted a comprehensive needs assessment for the 2022-2023 school year. The needs assessment was conducted to identify gaps in the areas listed below and the following resources were used to conduct the needs assessment: most current TAPR Report, end of the year attendance reports, 22-23 School Demographics, Comprehensive Needs Assessment Surveys – teachers, students, and parents, and student achievement. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at George West Junior High School includes 14 teachers, 4 paraprofessionals, 1 librarian, 1 counselor, and 1 administrator. The 159 student population consists of 63% Hispanic, 36% White, 1% African American, and 1% American Indian. Additionally, the campus serves 52.5% economically disadvantaged students, 9.5% special education students, 2% Limited English or ESL students, and 0% Immigrant students. Students attended 93.34% of the time based on the end of the year attendance reports.
The following data were reviewed in relation to campus demographics:
To determine the above referenced demographic information, GWJH reviewed the School-Enrollment by Special Population to determine the campus's student population. Also reviewed were state TAPR reports to determine the mobility rate and campus generated end of the year attendance reports to review attendance rates.

Upon review of these data, several findings were noted. These findings include:
From the 2021-2022 school year to the 2022-2023 school year, GWJH's demographics and economically demographics changed slightly this year. The following subpopulations dropped; Multi Race 1% &White 8%, & Economically Disadvantaged 10.5%. The following subpopulations increased; Hispanic 8%, African American 1%, & American Indian 1%. The following subpopulations stayed the same; Special Education, ESL, & Asian. It is imperative that we meet the needs of all students to increase academic achievement. to campus and district budget constraints, we must determine effective and efficient use of staffing to support student achievement. Attendance needs to increase to 95%.

Areas of need include:
As defined in the Campus Improvement Plan, we must create opportunities for all our students to increase levels of academic success and to demonstrate student growth at George West Junior High School. Additionally, effort to promote and increase attendance rates will continue.

Student Achievement

The following data were reviewed in relation to Student Achievement:
In accordance with Texas state legislative requirements, the staff at George West Junior High School conducted a comprehensive needs assessment for the 2022-2023 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included: 2021-2022 and 2022-2023 Comparative Data, Spring 2023 STAAR Data, 2022-2023 GWJH End Student Grade Report, and the 2023 Beginning of the Year Assessment data.

Upon review of these data, several findings were noted. These findings include:
With the increased rigor of the current accountability system all subjects and subgroups will need to be a priority. Emphasis with the Math curriculum to increase STAAR scores. Special attention needs with writing as the STAAR 2.0 will emphasize more written responses. Writing will now be implemented as a 7th Grade course to assist with increasing writing scores.

Areas of need include:
Best practices will be used to address the areas of need in the content areas and student groups identified. Strategies to address the need in these areas are delineated in Part 1 of the Campus Improvement Plan.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:
Comprehensive Needs Assessment Parent, Teacher, and Student Surveys, Campus Discipline Reports, PBMAS Report

Upon review of these data, several findings were noted. These findings include:
Employee perceptions revealed in our 2022-2023 survey indicated that a school-wide focus for the 2023-2024 school year will continue to ensuring that the staff receive more relevant staff development including ways to motivate students, content specific best practices, reducing student conflict in the classroom, classroom management, updated technology support, and differentiated instruction to meet the needs of all students.

Based on discipline reports from the 2022-2023 Ascender database, students were assigned to In School Suspension 72 times, Out of School Suspension 10 times, & Alternative Place 13 times (partial OSS-7 times / partial ISS-28 times). List below is an overall breakdown by ethnicity:

Overall Total Placements -95 not including partials
Hispanic-52%; White-46%; Other - 2%; Male-82%; Female-18%; & SPED 54%

Student perceptions revealed in our 2022-2023 CNA indicated that a school-wide focus for the 2023-2024 school year will be building trust and positive relationships between the students and teachers, addressing academic needs to demonstrate student growth, increase the bullying awareness for staff and students on campus and remote, help motivate students to succeed and attend school, and promote college readiness.

Areas of need include:
To address the areas of concern in the Teacher, Student, and Parent Campus Needs Assessments, we will continue our training and initiative to eliminate bullying and harassing behavior, safety, work on building positive relationships that foster learning, and increase parental/student involvement including the area of google classroom instruction.

Staff Quality, Recruitment, and Retention
The following data were reviewed in relations to Staff Quality, Recruitment, and Retention:
Teacher Retention Data

Upon review of these data, several findings were noted. These finding include:
Goal is to be 100% highly qualified and certified in their content area. Currently have one teacher obtaining a alternative certificate.

Areas of need include:
We will continue to maintain a highly qualified staff and sustain a campus culture of teamwork.

Family Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Comprehensive Needs Assessment Parent, Teacher, and Student Surveys

Upon review of the data, several findings were noted. These findings include:
George West Junior High is appreciative of the parental and community support of our students and staff. They play an integral role in supporting our campus goals and achievement of students.

Areas of need include:
Increase parental involvement activities at the secondary level.
Establish community partnerships to help foster student achievement.
Continue use of e-mails and email blasts to parents to keep them informed of their child’s progress and activities taking place.

George West Junior High School

Areas to Celebrate (Overall per subject level)

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	• 93% Passing Rate for Reading STAAR	• STAAR results
		Math	• 82% Passing Rate for Math STAAR	• STAAR Results
		Science	• 79% Passing Rate for 8th Science STAAR	• STAAR Results
		Social Studies	• 72% Passing Rate for 8th Social Studies STAAR	• STAAR Results
	Subgroups			
		H	• 91% Passed Reading STAAR • 78% Passes Math STAAR	• STAAR Results
		W	• 98% Passed Reading STAAR • 88% Passed Math STAAR	• STAAR Results
	Social/ Emotional	Discipline	Overall discipline placements decreased.	• Positive learning environment
		Extracurricular	Various athletic teams, band, Student Activity Club, FCCLA, FAA, Academic UIL and NJHS support our students and provide them the opportunity to grow in real-life experiences, promote collegiality and team-building skills, and improve self-esteem. • GWJH placed 3rd at the District UIL Meet • Overwhelming number of participants and winners at the LOC Fair for FCCLA & FFA • SPORTS – numerous district for Volleyball, Football, Cross Country, Track, Basketball, and Tennis • Band – numerous awards and recognition including Marching Band Competition, UIL Sight Reading and Solo and Ensemble contests	• Student participation and engagement, school spirit
		Other	A number of our GWJH students earned High School credit in Algebra	• Positive learning environment • Earning HS credit Improves self-esteem and ease of transition to High School

George West Junior High School

Teachers	Professional Development	Technology integration is a focus of the district and campus. Increased student engagement will foster student success and performance. Especially in the area of security and safety. Staff Development in August 2023 continued the focus on integrating new TEKS and lessons along with Rigor and Relevance, Classroom Walkthroughs to increase student achievement and effective teaching, Student Learning Objectives, & safety and security.	• Walk-through data, student participation and engagement • Team meeting agendas and sign-in sheets • Staff Development Agenda and sign-in sheets
	New Staff	Our specific campus had 5 new staff members; 8th grade Math, 8th grade Science (transferred from the HS), 7th Grade Math, 7th Grade Reading, & Counselor	• High retention of teachers
	Retention	GWJH was fortunate to have retained 10 of our 13 teachers from the 2022-2023 school year.	• High retention of teachers
Parents	Participation	JH Orientation, Annual Title 1 Parent Meeting, Awards Assemblies, Open House, and Fun Days are highly attended events that provide parents the opportunity to participate in their child's education. All school events are highly supported by parents of our students and community member, which provide opportunities for building a strong partnership between GWJH and our community.	• Sign-In Sheets • Attendance at all JH Events
	Communication	Positive parent contact increases student success by building partnerships between home and school to support academic achievement. Websites and weekly email communication provide avenues for parent/teacher communication and opportunities for parents to be involved in classroom assignments and promoting student achievement. Google Classroom is utilized for student work and communication.	• Parent Involvement • Sign-In Sheets • GWJH Website • Parent E-mails

