# 2020-2021 Texas Academic Performance Report (TAPR)

District Name: GEORGE WEST ISD

District Number: 149901

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status: Meets Requirements

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**District Number: 149901**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

***2021 Special Education Determination Status:***

***Meets Requirements***

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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 | 2021 | 67% | 66% | **92%** | * | 95% | 89% | - | * | - | * | 63% | 100% | 92% | 94% | 94% | * |
| | 2019 | 76% | 76% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 39% | 36% | **75%** | * | 76% | 74% | - | * | - | * | 50% | 100% | 76% | 69% | 70% | * |
| | 2019 | 45% | 43% | **75%** | * | 71% | 80% | - | - | - | - | * | * | 75% | 76% | 65% | * |
| At Masters Grade Level | 2021 | 19% | 16% | **48%** | * | 41% | 54% | - | * | - | * | 13% | 60% | 51% | 38% | 38% | * |
| | 2019 | 27% | 25% | **46%** | * | 43% | 52% | - | - | - | - | * | * | 45% | 47% | 33% | * |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 61% | **95%** | * | 95% | 94% | - | * | - | * | 75% | 100% | 94% | 100% | 96% | * |
| | 2019 | 79% | 79% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 31% | 28% | **68%** | * | 68% | 69% | - | * | - | * | 38% | 80% | 67% | 75% | 60% | * |
| | 2019 | 49% | 47% | **83%** | * | 79% | 88% | - | - | - | - | * | * | 79% | 94% | 75% | * |
| At Masters Grade Level | 2021 | 14% | 11% | **37%** | * | 32% | 40% | - | * | - | * | 25% | 60% | 38% | 31% | 23% | * |
| | 2019 | 25% | 23% | **55%** | * | 44% | 72% | - | - | - | - | * | * | 54% | 59% | 43% | * |
| **Grade 4 Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 63% | **72%** | * | 69% | 80% | * | * | - | - | 50% | * | 76% | 64% | 67% | * |
| | 2019 | 75% | 77% | **84%** | - | 81% | 93% | - | - | - | * | 38% | 86% | 87% | 75% | 79% | * |
| At Meets Grade Level or Above | 2021 | 36% | 34% | **46%** | * | 33% | 67% | * | * | - | - | 50% | * | 46% | 45% | 33% | * |
| | 2019 | 44% | 44% | **49%** | - | 47% | 56% | - | - | - | * | 25% | 57% | 53% | 40% | 42% | * |
| At Masters Grade Level | 2021 | 17% | 15% | **28%** | * | 14% | 50% | * | * | - | - | 14% | * | 28% | 27% | 10% | * |
| | 2019 | 22% | 21% | **26%** | - | 26% | 30% | - | - | - | * | 0% | 0% | 28% | 20% | 23% | * |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 58% | **68%** | * | 62% | 80% | * | * | - | - | 50% | * | 69% | 68% | 63% | * |
| | 2019 | 75% | 75% | **81%** | - | 84% | 81% | - | - | - | * | 50% | 86% | 83% | 75% | 81% | * |
| At Meets Grade Level or Above | 2021 | 36% | 32% | **49%** | * | 36% | 67% | * | * | - | - | 43% | * | 52% | 41% | 37% | * |
| | 2019 | 48% | 44% | **45%** | - | 40% | 56% | - | - | - | * | 13% | 29% | 51% | 30% | 42% | * |
| At Masters Grade Level | 2021 | 21% | 18% | **24%** | * | 14% | 37% | * | * | - | - | 0% | * | 22% | 27% | 10% | * |
| | 2019 | 28% | 24% | **25%** | - | 19% | 37% | - | - | - | * | 0% | 0% | 26% | 20% | 17% | * |
| **Grade 4 Writing** | | | | | | | | | | | | | | | | | |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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 | 2021 | 53% | 53% | **71%** | * | 66% | 80% | * | * | - | - | 36% | * | 76% | 57% | 62% | * |
| | 2019 | 67% | 67% | **74%** | - | 67% | 89% | - | - | - | * | 38% | 71% | 75% | 70% | 69% | * |
| At Meets Grade Level or Above | 2021 | 27% | 24% | **40%** | * | 32% | 53% | * | * | - | - | 36% | * | 39% | 43% | 26% | * |
| | 2019 | 35% | 33% | **29%** | - | 21% | 41% | - | - | - | * | 25% | 29% | 28% | 30% | 21% | * |
| At Masters Grade Level | 2021 | 8% | 6% | **17%** | * | 7% | 33% | * | * | - | - | 14% | * | 17% | 19% | 4% | * |
| | 2019 | 11% | 9% | **4%** | - | 0% | 11% | - | - | - | * | 0% | 0% | 4% | 5% | 4% | * |
| **Grade 5 Reading+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 71% | **92%** | * | 88% | 100% | - | - | - | - | 33% | - | 92% | 92% | 88% | * |
| | 2019 | 86% | 85% | **96%** | - | 98% | 93% | - | - | - | * | 63% | * | 97% | 92% | 93% | * |
| At Meets Grade Level or Above | 2021 | 46% | 42% | **70%** | * | 63% | 82% | - | - | - | - | 17% | - | 67% | 83% | 56% | * |
| | 2019 | 54% | 49% | **63%** | - | 59% | 68% | - | - | - | * | 0% | * | 60% | 69% | 51% | * |
| At Masters Grade Level | 2021 | 30% | 26% | **52%** | * | 44% | 68% | - | - | - | - | 0% | - | 54% | 42% | 34% | * |
| | 2019 | 29% | 25% | **35%** | - | 28% | 46% | - | - | - | * | 0% | * | 31% | 46% | 23% | * |
| **Grade 5 Mathematics+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 69% | **91%** | * | 85% | 100% | - | - | - | - | 33% | - | 90% | 92% | 88% | * |
| | 2019 | 90% | 89% | **93%** | - | 94% | 90% | - | - | - | * | 63% | * | 96% | 85% | 90% | * |
| At Meets Grade Level or Above | 2021 | 44% | 40% | **55%** | * | 44% | 73% | - | - | - | - | 17% | - | 50% | 75% | 46% | * |
| | 2019 | 58% | 52% | **57%** | - | 46% | 71% | - | - | - | * | 25% | * | 57% | 58% | 46% | * |
| At Masters Grade Level | 2021 | 25% | 21% | **27%** | * | 15% | 50% | - | - | - | - | 0% | - | 27% | 25% | 15% | * |
| | 2019 | 36% | 30% | **29%** | - | 24% | 37% | - | - | - | * | 13% | * | 30% | 27% | 21% | * |
| **Grade 5 Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 59% | **75%** | * | 66% | 91% | - | - | - | - | 17% | - | 73% | 83% | 66% | * |
| | 2019 | 75% | 72% | **84%** | - | 78% | 93% | - | - | - | * | 50% | * | 83% | 88% | 77% | * |
| At Meets Grade Level or Above | 2021 | 31% | 28% | **41%** | * | 27% | 68% | - | - | - | - | 17% | - | 37% | 58% | 24% | * |
| | 2019 | 49% | 44% | **55%** | - | 35% | 80% | - | - | - | * | 0% | * | 51% | 64% | 46% | * |
| At Masters Grade Level | 2021 | 13% | 10% | **17%** | * | 10% | 32% | - | - | - | - | 17% | - | 15% | 25% | 10% | * |
| | 2019 | 24% | 20% | **25%** | - | 11% | 45% | - | - | - | * | 0% | * | 26% | 24% | 16% | * |
| **Grade 6 Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 61% | **83%** | - | 82% | 82% | - | - | - | * | 38% | * | 79% | 94% | 80% | * |
| | 2019 | 68% | 64% | **87%** | - | 88% | 85% | - | - | - | * | 60% | * | 87% | 88% | 86% | * |

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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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2021 | 32% | 29% | **43%** | - | 36% | 50% | - | - | - | * | 38% | * | 40% | 56% | 39% | * |
| | 2019 | 37% | 32% | **42%** | - | 41% | 45% | - | - | - | * | 40% | * | 43% | 41% | 33% | * |
| At Masters Grade Level | 2021 | 15% | 12% | **19%** | - | 10% | 25% | - | - | - | * | 25% | * | 15% | 31% | 15% | * |
| | 2019 | 18% | 14% | **14%** | - | 14% | 15% | - | - | - | * | 20% | * | 13% | 18% | 12% | * |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 63% | **86%** | - | 82% | 89% | - | - | - | * | 38% | * | 87% | 81% | 83% | * |
| | 2019 | 81% | 75% | **93%** | - | 92% | 95% | - | - | - | * | 60% | * | 94% | 88% | 90% | * |
| At Meets Grade Level or Above | 2021 | 36% | 29% | **51%** | - | 38% | 64% | - | - | - | * | 25% | * | 45% | 69% | 39% | * |
| | 2019 | 47% | 37% | **63%** | - | 65% | 65% | - | - | - | * | 40% | * | 65% | 59% | 57% | * |
| At Masters Grade Level | 2021 | 15% | 10% | **17%** | - | 13% | 21% | - | - | - | * | 13% | * | 17% | 19% | 9% | * |
| | 2019 | 21% | 13% | **15%** | - | 16% | 15% | - | - | - | * | 40% | * | 15% | 18% | 14% | * |
| **Grade 7 Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 66% | **92%** | - | 93% | 90% | - | - | - | * | 20% | * | 96% | 78% | 87% | * |
| | 2019 | 76% | 71% | **84%** | - | 72% | 100% | * | - | - | * | 33% | * | 84% | 83% | 80% | * |
| At Meets Grade Level or Above | 2021 | 45% | 41% | **64%** | - | 59% | 68% | - | - | - | * | 0% | * | 65% | 61% | 55% | * |
| | 2019 | 49% | 43% | **62%** | - | 44% | 88% | * | - | - | * | 33% | * | 67% | 50% | 55% | * |
| At Masters Grade Level | 2021 | 25% | 22% | **34%** | - | 27% | 41% | - | - | - | * | 0% | * | 37% | 22% | 23% | * |
| | 2019 | 29% | 24% | **38%** | - | 28% | 50% | * | - | - | * | 0% | * | 38% | 39% | 30% | * |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 51% | **80%** | - | 76% | 85% | - | - | - | * | 40% | * | 83% | 71% | 77% | * |
| | 2019 | 75% | 73% | **90%** | - | 83% | 100% | * | - | - | * | 56% | * | 93% | 83% | 88% | * |
| At Meets Grade Level or Above | 2021 | 27% | 22% | **38%** | - | 26% | 52% | - | - | - | * | 20% | * | 39% | 35% | 34% | * |
| | 2019 | 43% | 39% | **72%** | - | 61% | 95% | * | - | - | * | 33% | * | 78% | 61% | 67% | * |
| At Masters Grade Level | 2021 | 12% | 8% | **21%** | - | 17% | 27% | - | - | - | * | 20% | * | 24% | 12% | 15% | * |
| | 2019 | 17% | 15% | **21%** | - | 17% | 26% | * | - | - | * | 0% | * | 23% | 17% | 19% | * |
| **Grade 7 Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 59% | **88%** | - | 88% | 88% | - | - | - | * | 20% | * | 93% | 72% | 83% | * |
| | 2019 | 70% | 65% | **83%** | - | 76% | 92% | * | - | - | * | 22% | * | 87% | 72% | 78% | * |
| At Meets Grade Level or Above | 2021 | 33% | 29% | **62%** | - | 58% | 66% | - | - | - | * | 20% | * | 64% | 56% | 52% | * |
| | 2019 | 42% | 36% | **55%** | - | 35% | 79% | * | - | - | * | 11% | * | 57% | 50% | 47% | * |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2021 | 10% | 8% | **25%** | - | 16% | 34% | - | - | - | * | 0% | * | 30% | 6% | 13% | * |
| | 2019 | 18% | 14% | **20%** | - | 8% | 38% | * | - | - | * | 0% | * | 22% | 17% | 18% | * |
| **Grade 8 Reading+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 70% | **94%** | - | 91% | 100% | - | - | - | * | * | - | 95% | 86% | 90% | * |
| | 2019 | 86% | 83% | **90%** | - | 88% | 91% | * | - | - | * | 71% | * | 90% | 91% | 89% | * |
| At Meets Grade Level or Above | 2021 | 46% | 42% | **51%** | - | 47% | 56% | - | - | - | * | * | - | 52% | 43% | 45% | * |
| | 2019 | 55% | 49% | **53%** | - | 48% | 53% | * | - | - | * | 29% | * | 54% | 50% | 40% | * |
| At Masters Grade Level | 2021 | 21% | 18% | **29%** | - | 35% | 19% | - | - | - | * | * | - | 32% | 14% | 34% | * |
| | 2019 | 28% | 23% | **25%** | - | 19% | 28% | * | - | - | * | 21% | * | 24% | 27% | 19% | * |
| **Grade 8 Mathematics+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 58% | **98%** | - | 100% | 95% | - | - | - | * | * | - | 100% | 86% | 97% | * |
| | 2019 | 88% | 86% | **93%** | - | 92% | 94% | * | - | - | * | 79% | * | 94% | 91% | 91% | * |
| At Meets Grade Level or Above | 2021 | 36% | 30% | **79%** | - | 80% | 81% | - | - | - | * | * | - | 78% | 86% | 72% | * |
| | 2019 | 57% | 52% | **74%** | - | 67% | 82% | * | - | - | * | 43% | * | 73% | 77% | 62% | * |
| At Masters Grade Level | 2021 | 11% | 8% | **37%** | - | 34% | 43% | - | - | - | * | * | - | 38% | 29% | 31% | * |
| | 2019 | 17% | 13% | **26%** | - | 22% | 29% | * | - | - | * | 21% | * | 23% | 36% | 22% | * |
| **Grade 8 Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 62% | **90%** | - | 88% | 94% | - | - | - | * | * | - | 91% | 86% | 86% | * |
| | 2019 | 81% | 75% | **82%** | - | 73% | 94% | * | - | - | * | 79% | * | 81% | 86% | 73% | * |
| At Meets Grade Level or Above | 2021 | 43% | 35% | **57%** | - | 59% | 56% | - | - | - | * | * | - | 55% | 71% | 45% | * |
| | 2019 | 51% | 41% | **48%** | - | 44% | 52% | * | - | - | * | 21% | * | 46% | 52% | 41% | * |
| At Masters Grade Level | 2021 | 24% | 17% | **25%** | - | 26% | 25% | - | - | - | * | * | - | 27% | 14% | 28% | * |
| | 2019 | 25% | 17% | **24%** | - | 19% | 26% | * | - | - | * | 21% | * | 21% | 33% | 20% | * |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 52% | **78%** | - | 76% | 81% | - | - | - | * | * | - | 80% | 71% | 66% | * |
| | 2019 | 69% | 63% | **80%** | - | 73% | 87% | * | - | - | * | 64% | * | 79% | 81% | 70% | * |
| At Meets Grade Level or Above | 2021 | 28% | 22% | **35%** | - | 32% | 44% | - | - | - | * | * | - | 32% | 57% | 24% | * |
| | 2019 | 37% | 30% | **47%** | - | 37% | 55% | * | - | - | * | 36% | * | 48% | 43% | 38% | * |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2021 | 14% | 10% | **10%** | - | 9% | 13% | - | - | - | * | * | - | 9% | 14% | 7% | * |
| | 2019 | 21% | 15% | **31%** | - | 23% | 35% | * | - | - | * | 14% | * | 30% | 33% | 25% | * |
| **End of Course English I** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 63% | **75%** | - | 72% | 75% | * | - | - | * | 9% | * | 73% | 83% | 67% | * |
| | 2019 | 68% | 64% | **76%** | - | 79% | 71% | - | - | - | * | 20% | * | 81% | 63% | 69% | * |
| At Meets Grade Level or Above | 2021 | 50% | 45% | **63%** | - | 53% | 71% | * | - | - | * | 9% | * | 58% | 83% | 52% | * |
| | 2019 | 50% | 43% | **64%** | - | 65% | 61% | - | - | - | * | 13% | * | 68% | 52% | 55% | * |
| At Masters Grade Level | 2021 | 12% | 8% | **13%** | - | 6% | 21% | * | - | - | * | 0% | * | 13% | 17% | 10% | * |
| | 2019 | 11% | 8% | **18%** | - | 16% | 22% | - | - | - | * | 7% | * | 19% | 15% | 12% | * |
| **End of Course English II** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 70% | **83%** | - | 84% | 79% | * | - | - | * | 44% | * | 83% | 84% | 76% | * |
| | 2019 | 68% | 66% | **82%** | - | 72% | 97% | - | - | - | * | 33% | - | 84% | 75% | 73% | 40% |
| At Meets Grade Level or Above | 2021 | 57% | 54% | **65%** | - | 60% | 68% | * | - | - | * | 44% | * | 67% | 58% | 58% | * |
| | 2019 | 49% | 44% | **64%** | - | 57% | 74% | - | - | - | * | 33% | - | 68% | 50% | 55% | 20% |
| At Masters Grade Level | 2021 | 11% | 8% | **10%** | - | 7% | 15% | * | - | - | * | 11% | * | 13% | 0% | 4% | * |
| | 2019 | 8% | 5% | **6%** | - | 6% | 6% | - | - | - | * | 0% | - | 7% | 0% | 4% | 0% |
| **End of Course Algebra I** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 73% | **77%** | - | 73% | 79% | * | - | - | * | 0% | * | 76% | 79% | 69% | * |
| | 2019 | 85% | 86% | **89%** | - | 94% | 82% | - | - | - | * | 71% | * | 93% | 75% | 85% | * |
| At Meets Grade Level or Above | 2021 | 41% | 40% | **55%** | - | 49% | 58% | * | - | - | * | 0% | * | 58% | 43% | 46% | * |
| | 2019 | 61% | 64% | **59%** | - | 59% | 58% | - | - | - | * | 21% | * | 65% | 40% | 55% | * |
| At Masters Grade Level | 2021 | 23% | 20% | **22%** | - | 16% | 33% | * | - | - | * | 0% | * | 22% | 21% | 13% | * |
| | 2019 | 37% | 41% | **42%** | - | 45% | 37% | - | - | - | * | 7% | * | 47% | 25% | 30% | * |
| **End of Course Biology** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 78% | **95%** | - | 97% | 93% | * | - | - | * | 78% | * | 95% | 100% | 92% | * |
| | 2019 | 88% | 85% | **94%** | - | 90% | 100% | - | - | - | * | 43% | - | 95% | 92% | 93% | * |
| At Meets Grade Level or Above | 2021 | 55% | 47% | **60%** | - | 55% | 66% | * | - | - | * | 33% | * | 58% | 70% | 57% | * |
| | 2019 | 62% | 53% | **77%** | - | 70% | 86% | - | - | - | * | 29% | - | 80% | 62% | 66% | * |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2021 | 22% | 15% | **35%** | - | 21% | 48% | * | - | - | * | 22% | * | 35% | 40% | 30% | * |
| | 2019 | 25% | 17% | **33%** | - | 28% | 39% | - | - | - | * | 0% | - | 34% | 31% | 20% | * |
| **End of Course U.S. History** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 88% | 88% | **90%** | - | 94% | 86% | - | - | - | - | 14% | - | 88% | 100% | 86% | * |
| | 2019 | 93% | 90% | **96%** | * | 97% | 96% | - | - | - | - | 80% | - | 98% | 93% | 95% | * |
| At Meets Grade Level or Above | 2021 | 69% | 67% | **81%** | - | 89% | 71% | - | - | - | - | 14% | - | 78% | 92% | 74% | * |
| | 2019 | 73% | 66% | **77%** | * | 72% | 85% | - | - | - | - | 60% | - | 77% | 79% | 71% | * |
| At Masters Grade Level | 2021 | 43% | 37% | **54%** | - | 57% | 50% | - | - | - | - | 0% | - | 53% | 58% | 43% | * |
| | 2019 | 45% | 37% | **44%** | * | 38% | 52% | - | - | - | - | 40% | - | 42% | 50% | 33% | * |
| **SAT/ACT All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 94% | **83%** | - | * | 80% | - | - | - | - | - | - | 80% | * | * | - |
| At Meets Grade Level or Above | 2021 | 69% | 63% | **83%** | - | * | 80% | - | - | - | - | - | - | 80% | * | * | - |
| At Masters Grade Level | 2021 | 14% | 6% | **0%** | - | * | 0% | - | - | - | - | - | - | 0% | * | * | - |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 65% | **85%** | 45% | 83% | 87% | 100% | 100% | - | 100% | 41% | 93% | 86% | 81% | 79% | 76% |
| | 2019 | 78% | 75% | **87%** | * | 85% | 91% | 100% | - | - | 86% | 55% | 79% | 89% | 83% | 83% | 81% |
| At Meets Grade Level or Above | 2021 | 41% | 37% | **57%** | 18% | 51% | 65% | 100% | 60% | - | 82% | 31% | 59% | 56% | 60% | 47% | 49% |
| | 2019 | 50% | 45% | **59%** | * | 53% | 68% | 86% | - | - | 67% | 25% | 38% | 60% | 55% | 50% | 50% |
| At Masters Grade Level | 2021 | 18% | 15% | **27%** | 0% | 21% | 36% | 29% | 40% | - | 32% | 12% | 24% | 28% | 24% | 18% | 31% |
| | 2019 | 24% | 19% | **27%** | * | 22% | 34% | 43% | - | - | 36% | 10% | 13% | 27% | 27% | 20% | 31% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 66% | **85%** | * | 84% | 86% | * | * | - | 100% | 40% | 92% | 86% | 83% | 80% | 72% |
| | 2019 | 75% | 73% | **87%** | * | 85% | 90% | * | - | - | 86% | 44% | 86% | 88% | 83% | 83% | 77% |
| At Meets Grade Level or Above | 2021 | 45% | 41% | **60%** | * | 54% | 68% | * | * | - | 100% | 33% | 62% | 60% | 61% | 51% | 61% |
| | 2019 | 48% | 44% | **59%** | * | 54% | 66% | * | - | - | 64% | 23% | 41% | 61% | 54% | 49% | 45% |
| At Masters Grade Level | 2021 | 18% | 15% | **29%** | * | 23% | 37% | * | * | - | 40% | 11% | 23% | 30% | 24% | 20% | 39% |
| | 2019 | 21% | 17% | **25%** | * | 22% | 31% | * | - | - | 29% | 7% | 5% | 25% | 26% | 19% | 18% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 63% | **85%** | * | 82% | 88% | * | * | - | 100% | 42% | 92% | 85% | 81% | 81% | 78% |
| | 2019 | 82% | 81% | **91%** | * | 91% | 91% | * | - | - | 85% | 67% | 83% | 93% | 85% | 89% | 94% |

# Texas Education Agency
# 2020-21 STAAR Performance (TAPR)
# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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 | 2021 | 37% | 33% | **56%** | * | 48% | 66% | * | * | - | 86% | 29% | 58% | 56% | 57% | 47% | 39% |
| | 2019 | 52% | 48% | **64%** | * | 59% | 72% | * | - | - | 54% | 28% | 39% | 66% | 59% | 57% | 56% |
| At Masters Grade Level | 2021 | 18% | 14% | **26%** | * | 20% | 34% | * | * | - | 29% | 10% | 33% | 27% | 23% | 16% | 33% |
| | 2019 | 26% | 23% | **31%** | * | 27% | 37% | * | - | - | 31% | 12% | 17% | 32% | 29% | 24% | 50% |
| **All Grades Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 56% | **80%** | * | 77% | 85% | * | * | - | * | 32% | * | 85% | 64% | 72% | 50% |
| | 2019 | 68% | 66% | **78%** | - | 71% | 90% | * | - | - | 60% | 29% | 70% | 81% | 71% | 73% | * |
| At Meets Grade Level or Above | 2021 | 30% | 27% | **52%** | * | 45% | 61% | * | * | - | * | 32% | * | 53% | 49% | 39% | 17% |
| | 2019 | 38% | 35% | **41%** | - | 28% | 59% | * | - | - | 60% | 18% | 20% | 41% | 39% | 33% | * |
| At Masters Grade Level | 2021 | 9% | 7% | **21%** | * | 12% | 34% | * | * | - | * | 11% | * | 24% | 13% | 8% | 17% |
| | 2019 | 14% | 11% | **12%** | - | 4% | 24% | * | - | - | 0% | 0% | 0% | 12% | 11% | 10% | * |
| **All Grades Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 67% | **87%** | * | 82% | 93% | * | - | - | * | 59% | * | 86% | 90% | 80% | 100% |
| | 2019 | 81% | 78% | **86%** | - | 79% | 95% | * | - | - | 100% | 62% | 60% | 85% | 88% | 80% | 71% |
| At Meets Grade Level or Above | 2021 | 44% | 37% | **52%** | * | 45% | 64% | * | - | - | * | 29% | * | 50% | 66% | 41% | 67% |
| | 2019 | 54% | 46% | **58%** | - | 48% | 73% | * | - | - | 83% | 17% | 40% | 58% | 59% | 49% | 57% |
| At Masters Grade Level | 2021 | 20% | 14% | **26%** | * | 19% | 37% | * | - | - | * | 24% | * | 26% | 28% | 21% | 33% |
| | 2019 | 25% | 18% | **27%** | - | 18% | 37% | * | - | - | 67% | 10% | 40% | 26% | 29% | 18% | 29% |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 70% | **85%** | - | 86% | 84% | - | - | - | * | 22% | - | 84% | 89% | 77% | * |
| | 2019 | 81% | 77% | **86%** | * | 81% | 91% | * | - | - | * | 68% | * | 86% | 86% | 77% | 80% |
| At Meets Grade Level or Above | 2021 | 49% | 44% | **61%** | - | 61% | 61% | - | - | - | * | 22% | - | 57% | 79% | 52% | * |
| | 2019 | 55% | 48% | **59%** | * | 49% | 69% | * | - | - | * | 42% | * | 59% | 57% | 47% | 60% |
| At Masters Grade Level | 2021 | 29% | 24% | **34%** | - | 33% | 36% | - | - | - | * | 11% | - | 33% | 42% | 27% | * |
| | 2019 | 33% | 26% | **36%** | * | 28% | 43% | * | - | - | * | 21% | * | 35% | 40% | 27% | 60% |