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

Objective 1. (Performance Objective 1) By spring of 2023, 92% of junior high students will be proficient in Reading, 80% in Social Studies, 90% in Math, and 85% in Science as measured by the STAAR test.(ESEA objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TEKS will be taught and reinforced on a daily basis: • Teachers will develop lesson plans based on TEKS/STAAR • Unit and 6 weeks tests will be used to document mastery with DMAC. • Benchmarks will be used to identify STAAR/TEKS mastery and doc. needs for accel. & remediation. • Tutorials during or after school will be used to accelerate and remediate. • Advisory Period used for STAAR reinforcements and enrichment (Target Group: 7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	Every Six Weeks	(F)ACE/ 21st Century, (F)ESSER I, (F)Title I, (S)SCE	Criteria: Weekly as per lesson plan, Reading Plus will be administered at the beginning of the year and at midterm for at-risk students in Reading class. Team planning meetings to evaluate assessment data and plan intervention.
2. Utilize supplemental reading intervention classes based on HB1416. (Target Group: 7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	2023-2024 School Year	(O)Technology Department, (S)SCE	Criteria: Weekly formative assessments as per lesson plans. Six weeks report cards, Reading Plus data, unit exams, projects, benchmarks and STAAR ‘22
3. Continue implementation of data disaggregation and instructional focus. Teachers and principal will use the Interim Tests, Beginning of Year, Middle of Year, & STAAR release test for benchmarking and data collection in order to identify strengths and weaknesses. (Target Group: All,504,7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	Monthly	(O)Teacher Lesson Plans, (S)Local Funds	Criteria: Test by STAAR objective in Math, Reading/ELA, Science and Social Studies. Chromebooks and laptops will be used for online assessments
4. Teachers and students will participate in an advisory period/tutorial sessions to concentrate on study skills, character traits, time management, learning.com, Progress Learning, and STAAR objectives for 7th and 8th grade students each day to improve success for at risk and academic students. (Target Group: 7th ,8th) (Strategic Priorities: 2)	Counselor(s), Instructional Aides, Principal, Teacher(s)	Weekly	(L)District Staff Development, (S)Local Funds	Criteria: Benchmarks, 6 weeks testing, STAAR data, BOY/MOY tests, Interim test.

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide tutorials for students not mastering TEKS/ STAAR objectives and Enrichment for both 7th & 8th graders not meeting expectations on STAAR for Math, Reading, Science, and Social Studies either during school, after school, or during summer school if available. • Provide Transportation for students who find staying after school or attending sessions during the summer impossible due to transportation if available (ACE Program). • Snacks for students staying for tutorials or Enrichment (ACE Program). **Utilize Intervention Days as needed. (Target Group: 7th ,8th) (Strategic Priorities: 2)	Counselor(s), Instructional Aides, Principal, RtI Aide, Teacher(s)	2023-2024	(S)Local Funds	Criteria: Test by STAAR objective in Math, Reading/ELA, Science and Social Studies. Chromebook/laptops will be used for online assessments
6. Math/Writing courses and Reading Intervention class for students who failed previous year's STAAR test. (Target Group: ESL,504,7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	Every Six Weeks	(F)Title I	Criteria: Benchmark assessments every six weeks. Reading and Math grades.
7. Progress Learning, Stem Scopes, Study Sync, and Istation, Maneuvering the Middle programs will be used as a diagnostic and prescriptive intervention for ELAR, Math, and Science, students who are at risk, as a tiered intervention for RTI, and for our struggling sub-populations. (Target Group: ESL,504,7th ,8th) (Strategic Priorities: 2)	Counselor(s), Instructional Aides, Principal, RtI Aide, Teacher(s)	Three times per year	(F)Title I, (O)Technology Department, (S)Local Funds	Criteria: Attendance logs, TAPR, Benchmarks, Diag. Exams, DMAC, Daily Reports
8. Train and implement the Classroom Walk Through to strengthen curriculum and instruction related to each teachers SLO. (Target Group: ESL,504,7th ,8th) (Strategic Priorities: 1,2)	Principal, Teacher(s)	Every Six Weeks	(L)Staff Development, (S)Local Funds	Criteria: Classroom Walk Through Data, Benchmarks, STAAR
9. Provide ESL Certified teachers to help students who may be at-risk. (Target Group:	Principal, Teacher(s)	2023-2024	(F)Tutorials, (L)Staff Development, (S)Local Funds	Criteria: STAAR Results

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

Objective 1. (Performance Objective 1) By spring of 2023, 92% of junior high students will be proficient in Reading, 80% in Social Studies, 90% in Math, and 85% in Science as measured by the STAAR test.(ESEA objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ESL) (Strategic Priorities: 2)				
10. Students with special academic needs will be identified and monitored throughout the school year. Classroom teachers will make appropriate modification and instructional adjustments in order to improve academic success rate. The Sp. Ed. Teacher will meet with the teachers on team meeting days to discuss special needs and modifications for each student. Team meetings will be held to identify and refer students to RTI processes, 504 or special education in accordance to the state's CAP. (Target Group: SPED,504) (Strategic Priorities: 2)	Counselor(s), Department Heads, Diagnostician, Principal, Special Ed Teachers	Every Six Weeks	(L)District Staff Development, (O)Support Materials, (O)Teacher Lesson Plans, (S)Local Funds	Criteria: Special Ed in-services for SE teacher, principal and counselor. Lesson plans from teachers, walk-throughs by principal, ARD minutes, 504 minutes, team meeting minutes.
11. Creative scheduling will address needs of GT students placing them in ELA & Math together, assigning group projects in Science, Social Studies, and Math. Science will implement a mentor program using GT students. Integrated projects with ELA, Social Studies, Science, and Technology Applications. (Target Group: GT) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	2023-2024	(L)District Staff Development, (O)Support Materials, (S)GT Funds	Criteria: Parent surveys, program evaluation, student work samples, team meetings, Grades on special projects
12. Academic teams will work closely with their students and each other in order to: 1. monitor student progress 2. conduct parent conferences 3. implement interdisciplinary instructional units 4. organize activities for students(field trips,etc.) 5. Set goals with student based on grades in classes. 6. Show student growth in academic achievement. (Target Group: ESL,7th ,8th) (Strategic Priorities: 2)	Core Subject Teachers, Counselor(s), Department Heads, Principal, Teacher(s)	Daily	(F)ACE/ 21st Century, (F)Enrichment Activites, (L)Counselors, (L)Staff Development, (O)Local Staff, (O)Principals	Criteria: Teams will review grade reports at 3 weeks and 6 weeks. Discipline reports each 6 weeks, TAPR annually, STAAR scores annually, Attendance reports each 6 weeks. Principal will monitor student program reports, and benchmark assessments.
13. Computer lab and Chromebooks will be	Counselor(s),	Every Six Weeks	(O)Evaluation Instrument,	Criteria: Data reports, STAAR,