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

# Texas Education Agency
# 2018-19 Progress (TAPR)
# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | Region02 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 62 | **64** | - | 68 | 56 | - | - | - | * | 20 | 71 | 64 | 64 | 66 | * |
| | 2018 | 63 | 63 | **50** | - | 44 | 59 | - | - | - | - | 40 | * | 38 | 83 | 48 | * |
| Grade 4 Mathematics | 2019 | 65 | 62 | **52** | - | 45 | 63 | - | - | - | * | 0 | 14 | 49 | 64 | 50 | * |
| | 2018 | 65 | 65 | **48** | - | 41 | 58 | - | - | - | - | 40 | * | 48 | 48 | 41 | * |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | **84** | - | 86 | 80 | - | - | - | - | 75 | * | 84 | 82 | 80 | * |
| | 2018 | 80 | 78 | **90** | - | 91 | 89 | - | - | - | * | * | * | 90 | 93 | 88 | * |
| Grade 5 Mathematics | 2019 | 83 | 80 | **77** | - | 77 | 78 | - | - | - | - | 100 | * | 81 | 66 | 74 | * |
| | 2018 | 81 | 76 | **84** | - | 82 | 86 | - | - | - | * | * | * | 83 | 86 | 85 | * |
| Grade 6 ELA/Reading | 2019 | 42 | 39 | **42** | - | 45 | 33 | - | - | - | * | 60 | * | 39 | 53 | 43 | * |
| | 2018 | 47 | 43 | **44** | - | 41 | 48 | * | - | - | * | 57 | * | 48 | 31 | 43 | * |
| Grade 6 Mathematics | 2019 | 54 | 46 | **62** | - | 68 | 50 | - | - | - | * | 80 | * | 58 | 74 | 62 | * |
| | 2018 | 56 | 51 | **53** | - | 41 | 70 | * | - | - | * | 64 | * | 52 | 54 | 51 | * |
| Grade 7 ELA/Reading | 2019 | 77 | 73 | **80** | - | 72 | 90 | * | - | - | * | 56 | * | 77 | 88 | 77 | * |
| | 2018 | 76 | 70 | **78** | - | 78 | 75 | * | - | - | * | 69 | * | 77 | 82 | 77 | * |
| Grade 7 Mathematics | 2019 | 62 | 62 | **80** | - | 81 | 76 | * | - | - | * | 89 | * | 85 | 68 | 79 | * |
| | 2018 | 67 | 67 | **75** | - | 78 | 67 | * | - | - | * | 82 | * | 75 | 76 | 73 | * |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | **71** | - | 69 | 73 | * | - | - | * | 83 | * | 72 | 67 | 65 | * |
| | 2018 | 79 | 78 | **71** | - | 76 | 66 | - | - | - | * | 100 | * | 76 | 53 | 64 | 80 |
| Grade 8 Mathematics | 2019 | 82 | 85 | **84** | - | 84 | 83 | * | - | - | * | 83 | * | 83 | 86 | 83 | * |
| | 2018 | 81 | 86 | **82** | - | 85 | 77 | - | - | - | * | 85 | * | 80 | 89 | 85 | 75 |
| End of Course English II | 2019 | 69 | 67 | **72** | - | 71 | 72 | - | - | - | * | 71 | - | 75 | 57 | 76 | * |
| | 2018 | 67 | 66 | **79** | * | 76 | 82 | - | - | - | - | * | - | 81 | 65 | 73 | * |
| End of Course Algebra I | 2019 | 75 | 80 | **74** | - | 79 | 66 | - | - | - | * | 35 | * | 78 | 57 | 69 | - |
| | 2018 | 72 | 74 | **65** | - | 63 | 68 | - | - | - | - | 21 | * | 65 | 69 | 58 | * |
| All Grades Both Subjects | 2019 | 69 | 67 | **71** | - | 71 | 70 | * | - | - | 88 | 67 | 56 | 71 | 70 | 69 | 67 |
| | 2018 | 69 | 68 | **68** | * | 67 | 70 | * | - | - | 82 | 67 | 53 | 68 | 69 | 65 | 70 |
| All Grades ELA/Reading | 2019 | 68 | 66 | **69** | - | 69 | 70 | * | - | - | 94 | 65 | 68 | 69 | 70 | 68 | 68 |
| | 2018 | 69 | 66 | **69** | * | 69 | 69 | * | - | - | 79 | 67 | 67 | 69 | 70 | 65 | 69 |
| All Grades Mathematics | 2019 | 70 | 69 | **72** | - | 72 | 71 | * | - | - | 81 | 68 | 45 | 73 | 69 | 70 | 67 |
| | 2018 | 70 | 69 | **68** | - | 65 | 70 | * | - | - | 86 | 66 | 40 | 67 | 69 | 64 | 71 |

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

\- Indicates there are no students in the group.

Texas Education Agency

# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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 | 2021 | 67% | 65% | **85%** | - | - | - | - | - | - | 76% | 50% | 91% | - | - | 85% | 70% | 96% |
| | 2019 | 78% | 75% | **87%** | - | - | - | - | - | | 87% | - | 87% | | 60% | | 80% | |
| At Meets Grade Level or Above | 2021 | 41% | 37% | **57%** | - | - | - | - | - | - | 49% | 28% | 61% | - | - | 57% | 38% | 88% |
| | 2019 | 50% | 45% | **59%** | - | - | - | - | - | | 52% | - | 52% | | 20% | | 44% | |
| At Masters Grade Level | 2021 | 18% | 15% | **27%** | - | - | - | - | - | - | 31% | 22% | 36% | - | - | 27% | 20% | 65% |
| | 2019 | 24% | 19% | **27%** | - | - | - | - | - | | 32% | - | 32% | | 0% | | 24% | |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 66% | **85%** | - | - | - | - | - | - | 72% | 43% | 91% | - | - | 86% | 67% | 88% |
| | 2019 | 75% | 73% | **87%** | - | - | - | - | - | | 85% | - | 85% | | 40% | | 72% | |
| At Meets Grade Level or Above | 2021 | 45% | 41% | **60%** | - | - | - | - | - | - | 61% | 43% | 73% | - | - | 60% | 53% | 88% |
| | 2019 | 48% | 44% | **59%** | - | - | - | - | - | | 46% | - | 46% | | 20% | | 39% | |
| At Masters Grade Level | 2021 | 18% | 15% | **29%** | - | - | - | - | - | - | 39% | 29% | 45% | - | - | 28% | 27% | 63% |
| | 2019 | 21% | 17% | **25%** | - | - | - | - | - | | 15% | - | 15% | | 0% | | 11% | |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 63% | **85%** | - | - | - | - | - | - | 78% | 71% | 82% | - | - | 85% | 73% | * |
| | 2019 | 82% | 81% | **91%** | - | - | - | - | - | | 90% | - | 90% | | * | | 92% | |
| At Meets Grade Level or Above | 2021 | 37% | 33% | **56%** | - | - | - | - | - | - | 39% | 29% | 45% | - | - | 57% | 27% | * |
| | 2019 | 52% | 48% | **64%** | - | - | - | - | - | | 60% | - | 60% | | * | | 50% | |
| At Masters Grade Level | 2021 | 18% | 14% | **26%** | - | - | - | - | - | - | 33% | 29% | 36% | - | - | 25% | 20% | * |
| | 2019 | 26% | 23% | **31%** | - | - | - | - | - | | 50% | - | 50% | | * | | 42% | |
| **All Grades Writing** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 56% | **80%** | - | - | - | - | - | - | 50% | * | * | - | - | 81% | 40% | * |
| | 2019 | 68% | 66% | **78%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 30% | 27% | **52%** | - | - | - | - | - | - | 17% | * | * | - | - | 53% | 0% | * |
| | 2019 | 38% | 35% | **41%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 9% | 7% | **21%** | - | - | - | - | - | - | 17% | * | * | - | - | 21% | 0% | * |
| | 2019 | 14% | 11% | **12%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Science** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 67% | **87%** | - | - | - | - | - | - | 100% | - | 100% | - | - | 86% | * | 100% |
| | 2019 | 81% | 78% | **86%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Meets Grade Level or Above | 2021 | 44% | 37% | **52%** | - | - | - | - | - | - | 67% | - | 67% | - | - | 51% | * | 80% |
| | 2019 | 54% | 46% | **58%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Masters Grade Level | 2021 | 20% | 14% | **26%** | - | - | - | - | - | - | 33% | - | 33% | - | - | 26% | * | 40% |
| | 2019 | 25% | 18% | **27%** | - | - | - | - | - | | * | - | * | | * | | * | |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | | |

Texas Education Agency

# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 73% | 70% | **85%** | - | - | - | - | - | - | * | - | * | - | - | 84% | * | 100% |
| | 2019 | 81% | 77% | **86%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Meets Grade Level or Above | 2021 | 49% | 44% | **61%** | - | - | - | - | - | - | * | - | * | - | - | 58% | * | 88% |
| | 2019 | 55% | 48% | **59%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Masters Grade Level | 2021 | 29% | 24% | **34%** | - | - | - | - | - | - | * | - | * | - | - | 32% | * | 63% |
| | 2019 | 33% | 26% | **36%** | - | - | - | - | - | | * | - | * | | * | | * | |

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

\- Indicates there are no students in the group.

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

# Texas Education Agency
# 2020-21 STAAR Participation (TAPR)
# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 92% | **100%** | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | **95%** | 100% | 96% | 94% | 100% | 100% | - | 92% | 90% | 91% | 99% | 84% | 96% | 96% |
| Not Included in Accountability: Mobile | 3% | 4% | **5%** | 0% | 4% | 6% | 0% | 0% | - | 8% | 10% | 9% | 1% | 16% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 8% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 6% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | * | 100% | 100% | 100% | - | - | 100% | 100% | 99% | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 95% | **94%** | * | 94% | 93% | 100% | - | - | 95% | 98% | 94% | 96% | 87% | 95% | 93% |
| Not Included in Accountability: Mobile | 4% | 4% | **6%** | * | 5% | 7% | 0% | - | - | 5% | 3% | 4% | 3% | 12% | 5% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | * | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 3% |
| Not Tested | 1% | 0% | **0%** | * | 0% | 0% | 0% | - | - | 0% | 0% | 1% | 0% | 1% | 1% | 0% |
| Absent | 1% | 0% | **0%** | * | 0% | 0% | 0% | - | - | 0% | 0% | 1% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

\- Indicates there are no students in the group.

| | 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** | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | **98.7%** | * | 98.5% | 98.8% | * | * | - | 99.2% | 98.0% | 98.4% | 97.9% |
| 2018-19 | 95.4% | 94.5% | **95.1%** | * | 94.7% | 95.7% | * | * | - | 94.1% | 93.0% | 94.1% | 95.7% |
| **Chronic Absenteeism** | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 9.1% | **5.6%** | 0.0% | 6.3% | 5.1% | * | * | - | 0.0% | 10.3% | 6.5% | 5.6% |
| 2018-19 | 11.4% | 15.6% | **13.6%** | * | 16.0% | 10.3% | * | * | - | 15.0% | 22.7% | 18.2% | 8.0% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.6% | **0.7%** | * | 0.0% | 1.8% | * | - | - | * | 0.0% | 1.0% | 0.0% |
| 2018-19 | 0.4% | 0.5% | **0.6%** | - | 0.0% | 1.5% | * | - | - | 0.0% | 0.0% | 0.8% | * |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.5% | **1.4%** | * | 1.1% | 1.8% | * | - | - | 0.0% | 0.0% | 1.5% | 20.0% |
| 2018-19 | 1.9% | 2.0% | **1.7%** | * | 1.7% | 1.8% | - | - | - | * | 3.1% | 2.8% | 0.0% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2020** | | | | | | | | | | | | | |
| Graduated | 90.3% | 91.5% | **94.0%** | * | 93.3% | 94.7% | - | - | - | - | * | 89.5% | * |
| Received TxCHSE | 0.4% | 0.5% | **1.2%** | * | 0.0% | 2.6% | - | - | - | - | * | 0.0% | * |
| Continued HS | 3.9% | 1.9% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 5.4% | 6.2% | **4.8%** | * | 6.7% | 2.6% | - | - | - | - | * | 10.5% | * |
| Graduates and TxCHSE | 90.7% | 92.0% | **95.2%** | * | 93.3% | 97.4% | - | - | - | - | * | 89.5% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 93.8% | **95.2%** | * | 93.3% | 97.4% | - | - | - | - | * | 89.5% | * |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 90.0% | 91.0% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Received TxCHSE | 0.5% | 0.4% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Continued HS | 3.7% | 2.3% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 5.9% | 6.3% | **2.5%** | - | 2.9% | 2.3% | - | - | - | - | * | 3.2% | * |
| Graduates and TxCHSE | 90.4% | 91.4% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.7% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Received TxCHSE | 0.5% | 0.5% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Continued HS | 1.3% | 0.7% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 6.1% | 6.2% | **2.5%** | - | 2.9% | 2.3% | - | - | - | - | * | 3.2% | * |
| Graduates and TxCHSE | 92.6% | 93.1% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |

| | 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 | 93.9% | 93.8% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.4% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Received TxCHSE | 0.6% | 0.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 1.1% | 0.6% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 6.5% | **5.5%** | * | 6.5% | 4.9% | - | - | - | - | 0.0% | 9.4% | - |
| Graduates and TxCHSE | 92.8% | 92.9% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.7% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Received TxCHSE | 0.7% | 0.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 6.4% | **5.5%** | * | 6.5% | 4.9% | - | - | - | - | 0.0% | 9.4% | - |
| Graduates and TxCHSE | 93.3% | 93.3% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.6% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| **Class of 2017** | | | | | | | | | | | | | |
| Graduated | 92.4% | 91.8% | **93.0%** | * | 92.1% | 95.6% | - | - | - | * | 80.0% | 81.0% | - |
| Received TxCHSE | 0.7% | 0.9% | **1.2%** | * | 0.0% | 2.2% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.3% | 7.1% | **5.8%** | * | 7.9% | 2.2% | - | - | - | * | 20.0% | 19.0% | - |
| Graduates and TxCHSE | 93.2% | 92.7% | **94.2%** | * | 92.1% | 97.8% | - | - | - | * | 80.0% | 81.0% | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 92.9% | **94.2%** | * | 92.1% | 97.8% | - | - | - | * | 80.0% | 81.0% | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 91.5% | **94.0%** | * | 93.3% | 94.7% | - | - | - | - | * | 89.5% | * |
| Class of 2019 | 90.0% | 91.0% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | **-** | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 66.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Class of 2019 | 4.2% | 5.1% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **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 2020 | 83.5% | 80.8% | **93.7%** | * | 90.5% | 97.2% | - | - | - | - | * | 88.2% | * |
| Class of 2019 | 83.5% | 79.4% | **94.7%** | - | 97.0% | 93.0% | - | - | - | - | * | 90.0% | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 85.1% | **93.7%** | * | 90.5% | 97.2% | - | - | - | - | * | 88.2% | * |
| Class of 2019 | 87.6% | 84.4% | **94.7%** | - | 97.0% | 93.0% | - | - | - | - | * | 90.0% | * |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 0.0% | **-** | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 27.3% | **-** | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 4.4% | 5.3% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 79.0% | **92.3%** | * | 90.2% | 94.4% | - | - | - | - | 20.0% | 86.5% | * |
| 2018-19 | 82.1% | 77.7% | **93.9%** | - | 94.6% | 93.3% | - | - | - | - | * | 90.3% | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 83.2% | **92.3%** | * | 90.2% | 94.4% | - | - | - | - | 20.0% | 86.5% | * |
| 2018-19 | 85.9% | 82.8% | **93.9%** | - | 94.6% | 93.3% | - | - | - | - | * | 90.3% | * |

Texas Education Agency

# 2020-21 Graduation Profile (TAPR)

# GEORGE WEST ISD (149901) - LIVE OAK COUNTY

| | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| **Graduates (2019-20 Annual Graduates)** | | | | |
| Total Graduates | 78 | 100.0% | 360,220 | 100.0% |
| **By Ethnicity:** | | | | |
| African American | 1 | 1.3% | 44,729 | 12.4% |
| Hispanic | 41 | 52.6% | 184,060 | 51.1% |
| White | 36 | 46.2% | 105,215 | 29.2% |
| American Indian | 0 | 0.0% | 1,226 | 0.3% |
| Asian | 0 | 0.0% | 17,126 | 4.8% |
| Pacific Islander | 0 | 0.0% | 557 | 0.2% |
| Two or More Races | 0 | 0.0% | 7,307 | 2.0% |
| **By Graduation Type:** | | | | |
| Minimum H.S. Program | 0 | 0.0% | 1,512 | 0.4% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 952 | 0.3% |
| Foundation H.S. Program (No Endorsement) | 6 | 7.7% | 49,535 | 13.8% |
| Foundation H.S. Program (Endorsement) | 0 | 0.0% | 15,689 | 4.4% |
| Foundation H.S. Program (DLA) | 72 | 92.3% | 292,532 | 81.2% |
| | | | | |
| Special Education Graduates | 5 | 6.4% | 29,018 | 8.1% |
| Economically Disadvantaged Graduates | 37 | 47.4% | 187,187 | 52.0% |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 2 | 2.6% | 29,639 | 8.2% |
| At-Risk Graduates | 16 | 20.5% | 148,836 | 41.3% |

| 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)** | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 57.9% | **60.3%** | * | 48.8% | 72.2% | - | - | - | - | 40.0% | 40.5% | * |
| 2018-19 | 72.9% | 69.3% | **77.1%** | - | 68.4% | 84.4% | - | - | - | - | * | 66.1% | * |
| **College Ready Graduates** | | | | | | | | | | | | | |
| **College Ready (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 41.8% | **57.7%** | * | 43.9% | 72.2% | - | - | - | - | 0.0% | 37.8% | * |
| 2018-19 | 53.0% | 42.5% | **51.8%** | - | 39.5% | 62.2% | - | - | - | - | * | 29.0% | * |
| **TSI Criteria Graduates in English Language Arts (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 49.0% | **65.4%** | * | 53.7% | 77.8% | - | - | - | - | 0.0% | 51.4% | * |
| 2018-19 | 60.7% | 51.6% | **56.6%** | - | 50.0% | 62.2% | - | - | - | - | * | 45.2% | * |
| **TSI Criteria Graduates in Mathematics (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.1% | **64.1%** | * | 58.5% | 69.4% | - | - | - | - | 0.0% | 51.4% | * |
| 2018-19 | 48.6% | 36.6% | **51.8%** | - | 42.1% | 60.0% | - | - | - | - | * | 32.3% | * |
| **TSI Criteria Graduates in Both Subjects (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.9% | **52.6%** | * | 41.5% | 63.9% | - | - | - | - | 0.0% | 35.1% | * |
| 2018-19 | 44.2% | 33.1% | **41.0%** | - | 28.9% | 51.1% | - | - | - | - | * | 25.8% | * |
| **AP / IB Met Criteria in Any Subject (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 7.3% | **1.3%** | * | 0.0% | 2.8% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 21.1% | 7.9% | **3.6%** | - | 2.6% | 4.4% | - | - | - | - | * | 0.0% | * |
| **Associate Degree (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 1.8% | **1.3%** | * | 0.0% | 2.8% | - | - | - | - | 0.0% | 2.7% | * |
| 2018-19 | 1.9% | 1.6% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Dual Course Credits in Any Subject (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 27.6% | **37.2%** | * | 19.5% | 55.6% | - | - | - | - | 0.0% | 18.9% | * |
| 2018-19 | 23.1% | 27.1% | **33.7%** | - | 18.4% | 46.7% | - | - | - | - | * | 6.5% | * |
| **Onramps Course Credits (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 8.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 2.3% | 3.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Career / Military Ready Graduates** | | | | | | | | | | | | | |
| **Career or Military Ready (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 28.4% | **2.6%** | * | 4.9% | 0.0% | - | - | - | - | 40.0% | 2.7% | * |
| 2018-19 | 40.4% | 47.5% | **52.4%** | - | 50.0% | 54.4% | - | - | - | - | * | 51.6% | * |
| **Approved Industry-Based Certification (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 22.8% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 10.7% | 15.5% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Graduates with Level I or Level II Certificate (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 1.7% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 0.6% | 2.2% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Graduate with Completed IEP and Workforce Readiness (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 2.0% | **1.3%** | * | 2.4% | 0.0% | - | - | - | - | 20.0% | 0.0% | * |
| 2018-19 | 2.3% | 2.1% | **2.4%** | - | 2.6% | 2.2% | - | - | - | - | * | 3.2% | * |
| **Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 3.7% | **1.3%** | * | 2.4% | 0.0% | - | - | - | - | 20.0% | 2.7% | * |
| 2018-19 | 2.7% | 2.5% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |

| | 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 | 2019-20 | 30.1% | 37.4% | **64.1%** | * | 53.7% | 75.0% | - | - | - | - | 0.0% | 51.4% | * |
| | 2018-19 | 33.4% | 42.0% | **51.8%** | - | 47.4% | 55.6% | - | - | - | - | * | 38.7% | * |
| Mathematics | 2019-20 | 21.2% | 23.3% | **39.7%** | * | 31.7% | 47.2% | - | - | - | - | 0.0% | 29.7% | * |
| | 2018-19 | 24.7% | 27.3% | **42.2%** | - | 31.6% | 51.1% | - | - | - | - | * | 29.0% | * |
| Both Subjects | 2019-20 | 16.4% | 20.7% | **37.2%** | * | 26.8% | 47.2% | - | - | - | - | 0.0% | 24.3% | * |
| | 2018-19 | 18.8% | 23.8% | **36.1%** | - | 26.3% | 44.4% | - | - | - | - | * | 19.4% | * |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 4.6% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| | 2018-19 | 5.1% | 2.8% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Mathematics | 2019-20 | 9.7% | 9.0% | **21.8%** | * | 24.4% | 19.4% | - | - | - | - | 0.0% | 18.9% | * |
| | 2018-19 | 7.3% | 4.4% | **21.7%** | - | 21.1% | 22.2% | - | - | - | - | * | 19.4% | * |
| Both Subjects | 2019-20 | 4.2% | 2.7% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| | 2018-19 | 2.6% | 1.4% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 11.8% | **13.5%** | * | 10.1% | 17.8% | - | - | - | * | 9.1% | 5.4% | * |
| | 2019 | 25.2% | 13.7% | **8.1%** | * | 3.9% | 12.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| English Language Arts | 2020 | 12.7% | 6.7% | **11.0%** | * | 8.9% | 13.7% | - | - | - | * | 9.1% | 5.4% | * |
| | 2019 | 14.5% | 7.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Mathematics | 2020 | 6.4% | 2.9% | **2.6%** | * | 1.3% | 4.1% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 7.4% | 3.7% | **8.1%** | * | 3.9% | 12.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Science | 2020 | 9.4% | 4.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 10.4% | 4.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | 2020 | 12.4% | 4.7% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 13.9% | 5.4% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 42.3% | **19.0%** | - | 25.0% | 15.4% | - | - | - | - | * | * | - |
| | 2019 | 51.0% | 33.6% | **23.1%** | - | * | 20.0% | - | - | - | - | - | - | - |
| English Language Arts | 2020 | 50.1% | 39.6% | **17.6%** | - | 28.6% | 10.0% | - | - | - | - | * | * | - |
| | 2019 | 41.2% | 30.9% | **-** | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2020 | 56.5% | 41.3% | * | - | * | * | - | - | - | - | - | - | - |
| | 2019 | 52.2% | 35.1% | **23.1%** | - | * | 20.0% | - | - | - | - | - | - | - |
| Science | 2020 | 47.6% | 32.4% | **-** | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 40.6% | 28.2% | **-** | - | - | - | - | - | - | - | - | - | - |

| | 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 | 2020 | 52.3% | 30.1% | **-** | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 46.3% | 25.4% | **-** | - | - | - | - | - | - | - | - | - | - |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 59.2% | **57.7%** | * | 48.8% | 66.7% | - | - | - | - | 0.0% | 51.4% | * |
| | 2018-19 | 75.0% | 52.6% | **47.0%** | - | 31.6% | 60.0% | - | - | - | - | * | 29.0% | * |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 26.5% | **42.2%** | * | 25.0% | 58.3% | - | - | - | - | - | 31.6% | - |
| | 2018-19 | 36.1% | 29.9% | **41.0%** | - | 16.7% | 51.9% | - | - | - | - | - | 22.2% | - |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 991 | **1048** | * | 981 | 1102 | - | - | - | - | - | 976 | - |
| | 2018-19 | 1027 | 1026 | **1075** | - | 1020 | 1093 | - | - | - | - | - | 1032 | - |
| English Language Arts and Writing | 2019-20 | 513 | 504 | **526** | * | 489 | 556 | - | - | - | - | - | 473 | - |
| | 2018-19 | 517 | 522 | **550** | - | 506 | 566 | - | - | - | - | - | 525 | - |
| Mathematics | 2019-20 | 506 | 487 | **522** | * | 493 | 546 | - | - | - | - | - | 503 | - |
| | 2018-19 | 510 | 504 | **524** | - | 514 | 528 | - | - | - | - | - | 507 | - |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 18.9 | **21.4** | * | 18.5 | 23.2 | - | - | - | - | - | 21.2 | - |
| | 2018-19 | 20.6 | 18.9 | **21.0** | - | 18.8 | 22.2 | - | - | - | - | - | 18.2 | - |
| English Language Arts | 2019-20 | 19.9 | 18.5 | **21.6** | * | 17.8 | 24.0 | - | - | - | - | - | 21.0 | - |
| | 2018-19 | 20.3 | 18.6 | **20.8** | - | 18.4 | 22.1 | - | - | - | - | - | 18.4 | - |
| Mathematics | 2019-20 | 20.1 | 18.7 | **20.6** | * | 18.6 | 21.7 | - | - | - | - | - | 20.0 | - |
| | 2018-19 | 20.4 | 18.5 | **20.7** | - | 18.4 | 22.1 | - | - | - | - | - | 17.5 | - |
| Science | 2019-20 | 20.5 | 19.3 | **21.3** | * | 19.6 | 22.4 | - | - | - | - | - | 21.9 | - |
| | 2018-19 | 20.8 | 19.2 | **21.3** | - | 19.9 | 22.0 | - | - | - | - | - | 18.0 | - |