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

Objective 1. (Performance Objective 1) By spring of 2023, 92% of junior high students will be proficient in Reading, 80% in Social Studies, 90% in Math, and 85% in Science as measured by the STAAR test.(ESEA objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
used for daily academics in Google Classroom for all subjects and STAAR reinforcement and RTI tiered interventions. In addition, technology will be utilized by all teachers for accelerated instruction for at-risk students as well as for enrichment activities for all students (Target Group: ESL,SPED,GT,AtRisk,504,7th ,8th) (Strategic Priorities: 2)	Paraprofessionals, Principal, Teacher(s)		(O)Support Materials	final Campus TAPR
14. Increase student use of technology in all classrooms to help support real world applications and increase student interest. • Smart Panel TV's/Doc Cams • Student Response Systems • Chromebooks • Wireless Computer Lab • Science Probes/ Labs • TI Nspire Calculators • Google classroom (Target Group: 7th ,8th) (Strategic Priorities: 2,3)	Director of Technology, Principal, Teacher(s), Technology Teacher	Daily	(F)Enrichment Activites, (L)District Staff Development, (L)FTE, (O)Technology Department	Criteria: Benchmarks, Interim tests, BOY/MOY tests, grades, & program reports
15. Progress Learning and STAAR Ready programs strengthens student's reading abilities, Tiered instruction for struggling Readers. Will be used as an intervention (RTI). (Target Group: 7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, RtI Aide, Teacher(s)	Daily	(F)Title I, (L)FTE, (L)Staff Development, (O)Support Materials	Criteria: Benchmark assessments every six weeks. grades, Reading Plus Diagnostic Results, STAAR scores
16. The use of STEM SCOPES in science, Progress Learning, Maneuvering the Middle, & TEKS resource system in math and science (Target Group: 7th ,8th)	Principal, Teacher(s)	Every Six Weeks	(O)Support Materials, (O)Teacher Lesson Plans	Criteria: Student growth and progress through data analysis.
17. All GW Junior High teachers hired will meet "Highly Qualified" status before being employed. Utilize signing bonuses for math and science teachers. Adjustments will be made as necessary. (Target Group: All) (Strategic Priorities: 1)	Principal	Annually	(S)255-Title II	Criteria: HQ Reports, Benchmark Data
18. All JH students will have discipline	Attendance Clerk, Counselor(s),	Every Six Weeks	(O)Support Materials	Criteria: End of year discipline

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

Objective 1. (Performance Objective 1) By spring of 2023, 92% of junior high students will be proficient in Reading, 80% in Social Studies, 90% in Math, and 85% in Science as measured by the STAAR test.(ESEA objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
recorded and tracked through Ascender. This can also be shared with parents to keep track of student behavior throughout the year. (Target Group: All)	Principal, Teacher(s)			reports and records
19. Incentive programs to reward students for academic focus. • Dance approx 2 times per year • Off Campus Lunch/extra time • Ice Cream Social • Incentive trip based on meeting criteria set by the Student Activity Committee. (Target Group: All)	Club Sponsors, Counselor(s), Principal, Teacher(s)	Every Six Weeks	(S)Local Funds	Criteria: Student survey, parent survey, attendance rate, Discipline reports.

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Goal 1. (Campus Goal 1) All students will exceed educational performance standards.

Objective 2. (Performance Objective 2) In 2023-2024 school year all Jr. High students will be enrolled in an elective that will promote high school graduation and prevent drop-outs. (essa 5.1,5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Course offering will be expanded to address a variety of student interests. All students will take Technology Applications in the 8th grade all year. Algebra I will be offered for a High School credit. FCS, Ag Classes, & Career Investigations will also be offered. (Target Group: 8th) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	2023-2024	(F)Title I, (L)Staff Development, (O)Support Materials, (S)CTE/Perkins Funds, (S)Local Funds	Criteria: student permanent records, report cards, attendance records, master schedules
2. Students will be enrolled in Algebra I in the eighth grade based on completion of 8th grade TEKS during their 7th grade year. (Target Group: 8th) (Strategic Priorities: 3)	Counselor(s), Math Teacher, Principal	2023-2024	(O)Evaluation Instrument	Criteria: 8th grade equivalency in spring prior to upcoming school year, STAAR Math in previous spring, Students are evaluated each six weeks or by unit and TEKS objective
3. Staff Development for all JH staff to work with the “unmotivated” and at-risk population ; character education training (Target Group: AtRisk,7th ,8th) (Strategic Priorities: 4)	Counselor(s), Paraprofessionals, Principal, Teacher(s)	Every Six Weeks	(L)District Staff Development, (S)Local Funds	Criteria: End of Year Report Card, 2022 STAAR, Student Attendance, Discipline reports
4. Staff Development and implement a comprehensive and continued Bullying/Relational Aggression program (Target Group: All)	Counselor(s), Paraprofessionals, Principal, Teacher(s)	Monthly	(L)District Staff Development	Criteria: Survey student, staff, and parents after assemblies/program
5. Students will be educated in career opportunities as well as funding opportunities for post secondary education in order to motivate academic performance • FCS class – career research • Career investigations • Advisory Lessons • Computer Applications (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal	Every Six Weeks	(S)Local Funds	Criteria: Student enrollment, classroom observations, grade reports

GEORGE WEST J H

Goal 2. (Campus Goal 2) All members of the school community will be partners in the continuing improvement of the educational system.

Objective 1. (Performance Objective 1) Parents, students and staff at the junior high will increase school/community involvement by the end of the school year 2023-2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host meetings for parents as a group a minimum of twice per semester. 1. Have parents complete a district volunteer form 2. Send parents and community information on TAPR, presentation at a meeting 3. use parents to assist in the classroom with activities (ex. Career Investigations speakers) 4. Provide meetings to present student handbooks and code of conduct 5. Provide orientation to discuss curriculum, instructional practices, rules, and expectations. 6. Provide a meeting to discuss next year's schedule and course selections for their student and graduation plan. (Target Group: All)	Principal	Annually	(O)Local Staff, (O)Parent & Community Leaders, (S)Local Funds	Criteria: List of volunteers, parent surveys Parent Community evaluation
2. Students will participate in local events such as within the community: 1. Fire prevention essays 2. Soil Conservation essays 3. Veterans Day ceremony 4. Live Oak County Talent Show 5. Live Oak County Fair (Target Group: All)	Principal, Teacher(s)	Annually	(O)Local Districts, (O)Support Materials	Criteria: Student, parent and faculty surveys
3. Students and teachers will participate in the 21st Century/ACE Program grant. Teachers and staff members will provide after school tutoring, homework assistance, clubs, project based activities, youth development...etc. in order to improve grades, decrease absences, decrease disciplinary incidents, and improve grade promotion. (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,7th ,8th)	Club Sponsors, Coaches, Core Subject Teachers, Counselor(s), Department Heads, Instructional Aides, Paraprofessionals, Principal	Annually	(O)ESC2	Criteria: grades, student/parent survey

GEORGE WEST J H

Goal 2. (Campus Goal 2) All members of the school community will be partners in the continuing improvement of the educational system.

Objective 2. (Performance Objective 2) By May 2024, discipline incidences involving misbehavior, drugs, alcohol, harassment and bullying will be reduced by 50%.(ESEA 4.1, 5.1, 5.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A counselor will address students on harmful effects of alcohol, drugs and tobacco. They will also incorporate decision making skills during a session in class. (Target Group: 7th ,8th)	Counselor(s), Principal	Every Six Weeks	(L)Counselors, (O)Principals, (O)School Resource Officer, (S)Local Funds	Criteria: Discipline reports, attendance reports, and PEIMS data reports
2. Integrate appropriate materials into curriculum to promote self-esteem and to provide violence intervention strategies (Target Group: 7th ,8th)	Counselor(s)	Annually	(S)Local Funds	Criteria: Periodic Review of Discipline Reports, Attendance & Grade Records (Failure reports); Teacher Interviews
3. The Junior High will provide for Red Ribbon week activities to increase student awareness towards drug, alcohol, and harassment/bullying issues. • “Say No” excerpts each day during announcements. • Host a wear red contest for all classes rewarded by a party for winners. (Target Group: 7th ,8th)	Counselor(s), Principal	One Week in October	(L)Counselors, (O)Principals, (O)School Resource Officer, (S)Local Funds	Criteria: Participation in activities
4. All staff will focus on recognizing students for positive academic and personal accomplishments to help build self esteem and establish a positive, personal relationship. (ex: Bingo, incentive awards, etc.) (Target Group: 7th ,8th)	Club Sponsors, Counselor(s), Instructional Aides, Principal, Teacher(s)	Daily	(S)Local Funds	Criteria: Discipline referrals and attendance data
5. Support a Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to prevent obesity, cardiovascular disease, Type 2 diabetes in junior high school students. 1) health education; 2) physical education and physical activity; 3) nutrition services; and 4) parental involvement; 5) student mental health (Target Group: All)	Principal, SHAC, Superintendent(s)	2023-2024	(L)Local Staff Dev. Funds, (O)CSHP Curriculum, (S)Local Funds	Criteria: Fitness Gram, SHAC meetings, Board Minutes

GEORGE WEST J H

Goal 3. (Campus Goal 3) A well-balanced curriculum will be taught so that all students may realize their learning and prepare for productive lives.

Objective 1. (Performance Objective 1) The junior high and district staff will work to employ and retain a staff of 100% highly qualified teachers. (esea 3.1,3.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each teacher will be assigned to an academic team to collaborate and plan effective strategies to increase effectiveness of classroom management and curriculum presentation. The counselor, principal and grade level chairperson will co-chair the position of chairman of the academic team. The team will meet a minimum of once a month. (Target Group: All) (Strategic Priorities: 1)	Principal	Monthly	(O)Evaluation Instrument, (O)Principals, (O)Teacher Lesson Plans	Criteria: TTESS, SLO, TIA
2. Each team will be chaired by an experienced faculty member that exemplifies High quality teaching techniques and tactics. (Target Group: All) (Strategic Priorities: 1)	Department Heads, Principal	Monthly	(O)Evaluation Instrument, (O)Principals, (O)Teacher Lesson Plans	Criteria: TTESS, SLO, TIA
3. Each new teacher to the campus is assigned a mentor teacher to assist them in following campus procedures and learning effective instructional practices. (Target Group: All) (Strategic Priorities: 1)	Department Heads, Principal	As needed	(L)District Staff Development, (O)Evaluation Instrument, (O)Principals, (O)Support Materials, (O)Teacher Lesson Plans	Criteria: Principal observations, lesson plans, agenda minutes
4. Provide training for teachers to increase abilities in: • Classroom management • Identification of learning disabilities • differentiation for learning disabled • disaggregating of STAAR data • DMAC • Smart TV Panels • Classroom Specific Programs (Target Group: All)	Counselor(s), Department Heads, Principal	As Needed	(L)District Staff Development, (L)Local Staff Dev. Funds, (O)Brush Country Coop, (O)ESC2	Criteria: Discipline records by teacher Benchmark data Modifications on test in student folder, written input at ARD meetings
5. Review assessment data using TAPR, BOY, Interim tests, and benchmark results to develop strategies and methods to improve areas of poor achievement (Target Group: All)	Counselor(s), Principal, Teacher(s)	Beginning of School year	(F)ESSER I, (O)Evaluation Instrument - STAAR, (S)TEA Information - TAPR	Criteria: Lesson plans, scope and sequence, curriculum guide, benchmark assessment, BOY, SLO's, & STAAR test data.
6. Support recruitment and retention of staff	Principal	Each Semester	(F)Title I, (O)ESC2, (S)255-Title	Criteria: TAPR, Student

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Goal 3. (Campus Goal 3) A well-balanced curriculum will be taught so that all students may realize their learning and prepare for productive lives.

Objective 1. (Performance Objective 1) The junior high and district staff will work to employ and retain a staff of 100% highly qualified teachers. (esea 3.1,3.2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
members by providing training and professional development in all content areas Teacher Incentive Allotment Program (Target Group: All) (Strategic Priorities: 1)			II	Performance, Staff development records on file in personnel records, returning staff members each year.
7. Provide training for all teachers in core academic classes in GT. All teachers in core areas will have 30 hours and annual 6 hour update (Target Group: All,GT) (Strategic Priorities: 1)	Principal, Teacher(s)	Annually	(S)GT Funds	Criteria: Staff development records on file in personnel records, returning staff members each year.
8. Recruit hard-to-find certified teacher in secondary math and science with stipend and signing bonuses. (Target Group: 7th ,8th) (Strategic Priorities: 1,2)	Director of Academics, Principal, Superintendent(s)	Annually	(F)Title I, (L)FTE, (L)Staff Development, (O)Teacher Lesson Plans, (S)Local Funds	Criteria: Observations, STAAR Data, HQ reports, student progress

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Goal 3. (Campus Goal 3) A well-balanced curriculum will be taught so that all students may realize their learning and prepare for productive lives.

Objective 2. (Performance Objective 2) All curriculum guides will be aligned to state content and performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize and implement approved curriculum and resources to improve student achievement. *TEKS Resource Systems *Progress Learning *Stem Scopes *Gizmos *Thinking Maps *Writeable *Study Sync *Maneuvering the Middle *Learning.com *DMAC *Lowman resources (Target Group: All,7th ,8th)	Principal, Teacher(s)	Annually	(L)District Staff Development, (O)Principals, (O)Teacher Lesson Plans, (S)Local Funds	Criteria: Student data, STAAR results, Interim tests, teacher feedback.
2. Intervention and Enrichment/Writing classes will be provided to students to meet requirements from HB 1416 to improve student academic achievement and close learning gaps. (Target Group: AtRisk,7th ,8th) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	Annually	(S)Local Funds	Criteria: STAAR results, data review, teacher feedback

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Goal 4. (Campus Goal 4) A school climate will be provided that is safe, orderly and well maintained.

Objective 1. (Performance Objective 1) 100% of personnel will be provided required staff development in identified areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and update the Multi-Hazard Emergency Plan annually and provide staff with Emergency operation plan information (Target Group: All)	Principal	Annually	(S)Local Funds	Criteria: Safety Audit
2. Utilize the School Resource Officer to establish rapport with students, serve as security for campuses, and assist in law enforcement matters. (Target Group: All)	Principal, SRO Officer, Superintendent(s)	2023-2024	(S)Local Funds	Criteria: Discipline referrals
3. Explore measures and provide staff development and student assemblies/meetings for addressing needs of student such as: • Suicide Prevention • Conflict Resolution • Discipline Management/Program • Violence Prevention and Intervention • Harassment and Dating Violence Beginning at 6th Grade • Safety and Security • Standard Response Protocol • Raptor/Copsync (Target Group: All)	Counselor(s), Principal	Annually	(S)Local Funds	Criteria: End of year PIEMS and discipline reports. Parent and Teacher Surveys.
4. Threat Assessment Team will be trained and implement plan to address students with emotional/social concerns in order to keep district safe. (Target Group: All)	Principal, Superintendent(s)	Annually	(O)Local Districts	Criteria: Longitudinal counseling records.

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Goal 4. (Campus Goal 4) A school climate will be provided that is safe, orderly and well maintained.

Objective 2. (Performance Objective 2) All students populations will be provided career awareness opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide information to Jr. High students, teachers, counselors, and parents about: • The need for students to make informed curriculum choices to be prepared for success beyond high school (Career explorations) • Provide exposure to post-secondary school to Jr. High students: Tour Del Mar College, Texas A&M Corpus Christi, or Kingsville • Encourage students to participate in programs of study to assist them with future employment opportunities (Career Investigation, Energy Production, etc.) (Target Group: AtRisk,7th ,8th)	Counselor(s), Principal	Annually	(S)Local Funds, (S)PTECH Planning Grant, (S)Summer Grant/CTE	Criteria: Review of student enrollment and advancement in the program will be reviewed.