| | 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 | 2019-20 | 46.3% | 43.3% | **26.7%** | * | 24.1% | 30.6% | * | - | - | 0.0% | 11.1% | 16.3% | * |
| | 2018-19 | 44.6% | 41.8% | **25.8%** | * | 16.7% | 35.5% | - | - | - | * | 3.7% | 11.7% | 12.5% |
| English Language Arts | 2019-20 | 18.2% | 13.2% | **8.3%** | * | 4.1% | 13.3% | * | - | - | 0.0% | 0.0% | 3.6% | * |
| | 2018-19 | 17.8% | 14.3% | **15.0%** | * | 6.9% | 23.3% | - | - | - | * | 0.0% | 5.0% | 0.0% |
| Mathematics | 2019-20 | 20.7% | 18.5% | **12.7%** | * | 8.9% | 17.3% | * | - | - | 0.0% | 3.0% | 6.6% | * |
| | 2018-19 | 20.4% | 18.9% | **12.1%** | * | 7.1% | 17.8% | - | - | - | * | 0.0% | 5.1% | 0.0% |
| Science | 2019-20 | 22.4% | 20.0% | **19.5%** | * | 19.2% | 20.4% | * | - | - | 0.0% | 12.5% | 11.7% | * |
| | 2018-19 | 21.7% | 18.7% | **15.7%** | * | 7.8% | 23.6% | - | - | - | * | 0.0% | 5.1% | 0.0% |
| Social Studies | 2019-20 | 24.6% | 20.8% | **13.3%** | * | 7.5% | 20.6% | * | - | - | 0.0% | 3.0% | 3.8% | * |
| | 2018-19 | 23.6% | 19.9% | **13.6%** | * | 9.5% | 17.7% | - | - | - | * | 3.7% | 3.3% | 0.0% |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 62.4% | **89.7%** | * | 90.2% | 88.9% | - | - | - | - | 80.0% | 81.1% | * |
| | 2018-19 | 59.0% | 64.7% | **94.0%** | - | 92.1% | 95.6% | - | - | - | - | * | 90.3% | * |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 49.3% | **59.0%** | - | 57.9% | 60.0% | - | - | - | - | * | 41.9% | * |
| | 2017-18 | 53.4% | 51.7% | **51.5%** | - | 45.2% | 56.8% | - | - | - | - | 28.6% | 31.3% | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 59.5% | **56.5%** | - | 40.0% | 61.1% | - | - | - | - | - | - | - |
| | 2017-18 | 60.7% | 51.0% | **62.9%** | - | 28.6% | 85.7% | - | - | - | - | * | 30.0% | - |

| | ---------- Membership ---------- | | | | ---------- Enrollment ---------- | | | |
|---|---|---|---|---|---|---|---|---|
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
| **Student Information** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| | | | | | | | | |
| Total Students | 1,032 | 100.0% | 5,359,040 | 100.0% | 1,033 | 100.0% | 5,371,586 | 100.0% |
| **Students by Grade:** | | | | | | | | |
| Early Childhood Education | 3 | 0.3% | 13,855 | 0.3% | 3 | 0.3% | 20,991 | 0.4% |
| Pre-Kindergarten | 52 | 5.0% | 196,560 | 3.7% | 52 | 5.0% | 197,093 | 3.7% |
| Kindergarten | 71 | 6.9% | 360,865 | 6.7% | 71 | 6.9% | 361,349 | 6.7% |
| Grade 1 | 86 | 8.3% | 380,973 | 7.1% | 86 | 8.3% | 381,403 | 7.1% |
| Grade 2 | 73 | 7.1% | 379,725 | 7.1% | 73 | 7.1% | 380,122 | 7.1% |
| Grade 3 | 81 | 7.8% | 380,802 | 7.1% | 81 | 7.8% | 381,135 | 7.1% |
| Grade 4 | 84 | 8.1% | 385,090 | 7.2% | 84 | 8.1% | 385,364 | 7.2% |
| Grade 5 | 69 | 6.7% | 395,436 | 7.4% | 69 | 6.7% | 395,649 | 7.4% |
| Grade 6 | 73 | 7.1% | 414,197 | 7.7% | 73 | 7.1% | 414,357 | 7.7% |
| Grade 7 | 93 | 9.0% | 421,222 | 7.9% | 93 | 9.0% | 421,347 | 7.8% |
| Grade 8 | 61 | 5.9% | 422,386 | 7.9% | 61 | 5.9% | 422,505 | 7.9% |
| Grade 9 | 64 | 6.2% | 436,396 | 8.1% | 64 | 6.2% | 436,523 | 8.1% |
| Grade 10 | 86 | 8.3% | 420,502 | 7.8% | 86 | 8.3% | 420,705 | 7.8% |
| Grade 11 | 66 | 6.4% | 388,143 | 7.2% | 66 | 6.4% | 388,443 | 7.2% |
| Grade 12 | 70 | 6.8% | 362,888 | 6.8% | 71 | 6.9% | 364,600 | 6.8% |
| **Ethnic Distribution:** | | | | | | | | |
| African American | 7 | 0.7% | 680,285 | 12.7% | 7 | 0.7% | 681,401 | 12.7% |
| Hispanic | 602 | 58.3% | 2,835,771 | 52.9% | 602 | 58.3% | 2,840,982 | 52.9% |
| White | 394 | 38.2% | 1,418,789 | 26.5% | 395 | 38.2% | 1,424,251 | 26.5% |
| American Indian | 5 | 0.5% | 18,712 | 0.3% | 5 | 0.5% | 18,755 | 0.3% |
| Asian | 4 | 0.4% | 253,856 | 4.7% | 4 | 0.4% | 254,163 | 4.7% |
| Pacific Islander | 1 | 0.1% | 8,259 | 0.2% | 1 | 0.1% | 8,271 | 0.2% |
| Two or More Races | 19 | 1.8% | 143,368 | 2.7% | 19 | 1.8% | 143,763 | 2.7% |
| **Sex:** | | | | | | | | |
| Female | 495 | 48.0% | 2,620,239 | 48.9% | 495 | 47.9% | 2,624,722 | 48.9% |
| Male | 537 | 52.0% | 2,738,801 | 51.1% | 538 | 52.1% | 2,746,864 | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 646 | 62.6% | 3,229,178 | 60.3% | 647 | 62.6% | 3,233,417 | 60.2% |
| Non-Educationally Disadvantaged | 386 | 37.4% | 2,129,862 | 39.7% | 386 | 37.4% | 2,138,169 | 39.8% |
| Section 504 Students | 89 | 8.6% | 387,490 | 7.2% | 89 | 8.6% | 387,622 | 7.2% |
| EB Students/EL | 30 | 2.9% | 1,108,207 | 20.7% | 30 | 2.9% | 1,108,883 | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 28 | 2.3% | 66,833 | 1.2% | | | | |
| Students w/ Dyslexia | 45 | 4.4% | 241,070 | 4.5% | 46 | 4.5% | 241,197 | 4.5% |
| Foster Care | 9 | 0.9% | 17,033 | 0.3% | 9 | 0.9% | 17,090 | 0.3% |

| | ---------- Membership ---------- | | | | ---------- Enrollment ---------- | | | |
|---|---|---|---|---|---|---|---|---|
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
| **Student Information** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| Homeless | 8 | 0.8% | 57,709 | 1.1% | 8 | 0.8% | 57,811 | 1.1% |
| Immigrant | 1 | 0.1% | 108,025 | 2.0% | 1 | 0.1% | 108,092 | 2.0% |
| Migrant | 0 | 0.0% | 16,657 | 0.3% | 0 | 0.0% | 16,733 | 0.3% |
| Title I | 746 | 72.3% | 3,457,855 | 64.5% | 746 | 72.2% | 3,464,887 | 64.5% |
| Military Connected | 10 | 1.0% | 144,596 | 2.7% | 10 | 1.0% | 144,683 | 2.7% |
| At-Risk | 265 | 25.7% | 2,634,284 | 49.2% | 266 | 25.8% | 2,636,849 | 49.1% |
| **Students by Instructional Program:** | | | | | | | | |
| Bilingual/ESL Education | 30 | 2.9% | 1,123,936 | 21.0% | 30 | 2.9% | 1,124,413 | 20.9% |
| Gifted and Talented Education | 85 | 8.2% | 443,781 | 8.3% | 85 | 8.2% | 443,849 | 8.3% |
| Special Education | 117 | 11.3% | 595,885 | 11.1% | 117 | 11.3% | 605,043 | 11.3% |
| **Students with Disabilities by Type of Primary Disability:** | | | | | | | | |
| Total Students with Disabilities | 117 | | 595,885 | | | | | |
| By Type of Primary Disability<br>Students with Intellectual Disabilities | 58 | 49.6% | 253,352 | 42.5% | | | | |
| Students with Physical Disabilities | 35 | 29.9% | 127,106 | 21.3% | | | | |
| Students with Autism | 7 | 6.0% | 83,737 | 14.1% | | | | |
| Students with Behavioral Disabilities | 12 | 10.3% | 122,624 | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 5 | 4.3% | 9,066 | 1.5% | | | | |
| **Mobility (2019-20):** | | | | | | | | |
| Total Mobile Students | 153 | 14.3% | 726,083 | 13.8% | | | | |
| By Ethnicity:<br>African American | 1 | 0.1% | 148,832 | 2.8% | | | | |
| Hispanic | 86 | 8.1% | 372,491 | 7.1% | | | | |
| White | 63 | 5.9% | 160,748 | 3.1% | | | | |
| American Indian | 0 | 0.0% | 2,944 | 0.1% | | | | |
| Asian | 0 | 0.0% | 18,370 | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 1,484 | 0.0% | | | | |
| Two or More Races | 3 | 0.3% | 21,214 | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 22 | 19.0% | 102,036 | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 10 | 27.8% | 137,410 | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 117 | 17.6% | 508,900 | 16.0% | | | | |
| **Student Attrition (2019-20):** | | | | | | | | |
| Total Student Attrition | 155 | 19.2% | 700,130 | 16.6% | | | | |

| | -Non-Special Education Rates- | | -Special Education Rates- | |
|---|---|---|---|---|
| **Student Information** | **District** | **State** | **District** | **State** |
| **Retention Rates by Grade:** | | | | |
| Kindergarten | 6.8% | 1.4% | 0.0% | 4.8% |
| Grade 1 | 3.0% | 1.9% | 0.0% | 3.2% |
| Grade 2 | 0.0% | 1.0% | 0.0% | 1.4% |
| Grade 3 | 0.0% | 0.5% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.3% | 0.0% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.2% | 0.0% | 0.3% |
| Grade 7 | 1.6% | 0.3% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.2% | 0.0% | 0.4% |
| Grade 9 | 1.3% | 4.7% | 13.3% | 7.8% |

| | ---- District ---- | | ----- State ----- | |
|---|---|---|---|---|
| | **Count** | **Percent** | **Count** | **Percent** |
| **Data Quality:** | | | | |
| Underreported Students | 2 | 0.4% | 6,039 | 0.2% |

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

| Class Size Information | District | State |
|---|---|---|
| **Elementary:** | | |
| Kindergarten | 16.8 | 17.7 |
| Grade 1 | 17.2 | 18.0 |
| Grade 2 | 18.3 | 18.0 |
| Grade 3 | 18.6 | 18.2 |
| Grade 4 | 19.8 | 18.3 |
| Grade 5 | 17.1 | 19.8 |
| Grade 6 | 12.3 | 19.4 |
| **Secondary:** | | |
| English/Language Arts | 11.5 | 15.7 |
| Foreign Languages | 10.1 | 17.8 |
| Mathematics | 11.4 | 16.9 |
| Science | 11.6 | 17.9 |
| Social Studies | 13.7 | 18.3 |

| | ----- District ----- | | ------- State ------- | |
|---|---|---|---|---|
| **Staff Information** | **Count** | **Percent** | **Count** | **Percent** |
| | | | | |
| Total Staff | 175.9 | 100.0% | 745,316.3 | 100.0% |
| | | | | |
| Professional Staff: | 91.2 | 51.9% | 479,219.1 | 64.3% |
| Teachers | 79.9 | 45.4% | 369,395.4 | 49.6% |
| Professional Support | 6.1 | 3.5% | 78,787.8 | 10.6% |
| Campus Administration (School Leadership) | 4.3 | 2.5% | 22,378.5 | 3.0% |
| Central Administration | 1.0 | 0.6% | 8,657.4 | 1.2% |
| Educational Aides: | 33.3 | 18.9% | 79,348.7 | 10.6% |
| Auxiliary Staff: | 51.3 | 29.2% | 186,748.5 | 25.1% |
| **Librarians and Counselors (Headcount):** | | | | |
| Full-time Librarians | 0.0 | n/a | 4,290.0 | n/a |
| Part-time Librarians | 0.0 | n/a | 582.0 | n/a |
| Full-time Counselors | 2.0 | n/a | 13,211.0 | n/a |
| Part-time Counselors | 1.0 | n/a | 1,126.0 | n/a |
| | | | | |
| Total Minority Staff: | 74.5 | 42.3% | 384,122.4 | 51.5% |
| **Teachers by Ethnicity:** | | | | |
| African American | 2.2 | 2.8% | 41,186.3 | 11.1% |
| Hispanic | 19.0 | 23.8% | 104,985.0 | 28.4% |
| White | 58.6 | 73.4% | 210,367.3 | 56.9% |
| American Indian | 0.0 | 0.0% | 1,261.0 | 0.3% |
| Asian | 0.0 | 0.0% | 6,656.1 | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 618.8 | 0.2% |
| Two or More Races | 0.0 | 0.0% | 4,320.9 | 1.2% |
| **Teachers by Sex:** | | | | |
| Males | 12.0 | 15.0% | 88,006.1 | 23.8% |
| Females | 67.9 | 85.0% | 281,389.3 | 76.2% |
| **Teachers by Highest Degree Held:** | | | | |
| No Degree | 0.0 | 0.0% | 4,422.7 | 1.2% |
| Bachelors | 67.3 | 84.2% | 269,818.0 | 73.0% |
| Masters | 12.5 | 15.7% | 92,432.5 | 25.0% |
| Doctorate | 0.1 | 0.1% | 2,722.3 | 0.7% |
| **Teachers by Years of Experience:** | | | | |
| Beginning Teachers | 3.1 | 3.8% | 24,880.4 | 6.7% |
| 1-5 Years Experience | 17.0 | 21.3% | 102,753.7 | 27.8% |
| 6-10 Years Experience | 15.0 | 18.8% | 74,854.8 | 20.3% |
| 11-20 Years Experience | 25.0 | 31.3% | 107,653.1 | 29.1% |

| | ----- District ----- | | ------- State ------- | |
|---|---|---|---|---|
| **Staff Information** | **Count** | **Percent** | **Count** | **Percent** |
| 21-30 Years Experience | 14.1 | 17.7% | 47,975.4 | 13.0% |
| Over 30 Years Experience | 5.7 | 7.1% | 11,278.0 | 3.1% |
| | | | | |
| Number of Students per Teacher | 12.9 | n/a | 14.5 | n/a |

| **Staff Information** | **District** | **State** |
|---|---|---|
| **Experience of Campus Leadership:** | | |
| Average Years Experience of Principals | 6.0 | 6.4 |
| Average Years Experience of Principals with District | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals | 2.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 2.0 | 4.8 |
| | | |
| Average Years Experience of Teachers: | 14.5 | 11.2 |
| Average Years Experience of Teachers with District: | 6.6 | 7.2 |
| **Average Teacher Salary by Years of Experience (regular duties only):** | | |
| Beginning Teachers | $41,180 | $50,849 |
| 1-5 Years Experience | $40,078 | $53,288 |
| 6-10 Years Experience | $42,743 | $56,282 |
| 11-20 Years Experience | $50,441 | $59,900 |
| 21-30 Years Experience | $57,859 | $64,637 |
| Over 30 Years Experience | $60,165 | $69,974 |
| **Average Actual Salaries (regular duties only):** | | |
| Teachers | $48,436 | $57,641 |
| Professional Support | $55,201 | $68,030 |
| Campus Administration (School Leadership) | $72,852 | $83,424 |
| Central Administration | $111,000 | $109,662 |
| | | |
| Instructional Staff Percent: | 62.0% | 64.6% |
| | | |
| Turnover Rate for Teachers: | 18.1% | 14.3% |
| **Staff Exclusions:** | | |
| Shared Services Arrangement Staff:<br>Professional Staff | 0.0 | 1,136.9 |
| Educational Aides | 0.0 | 194.8 |
| Auxiliary Staff | 0.0 | 397.5 |
| | | |
| Contracted Instructional Staff: | 0.0 | 5,731.4 |

| | ------ District ----- | | ------- State ------- | |
|---|---|---|---|---|
| **Program Information** | **Count** | **Percent** | **Count** | **Percent** |
| **Teachers by Program (population served):** | | | | |
| Bilingual/ESL Education | 0.1 | 0.2% | 22,870.6 | 6.2% |
| Career and Technical Education | 4.8 | 6.0% | 18,987.7 | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 10,226.9 | 2.8% |
| Gifted and Talented Education | 1.1 | 1.4% | 6,558.4 | 1.8% |
| Regular Education | 65.0 | 81.4% | 262,447.1 | 71.0% |
| Special Education | 4.8 | 6.0% | 34,862.5 | 9.4% |
| Other | 4.0 | 5.0% | 13,442.2 | 3.6% |

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

**Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report**
**(To open link in a new window, press the "Ctrl" key and click on the link.)**

# 2020-21 Texas Academic Performance Report (TAPR)

**District Name: GEORGE WEST ISD**

**Campus Name: GEORGE WEST H S**

**Campus Number: 149901001**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | 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 | 2021 | 67% | 75% | **75%** | - | 72% | 75% | * | - | - | * | 9% | * | 73% | 83% | 67% | * |
| | 2019 | 68% | 76% | **76%** | - | 79% | 71% | - | - | - | * | 20% | * | 81% | 63% | 69% | * |
| At Meets Grade Level or Above | 2021 | 50% | 63% | **63%** | - | 53% | 71% | * | - | - | * | 9% | * | 58% | 83% | 52% | * |
| | 2019 | 50% | 64% | **64%** | - | 65% | 61% | - | - | - | * | 13% | * | 68% | 52% | 55% | * |
| At Masters Grade Level | 2021 | 12% | 13% | **13%** | - | 6% | 21% | * | - | - | * | 0% | * | 13% | 17% | 10% | * |
| | 2019 | 11% | 18% | **18%** | - | 16% | 22% | - | - | - | * | 7% | * | 19% | 15% | 12% | * |
| **End of Course English II** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 83% | **83%** | - | 84% | 79% | * | - | - | * | 44% | * | 83% | 84% | 76% | * |
| | 2019 | 68% | 82% | **82%** | - | 72% | 97% | - | - | - | * | 33% | - | 84% | 75% | 73% | 40% |
| At Meets Grade Level or Above | 2021 | 57% | 65% | **65%** | - | 60% | 68% | * | - | - | * | 44% | * | 67% | 58% | 58% | * |
| | 2019 | 49% | 64% | **64%** | - | 57% | 74% | - | - | - | * | 33% | - | 68% | 50% | 55% | 20% |
| At Masters Grade Level | 2021 | 11% | 10% | **10%** | - | 7% | 15% | * | - | - | * | 11% | * | 13% | 0% | 4% | * |
| | 2019 | 8% | 6% | **6%** | - | 6% | 6% | - | - | - | * | 0% | - | 7% | 0% | 4% | 0% |
| **End of Course Algebra I** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 77% | **75%** | - | 72% | 76% | * | - | - | * | 0% | * | 74% | 77% | 69% | * |
| | 2019 | 85% | 89% | **88%** | - | 93% | 80% | - | - | - | * | 71% | * | 92% | 75% | 85% | * |
| At Meets Grade Level or Above | 2021 | 41% | 55% | **52%** | - | 47% | 52% | * | - | - | * | 0% | * | 55% | 38% | 46% | * |
| | 2019 | 61% | 59% | **56%** | - | 57% | 54% | - | - | - | * | 21% | * | 61% | 40% | 54% | * |
| At Masters Grade Level | 2021 | 23% | 22% | **17%** | - | 14% | 24% | * | - | - | * | 0% | * | 17% | 15% | 13% | * |
| | 2019 | 37% | 42% | **38%** | - | 41% | 31% | - | - | - | * | 7% | * | 42% | 25% | 29% | * |
| **End of Course Biology** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 95% | **95%** | - | 97% | 93% | * | - | - | * | 78% | * | 95% | 100% | 92% | * |
| | 2019 | 88% | 94% | **94%** | - | 90% | 100% | - | - | - | * | 43% | - | 95% | 92% | 93% | * |
| At Meets Grade Level or Above | 2021 | 55% | 60% | **60%** | - | 55% | 66% | * | - | - | * | 33% | * | 58% | 70% | 57% | * |
| | 2019 | 62% | 77% | **77%** | - | 70% | 86% | - | - | - | * | 29% | - | 80% | 62% | 66% | * |
| At Masters Grade Level | 2021 | 22% | 35% | **35%** | - | 21% | 48% | * | - | - | * | 22% | * | 35% | 40% | 30% | * |
| | 2019 | 25% | 33% | **33%** | - | 28% | 39% | - | - | - | * | 0% | - | 34% | 31% | 20% | * |
| **End of Course U.S. History** | | | | | | | | | | | | | | | | | |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 88% | 90% | **90%** | - | 94% | 86% | - | - | - | - | 14% | - | 88% | 100% | 86% | * |
| | 2019 | 93% | 96% | **96%** | * | 97% | 96% | - | - | - | - | 80% | - | 98% | 93% | 95% | * |
| At Meets Grade Level or Above | 2021 | 69% | 81% | **81%** | - | 89% | 71% | - | - | - | - | 14% | - | 78% | 92% | 74% | * |
| | 2019 | 73% | 77% | **77%** | * | 72% | 85% | - | - | - | - | 60% | - | 77% | 79% | 71% | * |
| At Masters Grade Level | 2021 | 43% | 54% | **54%** | - | 57% | 50% | - | - | - | - | 0% | - | 53% | 58% | 43% | * |
| | 2019 | 45% | 44% | **44%** | * | 38% | 52% | - | - | - | - | 40% | - | 42% | 50% | 33% | * |
| **SAT/ACT All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 83% | **83%** | - | * | 80% | - | - | - | - | - | - | 80% | * | * | - |
| At Meets Grade Level or Above | 2021 | 69% | 83% | **83%** | - | * | 80% | - | - | - | - | - | - | 80% | * | * | - |
| At Masters Grade Level | 2021 | 14% | 0% | **0%** | - | * | 0% | - | - | - | - | - | - | 0% | * | * | - |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **84%** | - | 84% | 82% | * | - | - | 100% | 29% | 100% | 83% | 88% | 77% | 67% |
| | 2019 | 78% | 87% | **86%** | * | 84% | 87% | - | - | - | * | 46% | * | 89% | 77% | 80% | 60% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **65%** | - | 61% | 67% | * | - | - | 89% | 20% | 83% | 64% | 67% | 57% | 17% |
| | 2019 | 50% | 59% | **66%** | * | 63% | 70% | - | - | - | * | 26% | * | 70% | 54% | 58% | 27% |
| At Masters Grade Level | 2021 | 18% | 27% | **24%** | - | 20% | 30% | * | - | - | 22% | 7% | 0% | 25% | 22% | 19% | 0% |
| | 2019 | 24% | 27% | **26%** | * | 24% | 28% | - | - | - | * | 8% | * | 27% | 21% | 17% | 13% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **79%** | - | 79% | 77% | * | - | - | 100% | 25% | * | 78% | 84% | 71% | * |
| | 2019 | 75% | 87% | **79%** | - | 75% | 83% | - | - | - | * | 25% | * | 82% | 68% | 71% | 38% |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **64%** | - | 57% | 69% | * | - | - | 100% | 25% | * | 63% | 68% | 55% | * |
| | 2019 | 48% | 59% | **64%** | - | 61% | 67% | - | - | - | * | 21% | * | 68% | 51% | 55% | 13% |
| At Masters Grade Level | 2021 | 18% | 29% | **11%** | - | 6% | 18% | * | - | - | 20% | 5% | * | 13% | 6% | 7% | * |
| | 2019 | 21% | 25% | **12%** | - | 11% | 14% | - | - | - | * | 4% | * | 13% | 9% | 9% | 0% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **76%** | - | 73% | 77% | * | - | - | * | 0% | * | 75% | 79% | 70% | * |
| | 2019 | 82% | 91% | **88%** | - | 93% | 80% | - | - | - | * | 71% | * | 92% | 75% | 85% | * |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **55%** | - | 49% | 58% | * | - | - | * | 0% | * | 58% | 43% | 48% | * |
| | 2019 | 52% | 64% | **56%** | - | 57% | 54% | - | - | - | * | 21% | * | 61% | 40% | 54% | * |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2021 | 18% | 26% | **15%** | - | 14% | 19% | * | - | - | * | 0% | * | 15% | 14% | 13% | * |
| | 2019 | 26% | 31% | **38%** | - | 41% | 31% | - | - | - | * | 7% | * | 42% | 25% | 29% | * |
| **All Grades Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **95%** | - | 97% | 93% | * | - | - | * | 78% | * | 95% | 100% | 92% | * |
| | 2019 | 81% | 86% | **94%** | - | 90% | 100% | - | - | - | * | 43% | - | 95% | 92% | 93% | * |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **60%** | - | 55% | 66% | * | - | - | * | 33% | * | 58% | 70% | 57% | * |
| | 2019 | 54% | 58% | **77%** | - | 70% | 86% | - | - | - | * | 29% | - | 80% | 62% | 66% | * |
| At Masters Grade Level | 2021 | 20% | 26% | **35%** | - | 21% | 48% | * | - | - | * | 22% | * | 35% | 40% | 30% | * |
| | 2019 | 25% | 27% | **33%** | - | 28% | 39% | - | - | - | * | 0% | - | 34% | 31% | 20% | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 85% | **90%** | - | 94% | 86% | - | - | - | - | 14% | - | 88% | 100% | 86% | * |
| | 2019 | 81% | 86% | **96%** | * | 97% | 96% | - | - | - | - | 80% | - | 98% | 93% | 95% | * |
| At Meets Grade Level or Above | 2021 | 49% | 61% | **81%** | - | 89% | 71% | - | - | - | - | 14% | - | 78% | 92% | 74% | * |
| | 2019 | 55% | 59% | **77%** | * | 72% | 85% | - | - | - | - | 60% | - | 77% | 79% | 71% | * |
| At Masters Grade Level | 2021 | 29% | 34% | **54%** | - | 57% | 50% | - | - | - | - | 0% | - | 53% | 58% | 43% | * |
| | 2019 | 33% | 36% | **44%** | * | 38% | 52% | - | - | - | - | 40% | - | 42% | 50% | 33% | * |