GEORGE WEST EL

Campus Improvement Plan
2023/2024

George West Elementary School
910 Houston Street
(361)449-1914
mpeters@gwisd.us

Date Reviewed:

Date Approved:

GEORGE WEST EL

Mission

Set high expectations to educate, encourage, and prepare students to meet those expectations in preparation to become productive citizens.

Vision

At George West Elementary our vision is to teach all students in a safe secure climate of mutual respect through structure and reinforcement. Students will strive to reach their highest individual potential in order to become productive, informed citizens. Motivated and qualified teachers will exhibit positive communication skills, be student centered, participate in on-going professional growth, and maintain a cooperative partnership with parents characterized by trust and open communication. The campus and community will engage in a supportive, mutually beneficial relationship that builds respect and and desire for higher education.

Nondiscrimination Notice
GEORGE WEST EL 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.

Comprehensive Needs Assessment

The following data sources were reviewed to assess the campus' strengths and priorities:

Disaggregated student assessment information
TAPR for 2021 and 2022
Student demographics
Teacher, staff and parent interviews
Technology, Fiscal and Facility Resources
Participation records of students enrolled in special programs (GT, Special education, ESL)
Staff Development Records
Assessment data and curriculum alignment
Impact of initiatives on student performance

Identified Strengths:

From the data sources above the following strengths were identified:
Improved campus rating (number)
Improved STAAR Scores
Low student-teacher ratio
Quality on-going staff development
Experienced teachers: Average year experience of teachers: 12.4 years
TEA 2022 Distinction Designation: Academic Achievement in Science
TEA 2022 Distinction Designation: Postsecondary Readiness

From performance data review and teacher and parent survey/interviews, the following critical issues were identified:

Closing the gaps for subpopulations of students
Vertical and horizontal alignment of curriculum
Focused staff development that addresses the specific needs of the campus
Increased parental support and involvement

Retention of highly qualified teachers will be maintained by the following as the need arises:
Grade level meetings
Mentor teachers
Classroom observations
TEKS/STAAR effective instructional strategies
Supplies and materials necessary to teach TEKS/STAAR Objectives
Technology (equipment and software for remediation and administration)
Support by campus and district administration
Time will be provided for follow-up on professional development and collaborative planning sessions
Improvement of Curriculum Calendars by stressing our weaknesses

George West Elementary School is a Title I school program with approximately 67.3% economically disadvantaged and use the following fund sources to improve our educational program.
Multiple sources are used to support each of the educational programs on The Elementary campus. The funds used are as follows:

Fund Sources
Local Funds
Title I, Part A
Title II, Part D
Title V, Part A
Title VI, Part B
SCE Funds

10 Schoolwide Components Included, if a Title I, Part A Schoolwide Campus

1.Comprehensive needs assessment

2. Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based

3. Instruction by Highly Qualified Teachers

4. High quality and ongoing professional development for teachers, principals, and paraprofessionals

5. Strategies to attract highly qualified

6. Strategies to increase parental involvement

7. Transition to different grade levels and schools (preschool in statute)

8. Involvement of teachers in testing decisions beyond state

9. Effective and timely assistance to students (monitor student mastery)

10. Coordination and integration of federal, state and local services and programs

George West Elementary School:
4th Grade Math

Goal 1: Increase 4th grade Hispanic/Latino Math “Meets + Masters” from 46% to:
Year 1- 46% Year 2- 48% Year 3- 50% Year 4- 52% Year 5- 55%
Goal 2: Increase 4th grade Hispanic/Latino Math “Masters” from 18% to:
Year 1-18% Year 2- 20% Year 3- 22% Year 4- 25% Year 5- 30%
Goal 3: Increase 4th grade White Math “Meets +Masters” from 84% to:
Year 1-84% Year 2-86% Year 3- 90% Year 4- 92% Year 5- 94%
Goal 4: Increase 4th grade White “Masters” Math from 44% to:
Year 1- 44% Year 2- 48% Year 3-52% Year 4- 55% Year 5- 60%
Goal 5: Increase 4th grade SPED “Meets + Masters” Math from 42 % to:
Year 1- 42% Year 2- 45% Year 3- 48% Year 4- 50% Year 5- 55%

6th Grade Reading

Goal 1: Increase 6th grade All Students Reading “Meets” from 84% to:
Year 1- 86% Year 2- 88% Year 3- 90% Year 4- 92% Year 5- 93%
Goal 2: Increase 6th grade Hispanic/Latino Reading “Masters” from 12% to:
Year 1-25% Year 2- 35% Year 3- 40% Year 4- 45% Year 5- 50%
Goal 3: Increase 6th grade White Reading “Meets” from 41% to:
Year 1-50% Year 2-55% Year 3- 60% Year 4- 65% Year 5- 70%
Goal 4: Increase 6th grade White “Masters” Reading from 14% to:
Year 1- 20% Year 2- 25% Year 3-30% Year 4- 35% Year 5- 40%
Goal 5: Increase 6th grade At-Risk “Meets” Reading from 14 % to:
Year 1- 25% Year 2- 30% Year 3- 35% Year 4- 40% Year 5- 45%

Math goals will be achieved by using the following methods/resources:
1. Implement Math Curriculum and utilizing Math resources
2. Bi-Weekly PLC (Planning Learning Communities) and leadership planning
3. Disaggregation of this year’s accountability reports and DMAC Data analysis
4. Benchmark testing
5. Using 2nd and 3rd grade benchmark results
6. STAAR Test results
7. In school and after school tutorials, small group instruction and re-teaching TEKS where students have been
week and need growth

ELAR Goals will be reached by using the following methods/resources:
1. Implementing ELAR curriculum focusing on grade level weaknesses with the help of Lead4Ward and utilizing ELAR Resources (Think up!)
2. Weekly PLC (Professional Learning Communities) planning, leadership committees and lesson planning
3. Disaggregation of this year’s accountability reports and item analysis (DMAC/Lead4Ward)
4. Benchmark testing
5. Results of 2nd and 3rd Grade benchmark assessments
6. STAAR Results
7. Diagnostic Accelerated Reader Reports
8. In school and after school tutorial, small group instruction

GEORGE WEST EL

Goal 1. (Academic Performance) All students will exceed educational performance standards

Objective 1. By Spring 2025, the percentage of students reaching Meets or Masters grade level will increase by 5% in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide support for educational initiatives including: 1) Diagnostic tools such as DMAC and Lead4ward to assess student mastery of TEKS/STAAR benchmark assessments 2) Campus-based intervention sessions 3) Continued professional development for all staff in TEKS based instruction (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.1,5.2,5.3)	Club Sponsors, Core Subject Teachers, Counselor(s), Department Heads, Dyslexia Specialist/Teacher, Math Department Chair, Paraprofessionals, Principal, Special Ed Teachers, Teacher(s)	August 2023-May 2024	(O)Evaluation Instrument, (O)Support Materials, (O)Teacher Lesson Plans, (S)TEA Information	Criteria: Criteria: 1. Periodic Assessments 2. DMAC Reports 3. Benchmark & RTI data 4. Session Evaluations 5. STAAR performance 09/09/21 - Pending
2. Continued professional development of staff (Target Group: All) (Strategic Priorities: 2) (ESF: 2,4)	Principal, Teacher(s)	August 2023 - May 2024	(F)Title I	Criteria: STAAR Assessment AR
3. Provide extended learning opportunities for students not mastering curriculum via, ACE program, Summer school, after school tutorials, and intervention to address HB4545/HB1416 requirements. (Target Group: AtRisk) (Strategic Priorities: 2)	Core Subject Teachers, Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s)	August 2023 - May 2024	(F)Title I, (F)Title IV, A - $1,000, (F)Title V, B - $10,068, (S)Local Funds, (S)State Compensatory	Criteria: Failure reports (6 weeks) Teacher surveys (verbal) Quarterly reports to DAC. RTI data Supplemental data
4. Provide intensive instructional support to identified at-risk students. *Employ certified aides, and teachers *Employ ESL certified teachers (Target Group: All,ESL) (Strategic Priorities: 2) (ESF: 1,5)	Core Subject Teachers, Counselor(s), Department Heads, Principal, Teacher(s)	August 2023 - May 2024	(S)State Compensatory	Criteria: TAPR data Retention rates Discipline reports RTI Data Supporting Data
5. Provide intervention and summer tutorials for students needing support with TEKS/STAAR objectives and accelerated instruction for both students not meeting expectations on STAAR for Math, Reading , and Science. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5)	Principal, Teacher(s)	August 2023 - May 2024	(F)ACE/ 21st Century, (F)Title I, (S)Local Funds	Criteria: STAAR Assessments and benchmark assessments
6. Increase student use of technology in all classrooms to help support real world	Director of Technology, Principal, Teacher(s)	August 2023 - May 2024	(S)Local Funds	Criteria: Online assessment reports

GEORGE WEST EL

Goal 1. (Academic Performance) All students will exceed educational performance standards

Objective 1. By Spring 2025, the percentage of students reaching Meets or Masters grade level will increase by 5% in each STAAR tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
applications. Including district typing programs and iXL learning program. (Target Group: All) (Strategic Priorities: 2) (ESF: 5)				STAAR assessments
7. Use Mentoring Minds as a program that strengthens students' silent reading abilities. The program utilizes tiered instruction for struggling readers and is used as an intervention (RTI) and to improve special education and passing rates on reading assessments. (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (ESF: 4,5)	Principal, Teacher(s)	August 2023 - May 2024	(S)Local Funds - $3,700	Criteria: Benchmark assessments every six weeks, grades, Diagnostic Results, STAAR scores

GEORGE WEST EL

Goal 1. (Academic Performance) All students will exceed educational performance standards

Objective 2. All student populations will maintain 96% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schools will establish and utilize campus attendance committees to address student attendance issues through identification, planning and implementation of action plans. (Target Group: All,AtRisk) (ESF: 3,5)	Counselor(s), Principal, SRO Officer, Teacher(s)	August 2023-May 2024	(L)Counselors, (O)Local Staff, (O)Parent & Community Leaders, (O)Principals, (O)School Resource Officer, (S)Local Funds	Criteria: Attendance records
2. Use parent contacts and incentives as tools to improve attendance. (Target Group: All) (ESF: 1)	Principal, SRO Officer	August 2023 - May 2024	(O)School Resource Officer, (S)Local Funds	Criteria: Attendance records 10/19/21 - Pending

GEORGE WEST EL

Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 1. Ensure ongoing communication with 100% targeted parent and community members regarding student achievement, meetings, and training sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct parent/community outreach information meetings (ex. elementary orientation, meet the teacher, open house). (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	August 2023 - May 2024	(O)Local Districts	
2. Conduct parent meetings at each campus to explain student eligibility and services provided by special programs (Target Group: All) (ESF: 3)	Counselor(s), Principal	August 2023 - May 2024	(F)ACE/ 21st Century - $0	
3. Provide information to parents on a variety of topics such as homework practices, online learning, GT, dyslexia, ESL, At-risk, speech, and CTE (Target Group: All) (ESF: 3)	Counselor(s), Principal	August 2023 - May 2024	(F)Title I	
4. Review the parent and engagement policy annually (Target Group: All) (ESF: 3)	Principal	August 2023 - May 2024	(F)Title I	

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Goal 2. All members of the school community will be partners in the continuing improvement of the educational system.

Objective 2. Explore & expand school/community partnerships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent, community, and businsses the opportuntiy for involement in academic programs (Target Group: All) (ESF: 3)	Counselor(s), Principal, Teacher(s)	August 2023 - May 2024	(F)Title I, (O)Brush Country Coop	Criteria: School Newsletters Parent Surveys
2. Provide parent information through ACE program (Target Group: All,AtRisk)	Principal	August 2023 - May 2024	(F)ACE/ 21st Century - $200	

GEORGE WEST EL

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 1. All curriculum guides will be aligned to state content ad performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum includes: * TEKS Resource Systems * Technology throughout instruction and management * Learning.com (web curriculum for technology TEKS) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1)	Department Heads, Principal, Superintendent(s), Teacher(s)	August 2023 - May 2024	(F)Title I	Criteria: Teacher Surveys
2. In conjunction with SB 179 - The campus school counselor will integrate a social-emotional learning component to the curriculum to promote self-esteem, positive choices, and character development. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August 2023 - May 2024	(L)Counselors, (S)State Compensatory	Criteria: Counselor schedule

GEORGE WEST EL

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 2. George West Elementary will provide all personnel with staff development in identified areas of need

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development in the following areas: Use of technology in the classroom Administrative uses of technology Training paraprofessionals (Target Group: All) (ESF: 1,2)	Principal, Superintendent(s)	August 2023 - May 2024	(O)Brush Country Coop, (O)Local Staff	Criteria: Session Evaluations Teacher Surveys
2. Provide high quality, ongoing professional development activites to ensure a positive impact on student performance in 2022-2023 including but not limited to: gifted & talented, DMAC, Lead4Ward, Safety & Security, Stop the Bleed, Abuse/Neglect, Bullying, CPR/AED & First Aid and Diabetic training (Target Group: All) (Strategic Priorities: 1) (ESF: 1)	Principal, Superintendent(s)	August 2023 - May 2024	(O)Brush Country Coop, (S)Local Funds	Criteria: Teacher Surveys Session Evaluations
3. Staff development for special education needs and legal requirements will be provided. (Target Group: GT)	Counselor(s), GT Teachers, Principal, Special Ed Teachers, Superintendent(s)	August 2023 - May 2024	(F)IDEA Special Education, (S)GT Funds	Criteria: Teachers Surveys Principal walkthroughs Session Evaluations
4. Provide training to develop social/emotional strategies for new teachers who serve special education students (Target Group: All) (ESF: 1,2)	Counselor(s), Principal	August 2023 - May 2024	(F)Title VI, Part B Rural/Low Income	Criteria: Teacher Surveys Principal Walkthroughs Session Evaluations Professional development

GEORGE WEST EL

Goal 3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3. By the end of the 2022-2023 school year, 100% of the staff will be trained in the RTI and special education referral process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and training for all staff via monthly staff meetings, department meetings, trainings, workshops, and conferences. (Target Group: All,SPED) (ESF: 2.1)	Principal	August 2023 - May 2024	(O)Brush Country Coop, (O)Local Staff	Criteria: Professional development schedule Meeting agendas Workshop and conference registrations

GEORGE WEST EL

Goal 4. A school climate will be provided that is safe, orderly, and well-maintained.

Objective 1. 100% of personnel will be provided required staff development in identified areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Must provide for coordinating: (1) health education (2) physical education and physical activities (3) nutrition services and (4) parental involvement (Target Group: All) (ESF: 3)	Coaches, Principal, SRO Officer	August 2023 - May 2024	(L)Counselors, (O)Principals, (O)School Resource Officer	Criteria: Stakeholder feedback
2. Provide staff development opportunities to increase awareness regarding the mental health and well-being of students and employees. (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,3.3)	Counselor(s), Principal	August 2023 - May 2024	(L)Counselors, (O)Brush Country Coop, (O)Community Organizations	Criteria: Discipline referrals Counselor reports

GEORGE WEST EL

Goal 4. A school climate will be provided that is safe, orderly, and well-maintained.