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

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 72 | **72** | - | 71 | 72 | - | - | - | * | 71 | - | 75 | 57 | 76 | * |
| | 2018 | 67 | 79 | **79** | * | 76 | 82 | - | - | - | - | * | - | 81 | 65 | 73 | * |
| End of Course Algebra I | 2019 | 75 | 74 | **71** | - | 78 | 63 | - | - | - | * | 35 | * | 75 | 57 | 68 | - |
| | 2018 | 72 | 65 | **64** | - | 63 | 66 | - | - | - | - | 21 | * | 63 | 67 | 58 | * |
| All Grades Both Subjects | 2019 | 69 | 71 | **72** | - | 74 | 68 | - | - | - | * | 50 | * | 75 | 57 | 72 | * |
| | 2018 | 69 | 68 | **72** | * | 70 | 75 | - | - | - | - | 30 | * | 73 | 66 | 65 | 36 |
| All Grades ELA/Reading | 2019 | 68 | 69 | **72** | - | 71 | 72 | - | - | - | * | 71 | - | 75 | 57 | 76 | * |
| | 2018 | 69 | 69 | **79** | * | 76 | 82 | - | - | - | - | * | - | 81 | 65 | 73 | * |
| All Grades Mathematics | 2019 | 70 | 72 | **71** | - | 78 | 63 | - | - | - | * | 35 | * | 75 | 57 | 68 | - |
| | 2018 | 70 | 68 | **64** | - | 63 | 66 | - | - | - | - | 21 | * | 63 | 67 | 58 | * |

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **84%** | - | - | - | - | - | - | 67% | - | 67% | - | - | 84% | 67% | 93% |
| | 2019 | 78% | 87% | **86%** | - | - | - | - | - | | 60% | - | 60% | | 60% | | 60% | |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **65%** | - | - | - | - | - | - | 17% | - | 17% | - | - | 64% | 17% | 87% |
| | 2019 | 50% | 59% | **66%** | - | - | - | - | - | | 40% | - | 40% | | 20% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 27% | **24%** | - | - | - | - | - | - | 0% | - | 0% | - | - | 23% | 0% | 60% |
| | 2019 | 24% | 27% | **26%** | - | - | - | - | - | | 40% | - | 40% | | 0% | | 13% | |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **79%** | - | - | - | - | - | - | * | - | * | - | - | 80% | * | 80% |
| | 2019 | 75% | 87% | **79%** | - | - | - | - | - | | * | - | * | | 40% | | 38% | |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **64%** | - | - | - | - | - | - | * | - | * | - | - | 64% | * | 80% |
| | 2019 | 48% | 59% | **64%** | - | - | - | - | - | | * | - | * | | 20% | | 13% | |
| At Masters Grade Level | 2021 | 18% | 29% | **11%** | - | - | - | - | - | - | * | - | * | - | - | 10% | * | 40% |
| | 2019 | 21% | 25% | **12%** | - | - | - | - | - | | * | - | * | | 0% | | 0% | |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **76%** | - | - | - | - | - | - | * | - | * | - | - | 76% | * | * |
| | 2019 | 82% | 91% | **88%** | - | - | - | - | - | | - | - | - | | * | | * | |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **55%** | - | - | - | - | - | - | * | - | * | - | - | 56% | * | * |
| | 2019 | 52% | 64% | **56%** | - | - | - | - | - | | - | - | - | | * | | * | |
| At Masters Grade Level | 2021 | 18% | 26% | **15%** | - | - | - | - | - | - | * | - | * | - | - | 14% | * | * |
| | 2019 | 26% | 31% | **38%** | - | - | - | - | - | | - | - | - | | * | | * | |
| **All Grades Science** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **95%** | - | - | - | - | - | - | * | - | * | - | - | 95% | * | * |
| | 2019 | 81% | 86% | **94%** | - | - | - | - | - | | - | - | - | | * | | * | |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **60%** | - | - | - | - | - | - | * | - | * | - | - | 61% | * | * |
| | 2019 | 54% | 58% | **77%** | - | - | - | - | - | | - | - | - | | * | | * | |
| At Masters Grade Level | 2021 | 20% | 26% | **35%** | - | - | - | - | - | - | * | - | * | - | - | 36% | * | * |
| | 2019 | 25% | 27% | **33%** | - | - | - | - | - | | - | - | - | | * | | * | |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 85% | **90%** | - | - | - | - | - | - | * | - | * | - | - | 89% | * | 100% |
| | 2019 | 81% | 86% | **96%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Meets Grade Level or Above | 2021 | 49% | 61% | **81%** | - | - | - | - | - | - | * | - | * | - | - | 79% | * | 100% |
| | 2019 | 55% | 59% | **77%** | - | - | - | - | - | | * | - | * | | * | | * | |
| At Masters Grade Level | 2021 | 29% | 34% | **54%** | - | - | - | - | - | - | * | - | * | - | - | 52% | * | 83% |
| | 2019 | 33% | 36% | **44%** | - | - | - | - | - | | * | - | * | | * | | * | |

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

# Texas Education Agency
# 2020-21 STAAR Participation (TAPR)
# GEORGE WEST H S (149901001) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | **100%** | - | 99% | 100% | * | - | - | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 95% | **96%** | - | 97% | 95% | * | - | - | 82% | 94% | 100% | 99% | 84% | 99% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | **4%** | - | 3% | 5% | * | - | - | 18% | 6% | 0% | 1% | 15% | 1% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | - | 0% | 0% | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | **0%** | - | 1% | 0% | * | - | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 0% | **0%** | - | 0% | 0% | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | **0%** | - | 1% | 0% | * | - | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | * | 100% | 100% | - | - | - | * | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | **93%** | * | 93% | 92% | - | - | - | * | 98% | * | 98% | 78% | 94% | 79% |
| Not Included in Accountability: Mobile | 4% | 6% | **7%** | * | 6% | 8% | - | - | - | * | 2% | * | 1% | 21% | 5% | 11% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | * | 1% | 0% | - | - | - | * | 0% | * | 0% | 1% | 0% | 11% |
| Not Tested | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.7% | **98.3%** | * | 98.2% | 98.4% | * | - | - | * | 97.1% | 97.9% | * |
| 2018-19 | 95.4% | 95.1% | **95.5%** | * | 95.0% | 96.2% | - | - | - | * | 92.4% | 93.8% | 95.0% |
| **Chronic Absenteeism** | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 5.6% | **8.7%** | * | 7.6% | 10.6% | * | - | - | 0.0% | 20.0% | 10.3% | 40.0% |
| 2018-19 | 11.4% | 13.6% | **12.8%** | * | 14.4% | 10.9% | - | - | - | * | 22.6% | 21.0% | 25.0% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.6% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | **1.4%** | * | 1.1% | 1.8% | * | - | - | 0.0% | 0.0% | 1.5% | 20.0% |
| 2018-19 | 1.9% | 1.7% | **1.7%** | * | 1.7% | 1.8% | - | - | - | * | 3.1% | 2.8% | 0.0% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2020** | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.0% | **95.2%** | * | 95.5% | 94.7% | - | - | - | - | * | 91.9% | * |
| Received TxCHSE | 0.4% | 1.2% | **1.2%** | * | 0.0% | 2.6% | - | - | - | - | * | 0.0% | * |
| Continued HS | 3.9% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 5.4% | 4.8% | **3.6%** | * | 4.5% | 2.6% | - | - | - | - | * | 8.1% | * |
| Graduates and TxCHSE | 90.7% | 95.2% | **96.4%** | * | 95.5% | 97.4% | - | - | - | - | * | 91.9% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 95.2% | **96.4%** | * | 95.5% | 97.4% | - | - | - | - | * | 91.9% | * |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 90.0% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Received TxCHSE | 0.5% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Continued HS | 3.7% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 5.9% | 2.5% | **2.5%** | - | 2.9% | 2.3% | - | - | - | - | * | 3.2% | * |
| Graduates and TxCHSE | 90.4% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Graduates, TxCHSE, and Continuers | 94.1% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 92.0% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| Received TxCHSE | 0.5% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Continued HS | 1.3% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Dropped Out | 6.1% | 2.5% | **2.5%** | - | 2.9% | 2.3% | - | - | - | - | * | 3.2% | * |
| Graduates and TxCHSE | 92.6% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |

| | 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 | 93.9% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.2% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Received TxCHSE | 0.6% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 1.1% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 5.5% | **5.5%** | * | 6.5% | 4.9% | - | - | - | - | 0.0% | 9.4% | - |
| Graduates and TxCHSE | 92.8% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Received TxCHSE | 0.7% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.1% | 5.5% | **5.5%** | * | 6.5% | 4.9% | - | - | - | - | 0.0% | 9.4% | - |
| Graduates and TxCHSE | 93.3% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | **94.5%** | * | 93.5% | 95.1% | - | - | - | - | 100.0% | 90.6% | - |
| **Class of 2017** | | | | | | | | | | | | | |
| Graduated | 92.4% | 93.0% | **93.0%** | * | 92.1% | 95.6% | - | - | - | * | 80.0% | 81.0% | - |
| Received TxCHSE | 0.7% | 1.2% | **1.2%** | * | 0.0% | 2.2% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.3% | 5.8% | **5.8%** | * | 7.9% | 2.2% | - | - | - | * | 20.0% | 19.0% | - |
| Graduates and TxCHSE | 93.2% | 94.2% | **94.2%** | * | 92.1% | 97.8% | - | - | - | * | 80.0% | 81.0% | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.2% | **94.2%** | * | 92.1% | 97.8% | - | - | - | * | 80.0% | 81.0% | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 94.0% | **95.2%** | * | 95.5% | 94.7% | - | - | - | - | * | 91.9% | * |
| Class of 2019 | 90.0% | 97.5% | **97.5%** | - | 97.1% | 97.7% | - | - | - | - | * | 96.8% | * |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Class of 2019 | 4.2% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **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 2020 | 83.5% | 93.7% | **93.7%** | * | 90.5% | 97.2% | - | - | - | - | * | 88.2% | * |
| Class of 2019 | 83.5% | 94.7% | **94.7%** | - | 97.0% | 93.0% | - | - | - | - | * | 90.0% | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 93.7% | **93.7%** | * | 90.5% | 97.2% | - | - | - | - | * | 88.2% | * |
| Class of 2019 | 87.6% | 94.7% | **94.7%** | - | 97.0% | 93.0% | - | - | - | - | * | 90.0% | * |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 38.6% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 4.4% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 92.3% | **92.3%** | * | 90.2% | 94.4% | - | - | - | - | 20.0% | 86.5% | * |
| 2018-19 | 82.1% | 93.9% | **93.9%** | - | 94.6% | 93.3% | - | - | - | - | * | 90.3% | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 92.3% | **92.3%** | * | 90.2% | 94.4% | - | - | - | - | 20.0% | 86.5% | * |
| 2018-19 | 85.9% | 93.9% | **93.9%** | - | 94.6% | 93.3% | - | - | - | - | * | 90.3% | * |

Texas Education Agency

# 2020-21 Graduation Profile (TAPR)

# GEORGE WEST H S (149901001) - GEORGE WEST ISD - LIVE OAK COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2019-20 Annual Graduates)** | | | | |
| Total Graduates | 78 | 100.0% | 78 | 360,220 |
| **By Ethnicity:** | | | | |
| African American | 1 | 1.3% | 1 | 44,729 |
| Hispanic | 41 | 52.6% | 41 | 184,060 |
| White | 36 | 46.2% | 36 | 105,215 |
| American Indian | 0 | 0.0% | 0 | 1,226 |
| Asian | 0 | 0.0% | 0 | 17,126 |
| Pacific Islander | 0 | 0.0% | 0 | 557 |
| Two or More Races | 0 | 0.0% | 0 | 7,307 |
| **By Graduation Type:** | | | | |
| Minimum H.S. Program | 0 | 0.0% | 0 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 0 | 952 |
| Foundation H.S. Program (No Endorsement) | 6 | 7.7% | 6 | 49,535 |
| Foundation H.S. Program (Endorsement) | 0 | 0.0% | 0 | 15,689 |
| Foundation H.S. Program (DLA) | 72 | 92.3% | 72 | 292,532 |
| | | | | |
| Special Education Graduates | 5 | 6.4% | 5 | 29,018 |
| Economically Disadvantaged Graduates | 37 | 47.4% | 37 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 2 | 2.6% | 2 | 29,639 |
| At-Risk Graduates | 16 | 20.5% | 16 | 148,836 |

| 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)** | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 60.3% | **60.3%** | * | 48.8% | 72.2% | - | - | - | - | 40.0% | 40.5% | * |
| 2018-19 | 72.9% | 77.1% | **77.1%** | - | 68.4% | 84.4% | - | - | - | - | * | 66.1% | * |
| **College Ready Graduates** | | | | | | | | | | | | | |
| **College Ready (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 57.7% | **57.7%** | * | 43.9% | 72.2% | - | - | - | - | 0.0% | 37.8% | * |
| 2018-19 | 53.0% | 51.8% | **51.8%** | - | 39.5% | 62.2% | - | - | - | - | * | 29.0% | * |
| **TSI Criteria Graduates in English Language Arts (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 65.4% | **65.4%** | * | 53.7% | 77.8% | - | - | - | - | 0.0% | 51.4% | * |
| 2018-19 | 60.7% | 56.6% | **56.6%** | - | 50.0% | 62.2% | - | - | - | - | * | 45.2% | * |
| **TSI Criteria Graduates in Mathematics (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 64.1% | **64.1%** | * | 58.5% | 69.4% | - | - | - | - | 0.0% | 51.4% | * |
| 2018-19 | 48.6% | 51.8% | **51.8%** | - | 42.1% | 60.0% | - | - | - | - | * | 32.3% | * |
| **TSI Criteria Graduates in Both Subjects (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 52.6% | **52.6%** | * | 41.5% | 63.9% | - | - | - | - | 0.0% | 35.1% | * |
| 2018-19 | 44.2% | 41.0% | **41.0%** | - | 28.9% | 51.1% | - | - | - | - | * | 25.8% | * |
| **AP / IB Met Criteria in Any Subject (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 1.3% | **1.3%** | * | 0.0% | 2.8% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 21.1% | 3.6% | **3.6%** | - | 2.6% | 4.4% | - | - | - | - | * | 0.0% | * |
| **Associate Degree (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 1.3% | **1.3%** | * | 0.0% | 2.8% | - | - | - | - | 0.0% | 2.7% | * |
| 2018-19 | 1.9% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Dual Course Credits in Any Subject (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 37.2% | **37.2%** | * | 19.5% | 55.6% | - | - | - | - | 0.0% | 18.9% | * |
| 2018-19 | 23.1% | 33.7% | **33.7%** | - | 18.4% | 46.7% | - | - | - | - | * | 6.5% | * |
| **Onramps Course Credits (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 2.3% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Career / Military Ready Graduates** | | | | | | | | | | | | | |
| **Career or Military Ready (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 2.6% | **2.6%** | * | 4.9% | 0.0% | - | - | - | - | 40.0% | 2.7% | * |
| 2018-19 | 40.4% | 52.4% | **52.4%** | - | 50.0% | 54.4% | - | - | - | - | * | 51.6% | * |
| **Approved Industry-Based Certification (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 10.7% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Graduates with Level I or Level II Certificate (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| 2018-19 | 0.6% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **Graduate with Completed IEP and Workforce Readiness (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 1.3% | **1.3%** | * | 2.4% | 0.0% | - | - | - | - | 20.0% | 0.0% | * |
| 2018-19 | 2.3% | 2.4% | **2.4%** | - | 2.6% | 2.2% | - | - | - | - | * | 3.2% | * |
| **Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)** | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 1.3% | **1.3%** | * | 2.4% | 0.0% | - | - | - | - | 20.0% | 2.7% | * |
| 2018-19 | 2.7% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |

| | 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 | 2019-20 | 30.1% | 64.1% | **64.1%** | * | 53.7% | 75.0% | - | - | - | - | 0.0% | 51.4% | * |
| | 2018-19 | 33.4% | 51.8% | **51.8%** | - | 47.4% | 55.6% | - | - | - | - | * | 38.7% | * |
| Mathematics | 2019-20 | 21.2% | 39.7% | **39.7%** | * | 31.7% | 47.2% | - | - | - | - | 0.0% | 29.7% | * |
| | 2018-19 | 24.7% | 42.2% | **42.2%** | - | 31.6% | 51.1% | - | - | - | - | * | 29.0% | * |
| Both Subjects | 2019-20 | 16.4% | 37.2% | **37.2%** | * | 26.8% | 47.2% | - | - | - | - | 0.0% | 24.3% | * |
| | 2018-19 | 18.8% | 36.1% | **36.1%** | - | 26.3% | 44.4% | - | - | - | - | * | 19.4% | * |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| | 2018-19 | 5.1% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| Mathematics | 2019-20 | 9.7% | 21.8% | **21.8%** | * | 24.4% | 19.4% | - | - | - | - | 0.0% | 18.9% | * |
| | 2018-19 | 7.3% | 21.7% | **21.7%** | - | 21.1% | 22.2% | - | - | - | - | * | 19.4% | * |
| Both Subjects | 2019-20 | 4.2% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| | 2018-19 | 2.6% | 0.0% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | * |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 13.5% | **13.5%** | * | 10.1% | 17.8% | - | - | - | * | 9.1% | 5.4% | * |
| | 2019 | 25.2% | 8.1% | **8.1%** | * | 3.9% | 12.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| English Language Arts | 2020 | 12.7% | 11.0% | **11.0%** | * | 8.9% | 13.7% | - | - | - | * | 9.1% | 5.4% | * |
| | 2019 | 14.5% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Mathematics | 2020 | 6.4% | 2.6% | **2.6%** | * | 1.3% | 4.1% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 7.4% | 8.1% | **8.1%** | * | 3.9% | 12.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Science | 2020 | 9.4% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 10.4% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | 2020 | 12.4% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| | 2019 | 13.9% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 19.0% | **19.0%** | - | 25.0% | 15.4% | - | - | - | - | * | * | - |
| | 2019 | 51.0% | 23.1% | **23.1%** | - | * | 20.0% | - | - | - | - | - | - | - |
| English Language Arts | 2020 | 50.1% | 17.6% | **17.6%** | - | 28.6% | 10.0% | - | - | - | - | * | * | - |
| | 2019 | 41.2% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2020 | 56.5% | * | * | - | * | * | - | - | - | - | - | - | - |
| | 2019 | 52.2% | 23.1% | **23.1%** | - | * | 20.0% | - | - | - | - | - | - | - |
| Science | 2020 | 47.6% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 40.6% | - | **-** | - | - | - | - | - | - | - | - | - | - |

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | 2020 | 52.3% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 46.3% | - | **-** | - | - | - | - | - | - | - | - | - | - |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 57.7% | **57.7%** | * | 48.8% | 66.7% | - | - | - | - | 0.0% | 51.4% | * |
| | 2018-19 | 75.0% | 47.0% | **47.0%** | - | 31.6% | 60.0% | - | - | - | - | * | 29.0% | * |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 42.2% | **42.2%** | * | 25.0% | 58.3% | - | - | - | - | - | 31.6% | - |
| | 2018-19 | 36.1% | 41.0% | **41.0%** | - | 16.7% | 51.9% | - | - | - | - | - | 22.2% | - |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 1048 | **1048** | * | 981 | 1102 | - | - | - | - | - | 976 | - |
| | 2018-19 | 1027 | 1075 | **1075** | - | 1020 | 1093 | - | - | - | - | - | 1032 | - |
| English Language Arts and Writing | 2019-20 | 513 | 526 | **526** | * | 489 | 556 | - | - | - | - | - | 473 | - |
| | 2018-19 | 517 | 550 | **550** | - | 506 | 566 | - | - | - | - | - | 525 | - |
| Mathematics | 2019-20 | 506 | 522 | **522** | * | 493 | 546 | - | - | - | - | - | 503 | - |
| | 2018-19 | 510 | 524 | **524** | - | 514 | 528 | - | - | - | - | - | 507 | - |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.4 | **21.4** | * | 18.5 | 23.2 | - | - | - | - | - | 21.2 | - |
| | 2018-19 | 20.6 | 21.0 | **21.0** | - | 18.8 | 22.2 | - | - | - | - | - | 18.2 | - |
| English Language Arts | 2019-20 | 19.9 | 21.6 | **21.6** | * | 17.8 | 24.0 | - | - | - | - | - | 21.0 | - |
| | 2018-19 | 20.3 | 20.8 | **20.8** | - | 18.4 | 22.1 | - | - | - | - | - | 18.4 | - |
| Mathematics | 2019-20 | 20.1 | 20.6 | **20.6** | * | 18.6 | 21.7 | - | - | - | - | - | 20.0 | - |
| | 2018-19 | 20.4 | 20.7 | **20.7** | - | 18.4 | 22.1 | - | - | - | - | - | 17.5 | - |
| Science | 2019-20 | 20.5 | 21.3 | **21.3** | * | 19.6 | 22.4 | - | - | - | - | - | 21.9 | - |
| | 2018-19 | 20.8 | 21.3 | **21.3** | - | 19.9 | 22.0 | - | - | - | - | - | 18.0 | - |

| | 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 | 2019-20 | 46.3% | 26.7% | **26.7%** | * | 24.1% | 30.6% | * | - | - | 0.0% | 11.1% | 16.3% | * |
| | 2018-19 | 44.6% | 25.8% | **25.8%** | * | 16.7% | 35.5% | - | - | - | * | 3.7% | 11.7% | 12.5% |
| English Language Arts | 2019-20 | 18.2% | 8.3% | **8.3%** | * | 4.1% | 13.3% | * | - | - | 0.0% | 0.0% | 3.6% | * |
| | 2018-19 | 17.8% | 15.0% | **15.0%** | * | 6.9% | 23.3% | - | - | - | * | 0.0% | 5.0% | 0.0% |
| Mathematics | 2019-20 | 20.7% | 12.7% | **12.7%** | * | 8.9% | 17.3% | * | - | - | 0.0% | 3.0% | 6.6% | * |
| | 2018-19 | 20.4% | 12.1% | **12.1%** | * | 7.1% | 17.8% | - | - | - | * | 0.0% | 5.1% | 0.0% |
| Science | 2019-20 | 22.4% | 19.5% | **19.5%** | * | 19.2% | 20.4% | * | - | - | 0.0% | 12.5% | 11.7% | * |
| | 2018-19 | 21.7% | 15.7% | **15.7%** | * | 7.8% | 23.6% | - | - | - | * | 0.0% | 5.1% | 0.0% |
| Social Studies | 2019-20 | 24.6% | 13.3% | **13.3%** | * | 7.5% | 20.6% | * | - | - | 0.0% | 3.0% | 3.8% | * |
| | 2018-19 | 23.6% | 13.6% | **13.6%** | * | 9.5% | 17.7% | - | - | - | * | 3.7% | 3.3% | 0.0% |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 89.7% | **89.7%** | * | 90.2% | 88.9% | - | - | - | - | 80.0% | 81.1% | * |
| | 2018-19 | 59.0% | 94.0% | **94.0%** | - | 92.1% | 95.6% | - | - | - | - | * | 90.3% | * |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 59.0% | **59.0%** | - | 57.9% | 60.0% | - | - | - | - | * | 41.9% | * |
| | 2017-18 | 53.4% | 51.5% | **51.5%** | - | 45.2% | 56.8% | - | - | - | - | 28.6% | 31.3% | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 56.5% | **56.5%** | - | 40.0% | 61.1% | - | - | - | - | - | - | - |
| | 2017-18 | 60.7% | 62.9% | **62.9%** | - | 28.6% | 85.7% | - | - | - | - | * | 30.0% | - |

| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| | | | | | | | | |
| Total Students | 286 | 100.0% | 1,032 | 5,359,040 | 287 | 100.0% | 1,033 | 5,371,586 |
| **Students by Grade:** | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 5.0% | 3.7% | 0 | 0.0% | 5.0% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.9% | 6.7% | 0 | 0.0% | 6.9% | 6.7% |
| Grade 1 | 0 | 0.0% | 8.3% | 7.1% | 0 | 0.0% | 8.3% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.1% | 7.1% | 0 | 0.0% | 7.1% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.8% | 7.1% | 0 | 0.0% | 7.8% | 7.1% |
| Grade 4 | 0 | 0.0% | 8.1% | 7.2% | 0 | 0.0% | 8.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 6.7% | 7.4% | 0 | 0.0% | 6.7% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.1% | 7.7% | 0 | 0.0% | 7.1% | 7.7% |
| Grade 7 | 0 | 0.0% | 9.0% | 7.9% | 0 | 0.0% | 9.0% | 7.8% |
| Grade 8 | 0 | 0.0% | 5.9% | 7.9% | 0 | 0.0% | 5.9% | 7.9% |
| Grade 9 | 64 | 22.4% | 6.2% | 8.1% | 64 | 22.3% | 6.2% | 8.1% |
| Grade 10 | 86 | 30.1% | 8.3% | 7.8% | 86 | 30.0% | 8.3% | 7.8% |
| Grade 11 | 66 | 23.1% | 6.4% | 7.2% | 66 | 23.0% | 6.4% | 7.2% |
| Grade 12 | 70 | 24.5% | 6.8% | 6.8% | 71 | 24.7% | 6.9% | 6.8% |
| **Ethnic Distribution:** | | | | | | | | |
| African American | 1 | 0.3% | 0.7% | 12.7% | 1 | 0.3% | 0.7% | 12.7% |
| Hispanic | 154 | 53.8% | 58.3% | 52.9% | 154 | 53.7% | 58.3% | 52.9% |
| White | 123 | 43.0% | 38.2% | 26.5% | 124 | 43.2% | 38.2% | 26.5% |
| American Indian | 2 | 0.7% | 0.5% | 0.3% | 2 | 0.7% | 0.5% | 0.3% |
| Asian | 0 | 0.0% | 0.4% | 4.7% | 0 | 0.0% | 0.4% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 6 | 2.1% | 1.8% | 2.7% | 6 | 2.1% | 1.8% | 2.7% |
| **Sex:** | | | | | | | | |
| Female | 127 | 44.4% | 48.0% | 48.9% | 127 | 44.3% | 47.9% | 48.9% |
| Male | 159 | 55.6% | 52.0% | 51.1% | 160 | 55.7% | 52.1% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 146 | 51.0% | 62.6% | 60.3% | 147 | 51.2% | 62.6% | 60.2% |
| Non-Educationally Disadvantaged | 140 | 49.0% | 37.4% | 39.7% | 140 | 48.8% | 37.4% | 39.8% |
| Section 504 Students | 28 | 9.8% | 8.6% | 7.2% | 28 | 9.8% | 8.6% | 7.2% |
| EB Students/EL | 2 | 0.7% | 2.9% | 20.7% | 2 | 0.7% | 2.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 18 | 5.0% | 2.3% | 1.2% | | | | |
| Students w/ Dyslexia | 17 | 5.9% | 4.4% | 4.5% | 18 | 6.3% | 4.5% | 4.5% |
| Foster Care | 0 | 0.0% | 0.9% | 0.3% | 0 | 0.0% | 0.9% | 0.3% |

| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 1 | 0.3% | 0.1% | 2.0% | 1 | 0.3% | 0.1% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 0 | 0.0% | 72.3% | 64.5% | 0 | 0.0% | 72.2% | 64.5% |
| Military Connected | 8 | 2.8% | 1.0% | 2.7% | 8 | 2.8% | 1.0% | 2.7% |
| At-Risk | 116 | 40.6% | 25.7% | 49.2% | 117 | 40.8% | 25.8% | 49.1% |
| **Students by Instructional Program:** | | | | | | | | |
| Bilingual/ESL Education | 2 | 0.7% | 2.9% | 21.0% | 2 | 0.7% | 2.9% | 20.9% |
| Gifted and Talented Education | 40 | 14.0% | 8.2% | 8.3% | 40 | 13.9% | 8.2% | 8.3% |
| Special Education | 31 | 10.8% | 11.3% | 11.1% | 31 | 10.8% | 11.3% | 11.3% |
| **Students with Disabilities by Type of Primary Disability:** | | | | | | | | |
| Total Students with Disabilities | 31 | | | | | | | |
| By Type of Primary Disability<br>Students with Intellectual Disabilities | 22 | 71.0% | 49.6% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 29.9% | 21.3% | | | | |
| Students with Autism | 5 | 16.1% | 6.0% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 10.3% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 4.3% | 1.5% | | | | |
| **Mobility (2019-20):** | | | | | | | | |
| Total Mobile Students | 53 | 14.8% | 14.3% | 13.8% | | | | |
| By Ethnicity:<br>African American | 0 | 0.0% | 0.1% | 2.8% | | | | |
| Hispanic | 24 | 6.7% | 8.1% | 7.1% | | | | |
| White | 29 | 8.1% | 5.9% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 22.5% | 19.0% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 2 | 40.0% | 27.8% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 36 | 17.9% | 17.6% | 16.0% | | | | |
| **Student Attrition (2019-20):** | | | | | | | | |
| Total Student Attrition | 50 | 19.5% | 19.2% | 16.6% | | | | |