Objective 2. George West Elementary will ensure that all facilities are well maintained and orderly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish measures to provide routine maintenance program, including regular meetings with Director of Facilities and Operations to monitor on campus (Target Group: All) (ESF: 3)	Principal	August 2023 - May 2024	(O)Local Districts, (O)Local Staff, (O)Principals, (O)School Resource Officer, (S)Local Funds	Criteria: Safety Records

GEORGE WEST EL

Goal 4. A school climate will be provided that is safe, orderly, and well-maintained.

Objective 3. George West Elementary will provide students a safe and drug-free environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train teachers to respond to all student signs regarding suicide attempt situations expeditiously and seek immediate assistance from staff with expertise (Target Group: All) (ESF: 3)	Counselor(s)	August 2023 - May 2024	(S)Local Funds	Criteria: School Reports Counselor Reports
2. Utilize School Resource Officer to establish rapport with students, serve as security for campuses, and assist in law enforcement matters. (Target Group: All) (ESF: 3)	SRO Officer	August 2023 - May 2024	(S)Local Funds	Criteria: SRO logs Principal records
3. Utilize technology to support school security measures: Implement CopSync for emergency notifications; implement School Messenger or remind for communication purposes. (Target Group: All) (ESF: 3)	Director of Technology	August 2023 - May 2024	(S)Local Funds	Criteria: Inventory Records
4. Staff will be visible and actively monitoring during all passing and unstructured times. (Target Group: All)	Paraprofessionals, Principal, Teacher(s)	August 2023-May 2024	(O)Local Staff - 0	

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Business Dept. Budget	Local
Counselors	Local
District Staff Development	Local
Brush Country Coop	Other
Central Office Staff	Other
Community Organizations	Other
Dyslexia Team	Other
ESC2	Other
Evaluation Instrument	Other
Local Districts	Other
Local Staff	Other
Parent & Community Leaders	Other
Policy Manuals	Other
Principals	Other
School Resource Officer	Other
Support Materials	Other
Teacher Lesson Plans	Other
Technology Department	Other
TEA Information	State

GEORGE WEST PRI

Campus Improvement Plan
2023/2024

Marlana Mauer
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3614491914
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Date Reviewed:

Date Approved:

GEORGE WEST PRI

Goal 1. (I. Parent/Community Involvement) Parents and other members of the community will be partners in the improvement of schools.

Objective 1. (Parent/Community Involvement) 85% of the parents and other members of the community will become involved in student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. *Parent Orientation night will be held so teachers may review class schedules, class rules, homework policies, expectations, trading policies, curriculum, instructional strategies, and tips for enhancing the students's education at home. *Principal and teachers will hold parent conferences for students at risk of not performing on grade level. *Utilize parent and community volunteers to assist teachers with AR and other routine instructional duties. Focusing on at-risk populations with more individual assistance. *Recognize volunteers at awards assemblies. *Involve parents annually in the review and revision of school-parent compacts. (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	23-24 School year		Criteria: STAAR Results, MClass Results, Benchmark Assessments 09/25/23 - On Track

GEORGE WEST PRI

Goal 2. (II. Higher Expectations) All students will exceed educational performance standards.

Objective 1. (All students will exceed educational performance standards.) All students will achieve 100% mastery on STAAR tests and read on grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. *Inclusion will be utilized to ensure all students receive instruction in the least restrictive environment. *Provide enrichment periods for all students to ensure mastery of TEKS. K-1 will focus on reading skills, and 2-3 will focus on math and reading TEKS, including strategies. *Teachers will plan a common activity per week for GT students and will be given an opportunity to leave class and work together as a group. *PD to coordinate teaching strategies for TEKS/STAAR obj. and will be implemented vertically and at grade level. *Staff will motivate students to use the AR Program. *Extended-day tutorials will be provided to master TEKS. *Jump Start reading program will be provided for K-3 for at-risk students not reading on grade level. (Target Group: SPED,GT,AtRisk) (Strategic Priorities: 2)	GT Teachers, Instructional Aides, Librarians, Principal, Teacher(s)	23-24 school year	(F)Title V, B - $5,500, (S)Title I, A - $20,578	Criteria: Benchmark Assessments, Six-week diagnostic reports, progress reports, MOY MClass, and AR Diagnostic Reports. 09/25/23 - On Track

GEORGE WEST PRI

Goal 3. (III. Collaborative Planning) A well-balanced curriculum will be taught so all students can realize their learning potential and prepare for productive lives.

Objective 1. (Collaborative Planning) The staff will plan collaboratively to improve our curriculum in all areas so that all students AYP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. *Continuation of training of staff regarding Special Ed. and reevaluation process. *All teachers will meet the definition of highly qualified. *RTI committee and TAT team will initiate pre-referral conferences to determine educational interventions. *All paraprofessionals will receive TOPS training. *Teachers will meet and plan ELAR/Math collaboratively to develop scope and sequence aligned horizontally and vertically at every grade level. *PD is provided in core subject areas, and follow-up sessions are conducted through collaborative planning sessions. *Staff members will provide PD for 1-3 grade levels and paraprofessionals to provide a consistent approach to Math instruction. (Target Group: All,AtRisk) (Strategic Priorities: 2)	Brush Country Coop, Dyslexia Specialist/Teacher, Principal, Special Ed Teachers, Teacher(s)	23-24 school year	(F)Title I, (O)Brush Country Coop, (O)Local Staff, (S)Local Funds, (S)Title I, A	Criteria: Lesson plans, sign-in sheets, prereferral student data, campus referrals, six-week reports, & TAPR. 09/25/23 - On Track

George West ISD

Report on Violent or Criminal Incidents
2022-2023 School Year

	GW High School		GW Junior High School		GW Elementary School		GW Primary School	
Type of Incident	# Incidents	# Students	# Incidents	# Students	# Incidents	# Students	# Incidents	# Students
26 - Terroristic Threat	0	-	3	*	0	-	0	-
22 – Crim Mishchief	0	-	0	-	1	*	0	-

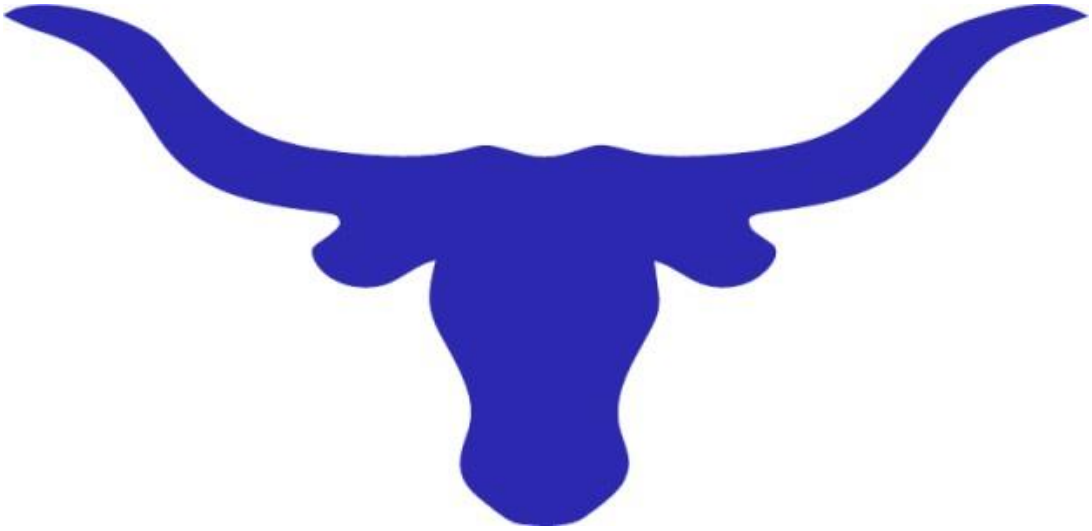
(-) *Dash* indicates that no students were in that classification
(*) *Asterisk* indicates that fewer than 5 students were in that classification excluding zero students.