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|---|---|---|---|---|---|---|
| **Student Information** | **Campus** | **District** | **State** | **Campus** | **District** | **State** |
| **Retention Rates by Grade:** | | | | | | |
| Kindergarten | - | 6.8% | 1.4% | - | 0.0% | 4.8% |
| Grade 1 | - | 3.0% | 1.9% | - | 0.0% | 3.2% |
| Grade 2 | - | 0.0% | 1.0% | - | 0.0% | 1.4% |
| Grade 3 | - | 0.0% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.0% | 0.3% | - | 0.0% | 0.4% |
| Grade 5 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 7 | - | 1.6% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.0% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 1.3% | 1.3% | 4.7% | 13.3% | 13.3% | 7.8% |

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

| **Class Size Information** | **Campus** | **District** | **State** |
|---|---|---|---|
| **Elementary:** | | | |
| Kindergarten | 5.0 | 16.8 | 17.7 |
| Grade 1 | - | 17.2 | 18.0 |
| Grade 2 | - | 18.3 | 18.0 |
| Grade 3 | - | 18.6 | 18.2 |
| Grade 4 | - | 19.8 | 18.3 |
| Grade 5 | - | 17.1 | 19.8 |
| Grade 6 | - | 12.3 | 19.4 |
| **Secondary:** | | | |
| English/Language Arts | 10.5 | 11.5 | 15.7 |
| Foreign Languages | 10.1 | 10.1 | 17.8 |
| Mathematics | 11.1 | 11.4 | 16.9 |
| Science | 10.6 | 11.6 | 17.9 |
| Social Studies | 12.2 | 13.7 | 18.3 |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Total Staff | 36.3 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 28.3 | 78.0% | 51.9% | 64.3% |
| Teachers | 26.4 | 72.5% | 45.4% | 49.6% |
| Professional Support | 0.7 | 1.8% | 3.5% | 10.6% |
| Campus Administration (School Leadership) | 1.3 | 3.6% | 2.5% | 3.0% |
| Educational Aides: | 8.0 | 22.0% | 18.9% | 10.6% |
| **Librarians and Counselors (Headcount):** | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 582.0 |
| Full-time Counselors | 0.0 | n/a | 2.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 1.0 | 1,126.0 |
| | | | | |
| Total Minority Staff: | 15.9 | 43.9% | 42.3% | 51.5% |
| **Teachers by Ethnicity:** | | | | |
| African American | 1.2 | 4.7% | 2.8% | 11.1% |
| Hispanic | 8.7 | 33.0% | 23.8% | 28.4% |
| White | 16.4 | 62.3% | 73.4% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.2% |
| **Teachers by Sex:** | | | | |
| Males | 8.8 | 33.6% | 15.0% | 23.8% |
| Females | 17.5 | 66.4% | 85.0% | 76.2% |
| **Teachers by Highest Degree Held:** | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.2% |
| Bachelors | 20.2 | 76.7% | 84.2% | 73.0% |
| Masters | 6.1 | 23.0% | 15.7% | 25.0% |
| Doctorate | 0.1 | 0.2% | 0.1% | 0.7% |
| **Teachers by Years of Experience:** | | | | |
| Beginning Teachers | 2.1 | 7.8% | 3.8% | 6.7% |
| 1-5 Years Experience | 2.6 | 9.8% | 21.3% | 27.8% |
| 6-10 Years Experience | 4.0 | 15.2% | 18.8% | 20.3% |
| 11-20 Years Experience | 9.0 | 34.3% | 31.3% | 29.1% |
| 21-30 Years Experience | 4.9 | 18.7% | 17.7% | 13.0% |
| Over 30 Years Experience | 3.8 | 14.3% | 7.1% | 3.1% |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Number of Students per Teacher | 10.9 | n/a | 12.9 | 14.5 |

| Staff Information | Campus | District | State |
|---|---|---|---|
| **Experience of Campus Leadership:** | | | |
| Average Years Experience of Principals | 0.0 | 6.0 | 6.4 |
| Average Years Experience of Principals with District | 0.0 | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals | 2.0 | 2.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 2.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 17.7 | 14.5 | 11.2 |
| Average Years Experience of Teachers with District: | 6.6 | 6.6 | 7.2 |
| **Average Teacher Salary by Years of Experience (regular duties only):** | | | |
| Beginning Teachers | $42,706 | $41,180 | $50,849 |
| 1-5 Years Experience | $44,022 | $40,078 | $53,288 |
| 6-10 Years Experience | $44,646 | $42,743 | $56,282 |
| 11-20 Years Experience | $50,905 | $50,441 | $59,900 |
| 21-30 Years Experience | $63,242 | $57,859 | $64,637 |
| Over 30 Years Experience | $60,295 | $60,165 | $69,974 |
| **Average Actual Salaries (regular duties only):** | | | |
| Teachers | $52,281 | $48,436 | $57,641 |
| Professional Support | $58,013 | $55,201 | $68,030 |
| Campus Administration (School Leadership) | $58,866 | $72,852 | $83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 62.0% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|---|---|---|---|---|
| **Program Information** | **Count** | **Percent** | **District** | **State** |
| **Teachers by Program (population served):** | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.2% | 6.2% |
| Career and Technical Education | 4.4 | 16.9% | 6.0% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 16.5 | 62.6% | 81.4% | 71.0% |
| Special Education | 1.4 | 5.4% | 6.0% | 9.4% |
| Other | 4.0 | 15.1% | 5.0% | 3.6% |

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

**Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report**
**(To open link in a new window, press the "Ctrl" key and click on the link.)**

# 2020-21 Texas Academic Performance Report (TAPR)

**District Name: GEORGE WEST ISD**

**Campus Name: GEORGE WEST J H**

**Campus Number: 149901041**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | 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 | 2021 | 69% | 92% | **92%** | - | 93% | 90% | - | - | - | * | 20% | * | 96% | 78% | 87% | * |
| | 2019 | 76% | 84% | **84%** | - | 72% | 100% | * | - | - | * | 33% | * | 84% | 83% | 80% | * |
| At Meets Grade Level or Above | 2021 | 45% | 64% | **64%** | - | 59% | 68% | - | - | - | * | 0% | * | 65% | 61% | 55% | * |
| | 2019 | 49% | 62% | **62%** | - | 44% | 88% | * | - | - | * | 33% | * | 67% | 50% | 55% | * |
| At Masters Grade Level | 2021 | 25% | 34% | **34%** | - | 27% | 41% | - | - | - | * | 0% | * | 37% | 22% | 23% | * |
| | 2019 | 29% | 38% | **38%** | - | 28% | 50% | * | - | - | * | 0% | * | 38% | 39% | 30% | * |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 80% | **80%** | - | 76% | 85% | - | - | - | * | 40% | * | 83% | 71% | 77% | * |
| | 2019 | 75% | 90% | **90%** | - | 83% | 100% | * | - | - | * | 56% | * | 93% | 83% | 88% | * |
| At Meets Grade Level or Above | 2021 | 27% | 38% | **38%** | - | 26% | 52% | - | - | - | * | 20% | * | 39% | 35% | 34% | * |
| | 2019 | 43% | 72% | **72%** | - | 61% | 95% | * | - | - | * | 33% | * | 78% | 61% | 67% | * |
| At Masters Grade Level | 2021 | 12% | 21% | **21%** | - | 17% | 27% | - | - | - | * | 20% | * | 24% | 12% | 15% | * |
| | 2019 | 17% | 21% | **21%** | - | 17% | 26% | * | - | - | * | 0% | * | 23% | 17% | 19% | * |
| **Grade 7 Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 88% | **88%** | - | 88% | 88% | - | - | - | * | 20% | * | 93% | 72% | 83% | * |
| | 2019 | 70% | 83% | **83%** | - | 76% | 92% | * | - | - | * | 22% | * | 87% | 72% | 78% | * |
| At Meets Grade Level or Above | 2021 | 33% | 62% | **62%** | - | 58% | 66% | - | - | - | * | 20% | * | 64% | 56% | 52% | * |
| | 2019 | 42% | 55% | **55%** | - | 35% | 79% | * | - | - | * | 11% | * | 57% | 50% | 47% | * |
| At Masters Grade Level | 2021 | 10% | 25% | **25%** | - | 16% | 34% | - | - | - | * | 0% | * | 30% | 6% | 13% | * |
| | 2019 | 18% | 20% | **20%** | - | 8% | 38% | * | - | - | * | 0% | * | 22% | 17% | 18% | * |
| **Grade 8 Reading+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 94% | **94%** | - | 91% | 100% | - | - | - | * | * | - | 95% | 86% | 89% | * |
| | 2019 | 86% | 90% | **91%** | - | 90% | 91% | * | - | - | * | 77% | * | 90% | 95% | 91% | * |
| At Meets Grade Level or Above | 2021 | 46% | 51% | **50%** | - | 45% | 56% | - | - | - | * | * | - | 51% | 43% | 43% | * |
| | 2019 | 55% | 53% | **53%** | - | 49% | 53% | * | - | - | * | 31% | * | 54% | 52% | 41% | * |
| At Masters Grade Level | 2021 | 21% | 29% | **28%** | - | 33% | 19% | - | - | - | * | * | - | 30% | 14% | 32% | * |
| | 2019 | 28% | 25% | **25%** | - | 20% | 28% | * | - | - | * | 23% | * | 24% | 29% | 20% | * |
| **Grade 8 Mathematics+** | | | | | | | | | | | | | | | | | |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 62% | 98% | **98%** | - | 100% | 95% | - | - | - | * | * | - | 100% | 86% | 96% | * |
| | 2019 | 88% | 93% | **94%** | - | 94% | 94% | * | - | - | * | 85% | * | 94% | 95% | 93% | * |
| At Meets Grade Level or Above | 2021 | 36% | 79% | **79%** | - | 79% | 81% | - | - | - | * | * | - | 78% | 86% | 71% | * |
| | 2019 | 57% | 74% | **75%** | - | 69% | 82% | * | - | - | * | 46% | * | 73% | 81% | 63% | * |
| At Masters Grade Level | 2021 | 11% | 37% | **36%** | - | 32% | 43% | - | - | - | * | * | - | 37% | 29% | 29% | * |
| | 2019 | 17% | 26% | **26%** | - | 23% | 29% | * | - | - | * | 23% | * | 23% | 38% | 23% | * |
| **Grade 8 Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 90% | **90%** | - | 88% | 94% | - | - | - | * | * | - | 91% | 86% | 86% | * |
| | 2019 | 81% | 82% | **83%** | - | 75% | 94% | * | - | - | * | 85% | * | 81% | 90% | 75% | * |
| At Meets Grade Level or Above | 2021 | 43% | 57% | **56%** | - | 58% | 56% | - | - | - | * | * | - | 53% | 71% | 43% | * |
| | 2019 | 51% | 48% | **48%** | - | 45% | 52% | * | - | - | * | 23% | * | 46% | 55% | 42% | * |
| At Masters Grade Level | 2021 | 24% | 25% | **24%** | - | 24% | 25% | - | - | - | * | * | - | 26% | 14% | 25% | * |
| | 2019 | 25% | 24% | **24%** | - | 20% | 26% | * | - | - | * | 23% | * | 21% | 35% | 20% | * |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 78% | **78%** | - | 76% | 81% | - | - | - | * | * | - | 79% | 71% | 64% | * |
| | 2019 | 69% | 80% | **80%** | - | 75% | 87% | * | - | - | * | 69% | * | 79% | 85% | 71% | * |
| At Meets Grade Level or Above | 2021 | 28% | 35% | **34%** | - | 30% | 44% | - | - | - | * | * | - | 30% | 57% | 21% | * |
| | 2019 | 37% | 47% | **47%** | - | 37% | 55% | * | - | - | * | 38% | * | 48% | 45% | 38% | * |
| At Masters Grade Level | 2021 | 14% | 10% | **8%** | - | 6% | 13% | - | - | - | * | * | - | 7% | 14% | 4% | * |
| | 2019 | 21% | 31% | **31%** | - | 24% | 35% | * | - | - | * | 15% | * | 30% | 35% | 25% | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 77% | * | - | * | * | - | - | - | - | - | - | * | * | - | - |
| | 2019 | 85% | 89% | **100%** | - | * | * | - | - | - | - | - | - | 100% | - | * | - |
| At Meets Grade Level or Above | 2021 | 41% | 55% | * | - | * | * | - | - | - | - | - | - | * | * | - | - |
| | 2019 | 61% | 59% | **100%** | - | * | * | - | - | - | - | - | - | 100% | - | * | - |
| At Masters Grade Level | 2021 | 23% | 22% | * | - | * | * | - | - | - | - | - | - | * | * | - | - |
| | 2019 | 37% | 42% | **100%** | - | * | * | - | - | - | - | - | - | 100% | - | * | - |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **89%** | - | 87% | 90% | - | - | - | 100% | 37% | 100% | 91% | 77% | 83% | 93% |
| | 2019 | 78% | 87% | **87%** | - | 81% | 93% | 100% | - | - | 100% | 65% | 76% | 87% | 87% | 82% | 79% |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2021 | 41% | 57% | **56%** | - | 51% | 63% | - | - | - | 57% | 16% | 50% | 56% | 56% | 46% | 79% |
| | 2019 | 50% | 59% | **59%** | - | 49% | 70% | 86% | - | - | 82% | 32% | 52% | 59% | 57% | 50% | 50% |
| At Masters Grade Level | 2021 | 18% | 27% | **26%** | - | 22% | 33% | - | - | - | 0% | 5% | 17% | 29% | 16% | 19% | 57% |
| | 2019 | 24% | 27% | **27%** | - | 21% | 34% | 43% | - | - | 59% | 14% | 29% | 26% | 30% | 22% | 36% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **93%** | - | 92% | 93% | - | - | - | * | 33% | * | 95% | 80% | 88% | * |
| | 2019 | 75% | 87% | **88%** | - | 83% | 95% | * | - | - | 100% | 59% | 83% | 88% | 90% | 86% | * |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **59%** | - | 53% | 65% | - | - | - | * | 0% | * | 59% | 56% | 51% | * |
| | 2019 | 48% | 59% | **57%** | - | 47% | 68% | * | - | - | 83% | 32% | 33% | 59% | 51% | 47% | * |
| At Masters Grade Level | 2021 | 18% | 29% | **32%** | - | 30% | 35% | - | - | - | * | 0% | * | 34% | 20% | 27% | * |
| | 2019 | 21% | 25% | **30%** | - | 23% | 38% | * | - | - | 67% | 14% | 17% | 29% | 33% | 24% | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **88%** | - | 87% | 89% | - | - | - | * | 50% | * | 91% | 76% | 84% | * |
| | 2019 | 82% | 91% | **93%** | - | 90% | 96% | * | - | - | 100% | 73% | 83% | 94% | 90% | 91% | * |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **57%** | - | 51% | 65% | - | - | - | * | 33% | * | 58% | 52% | 48% | * |
| | 2019 | 52% | 64% | **75%** | - | 67% | 88% | * | - | - | 67% | 41% | 83% | 76% | 72% | 65% | * |
| At Masters Grade Level | 2021 | 18% | 26% | **29%** | - | 25% | 37% | - | - | - | * | 17% | * | 32% | 20% | 20% | * |
| | 2019 | 26% | 31% | **27%** | - | 23% | 32% | * | - | - | 50% | 14% | 33% | 27% | 28% | 22% | * |
| **All Grades Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 80% | **88%** | - | 88% | 88% | - | - | - | * | 20% | * | 93% | 72% | 83% | * |
| | 2019 | 68% | 78% | **83%** | - | 76% | 92% | * | - | - | * | 22% | * | 87% | 72% | 78% | * |
| At Meets Grade Level or Above | 2021 | 30% | 52% | **62%** | - | 58% | 66% | - | - | - | * | 20% | * | 64% | 56% | 52% | * |
| | 2019 | 38% | 41% | **55%** | - | 35% | 79% | * | - | - | * | 11% | * | 57% | 50% | 47% | * |
| At Masters Grade Level | 2021 | 9% | 21% | **25%** | - | 16% | 34% | - | - | - | * | 0% | * | 30% | 6% | 13% | * |
| | 2019 | 14% | 12% | **20%** | - | 8% | 38% | * | - | - | * | 0% | * | 22% | 17% | 18% | * |
| **All Grades Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **90%** | - | 88% | 94% | - | - | - | * | * | - | 91% | 86% | 86% | * |
| | 2019 | 81% | 86% | **83%** | - | 75% | 94% | * | - | - | * | 85% | * | 81% | 90% | 75% | * |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **56%** | - | 58% | 56% | - | - | - | * | * | - | 53% | 71% | 43% | * |
| | 2019 | 54% | 58% | **48%** | - | 45% | 52% | * | - | - | * | 23% | * | 46% | 55% | 42% | * |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2021 | 20% | 26% | **24%** | - | 24% | 25% | - | - | - | * | * | - | 26% | 14% | 25% | * |
| | 2019 | 25% | 27% | **24%** | - | 20% | 26% | * | - | - | * | 23% | * | 21% | 35% | 20% | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 85% | **78%** | - | 76% | 81% | - | - | - | * | * | - | 79% | 71% | 64% | * |
| | 2019 | 81% | 86% | **80%** | - | 75% | 87% | * | - | - | * | 69% | * | 79% | 85% | 71% | * |
| At Meets Grade Level or Above | 2021 | 49% | 61% | **34%** | - | 30% | 44% | - | - | - | * | * | - | 30% | 57% | 21% | * |
| | 2019 | 55% | 59% | **47%** | - | 37% | 55% | * | - | - | * | 38% | * | 48% | 45% | 38% | * |
| At Masters Grade Level | 2021 | 29% | 34% | **8%** | - | 6% | 13% | - | - | - | * | * | - | 7% | 14% | 4% | * |
| | 2019 | 33% | 36% | **31%** | - | 24% | 35% | * | - | - | * | 15% | * | 30% | 35% | 25% | * |

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

# Texas Education Agency
# 2018-19 Progress (TAPR)
# GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 80 | **80** | - | 72 | 90 | * | - | - | * | 56 | * | 77 | 88 | 77 | * |
| | 2018 | 76 | 78 | **78** | - | 78 | 75 | * | - | - | * | 69 | * | 77 | 82 | 77 | * |
| Grade 7 Mathematics | 2019 | 62 | 80 | **80** | - | 81 | 76 | * | - | - | * | 89 | * | 85 | 68 | 79 | * |
| | 2018 | 67 | 75 | **75** | - | 78 | 67 | * | - | - | * | 82 | * | 75 | 76 | 73 | * |
| Grade 8 ELA/Reading | 2019 | 77 | 71 | **71** | - | 69 | 73 | * | - | - | * | 83 | * | 72 | 67 | 65 | * |
| | 2018 | 79 | 71 | **71** | - | 76 | 66 | - | - | - | * | 100 | * | 76 | 53 | 64 | 80 |
| Grade 8 Mathematics | 2019 | 82 | 84 | **84** | - | 84 | 83 | * | - | - | * | 83 | * | 83 | 86 | 83 | * |
| | 2018 | 81 | 82 | **82** | - | 85 | 77 | - | - | - | * | 85 | * | 80 | 89 | 85 | 75 |
| End of Course Algebra I | 2019 | 75 | 74 | **100** | - | * | * | - | - | - | - | - | - | 100 | - | * | - |
| | 2018 | 72 | 65 | * | - | * | * | - | - | - | - | - | - | * | * | - | - |
| All Grades Both Subjects | 2019 | 69 | 71 | **79** | - | 77 | 81 | * | - | - | 94 | 79 | 75 | 79 | 77 | 76 | 75 |
| | 2018 | 69 | 68 | **77** | - | 79 | 72 | * | - | - | 85 | 83 | 83 | 77 | 76 | 75 | 78 |
| All Grades ELA/Reading | 2019 | 68 | 69 | **74** | - | 70 | 80 | * | - | - | * | 71 | 67 | 74 | 77 | 70 | * |
| | 2018 | 69 | 69 | **75** | - | 77 | 70 | * | - | - | 70 | 83 | * | 76 | 69 | 71 | 81 |
| All Grades Mathematics | 2019 | 70 | 72 | **83** | - | 83 | 82 | * | - | - | * | 86 | 83 | 85 | 77 | 82 | * |
| | 2018 | 70 | 68 | **79** | - | 81 | 73 | * | - | - | 100 | 83 | * | 78 | 82 | 78 | 75 |

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

- Indicates there are no students in the group.

Texas Education Agency

# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

# GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **89%** | - | - | - | - | - | - | 93% | - | 93% | - | - | 88% | * | 100% |
| | 2019 | 78% | 87% | **87%** | - | - | - | - | - | | 83% | - | 83% | | - | | 83% | |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **56%** | - | - | - | - | - | - | 79% | - | 79% | - | - | 55% | * | 91% |
| | 2019 | 50% | 59% | **59%** | - | - | - | - | - | | 50% | - | 50% | | - | | 50% | |
| At Masters Grade Level | 2021 | 18% | 27% | **26%** | - | - | - | - | - | - | 57% | - | 57% | - | - | 25% | * | 73% |
| | 2019 | 24% | 27% | **27%** | - | - | - | - | - | | 17% | - | 17% | | - | | 17% | |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **93%** | - | - | - | - | - | - | * | - | * | - | - | 92% | * | * |
| | 2019 | 75% | 87% | **88%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **59%** | - | - | - | - | - | - | * | - | * | - | - | 58% | * | * |
| | 2019 | 48% | 59% | **57%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 18% | 29% | **32%** | - | - | - | - | - | - | * | - | * | - | - | 30% | * | * |
| | 2019 | 21% | 25% | **30%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **88%** | - | - | - | - | - | - | * | - | * | - | - | 89% | * | * |
| | 2019 | 82% | 91% | **93%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **57%** | - | - | - | - | - | - | * | - | * | - | - | 56% | * | * |
| | 2019 | 52% | 64% | **75%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 18% | 26% | **29%** | - | - | - | - | - | - | * | - | * | - | - | 28% | * | * |
| | 2019 | 26% | 31% | **27%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Writing** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 80% | **88%** | - | - | - | - | - | - | * | - | * | - | - | 88% | * | * |
| | 2019 | 68% | 78% | **83%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 30% | 52% | **62%** | - | - | - | - | - | - | * | - | * | - | - | 63% | * | * |
| | 2019 | 38% | 41% | **55%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 9% | 21% | **25%** | - | - | - | - | - | - | * | - | * | - | - | 24% | * | * |
| | 2019 | 14% | 12% | **20%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Science** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **90%** | - | - | - | - | - | - | * | - | * | - | - | 90% | - | * |
| | 2019 | 81% | 86% | **83%** | - | - | - | - | - | | - | - | - | | - | | - | |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **56%** | - | - | - | - | - | - | * | - | * | - | - | 54% | - | * |
| | 2019 | 54% | 58% | **48%** | - | - | - | - | - | | - | - | - | | - | | - | |
| At Masters Grade Level | 2021 | 20% | 26% | **24%** | - | - | - | - | - | - | * | - | * | - | - | 23% | - | * |
| | 2019 | 25% | 27% | **24%** | - | - | - | - | - | | - | - | - | | - | | - | |
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | | |

Texas Education Agency

# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
# GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 73% | 85% | **78%** | - | - | - | - | - | - | * | - | * | - | - | 77% | - | * |
| | 2019 | 81% | 86% | **80%** | - | - | - | - | - | | - | - | - | | - | | - | |
| At Meets Grade Level or Above | 2021 | 49% | 61% | **34%** | - | - | - | - | - | - | * | - | * | - | - | 33% | - | * |
| | 2019 | 55% | 59% | **47%** | - | - | - | - | - | | - | - | - | | - | | - | |
| At Masters Grade Level | 2021 | 29% | 34% | **8%** | - | - | - | - | - | - | * | - | * | - | - | 8% | - | * |
| | 2019 | 33% | 36% | **31%** | - | - | - | - | - | | - | - | - | | - | | - | |

* 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
# 2020-21 STAAR Participation (TAPR)
# GEORGE WEST J H (149901041) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | **100%** | - | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 95% | **96%** | - | 94% | 98% | - | - | - | 100% | 59% | 67% | 99% | 84% | 93% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | **4%** | - | 6% | 2% | - | - | - | 0% | 41% | 33% | 1% | 16% | 6% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | - | 100% | 99% | 100% | - | - | 100% | 100% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | **92%** | - | 93% | 92% | 100% | - | - | 92% | 98% | 100% | 94% | 89% | 93% | 100% |
| Not Included in Accountability: Mobile | 4% | 6% | **7%** | - | 7% | 7% | 0% | - | - | 8% | 2% | 0% | 6% | 10% | 7% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | - | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **0%** | - | 0% | 1% | 0% | - | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 0% | **0%** | - | 0% | 1% | 0% | - | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | - | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

\- Indicates there are no students in the group.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.7% | **98.5%** | * | 98.4% | 98.7% | * | - | - | * | 97.8% | 98.3% | * |
| 2018-19 | 95.4% | 95.1% | **95.1%** | - | 95.0% | 95.2% | * | - | - | 95.1% | 93.1% | 94.4% | * |
| **Chronic Absenteeism** | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 5.6% | **7.9%** | * | 11.0% | 3.6% | * | - | - | * | 12.5% | 8.9% | 0.0% |
| 2018-19 | 11.4% | 13.6% | **11.4%** | - | 12.7% | 9.2% | * | - | - | 14.3% | 28.0% | 14.5% | * |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.7% | **0.7%** | * | 0.0% | 1.8% | * | - | - | * | 0.0% | 1.0% | 0.0% |
| 2018-19 | 0.4% | 0.6% | **0.6%** | - | 0.0% | 1.5% | * | - | - | 0.0% | 0.0% | 0.8% | * |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2020** | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 92.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |

| | 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 | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.2% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2017** | | | | | | | | | | | | | |
| Graduated | 92.4% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 5.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **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 2020 | 83.5% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2019-20 Annual Graduates)** | | | | |
| Total Graduates | - | - | 78 | 360,220 |
| **By Ethnicity:** | | | | |
| African American | - | - | 1 | 44,729 |
| Hispanic | - | - | 41 | 184,060 |
| White | - | - | 36 | 105,215 |
| American Indian | - | - | 0 | 1,226 |
| Asian | - | - | 0 | 17,126 |
| Pacific Islander | - | - | 0 | 557 |
| Two or More Races | - | - | 0 | 7,307 |
| **By Graduation Type:** | | | | |
| Minimum H.S. Program | - | - | 0 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 0 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 72 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 5 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 37 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 2 | 29,639 |
| At-Risk Graduates | - | - | 16 | 148,836 |

**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 | 154 | 100.0% | 1,032 | 5,359,040 | 154 | 100.0% | 1,033 | 5,371,586 |
| **Students by Grade:** | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 5.0% | 3.7% | 0 | 0.0% | 5.0% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.9% | 6.7% | 0 | 0.0% | 6.9% | 6.7% |
| Grade 1 | 0 | 0.0% | 8.3% | 7.1% | 0 | 0.0% | 8.3% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.1% | 7.1% | 0 | 0.0% | 7.1% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.8% | 7.1% | 0 | 0.0% | 7.8% | 7.1% |
| Grade 4 | 0 | 0.0% | 8.1% | 7.2% | 0 | 0.0% | 8.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 6.7% | 7.4% | 0 | 0.0% | 6.7% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.1% | 7.7% | 0 | 0.0% | 7.1% | 7.7% |
| Grade 7 | 93 | 60.4% | 9.0% | 7.9% | 93 | 60.4% | 9.0% | 7.8% |
| Grade 8 | 61 | 39.6% | 5.9% | 7.9% | 61 | 39.6% | 5.9% | 7.9% |
| Grade 9 | 0 | 0.0% | 6.2% | 8.1% | 0 | 0.0% | 6.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.3% | 7.8% | 0 | 0.0% | 8.3% | 7.8% |
| Grade 11 | 0 | 0.0% | 6.4% | 7.2% | 0 | 0.0% | 6.4% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.8% | 6.8% | 0 | 0.0% | 6.9% | 6.8% |
| **Ethnic Distribution:** | | | | | | | | |
| African American | 0 | 0.0% | 0.7% | 12.7% | 0 | 0.0% | 0.7% | 12.7% |
| Hispanic | 88 | 57.1% | 58.3% | 52.9% | 88 | 57.1% | 58.3% | 52.9% |
| White | 63 | 40.9% | 38.2% | 26.5% | 63 | 40.9% | 38.2% | 26.5% |
| American Indian | 0 | 0.0% | 0.5% | 0.3% | 0 | 0.0% | 0.5% | 0.3% |
| Asian | 0 | 0.0% | 0.4% | 4.7% | 0 | 0.0% | 0.4% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 1.9% | 1.8% | 2.7% | 3 | 1.9% | 1.8% | 2.7% |
| **Sex:** | | | | | | | | |
| Female | 69 | 44.8% | 48.0% | 48.9% | 69 | 44.8% | 47.9% | 48.9% |
| Male | 85 | 55.2% | 52.0% | 51.1% | 85 | 55.2% | 52.1% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 89 | 57.8% | 62.6% | 60.3% | 89 | 57.8% | 62.6% | 60.2% |
| Non-Educationally Disadvantaged | 65 | 42.2% | 37.4% | 39.7% | 65 | 42.2% | 37.4% | 39.8% |
| Section 504 Students | 10 | 6.5% | 8.6% | 7.2% | 10 | 6.5% | 8.6% | 7.2% |
| EB Students/EL | 2 | 1.3% | 2.9% | 20.7% | 2 | 1.3% | 2.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 3.3% | 2.3% | 1.2% | | | | |
| Students w/ Dyslexia | 4 | 2.6% | 4.4% | 4.5% | 4 | 2.6% | 4.5% | 4.5% |
| Foster Care | 0 | 0.0% | 0.9% | 0.3% | 0 | 0.0% | 0.9% | 0.3% |

| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 0.1% | 2.0% | 0 | 0.0% | 0.1% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 154 | 100.0% | 72.3% | 64.5% | 154 | 100.0% | 72.2% | 64.5% |
| Military Connected | 2 | 1.3% | 1.0% | 2.7% | 2 | 1.3% | 1.0% | 2.7% |
| At-Risk | 64 | 41.6% | 25.7% | 49.2% | 64 | 41.6% | 25.8% | 49.1% |
| **Students by Instructional Program:** | | | | | | | | |
| Bilingual/ESL Education | 2 | 1.3% | 2.9% | 21.0% | 2 | 1.3% | 2.9% | 20.9% |
| Gifted and Talented Education | 20 | 13.0% | 8.2% | 8.3% | 20 | 13.0% | 8.2% | 8.3% |
| Special Education | 10 | 6.5% | 11.3% | 11.1% | 10 | 6.5% | 11.3% | 11.3% |
| **Students with Disabilities by Type of Primary Disability:** | | | | | | | | |
| Total Students with Disabilities | 10 | | | | | | | |
| By Type of Primary Disability<br>Students with Intellectual Disabilities | 5 | 50.0% | 49.6% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 29.9% | 21.3% | | | | |
| Students with Autism | * | * | 6.0% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 10.3% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 4.3% | 1.5% | | | | |
| **Mobility (2019-20):** | | | | | | | | |
| Total Mobile Students | 23 | 15.1% | 14.3% | 13.8% | | | | |
| By Ethnicity:<br>African American | 1 | 0.7% | 0.1% | 2.8% | | | | |
| Hispanic | 14 | 9.2% | 8.1% | 7.1% | | | | |
| White | 8 | 5.3% | 5.9% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 18.8% | 19.0% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 1 | 20.0% | 27.8% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 21 | 20.2% | 17.6% | 16.0% | | | | |
| **Student Attrition (2019-20):** | | | | | | | | |
| Total Student Attrition | 16 | 21.9% | 19.2% | 16.6% | | | | |

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|---|---|---|---|---|---|---|
| **Student Information** | **Campus** | **District** | **State** | **Campus** | **District** | **State** |
| **Retention Rates by Grade:** | | | | | | |
| Kindergarten | - | 6.8% | 1.4% | - | 0.0% | 4.8% |
| Grade 1 | - | 3.0% | 1.9% | - | 0.0% | 3.2% |
| Grade 2 | - | 0.0% | 1.0% | - | 0.0% | 1.4% |
| Grade 3 | - | 0.0% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.0% | 0.3% | - | 0.0% | 0.4% |
| Grade 5 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 7 | 1.6% | 1.6% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 1.3% | 4.7% | - | 13.3% | 7.8% |

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

| **Class Size Information** | **Campus** | **District** | **State** |
|---|---|---|---|
| **Elementary:** | | | |
| Kindergarten | - | 16.8 | 17.7 |
| Grade 1 | - | 17.2 | 18.0 |
| Grade 2 | - | 18.3 | 18.0 |
| Grade 3 | - | 18.6 | 18.2 |
| Grade 4 | - | 19.8 | 18.3 |
| Grade 5 | - | 17.1 | 19.8 |
| Grade 6 | - | 12.3 | 19.4 |
| **Secondary:** | | | |
| English/Language Arts | 13.8 | 11.5 | 15.7 |
| Foreign Languages | - | 10.1 | 17.8 |
| Mathematics | 11.8 | 11.4 | 16.9 |
| Science | 14.0 | 11.6 | 17.9 |
| Social Studies | 17.1 | 13.7 | 18.3 |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Total Staff | 18.6 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 15.8 | 85.1% | 51.9% | 64.3% |
| Teachers | 12.8 | 69.0% | 45.4% | 49.6% |
| Professional Support | 2.0 | 10.7% | 3.5% | 10.6% |
| Campus Administration (School Leadership) | 1.0 | 5.4% | 2.5% | 3.0% |
| Educational Aides: | 2.8 | 14.9% | 18.9% | 10.6% |
| **Librarians and Counselors (Headcount):** | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 2.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,126.0 |
| | | | | |
| Total Minority Staff: | 4.8 | 25.8% | 42.3% | 51.5% |
| **Teachers by Ethnicity:** | | | | |
| African American | 0.3 | 2.7% | 2.8% | 11.1% |
| Hispanic | 3.5 | 27.0% | 23.8% | 28.4% |
| White | 9.0 | 70.3% | 73.4% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.2% |
| **Teachers by Sex:** | | | | |
| Males | 1.8 | 13.8% | 15.0% | 23.8% |
| Females | 11.1 | 86.2% | 85.0% | 76.2% |
| **Teachers by Highest Degree Held:** | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.2% |
| Bachelors | 10.0 | 78.0% | 84.2% | 73.0% |
| Masters | 2.8 | 22.0% | 15.7% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.1% | 0.7% |
| **Teachers by Years of Experience:** | | | | |
| Beginning Teachers | 1.0 | 7.8% | 3.8% | 6.7% |
| 1-5 Years Experience | 3.1 | 24.5% | 21.3% | 27.8% |
| 6-10 Years Experience | 2.0 | 15.6% | 18.8% | 20.3% |
| 11-20 Years Experience | 4.3 | 33.1% | 31.3% | 29.1% |
| 21-30 Years Experience | 2.2 | 17.1% | 17.7% | 13.0% |
| Over 30 Years Experience | ? | 2.0% | 7.1% | 3.1% |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Number of Students per Teacher | 12.0 | n/a | 12.9 | 14.5 |

| Staff Information | Campus | District | State |
|---|---|---|---|
| **Experience of Campus Leadership:** | | | |
| Average Years Experience of Principals | 8.0 | 6.0 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals | 0.0 | 2.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.6 | 14.5 | 11.2 |
| Average Years Experience of Teachers with District: | 5.5 | 6.6 | 7.2 |
| **Average Teacher Salary by Years of Experience (regular duties only):** | | | |
| Beginning Teachers | $38,033 | $41,180 | $50,849 |
| 1-5 Years Experience | $39,696 | $40,078 | $53,288 |
| 6-10 Years Experience | $44,550 | $42,743 | $56,282 |
| 11-20 Years Experience | $51,621 | $50,441 | $59,900 |
| 21-30 Years Experience | $55,018 | $57,859 | $64,637 |
| Over 30 Years Experience | ? | $60,165 | $69,974 |
| **Average Actual Salaries (regular duties only):** | | | |
| Teachers | $47,940 | $48,436 | $57,641 |
| Professional Support | $59,005 | $55,201 | $68,030 |
| Campus Administration (School Leadership) | $79,001 | $72,852 | $83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 62.0% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|---|---|---|---|---|
| **Program Information** | **Count** | **Percent** | **District** | **State** |
| **Teachers by Program (population served):** | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.2% | 6.2% |
| Career and Technical Education | 0.4 | 2.9% | 6.0% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.1 | 8.6% | 1.4% | 1.8% |
| Regular Education | 10.6 | 82.5% | 81.4% | 71.0% |
| Special Education | 0.8 | 6.0% | 6.0% | 9.4% |
| Other | 0.0 | 0.0% | 5.0% | 3.6% |

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

**Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report**
**(To open link in a new window, press the "Ctrl" key and click on the link.)**

# 2020-21 Texas Academic Performance Report (TAPR)

**District Name: GEORGE WEST ISD**

**Campus Name: GEORGE WEST EL**

**Campus Number: 149901101**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously 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 | 2021 | 63% | 72% | **72%** | * | 69% | 80% | * | * | - | - | 50% | * | 76% | 64% | 67% | * |
| | 2019 | 75% | 84% | **84%** | - | 81% | 93% | - | - | - | * | 38% | 86% | 87% | 75% | 79% | * |
| At Meets Grade Level or Above | 2021 | 36% | 46% | **46%** | * | 33% | 67% | * | * | - | - | 50% | * | 46% | 45% | 33% | * |
| | 2019 | 44% | 49% | **49%** | - | 47% | 56% | - | - | - | * | 25% | 57% | 53% | 40% | 42% | * |
| At Masters Grade Level | 2021 | 17% | 28% | **28%** | * | 14% | 50% | * | * | - | - | 14% | * | 28% | 27% | 10% | * |
| | 2019 | 22% | 26% | **26%** | - | 26% | 30% | - | - | - | * | 0% | 0% | 28% | 20% | 23% | * |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 68% | **68%** | * | 62% | 80% | * | * | - | - | 50% | * | 69% | 68% | 63% | * |
| | 2019 | 75% | 81% | **81%** | - | 84% | 81% | - | - | - | * | 50% | 86% | 83% | 75% | 81% | * |
| At Meets Grade Level or Above | 2021 | 36% | 49% | **49%** | * | 36% | 67% | * | * | - | - | 43% | * | 52% | 41% | 37% | * |
| | 2019 | 48% | 45% | **45%** | - | 40% | 56% | - | - | - | * | 13% | 29% | 51% | 30% | 42% | * |
| At Masters Grade Level | 2021 | 21% | 24% | **24%** | * | 14% | 37% | * | * | - | - | 0% | * | 22% | 27% | 10% | * |
| | 2019 | 28% | 25% | **25%** | - | 19% | 37% | - | - | - | * | 0% | 0% | 26% | 20% | 17% | * |
| **Grade 4 Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 53% | 71% | **71%** | * | 66% | 80% | * | * | - | - | 36% | * | 76% | 57% | 62% | * |
| | 2019 | 67% | 74% | **74%** | - | 67% | 89% | - | - | - | * | 38% | 71% | 75% | 70% | 69% | * |
| At Meets Grade Level or Above | 2021 | 27% | 40% | **40%** | * | 32% | 53% | * | * | - | - | 36% | * | 39% | 43% | 26% | * |
| | 2019 | 35% | 29% | **29%** | - | 21% | 41% | - | - | - | * | 25% | 29% | 28% | 30% | 21% | * |
| At Masters Grade Level | 2021 | 8% | 17% | **17%** | * | 7% | 33% | * | * | - | - | 14% | * | 17% | 19% | 4% | * |
| | 2019 | 11% | 4% | **4%** | - | 0% | 11% | - | - | - | * | 0% | 0% | 4% | 5% | 4% | * |
| **Grade 5 Reading+** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 92% | **92%** | * | 88% | 100% | - | - | - | - | 33% | - | 92% | 92% | 88% | * |
| | 2019 | 86% | 96% | **96%** | - | 98% | 93% | - | - | - | * | 63% | * | 97% | 92% | 93% | * |
| At Meets Grade Level or Above | 2021 | 46% | 70% | **70%** | * | 63% | 82% | - | - | - | - | 17% | - | 67% | 83% | 56% | * |
| | 2019 | 54% | 63% | **63%** | - | 59% | 68% | - | - | - | * | 0% | * | 60% | 69% | 51% | * |
| At Masters Grade Level | 2021 | 30% | 52% | **52%** | * | 44% | 68% | - | - | - | - | 0% | - | 54% | 42% | 34% | * |
| | 2019 | 29% | 35% | **35%** | - | 28% | 46% | - | - | - | * | 0% | * | 31% | 46% | 23% | * |
| **Grade 5 Mathematics+** | | | | | | | | | | | | | | | | | |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 70% | 91% | **91%** | * | 85% | 100% | - | - | - | - | 33% | - | 90% | 92% | 88% | * |
| | 2019 | 90% | 93% | **93%** | - | 94% | 90% | - | - | - | * | 63% | * | 96% | 85% | 90% | * |
| At Meets Grade Level or Above | 2021 | 44% | 55% | **55%** | * | 44% | 73% | - | - | - | - | 17% | - | 50% | 75% | 46% | * |
| | 2019 | 58% | 57% | **57%** | - | 46% | 71% | - | - | - | * | 25% | * | 57% | 58% | 46% | * |
| At Masters Grade Level | 2021 | 25% | 27% | **27%** | * | 15% | 50% | - | - | - | - | 0% | - | 27% | 25% | 15% | * |
| | 2019 | 36% | 29% | **29%** | - | 24% | 37% | - | - | - | * | 13% | * | 30% | 27% | 21% | * |
| **Grade 5 Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 75% | **75%** | * | 66% | 91% | - | - | - | - | 17% | - | 73% | 83% | 66% | * |
| | 2019 | 75% | 84% | **84%** | - | 78% | 93% | - | - | - | * | 50% | * | 83% | 88% | 77% | * |
| At Meets Grade Level or Above | 2021 | 31% | 41% | **41%** | * | 27% | 68% | - | - | - | - | 17% | - | 37% | 58% | 24% | * |
| | 2019 | 49% | 55% | **55%** | - | 35% | 80% | - | - | - | * | 0% | * | 51% | 64% | 46% | * |
| At Masters Grade Level | 2021 | 13% | 17% | **17%** | * | 10% | 32% | - | - | - | - | 17% | - | 15% | 25% | 10% | * |
| | 2019 | 24% | 25% | **25%** | - | 11% | 45% | - | - | - | * | 0% | * | 26% | 24% | 16% | * |
| **Grade 6 Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 83% | **83%** | - | 82% | 82% | - | - | - | * | 38% | * | 79% | 94% | 80% | * |
| | 2019 | 68% | 87% | **87%** | - | 88% | 85% | - | - | - | * | 60% | * | 87% | 88% | 86% | * |
| At Meets Grade Level or Above | 2021 | 32% | 43% | **43%** | - | 36% | 50% | - | - | - | * | 38% | * | 40% | 56% | 39% | * |
| | 2019 | 37% | 42% | **42%** | - | 41% | 45% | - | - | - | * | 40% | * | 43% | 41% | 33% | * |
| At Masters Grade Level | 2021 | 15% | 19% | **19%** | - | 10% | 25% | - | - | - | * | 25% | * | 15% | 31% | 15% | * |
| | 2019 | 18% | 14% | **14%** | - | 14% | 15% | - | - | - | * | 20% | * | 13% | 18% | 12% | * |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 86% | **86%** | - | 82% | 89% | - | - | - | * | 38% | * | 87% | 81% | 83% | * |
| | 2019 | 81% | 93% | **93%** | - | 92% | 95% | - | - | - | * | 60% | * | 94% | 88% | 90% | * |
| At Meets Grade Level or Above | 2021 | 36% | 51% | **51%** | - | 38% | 64% | - | - | - | * | 25% | * | 45% | 69% | 39% | * |
| | 2019 | 47% | 63% | **63%** | - | 65% | 65% | - | - | - | * | 40% | * | 65% | 59% | 57% | * |
| At Masters Grade Level | 2021 | 15% | 17% | **17%** | - | 13% | 21% | - | - | - | * | 13% | * | 17% | 19% | 9% | * |
| | 2019 | 21% | 15% | **15%** | - | 16% | 15% | - | - | - | * | 40% | * | 15% | 18% | 14% | * |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **79%** | 33% | 75% | 87% | * | * | - | * | 39% | 71% | 80% | 76% | 74% | 68% |
| | 2019 | 78% | 87% | **87%** | - | 86% | 90% | - | - | - | 63% | 52% | 83% | 88% | 83% | 83% | 95% |

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2021 | 41% | 57% | **49%** | 22% | 39% | 65% | * | * | - | * | 34% | 0% | 47% | 56% | 37% | 36% |
| | 2019 | 50% | 59% | **51%** | - | 45% | 63% | - | - | - | 38% | 19% | 31% | 52% | 50% | 43% | 57% |
| At Masters Grade Level | 2021 | 18% | 27% | **25%** | 0% | 16% | 39% | * | * | - | * | 11% | 0% | 24% | 26% | 13% | 16% |
| | 2019 | 24% | 27% | **23%** | - | 17% | 33% | - | - | - | 0% | 7% | 3% | 22% | 23% | 17% | 33% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **82%** | * | 80% | 86% | * | * | - | * | 43% | * | 82% | 80% | 78% | 67% |
| | 2019 | 75% | 87% | **90%** | - | 90% | 91% | - | - | - | 67% | 52% | 92% | 91% | 86% | 87% | 100% |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **53%** | * | 44% | 65% | * | * | - | * | 39% | * | 51% | 58% | 42% | 56% |
| | 2019 | 48% | 59% | **53%** | - | 49% | 59% | - | - | - | 33% | 19% | 46% | 53% | 52% | 43% | 63% |
| At Masters Grade Level | 2021 | 18% | 29% | **32%** | * | 23% | 46% | * | * | - | * | 14% | * | 32% | 32% | 19% | 22% |
| | 2019 | 21% | 25% | **26%** | - | 23% | 34% | - | - | - | 0% | 5% | 0% | 25% | 30% | 20% | 25% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **81%** | * | 76% | 89% | * | * | - | * | 43% | * | 82% | 78% | 77% | 78% |
| | 2019 | 82% | 91% | **89%** | - | 90% | 89% | - | - | - | 67% | 57% | 85% | 92% | 83% | 87% | 88% |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **51%** | * | 39% | 68% | * | * | - | * | 32% | * | 49% | 58% | 41% | 22% |
| | 2019 | 52% | 64% | **55%** | - | 51% | 65% | - | - | - | 33% | 24% | 23% | 58% | 49% | 48% | 63% |
| At Masters Grade Level | 2021 | 18% | 26% | **22%** | * | 14% | 35% | * | * | - | * | 4% | * | 22% | 24% | 11% | 11% |
| | 2019 | 26% | 31% | **24%** | - | 20% | 32% | - | - | - | 0% | 14% | 8% | 24% | 22% | 18% | 50% |
| **All Grades Writing** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 80% | **71%** | * | 66% | 80% | * | * | - | - | 36% | * | 76% | 57% | 62% | * |
| | 2019 | 68% | 78% | **74%** | - | 67% | 89% | - | - | - | * | 38% | 71% | 75% | 70% | 69% | * |
| At Meets Grade Level or Above | 2021 | 30% | 52% | **40%** | * | 32% | 53% | * | * | - | - | 36% | * | 39% | 43% | 26% | * |
| | 2019 | 38% | 41% | **29%** | - | 21% | 41% | - | - | - | * | 25% | 29% | 28% | 30% | 21% | * |
| At Masters Grade Level | 2021 | 9% | 21% | **17%** | * | 7% | 33% | * | * | - | - | 14% | * | 17% | 19% | 4% | * |
| | 2019 | 14% | 12% | **4%** | - | 0% | 11% | - | - | - | * | 0% | 0% | 4% | 5% | 4% | * |
| **All Grades Science** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **75%** | * | 66% | 91% | - | - | - | - | 17% | - | 73% | 83% | 66% | * |
| | 2019 | 81% | 86% | **84%** | - | 78% | 93% | - | - | - | * | 50% | * | 83% | 88% | 77% | * |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **41%** | * | 27% | 68% | - | - | - | - | 17% | - | 37% | 58% | 24% | * |
| | 2019 | 54% | 58% | **55%** | - | 35% | 80% | - | - | - | * | 0% | * | 51% | 64% | 46% | * |
| At Masters Grade Level | 2021 | 20% | 26% | **17%** | * | 10% | 32% | - | - | - | - | 17% | - | 15% | 25% | 10% | * |
| | 2019 | 25% | 27% | **25%** | - | 11% | 45% | - | - | - | * | 0% | * | 26% | 24% | 16% | * |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

# Texas Education Agency
# 2018-19 Progress (TAPR)
# GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 64 | **64** | - | 68 | 56 | - | - | - | * | 20 | 71 | 64 | 64 | 66 | * |
| | 2018 | 63 | 50 | **50** | - | 44 | 59 | - | - | - | - | 40 | * | 38 | 83 | 48 | * |
| Grade 4 Mathematics | 2019 | 65 | 52 | **52** | - | 45 | 63 | - | - | - | * | 0 | 14 | 49 | 64 | 50 | * |
| | 2018 | 65 | 48 | **48** | - | 41 | 58 | - | - | - | - | 40 | * | 48 | 48 | 41 | * |
| Grade 5 ELA/Reading | 2019 | 81 | 84 | **84** | - | 86 | 80 | - | - | - | - | 75 | * | 84 | 82 | 80 | * |
| | 2018 | 80 | 90 | **90** | - | 91 | 89 | - | - | - | * | * | * | 90 | 93 | 88 | * |
| Grade 5 Mathematics | 2019 | 83 | 77 | **77** | - | 77 | 78 | - | - | - | - | 100 | * | 81 | 66 | 74 | * |
| | 2018 | 81 | 84 | **84** | - | 82 | 86 | - | - | - | * | * | * | 83 | 86 | 85 | * |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | **42** | - | 45 | 33 | - | - | - | * | 60 | * | 39 | 53 | 43 | * |
| | 2018 | 47 | 44 | **44** | - | 41 | 48 | * | - | - | * | 57 | * | 48 | 31 | 43 | * |
| Grade 6 Mathematics | 2019 | 54 | 62 | **62** | - | 68 | 50 | - | - | - | * | 80 | * | 58 | 74 | 62 | * |
| | 2018 | 56 | 53 | **53** | - | 41 | 70 | * | - | - | * | 64 | * | 52 | 54 | 51 | * |
| All Grades Both Subjects | 2019 | 69 | 71 | **66** | - | 66 | 64 | - | - | - | 75 | 61 | 50 | 65 | 68 | 64 | 66 |
| | 2018 | 69 | 68 | **61** | - | 58 | 66 | * | - | - | * | 53 | 42 | 59 | 66 | 58 | 79 |
| All Grades ELA/Reading | 2019 | 68 | 69 | **65** | - | 67 | 62 | - | - | - | * | 56 | 69 | 64 | 69 | 64 | 63 |
| | 2018 | 69 | 69 | **61** | - | 60 | 63 | * | - | - | * | 47 | 67 | 57 | 73 | 59 | 75 |
| All Grades Mathematics | 2019 | 70 | 72 | **66** | - | 65 | 67 | - | - | - | * | 67 | 31 | 65 | 68 | 63 | 69 |
| | 2018 | 70 | 68 | **60** | - | 56 | 68 | * | - | - | * | 60 | 17 | 60 | 60 | 57 | 83 |

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

- Indicates there are no students in the group.