SCHOOL VIOLENCE INTERVENTION AND PREVENTION

- “See Something Say Something”
- Counseling Conflict Resolution
- Anti-Bullying Classroom Lessons
- School Resource Officers
- Stronger Connections Grant
- Assemblies/Guest Speakers

GEORGE WEST INDEPENDENT SCHOOL DISTRICT

STUDENT CODE OF CONDUCT
2023-2024
&
2024-2025



It is the policy of the George West ISD not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

George West ISD no descrimina por motivos de edad, raza, religion, color, origen natal, sexo o necesidades especiales (incapacidades) en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Emmiendas de la Educación, de 1972, y la Sección de la Ley de Rehabilitación de 1973, según enmienda.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the George West ISD Administration office at 361-449-1914 ext. 1000.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the George West ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at *www.gwisd.us.*

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal *or* CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes police officers, school resource officers (SROs), and/or security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resources officers are:

- To protect lives and property of the school district, employees, student and citizens of the City and any property located within the jurisdictional boundaries of GWISD;
- To enforce and comply with Federal, State and local laws and ordinances, GWISD approved policies, with the exception of personnel related policies and GWISD's Student Code of Conduct;
- To investigate criminal activity committed on or adjacent to school property;
- To counsel GWISD's public school students in special situations, such as students suspected of engaging in criminal misconduct, when the SRO deems it necessary or it is requested by the Superintendent;
- To answer questions that students may have about Texas criminal or juvenile laws;
- To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is assigned;
- To provide security for special school events or functions, such as PTA meetings, at the request of the Superintendent and in accordance with the City's policies and procedures;
- To provide traffic control during the arrival and departure of students when deemed necessary; and
- To perform other duties assigned by the Superintendent which advance the goals and objectives of the duties of the SRO and which have been approved by the City prior to the assignment of such other duties.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 24 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 18, **DAEP Placement** on page 20, **Placement and/or Expulsion for Certain Offenses** on page 27**,** and **Expulsion** on page 29, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 17.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 27.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 27.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 27.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 27. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 20 and **Expulsion** on page 29 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal

behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct. The

district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).

- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 18.
- Placement in a DAEP, as specified in **DAEP** on page 20.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 27.
- Expulsion, as specified in **Expulsion** on page 29.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education

program (IEP) goals, including isolating the student using physical barriers.

- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy On Line at the following address: www.gwisd.us.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-

sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offences are addressed in **Expulsion** on page 29.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 29.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04

of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical

harm to the student or others, or

2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.
3.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or through Policy On Line at the following address: www.gwisd.us.

Appeals shall begin at Level One with the campus principal

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;

- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 20.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 fo the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal

Code:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.

- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent or designee authority to conduct

hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent or designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required

for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town,
        (2) Knowing that it is insured against damage or destruction,
        (3) Knowing that it is subject to a mortgage or other security interest,
        (4) Knowing that it is located on property belonging to another,
        (5) Knowing that it has located within it property belonging to another, or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that

federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonable likely to harass, annow, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
    i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
    a. A machine gun;

   b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   a. Public lewdness under Penal Code 21.07;
   b. Indecent exposure under Penal Code 21.08;
   c. Criminal mischief under Penal Code 28.03;
   d. Hazing under Education Code 37.152; or
   e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.

- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;

- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Notice of Educator Misconduct

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom an educator is alleged to have engaged in the following misconduct:

1. The educator abused or otherwise committed an unlawful act with a student or a minor. *Education Code 21.006(b)(2)(A)*
2. The educator was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 21.006(b)(2)(A-1)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

Education Code 21.0061

Depiction of Minors in Visual Material

Definitions

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Harassment" has the meaning assigned by Education Code 37.001. [See FO]

"Sexual conduct" has the meaning assigned by Penal Code 43.25.

Programs

The Texas School Safety Center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

1. The possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
2. Other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
    a. Negative effects on relationships;
    b. Loss of educational and employment opportunities; and

c. Possible removal, if applicable, from certain school programs or extracurricular activities;

3. The unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:

   a. Search and replication capabilities; and

   b. Potentially worldwide audience;

4. The prevention of, identification of, responses to, and reporting of incidents of bullying; and

5. The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

A district shall annually provide or make available information on these programs to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

Education Code 37.218

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;

2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and

3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

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Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

Policy Requirements

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. *Education Code 37.0831(c)*

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. *20 U.S.C. 1681 (Title IX)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681* [See also FB regarding Title IX]

Designation of Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

Parties Entitled to Notice

The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy

A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state

that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

Note: To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

Adopting and Publishing Complaint Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual Harassment

Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Consent" is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

Deliberate Indifference

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Education Program or Activity

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over

both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

Supportive Measures Required

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

Constitutional Restrictions

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

Response to a Formal Complaint

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

Emergency Removal

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

Administrative Leave

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;

3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training

on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;

5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints

against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

8. Include the procedures and permissible bases for the complainant and respondent to appeal;

9. Describe the range of supportive measures available to complainants and respondents; and

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

Notice of Allegations

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

   a. The identities of the parties involved in the incident, if known;

   b. The conduct allegedly constituting sexual harassment; and

   c. The date and location of the alleged incident, if known.

   The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not

included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

Dismissal of a Formal Complaint

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or

paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The

district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

Determination Regarding Responsibility

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any

notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

Implementation of Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];

4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5. Issue a written decision describing the result of the appeal and the rationale for the result; and

6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

Informal Resolution

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:

   a. The allegations;

   b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and

   c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. Obtains the parties' voluntary, written consent to the informal resolution process; and

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated

or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples — Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report — Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report — Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials — For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator — Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator — Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent — The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures — An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Prohibited Conduct

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying — If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct — If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality — To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal — A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment — For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response — When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Report of 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022

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

Student performance is measured by the Grade Point Average (GPA) earned by 2020-2021 high school graduates who attended public four-year and two-year higher education in FY 2022. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2021, spring 2022, and summer 2022 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2022, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2022 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

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
LIVE OAK COUNTY									
	GEORGE WEST ISD								
	149901001	GEORGE WEST H S							
		Four-Year Public University	22	4	4	6	5	3	0
		Two-Year Public Colleges	19	6	2	2	5	4	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	72						
	THREE RIVERS ISD								
	149902001	THREE RIVERS JR/SR H S							
		Four-Year Public University	10	1	0	4	4	1	0
		Two-Year Public Colleges	6	3	1	1	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	41						
LLANO COUNTY									
	LLANO ISD								
	150901001	LLANO H S							
		Four-Year Public University	41	8	3	4	10	15	1
		Two-Year Public Colleges	7	3	2	0	0	2	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	47						
		Total High School Graduates	98						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

George West Independent School District

Roland Quesada, Ed.D.
Acting Superintendent

GEORGE WEST ISD PUBLIC HEARING ON TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

The George West ISD will hold a public hearing on February 21, 2024 at 5:30 p.m. in the George West ISD High School Student Activity Center, 1013 Houston Street, George West, and Texas. The purpose of this hearing is to discuss the 2022-2023 Texas Academic Performance Report (TAPR) for the George West ISD.

Copies of the 2022-2023 TAPR Report will be available for public viewing on February 23, 2024, in the Superintendent's Office, campus libraries, and the Live Oak County Library and George West ISD website.

For further information, please contact Dr. Roland Quesada, Superintendent, at 361.449.1914, extension 1100.

George West ISD does not discriminate on the basis of race, religion, 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; Section 504 of the Rehabilitation Act of 1973, as amended.