Texas Education Agency

# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
# GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **79%** | - | - | - | - | - | - | 68% | 33% | 100% | - | - | 80% | 68% | - |
| | 2019 | 78% | 87% | **87%** | - | - | - | - | - | | 94% | - | 94% | | - | | 94% | |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **49%** | - | - | - | - | - | - | 36% | 8% | 62% | - | - | 50% | 36% | - |
| | 2019 | 50% | 59% | **51%** | - | - | - | - | - | | 44% | - | 44% | | - | | 44% | |
| At Masters Grade Level | 2021 | 18% | 27% | **25%** | - | - | - | - | - | - | 16% | 0% | 31% | - | - | 25% | 16% | - |
| | 2019 | 24% | 27% | **23%** | - | - | - | - | - | | 25% | - | 25% | | - | | 25% | |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **82%** | - | - | - | - | - | - | 67% | * | 100% | - | - | 83% | 67% | - |
| | 2019 | 75% | 87% | **90%** | - | - | - | - | - | | 100% | - | 100% | | - | | 100% | |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **53%** | - | - | - | - | - | - | 56% | * | 80% | - | - | 53% | 56% | - |
| | 2019 | 48% | 59% | **53%** | - | - | - | - | - | | 50% | - | 50% | | - | | 50% | |
| At Masters Grade Level | 2021 | 18% | 29% | **32%** | - | - | - | - | - | - | 22% | * | 40% | - | - | 33% | 22% | - |
| | 2019 | 21% | 25% | **26%** | - | - | - | - | - | | 17% | - | 17% | | - | | 17% | |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **81%** | - | - | - | - | - | - | 78% | * | 100% | - | - | 81% | 78% | - |
| | 2019 | 82% | 91% | **89%** | - | - | - | - | - | | 83% | - | 83% | | - | | 83% | |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **51%** | - | - | - | - | - | - | 22% | * | 40% | - | - | 53% | 22% | - |
| | 2019 | 52% | 64% | **55%** | - | - | - | - | - | | 50% | - | 50% | | - | | 50% | |
| At Masters Grade Level | 2021 | 18% | 26% | **22%** | - | - | - | - | - | - | 11% | * | 20% | - | - | 23% | 11% | - |
| | 2019 | 26% | 31% | **24%** | - | - | - | - | - | | 33% | - | 33% | | - | | 33% | |
| **All Grades Writing** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 80% | **71%** | - | - | - | - | - | - | * | * | - | - | - | 73% | * | - |
| | 2019 | 68% | 78% | **74%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 30% | 52% | **40%** | - | - | - | - | - | - | * | * | - | - | - | 42% | * | - |
| | 2019 | 38% | 41% | **29%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 9% | 21% | **17%** | - | - | - | - | - | - | * | * | - | - | - | 18% | * | - |
| | 2019 | 14% | 12% | **4%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Science** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 87% | **75%** | - | - | - | - | - | - | * | - | * | - | - | 74% | * | - |
| | 2019 | 81% | 86% | **84%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 44% | 52% | **41%** | - | - | - | - | - | - | * | - | * | - | - | 39% | * | - |
| | 2019 | 54% | 58% | **55%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 20% | 26% | **17%** | - | - | - | - | - | - | * | - | * | - | - | 16% | * | - |
| | 2019 | 25% | 27% | **25%** | - | - | - | - | - | | * | - | * | | - | | * | |

* 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
# 2020-21 STAAR Participation (TAPR)
# GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | **100%** | 100% | 100% | 100% | * | * | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 95% | **96%** | 100% | 98% | 92% | * | * | - | * | 97% | 100% | 100% | 84% | 96% | 93% |
| Not Included in Accountability: Mobile | 3% | 5% | **4%** | 0% | 2% | 8% | * | * | - | * | 3% | 0% | 0% | 16% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | **0%** | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | **0%** | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | **0%** | 0% | 0% | 0% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | - | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | **96%** | - | 97% | 94% | - | - | - | 100% | 97% | 92% | 98% | 91% | 97% | 100% |
| Not Included in Accountability: Mobile | 4% | 6% | **4%** | - | 3% | 6% | - | - | - | 0% | 3% | 8% | 2% | 9% | 3% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

\- Indicates there are no students in the group.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.7% | **98.9%** | * | 98.8% | 99.1% | - | - | - | * | 98.6% | 98.8% | * |
| 2018-19 | 95.4% | 95.1% | **94.9%** | * | 94.7% | 95.4% | - | - | - | 94.4% | 95.1% | 94.6% | 96.3% |
| **Chronic Absenteeism** | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 5.6% | **2.9%** | * | 3.9% | 1.7% | - | - | - | 0.0% | 0.0% | 3.4% | 0.0% |
| 2018-19 | 11.4% | 13.6% | **13.8%** | * | 17.7% | 7.9% | - | - | - | 12.5% | 7.7% | 16.5% | 0.0% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2020** | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 92.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |

| | 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 | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.2% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2017** | | | | | | | | | | | | | |
| Graduated | 92.4% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 5.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |

# 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
# GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class of 2020 | 83.5% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency

# 2020-21 Graduation Profile (TAPR)

# GEORGE WEST EL (149901101) - GEORGE WEST ISD - LIVE OAK COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2019-20 Annual Graduates)** | | | | |
| Total Graduates | - | - | 78 | 360,220 |
| **By Ethnicity:** | | | | |
| African American | - | - | 1 | 44,729 |
| Hispanic | - | - | 41 | 184,060 |
| White | - | - | 36 | 105,215 |
| American Indian | - | - | 0 | 1,226 |
| Asian | - | - | 0 | 17,126 |
| Pacific Islander | - | - | 0 | 557 |
| Two or More Races | - | - | 0 | 7,307 |
| **By Graduation Type:** | | | | |
| Minimum H.S. Program | - | - | 0 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 0 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 72 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 5 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 37 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 2 | 29,639 |
| At-Risk Graduates | - | - | 16 | 148,836 |

**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 | 226 | 100.0% | 1,032 | 5,359,040 | 226 | 100.0% | 1,033 | 5,371,586 |
| **Students by Grade:** | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 5.0% | 3.7% | 0 | 0.0% | 5.0% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.9% | 6.7% | 0 | 0.0% | 6.9% | 6.7% |
| Grade 1 | 0 | 0.0% | 8.3% | 7.1% | 0 | 0.0% | 8.3% | 7.1% |
| Grade 2 | 0 | 0.0% | 7.1% | 7.1% | 0 | 0.0% | 7.1% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.8% | 7.1% | 0 | 0.0% | 7.8% | 7.1% |
| Grade 4 | 84 | 37.2% | 8.1% | 7.2% | 84 | 37.2% | 8.1% | 7.2% |
| Grade 5 | 69 | 30.5% | 6.7% | 7.4% | 69 | 30.5% | 6.7% | 7.4% |
| Grade 6 | 73 | 32.3% | 7.1% | 7.7% | 73 | 32.3% | 7.1% | 7.7% |
| Grade 7 | 0 | 0.0% | 9.0% | 7.9% | 0 | 0.0% | 9.0% | 7.8% |
| Grade 8 | 0 | 0.0% | 5.9% | 7.9% | 0 | 0.0% | 5.9% | 7.9% |
| Grade 9 | 0 | 0.0% | 6.2% | 8.1% | 0 | 0.0% | 6.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.3% | 7.8% | 0 | 0.0% | 8.3% | 7.8% |
| Grade 11 | 0 | 0.0% | 6.4% | 7.2% | 0 | 0.0% | 6.4% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.8% | 6.8% | 0 | 0.0% | 6.9% | 6.8% |
| **Ethnic Distribution:** | | | | | | | | |
| African American | 3 | 1.3% | 0.7% | 12.7% | 3 | 1.3% | 0.7% | 12.7% |
| Hispanic | 131 | 58.0% | 58.3% | 52.9% | 131 | 58.0% | 58.3% | 52.9% |
| White | 87 | 38.5% | 38.2% | 26.5% | 87 | 38.5% | 38.2% | 26.5% |
| American Indian | 1 | 0.4% | 0.5% | 0.3% | 1 | 0.4% | 0.5% | 0.3% |
| Asian | 0 | 0.0% | 0.4% | 4.7% | 0 | 0.0% | 0.4% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 4 | 1.8% | 1.8% | 2.7% | 4 | 1.8% | 1.8% | 2.7% |
| **Sex:** | | | | | | | | |
| Female | 114 | 50.4% | 48.0% | 48.9% | 114 | 50.4% | 47.9% | 48.9% |
| Male | 112 | 49.6% | 52.0% | 51.1% | 112 | 49.6% | 52.1% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 152 | 67.3% | 62.6% | 60.3% | 152 | 67.3% | 62.6% | 60.2% |
| Non-Educationally Disadvantaged | 74 | 32.7% | 37.4% | 39.7% | 74 | 32.7% | 37.4% | 39.8% |
| Section 504 Students | 29 | 12.8% | 8.6% | 7.2% | 29 | 12.8% | 8.6% | 7.2% |
| EB Students/EL | 9 | 4.0% | 2.9% | 20.7% | 9 | 4.0% | 2.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 1.8% | 2.3% | 1.2% | | | | |
| Students w/ Dyslexia | 10 | 4.4% | 4.4% | 4.5% | 10 | 4.4% | 4.5% | 4.5% |
| Foster Care | 0 | 0.0% | 0.9% | 0.3% | 0 | 0.0% | 0.9% | 0.3% |

| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 0.1% | 2.0% | 0 | 0.0% | 0.1% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 226 | 100.0% | 72.3% | 64.5% | 226 | 100.0% | 72.2% | 64.5% |
| Military Connected | 0 | 0.0% | 1.0% | 2.7% | 0 | 0.0% | 1.0% | 2.7% |
| At-Risk | 33 | 14.6% | 25.7% | 49.2% | 33 | 14.6% | 25.8% | 49.1% |
| **Students by Instructional Program:** | | | | | | | | |
| Bilingual/ESL Education | 9 | 4.0% | 2.9% | 21.0% | 9 | 4.0% | 2.9% | 20.9% |
| Gifted and Talented Education | 19 | 8.4% | 8.2% | 8.3% | 19 | 8.4% | 8.2% | 8.3% |
| Special Education | 31 | 13.7% | 11.3% | 11.1% | 31 | 13.7% | 11.3% | 11.3% |
| **Students with Disabilities by Type of Primary Disability:** | | | | | | | | |
| Total Students with Disabilities | 31 | | | | | | | |
| By Type of Primary Disability<br>Students with Intellectual Disabilities | 21 | 67.7% | 49.6% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 29.9% | 21.3% | | | | |
| Students with Autism | 0 | 0.0% | 6.0% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 10.3% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 4.3% | 1.5% | | | | |
| **Mobility (2019-20):** | | | | | | | | |
| Total Mobile Students | 37 | 13.2% | 14.3% | 13.8% | | | | |
| By Ethnicity:<br>African American | 0 | 0.0% | 0.1% | 2.8% | | | | |
| Hispanic | 20 | 7.1% | 8.1% | 7.1% | | | | |
| White | 15 | 5.3% | 5.9% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.7% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 20.8% | 19.0% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 3 | 33.3% | 27.8% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 29 | 15.8% | 17.6% | 16.0% | | | | |
| **Student Attrition (2019-20):** | | | | | | | | |
| Total Student Attrition | 28 | 17.9% | 19.2% | 16.6% | | | | |

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|---|---|---|---|---|---|---|
| **Student Information** | **Campus** | **District** | **State** | **Campus** | **District** | **State** |
| **Retention Rates by Grade:** | | | | | | |
| Kindergarten | - | 6.8% | 1.4% | - | 0.0% | 4.8% |
| Grade 1 | - | 3.0% | 1.9% | - | 0.0% | 3.2% |
| Grade 2 | - | 0.0% | 1.0% | - | 0.0% | 1.4% |
| Grade 3 | - | 0.0% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.0% | 0.3% | 0.0% | 0.0% | 0.4% |
| Grade 5 | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 7 | - | 1.6% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.0% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 1.3% | 4.7% | - | 13.3% | 7.8% |

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

| **Class Size Information** | **Campus** | **District** | **State** |
|---|---|---|---|
| **Elementary:** | | | |
| Kindergarten | - | 16.8 | 17.7 |
| Grade 1 | - | 17.2 | 18.0 |
| Grade 2 | - | 18.3 | 18.0 |
| Grade 3 | - | 18.6 | 18.2 |
| Grade 4 | 19.8 | 19.8 | 18.3 |
| Grade 5 | 17.1 | 17.1 | 19.8 |
| Grade 6 | 12.3 | 12.3 | 19.4 |
| **Secondary:** | | | |
| English/Language Arts | - | 11.5 | 15.7 |
| Foreign Languages | - | 10.1 | 17.8 |
| Mathematics | - | 11.4 | 16.9 |
| Science | - | 11.6 | 17.9 |
| Social Studies | - | 13.7 | 18.3 |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Total Staff | 28.4 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 19.4 | 68.3% | 51.9% | 64.3% |
| Teachers | 18.4 | 64.7% | 45.4% | 49.6% |
| Professional Support | 0.0 | 0.0% | 3.5% | 10.6% |
| Campus Administration (School Leadership) | 1.0 | 3.5% | 2.5% | 3.0% |
| Educational Aides: | 9.0 | 31.7% | 18.9% | 10.6% |
| **Librarians and Counselors (Headcount):** | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 582.0 |
| Full-time Counselors | 0.0 | n/a | 2.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,126.0 |
| | | | | |
| Total Minority Staff: | 7.8 | 27.5% | 42.3% | 51.5% |
| **Teachers by Ethnicity:** | | | | |
| African American | 0.7 | 3.6% | 2.8% | 11.1% |
| Hispanic | 2.1 | 11.6% | 23.8% | 28.4% |
| White | 15.6 | 84.8% | 73.4% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.2% |
| **Teachers by Sex:** | | | | |
| Males | 0.7 | 3.6% | 15.0% | 23.8% |
| Females | 17.7 | 96.4% | 85.0% | 76.2% |
| **Teachers by Highest Degree Held:** | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.2% |
| Bachelors | 16.0 | 86.9% | 84.2% | 73.0% |
| Masters | 2.4 | 13.1% | 15.7% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.1% | 0.7% |
| **Teachers by Years of Experience:** | | | | |
| Beginning Teachers | 0.0 | 0.0% | 3.8% | 6.7% |
| 1-5 Years Experience | 6.3 | 34.2% | 21.3% | 27.8% |
| 6-10 Years Experience | 4.0 | 21.8% | 18.8% | 20.3% |
| 11-20 Years Experience | 3.8 | 20.4% | 31.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 21.8% | 17.7% | 13.0% |
| Over 30 Years Experience | 0.3 | 1.8% | 7.1% | 3.1% |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Number of Students per Teacher | 12.3 | n/a | 12.9 | 14.5 |

| Staff Information | Campus | District | State |
|---|---|---|---|
| **Experience of Campus Leadership:** | | | |
| Average Years Experience of Principals | 7.0 | 6.0 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals | 0.0 | 2.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.4 | 14.5 | 11.2 |
| Average Years Experience of Teachers with District: | 5.5 | 6.6 | 7.2 |
| **Average Teacher Salary by Years of Experience (regular duties only):** | | | |
| Beginning Teachers | - | $41,180 | $50,849 |
| 1-5 Years Experience | $39,571 | $40,078 | $53,288 |
| 6-10 Years Experience | $42,145 | $42,743 | $56,282 |
| 11-20 Years Experience | $50,702 | $50,441 | $59,900 |
| 21-30 Years Experience | $54,915 | $57,859 | $64,637 |
| Over 30 Years Experience | $54,540 | $60,165 | $69,974 |
| **Average Actual Salaries (regular duties only):** | | | |
| Teachers | $46,022 | $48,436 | $57,641 |
| Professional Support | - | $55,201 | $68,030 |
| Campus Administration (School Leadership) | $79,001 | $72,852 | $83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 62.0% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|---|---|---|---|---|
| **Program Information** | **Count** | **Percent** | **District** | **State** |
| **Teachers by Program (population served):** | | | | |
| Bilingual/ESL Education | 0.1 | 0.7% | 0.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 6.0% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 16.6 | 90.5% | 81.4% | 71.0% |
| Special Education | 1.6 | 8.9% | 6.0% | 9.4% |
| Other | 0.0 | 0.0% | 5.0% | 3.6% |

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

**Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report**
**(To open link in a new window, press the "Ctrl" key and click on the link.)**

# 2020-21 Texas Academic Performance Report (TAPR)

**District Name: GEORGE WEST ISD**

**Campus Name: GEORGE WEST PRI**

**Campus Number: 149901102**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | 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 | 2021 | 67% | 92% | **92%** | * | 95% | 89% | - | * | - | * | 63% | 100% | 92% | 94% | 94% | * |
| | 2019 | 76% | 99% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 39% | 75% | **75%** | * | 76% | 74% | - | * | - | * | 50% | 100% | 76% | 69% | 70% | * |
| | 2019 | 45% | 75% | **75%** | * | 71% | 80% | - | - | - | - | * | * | 75% | 76% | 65% | * |
| At Masters Grade Level | 2021 | 19% | 48% | **48%** | * | 41% | 54% | - | * | - | * | 13% | 60% | 51% | 38% | 38% | * |
| | 2019 | 27% | 46% | **46%** | * | 43% | 52% | - | - | - | - | * | * | 45% | 47% | 33% | * |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 95% | **95%** | * | 95% | 94% | - | * | - | * | 75% | 100% | 94% | 100% | 96% | * |
| | 2019 | 79% | 99% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 31% | 68% | **68%** | * | 68% | 69% | - | * | - | * | 38% | 80% | 67% | 75% | 60% | * |
| | 2019 | 49% | 83% | **83%** | * | 79% | 88% | - | - | - | - | * | * | 79% | 94% | 75% | * |
| At Masters Grade Level | 2021 | 14% | 37% | **37%** | * | 32% | 40% | - | * | - | * | 25% | 60% | 38% | 31% | 23% | * |
| | 2019 | 25% | 55% | **55%** | * | 44% | 72% | - | - | - | - | * | * | 54% | 59% | 43% | * |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **94%** | * | 95% | 91% | - | * | - | * | 69% | 100% | 93% | 97% | 95% | 83% |
| | 2019 | 78% | 87% | **99%** | * | 98% | 100% | - | - | - | - | * | 100% | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **72%** | * | 72% | 71% | - | * | - | * | 44% | 90% | 71% | 72% | 65% | 67% |
| | 2019 | 50% | 59% | **79%** | * | 75% | 84% | - | - | - | - | * | 40% | 77% | 85% | 70% | * |
| At Masters Grade Level | 2021 | 18% | 27% | **42%** | * | 37% | 47% | - | * | - | * | 19% | 60% | 44% | 34% | 31% | 67% |
| | 2019 | 24% | 27% | **50%** | * | 44% | 62% | - | - | - | - | * | 20% | 50% | 53% | 38% | * |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **92%** | * | 95% | 89% | - | * | - | * | 63% | 100% | 92% | 94% | 94% | * |
| | 2019 | 75% | 87% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **75%** | * | 76% | 74% | - | * | - | * | 50% | 100% | 76% | 69% | 70% | * |
| | 2019 | 48% | 59% | **75%** | * | 71% | 80% | - | - | - | - | * | * | 75% | 76% | 65% | * |
| At Masters Grade Level | 2021 | 18% | 29% | **48%** | * | 41% | 54% | - | * | - | * | 13% | 60% | 51% | 38% | 38% | * |
| | 2019 | 21% | 25% | **46%** | * | 43% | 52% | - | - | - | - | * | * | 45% | 47% | 33% | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | |

Texas Education Agency

# 2020-21 STAAR Performance (TAPR)

# GEORGE WEST PRI (149901102) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **95%** | * | 95% | 94% | - | * | - | * | 75% | 100% | 94% | 100% | 96% | * |
| | 2019 | 82% | 91% | **99%** | * | 98% | 100% | - | - | - | - | * | * | 98% | 100% | 98% | * |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **68%** | * | 68% | 69% | - | * | - | * | 38% | 80% | 67% | 75% | 60% | * |
| | 2019 | 52% | 64% | **83%** | * | 79% | 88% | - | - | - | - | * | * | 79% | 94% | 75% | * |
| At Masters Grade Level | 2021 | 18% | 26% | **37%** | * | 32% | 40% | - | * | - | * | 25% | 60% | 38% | 31% | 23% | * |
| | 2019 | 26% | 31% | **55%** | * | 44% | 72% | - | - | - | - | * | * | 54% | 59% | 43% | * |

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

# Texas Education Agency
# 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
# GEORGE WEST PRI (149901102) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 85% | **94%** | - | - | - | - | - | - | 83% | 83% | - | - | - | 94% | 83% | - |
| | 2019 | 78% | 87% | **99%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 41% | 57% | **72%** | - | - | - | - | - | - | 67% | 67% | - | - | - | 72% | 67% | - |
| | 2019 | 50% | 59% | **79%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 18% | 27% | **42%** | - | - | - | - | - | - | 67% | 67% | - | - | - | 41% | 67% | - |
| | 2019 | 24% | 27% | **50%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 85% | **92%** | - | - | - | - | - | - | * | * | - | - | - | 93% | * | - |
| | 2019 | 75% | 87% | **99%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 45% | 60% | **75%** | - | - | - | - | - | - | * | * | - | - | - | 75% | * | - |
| | 2019 | 48% | 59% | **75%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 18% | 29% | **48%** | - | - | - | - | - | - | * | * | - | - | - | 47% | * | - |
| | 2019 | 21% | 25% | **46%** | - | - | - | - | - | | * | - | * | | - | | * | |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 85% | **95%** | - | - | - | - | - | - | * | * | - | - | - | 95% | * | - |
| | 2019 | 82% | 91% | **99%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Meets Grade Level or Above | 2021 | 37% | 56% | **68%** | - | - | - | - | - | - | * | * | - | - | - | 68% | * | - |
| | 2019 | 52% | 64% | **83%** | - | - | - | - | - | | * | - | * | | - | | * | |
| At Masters Grade Level | 2021 | 18% | 26% | **37%** | - | - | - | - | - | - | * | * | - | - | - | 36% | * | - |
| | 2019 | 26% | 31% | **55%** | - | - | - | - | - | | * | - | * | | - | | * | |

* 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

# 2020-21 STAAR Participation (TAPR)

# GEORGE WEST PRI (149901102) - GEORGE WEST ISD - LIVE OAK COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 100% | **100%** | * | 100% | 100% | - | * | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 95% | **91%** | * | 89% | 92% | - | * | - | * | 80% | 100% | 93% | 84% | 90% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | **9%** | * | 11% | 8% | - | * | - | * | 20% | 0% | 7% | 16% | 10% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 0% | **0%** | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | **0%** | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | **0%** | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **98%** | * | 97% | 100% | - | - | - | - | * | 83% | 99% | 95% | 97% | * |
| Included in Accountability | 94% | 94% | **90%** | * | 89% | 93% | - | - | - | - | * | 83% | 94% | 81% | 89% | * |
| Not Included in Accountability: Mobile | 4% | 6% | **8%** | * | 8% | 7% | - | - | - | - | * | 0% | 5% | 14% | 8% | * |
| Not Included in Accountability: Other Exclusions | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | - | * | 0% | 0% | 0% | 0% | * |
| Not Tested | 1% | 0% | **2%** | * | 3% | 0% | - | - | - | - | * | 17% | 1% | 5% | 3% | * |
| Absent | 1% | 0% | **2%** | * | 3% | 0% | - | - | - | - | * | 17% | 1% | 5% | 3% | * |
| 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** | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.7% | **98.9%** | * | 98.7% | 99.1% | * | * | - | * | 98.6% | 98.6% | 98.4% |
| 2018-19 | 95.4% | 95.1% | **94.6%** | * | 94.2% | 95.4% | * | * | - | * | 92.0% | 93.7% | 96.4% |
| **Chronic Absenteeism** | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 5.6% | **2.9%** | * | 4.3% | 1.0% | * | * | - | * | 5.6% | 3.9% | 0.0% |
| 2018-19 | 11.4% | 13.6% | **16.0%** | * | 18.0% | 12.5% | * | * | - | * | 29.7% | 19.7% | 0.0% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2020** | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2019** | | | | | | | | | | | | | |
| Graduated | 92.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |

| | 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 | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.2% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2018** | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 5.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 94.5% | - | - | - | - | - | - | - | - | - | - | - |
| **Class of 2017** | | | | | | | | | | | | | |
| Graduated | 92.4% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 5.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.2% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |

Texas Education Agency

# 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

# GEORGE WEST PRI (149901102) - GEORGE WEST ISD - LIVE OAK COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class of 2020 | 83.5% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | - | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 92.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency

# 2020-21 Graduation Profile (TAPR)

# GEORGE WEST PRI (149901102) - GEORGE WEST ISD - LIVE OAK COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2019-20 Annual Graduates)** | | | | |
| Total Graduates | - | - | 78 | 360,220 |
| **By Ethnicity:** | | | | |
| African American | - | - | 1 | 44,729 |
| Hispanic | - | - | 41 | 184,060 |
| White | - | - | 36 | 105,215 |
| American Indian | - | - | 0 | 1,226 |
| Asian | - | - | 0 | 17,126 |
| Pacific Islander | - | - | 0 | 557 |
| Two or More Races | - | - | 0 | 7,307 |
| **By Graduation Type:** | | | | |
| Minimum H.S. Program | - | - | 0 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 0 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 72 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 5 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 37 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 2 | 29,639 |
| At-Risk Graduates | - | - | 16 | 148,836 |

**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 | 366 | 100.0% | 1,032 | 5,359,040 | 366 | 100.0% | 1,033 | 5,371,586 |
| **Students by Grade:** | | | | | | | | |
| Early Childhood Education | 3 | 0.8% | 0.3% | 0.3% | 3 | 0.8% | 0.3% | 0.4% |
| Pre-Kindergarten | 52 | 14.2% | 5.0% | 3.7% | 52 | 14.2% | 5.0% | 3.7% |
| Kindergarten | 71 | 19.4% | 6.9% | 6.7% | 71 | 19.4% | 6.9% | 6.7% |
| Grade 1 | 86 | 23.5% | 8.3% | 7.1% | 86 | 23.5% | 8.3% | 7.1% |
| Grade 2 | 73 | 19.9% | 7.1% | 7.1% | 73 | 19.9% | 7.1% | 7.1% |
| Grade 3 | 81 | 22.1% | 7.8% | 7.1% | 81 | 22.1% | 7.8% | 7.1% |
| Grade 4 | 0 | 0.0% | 8.1% | 7.2% | 0 | 0.0% | 8.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 6.7% | 7.4% | 0 | 0.0% | 6.7% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.1% | 7.7% | 0 | 0.0% | 7.1% | 7.7% |
| Grade 7 | 0 | 0.0% | 9.0% | 7.9% | 0 | 0.0% | 9.0% | 7.8% |
| Grade 8 | 0 | 0.0% | 5.9% | 7.9% | 0 | 0.0% | 5.9% | 7.9% |
| Grade 9 | 0 | 0.0% | 6.2% | 8.1% | 0 | 0.0% | 6.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.3% | 7.8% | 0 | 0.0% | 8.3% | 7.8% |
| Grade 11 | 0 | 0.0% | 6.4% | 7.2% | 0 | 0.0% | 6.4% | 7.2% |
| Grade 12 | 0 | 0.0% | 6.8% | 6.8% | 0 | 0.0% | 6.9% | 6.8% |
| **Ethnic Distribution:** | | | | | | | | |
| African American | 3 | 0.8% | 0.7% | 12.7% | 3 | 0.8% | 0.7% | 12.7% |
| Hispanic | 229 | 62.6% | 58.3% | 52.9% | 229 | 62.6% | 58.3% | 52.9% |
| White | 121 | 33.1% | 38.2% | 26.5% | 121 | 33.1% | 38.2% | 26.5% |
| American Indian | 2 | 0.5% | 0.5% | 0.3% | 2 | 0.5% | 0.5% | 0.3% |
| Asian | 4 | 1.1% | 0.4% | 4.7% | 4 | 1.1% | 0.4% | 4.7% |
| Pacific Islander | 1 | 0.3% | 0.1% | 0.2% | 1 | 0.3% | 0.1% | 0.2% |
| Two or More Races | 6 | 1.6% | 1.8% | 2.7% | 6 | 1.6% | 1.8% | 2.7% |
| **Sex:** | | | | | | | | |
| Female | 185 | 50.5% | 48.0% | 48.9% | 185 | 50.5% | 47.9% | 48.9% |
| Male | 181 | 49.5% | 52.0% | 51.1% | 181 | 49.5% | 52.1% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 259 | 70.8% | 62.6% | 60.3% | 259 | 70.8% | 62.6% | 60.2% |
| Non-Educationally Disadvantaged | 107 | 29.2% | 37.4% | 39.7% | 107 | 29.2% | 37.4% | 39.8% |
| Section 504 Students | 22 | 6.0% | 8.6% | 7.2% | 22 | 6.0% | 8.6% | 7.2% |
| EB Students/EL | 17 | 4.6% | 2.9% | 20.7% | 17 | 4.6% | 2.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 2.3% | 1.2% | | | | |
| Students w/ Dyslexia | 14 | 3.8% | 4.4% | 4.5% | 14 | 3.8% | 4.5% | 4.5% |
| Foster Care | 9 | 2.5% | 0.9% | 0.3% | 9 | 2.5% | 0.9% | 0.3% |

| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| Homeless | 8 | 2.2% | 0.8% | 1.1% | 8 | 2.2% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 0.1% | 2.0% | 0 | 0.0% | 0.1% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 366 | 100.0% | 72.3% | 64.5% | 366 | 100.0% | 72.2% | 64.5% |
| Military Connected | 0 | 0.0% | 1.0% | 2.7% | 0 | 0.0% | 1.0% | 2.7% |
| At-Risk | 52 | 14.2% | 25.7% | 49.2% | 52 | 14.2% | 25.8% | 49.1% |
| **Students by Instructional Program:** | | | | | | | | |
| Bilingual/ESL Education | 17 | 4.6% | 2.9% | 21.0% | 17 | 4.6% | 2.9% | 20.9% |
| Gifted and Talented Education | 6 | 1.6% | 8.2% | 8.3% | 6 | 1.6% | 8.2% | 8.3% |
| Special Education | 45 | 12.3% | 11.3% | 11.1% | 45 | 12.3% | 11.3% | 11.3% |
| **Students with Disabilities by Type of Primary Disability:** | | | | | | | | |
| Total Students with Disabilities | 45 | | | | | | | |
| By Type of Primary Disability<br>Students with Intellectual Disabilities | 10 | 22.2% | 49.6% | 42.5% | | | | |
| Students with Physical Disabilities | 27 | 60.0% | 29.9% | 21.3% | | | | |
| Students with Autism | * | * | 6.0% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 10.3% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 5 | 11.1% | 4.3% | 1.5% | | | | |
| **Mobility (2019-20):** | | | | | | | | |
| Total Mobile Students | 40 | 14.5% | 14.3% | 13.8% | | | | |
| By Ethnicity:<br>African American | 0 | 0.0% | 0.1% | 2.8% | | | | |
| Hispanic | 28 | 10.2% | 8.1% | 7.1% | | | | |
| White | 11 | 4.0% | 5.9% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.4% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 13.9% | 19.0% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 4 | 23.5% | 27.8% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 31 | 17.5% | 17.6% | 16.0% | | | | |
| **Student Attrition (2019-20):** | | | | | | | | |
| Total Student Attrition | 61 | 19.0% | 19.2% | 16.6% | | | | |

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|---|---|---|---|---|---|---|
| **Student Information** | **Campus** | **District** | **State** | **Campus** | **District** | **State** |
| **Retention Rates by Grade:** | | | | | | |
| Kindergarten | 6.8% | 6.8% | 1.4% | 0.0% | 0.0% | 4.8% |
| Grade 1 | 3.0% | 3.0% | 1.9% | 0.0% | 0.0% | 3.2% |
| Grade 2 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 1.4% |
| Grade 3 | 0.0% | 0.0% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | - | 0.0% | 0.3% | - | 0.0% | 0.4% |
| Grade 5 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 7 | - | 1.6% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.0% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 1.3% | 4.7% | - | 13.3% | 7.8% |

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

| **Class Size Information** | **Campus** | **District** | **State** |
|---|---|---|---|
| **Elementary:** | | | |
| Kindergarten | 17.8 | 16.8 | 17.7 |
| Grade 1 | 17.2 | 17.2 | 18.0 |
| Grade 2 | 18.3 | 18.3 | 18.0 |
| Grade 3 | 18.6 | 18.6 | 18.2 |
| Grade 4 | - | 19.8 | 18.3 |
| Grade 5 | - | 17.1 | 19.8 |
| Grade 6 | - | 12.3 | 19.4 |
| **Secondary:** | | | |
| English/Language Arts | - | 11.5 | 15.7 |
| Foreign Languages | - | 10.1 | 17.8 |
| Mathematics | - | 11.4 | 16.9 |
| Science | - | 11.6 | 17.9 |
| Social Studies | - | 13.7 | 18.3 |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Total Staff | 38.8 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 25.3 | 65.2% | 51.9% | 64.3% |
| Teachers | 22.3 | 57.5% | 45.4% | 49.6% |
| Professional Support | 2.0 | 5.2% | 3.5% | 10.6% |
| Campus Administration (School Leadership) | 1.0 | 2.6% | 2.5% | 3.0% |
| Educational Aides: | 13.5 | 34.8% | 18.9% | 10.6% |
| **Librarians and Counselors (Headcount):** | | | | |
| Full-time Librarians | 0.0 | n/a | 0.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 2.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,126.0 |
| | | | | |
| Total Minority Staff: | 13.2 | 34.1% | 42.3% | 51.5% |
| **Teachers by Ethnicity:** | | | | |
| African American | 0.0 | 0.0% | 2.8% | 11.1% |
| Hispanic | 4.7 | 21.1% | 23.8% | 28.4% |
| White | 17.6 | 78.9% | 73.4% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.2% |
| **Teachers by Sex:** | | | | |
| Males | 0.7 | 3.2% | 15.0% | 23.8% |
| Females | 21.6 | 96.8% | 85.0% | 76.2% |
| **Teachers by Highest Degree Held:** | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.2% |
| Bachelors | 21.0 | 94.4% | 84.2% | 73.0% |
| Masters | 1.3 | 5.6% | 15.7% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.1% | 0.7% |
| **Teachers by Years of Experience:** | | | | |
| Beginning Teachers | 0.0 | 0.0% | 3.8% | 6.7% |
| 1-5 Years Experience | 5.0 | 22.4% | 21.3% | 27.8% |
| 6-10 Years Experience | 5.0 | 22.4% | 18.8% | 20.3% |
| 11-20 Years Experience | 8.0 | 35.7% | 31.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 13.5% | 17.7% | 13.0% |
| Over 30 Years Experience | 1.3 | 6.0% | 7.1% | 3.1% |

| | --------- Campus --------- | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| | | | | |
| Number of Students per Teacher | 16.4 | n/a | 12.9 | 14.5 |

| Staff Information | Campus | District | State |
|---|---|---|---|
| **Experience of Campus Leadership:** | | | |
| Average Years Experience of Principals | 3.0 | 6.0 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals | 0.0 | 2.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 13.9 | 14.5 | 11.2 |
| Average Years Experience of Teachers with District: | 8.3 | 6.6 | 7.2 |
| **Average Teacher Salary by Years of Experience (regular duties only):** | | | |
| Beginning Teachers | - | $41,180 | $50,849 |
| 1-5 Years Experience | $38,919 | $40,078 | $53,288 |
| 6-10 Years Experience | $40,978 | $42,743 | $56,282 |
| 11-20 Years Experience | $49,161 | $50,441 | $59,900 |
| 21-30 Years Experience | $55,040 | $57,859 | $64,637 |
| Over 30 Years Experience | $54,915 | $60,165 | $69,974 |
| **Average Actual Salaries (regular duties only):** | | | |
| Teachers | $46,164 | $48,436 | $57,641 |
| Professional Support | $46,567 | $55,201 | $68,030 |
| Campus Administration (School Leadership) | $79,001 | $72,852 | $83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 62.0% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|---|---|---|---|---|
| **Program Information** | **Count** | **Percent** | **District** | **State** |
| **Teachers by Program (population served):** | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 6.0% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 21.3 | 95.5% | 81.4% | 71.0% |
| Special Education | 1.0 | 4.5% | 6.0% | 9.4% |
| Other | 0.0 | 0.0% | 5.0% | 3.6% |

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

**Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report**
**(To open link in a new window, press the "Ctrl" key and click on the link.)**

# Comprehensive Glossary
## 2019–20 Texas Academic Performance Report

## Cover Page

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

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

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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

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

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Performance

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

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

**Other Important Information:**

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

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

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html.

## STAAR Performance

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

*STAAR:*

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

## Progress (Academic Growth and STAAR Progress Measure)

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

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

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

## Prior Year and SSI

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

## Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

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

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

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Participation

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

## STAAR Participation

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

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

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

*Not Tested:* answer documents with score codes A or O

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

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Attendance and Graduation
## Attendance, Graduation, and Dropout Rates

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

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

*(Data source: TSDS PEIMS 42400)*

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

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

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2018–19* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2019 Accountability Manual (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)*

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

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

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

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

*Additional Information on Cohorts:*

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

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

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

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

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

***4-Year Longitudinal Rate***

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

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

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

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

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

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

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

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

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

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

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

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

***5-Year Extended Longitudinal Rate***

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

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

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

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

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

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

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

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

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

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

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

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

***6-year Extended Longitudinal Rate***

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

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

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

*Additional Information about Federal Graduation Rates*

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

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

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

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

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

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

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

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. *(Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-E}}{\textbf{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans}}$$

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

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

## Graduation Profile

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

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

*(Data source: TSDS PEIMS 40203)*

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

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

$$\frac{\textbf{number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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

$$\frac{\textbf{number of students in the 2018–19 school year considered as at risk}}{\textbf{total number of students}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Postsecondary Readiness
## College, Career, or Military Readiness (CCMR)

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

### College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

*4)* **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

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

### Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*

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

*8)* **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

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

*10)* **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110)*

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
## College, Career, or Military Ready Graduates

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

**College, Career, or Military Ready, without CTE (posted January 22, 2021):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one criteria 1–7 or 9–11 described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

**College Ready and Career/Military Ready:** The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

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

| **TSI Criteria** | | | | | | |
|---|---|---|---|---|---|---|
| TSIA | | SAT | | ACT | | College Prep Course |
| >= 351 on Reading | **or** | >=480 on the Evidence-Based Reading and Writing (EBRW) | **or** | >=19 on English **and** >= 23 Composite | **or** | Complete and earn credit for ELA college prep course |
| >= 350 on Mathematics | **or** | >=530 on Mathematics | **or** | >=19 on Mathematics **and** >=23 Composite | **or** | Complete and earn credit for mathematics college prep course |

The percentages are calculated as follows:

*English Language Arts.*

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

*Either Subject.*

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report

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

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

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

**Associate's Degree and Career/Military Ready:** The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

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

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

**Dual Course Credits or OnRamps Course Credits (posted January 22, 2021):** The percentage of 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 or completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: TSDS PEIMS 43415 and OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics or at least nine credit hours in any subject or completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2020 Accountability Manual*. *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

**Graduates with Industry-Based Certification or Level I or Level II Certification (posted January 22, 2021):** The percentage of annual graduates who earned an approved industry-based certification or earned a Level I or Level II certificate. *(Data source: TSDS PEIMS 48011 and THECB)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification or earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2020 Accountability Manual*. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

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

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

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

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# CCMR-related Indicators

**Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates):** The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

**TSIA Average Score (Annual Graduates):** The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

*Reading*

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

*Mathematics*

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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

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

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

*English Language Arts.*

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

*Mathematics.*

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

*Both Subjects.*

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

**AP/IB Course Completion (Annual Graduates)**: The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source:TSDS PIEMS 43415)*

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

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

*All Subjects*

$$\frac{\text{Number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

*Mathematics*

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

*Science*

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

*Social Studies*

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

*(Data source: College Board, IB, and TSDS 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*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

*English Language Arts*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

*Mathematics*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

*Science*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

*Social Studies*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

*All Subjects*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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

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

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

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

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

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

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

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

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

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

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

*(Data source: College Board and TSDS PEIMS 40203)*

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

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

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

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

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

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

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

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

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

**OnRamps Course Credits:** The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Other Postsecondary Indicators

**Advanced/Dual-Credit Course Completion (Grades 11–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

*Any Subject*

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

*Mathematics*

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

*Science*

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

*Social Studies*

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

*(Data source: TSDS PEIMS 43415)*

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

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

*Any Subject*

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

*Mathematics*

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

*Science*

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2018–19}}$$

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

*(Data source: TSDS PEIMS 43415)*

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

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year}}{\text{number of graduates during the 2017–18 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
*(Data source: THECB)*

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Profile
## Student Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

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

*(Data source: TSDS PEIMS 40100)*

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

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

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

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

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

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

*(Data source: TSDS 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 uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

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

- 14—Noncategorical Early Childhood (NCES)

*(Data source: TSDS PEIMS 41163)*

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

$$\frac{\textbf{number of mobile students in 2018–19}}{\textbf{number of students who were in membership at any time during the 2018–19 school year}}$$

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

**Mobility Other Student Groups (posted January 22, 2021)**:

**Count and Percent of Special Education Students who are Mobile:** The count and percentage of Special Education students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile Special Education students in 2018–19}}{\text{number of Special Education students who were in membership at any time during the 2018–19 school year}}$$

**Count and Percent of EL Students who are Mobile**: The count and percentage of English learner students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile EL students in 2018–19}}{\text{number of EL students who were in membership at any time during the 2018–19 school year}}$$

**Count and Percent of Economically Disadvantaged Students who are Mobile**: The count and percentage of economically disadvantaged students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile economically disadvantaged students in 2018–19}}{\text{number of economically disadvantaged students who were in membership at any time during the 2018–19 school year}}$$

This rate is calculated at the state, region, district, and campus level.

**Attrition Rates** *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

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

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

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

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

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

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

*Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

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

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

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

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

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

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

*(Data source: TSDS PEIMS 30090)*

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
## Staff Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Data source: TSDS PEIMS 30050)*

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

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

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

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club

sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

*Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

**Instructional Staff Percent** *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

**Turnover Rate for Teachers** *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30040 and 30090)*

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

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

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract,

the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: TSDS PEIMS 30055 and 30060)*

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

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

# Kindergarten Readiness

## Kindergarten Readiness

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

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

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

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

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

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

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

**Students Ready for KG:** Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based

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

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

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

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$

## Prekindergarten Effectiveness

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

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

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

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

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

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

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

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

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
## Who to Call

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

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

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
## PEIMS Role Identifications
**(In Alphabetical Order by Label)**

**CENTRAL ADMINISTRATORS**

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

**CAMPUS ADMINISTRATORS**

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

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS***

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

**PROFESSIONAL SUPPORT STAFF**

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer
058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor

105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary

**TEACHERS**

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

**EDUCATIONAL AIDES**

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

**AUXILIARY STAFF**

Employment record, but no responsibility records.

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

# Comprehensive Glossary
# 2019–20 Texas Academic Performance Report
# Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

## English Language Arts

| | |
|---|---|
| I3220500 | IB LNG A: LANG & LIT STD LEVEL |
| I3220600 | IB LNG A: LANG & LIT HIGH 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

| | |
|---|---|
| A3580110 | AP COMPUTER SCIENCE A - MATH |
| A3580120 | AP COMPUTER SCIENCE A - LOTE |
| I3580310 | IB COMP SCI A - HIGHR LVL MATH |
| I3580320 | IB COMP SCI A - HIGHR LVL LOTE |
| 03101100 | PRECALCULUS (PRE CALC) |
| 03102500 | INDEP STUDY IN MATH (1ST TIME) |
| 03102501 | INDEP STUDY IN MATH (2ND TIME) |
| 03580370 | DISCRETE MATH FOR COMP SCIENCE |
| 03580395 | ROBOTICS PROGRAMMING & DESIGN |
| 12701410 | APPLIED MATH FOR TECH PROFNALS |
| 13001000 | MATH APPL IN AG/FOOD/& NAT RES |

| | |
|---|---|
| 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 |

## Technology Applications

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

## Fine Arts

| | |
|---|---|
| 03150400 | MUSIC IV, BAND IV |
| 03150800 | MUSIC IV, ORCHESTRA IV |
| 03151200 | MUSIC IV, CHOIR IV |
| 03151600 | MUSIC IV, JAZZ ENSEMBLE IV |
| 03152000 | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400 | MUSIC IV, VOCAL ENSEMBLE IV |
| 03250400 | THEATRE IV, THEATRE ARTS IV |
| 03251000 | THEATRE IV, THEATRE PROD IV |
| 03251200 | TECHNICAL THEATRE IV (TH4TECH) |
| 03502300 | ART IV, DRAWING III |
| 03502400 | ART IV, PAINTING III |
| 03502500 | ART IV, PRINTMAKING III |
| 03502600 | ART IV, FIBERS III |
| 03502700 | ART IV, CERAMICS III |
| 03502800 | ART IV, SCULPTURE III |
| 03502900 | ART IV, JEWELRY III |
| 03503100 | ART IV, PHOTOGRAPHY III |
| 03830400 | DANCE IV, PRINCIPLS OF DNCE IV |
| A3150200 | AP MUSIC THEORY |

| | |
|---|---|
| A3500100 | AP ART HISTORY |
| A3500300 | AP STUDIO ART:DRWING PORTFOLIO |
| A3500400 | AP STUDIO ART:2-DIM DSGN PORTF |
| A3500500 | AP STUDIO ART:3-DIM DSGN PORTF |
| I3250200 | MUSIC STUDIES, IB MUSIC SL |
| I3250300 | MUSIC STUDIES, IB MUSIC HL |
| I3600100 | ART, IB VISUAL ARTS HL |
| I3600200 | ART, IB VISUAL ARTS SL |
| I3750200 | THEATRE, IB THEATRE SL |
| I3750300 | THEATRE, IB THEATRE HL |
| I3830100 | DANCE, LEVEL III, IB DANCE I |
| I3830200 | DANCE, LEVEL IV, IB DANCE II |

## Science

| | |
|---|---|
| I3060001 | IB SPRTS EXERS&HLTH SCI ST LVL |
| I3060002 | IB SPRTS EXERS&HLTH SCI HGH LV |
| 13000700 | ADVANCED ANIMAL SCIENCE |
| 13002100 | ADV PLANT & SOIL SCIENCE |
| 13020600 | ANATOMY & PHYSIOLOGY |
| 13020700 | MEDICAL MICROBIOLOGY |
| 13020800 | PATHOPHYSIOLOGY |
| 13023000 | FOOD SCIENCE |
| 13029500 | FORENSIC SCIENCE |
| 13036400 | BIOTECHNOLOGY I |
| 13036450 | BIOTECHNOLOGY II |
| 13037100 | PRINCIPLES OF TECHNOLOGY |
| 13037200 | SCIENTIFIC RESEARCH & DESIGN |
| 13037210 | SCIENTIFIC RESEARCH & DESGN II |
| 13037220 | SCIEN RESEARCH & DESIGN III |
| 13037300 | ENG DESIGN & PROB SOLVING |
| 13037500 | ENGINEERING SCIENCE |
| A3010200 | AP BIOLOGY |
| A3020000 | AP ENVIRONMENTAL SCIENCE |
| A3040000 | AP CHEMISTRY |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED |
| A3050004 | AP PHYSICS 2: ALGEBRA BASED |
| A3050005 | AP PHYSICS C: ELECTR&MAGNETISM |
| A3050006 | AP PHYSICS C: MECHANICS |
| I3010201 | IB BIOLOGY STANDARD LEVEL |
| I3010202 | IB BIOLOGY HIGHER LEVEL |
| I3020000 | IB ENVIRN SYS & SOC STND 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

| | |
|---|---|
| A3220300 | AP INTERNATIONAL ENGL LANGUAGE |
| I3302300 | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400 | IB SOC & CULTRL ANTHRO HGH LVL |
| I3302500 | IB GLOBAL POLITICS STAND LEVEL |
| I3302600 | IB GLOBAL POLITICS HIGHER LVL |
| N1290325 | IB BUSINESS & MGT STANDARD LVL |
| N1290326 | IB BUSINESS & MGT HIGHER LEVEL |
| 03310301 | ECONOMICS ADV STUDIES (1ST) |
| 03380001 | SOCIAL STD ADV STDYS (1ST TME) |
| A3310100 | AP MICROECONOMICS |
| A3310200 | AP MACROECONOMICS |
| A3330100 | AP U.S. GOVERNMENT & POLITICS |
| A3330200 | AP COMPARATIVE GOVT & POLITICS |
| A3340100 | AP UNITED STATES HISTORY |
| A3340200 | AP EUROPEAN HISTORY |
| A3350100 | AP PSYCHOLOGY |
| A3360100 | AP HUMAN GEOGRAPHY (WRLD GEOG) |
| A3360200 | AP HUMAN GEOGRAPHY (ELECTIVE) |
| A3370100 | AP WORLD HISTORY |
| I3301100 | IB HISTORY STANDARD LEVEL |
| I3301200 | IB HIST AFRICA&MIDEAST HGHR LV |
| I3301300 | IB HIST OF AMERICAS HIGHER LVL |
| I3301400 | IB HIST ASIA&OCEANIA HIGHR LVL |
| I3301500 | IB HIST OF EUROPE HIGHER LEVEL |
| I3302100 | IB GEOGRAPHY STANDARD LEVEL |
| I3302200 | IB GEOGRAPHY HIGHER LEVEL |
| I3303100 | IB ECONOMICS STANDARD LEVEL |
| I3303200 | IB ECONOMICS HIGHER LEVEL |
| I3304100 | IB PSYCHOLOGY STANDARD LEVEL |
| I3304200 | IB PSYCHOLOGY HIGHER LEVEL |
| I3366010 | IB PHILOSOPHY STANDARD LEVEL |

## Foreign Language

| | |
|---|---|
| I3110300 | IB LANGUAGE AB INITIO STD LEVL |
| 03110400 | LANG O/T ENGLISH IV - ARABIC |
| 03110500 | LANG O/T ENGLISH V - ARABIC |
| 03110600 | LANG O/T ENGLISH VI - ARABIC |
| 03110700 | LANG O/T ENGLISH VII-ARABIC |
| 03110910 | SEM LOT, ADV 1ST TIME, ARABIC |

| | |
|---|---|
| 03110920 | SEM LOT, ADV 2ND TIME, ARABIC |
| 03110930 | SEM LOT, ADV 3RD TIME, ARABIC |
| 03120400 | LANG O/T ENGLISH IV - JAPANESE |
| 03120500 | LANG O/T ENGLISH V-JAPANESE |
| 03120600 | LANG O/T ENGLISH VI - JAPANESE |
| 03120700 | LANG O/T ENGLISH VII-JAPANESE |
| 03120910 | SEM LOT, ADV 1ST TME, JAPANESE |
| 03120920 | SEM LOT, ADV 2ND TME, JAPANESE |
| 03120930 | SEM LOT, ADV 3RD TME, JAPANESE |
| 03400400 | LANG O/T ENGLISH IV - ITALIAN |
| 03400500 | LANG O/T ENGLISH V - ITALIAN |
| 03400600 | LANG O/T ENGLISH VI - ITALIAN |
| 03400700 | LANG O/T ENGLISH VII-ITALIAN |
| 03400910 | SEM LOT, ADV 1ST TIME, ITALIAN |
| 03400920 | SEM LOT, ADV 2ND TIME, ITALIAN |
| 03400930 | SEM LOT, ADV 3RD TIME, ITALIAN |
| 03410400 | LANG O/T ENGLISH IV - FRENCH |
| 03410500 | LANG O/T ENGLISH V - FRENCH |
| 03410600 | LANG O/T ENGLISH VI - FRENCH |
| 03410700 | LANG O/T ENGLISH VII - FRENCH |
| 03410910 | SEM LOT, ADV 1ST TIME, FRENCH |
| 03410920 | SEM LOT, ADV 2ND TIME, FRENCH |
| 03410930 | SEM LOT, ADV 3RD TIME, FRENCH |
| 03420400 | LANG O/T ENGLISH IV - GERMAN |
| 03420500 | LANG O/T ENGLISH V - GERMAN |
| 03420600 | LANG O/T ENGLISH VI - GERMAN |
| 03420700 | LANG O/T ENGLISH VII - GERMAN |
| 03420910 | SEM LOT, ADV 1ST TIME, GERMAN |
| 03420920 | SEM LOT, ADV 2ND TIME, GERMAN |
| 03420930 | SEM LOT, ADV 3RD TIME, GERMAN |
| 03430400 | LOTE CLASSIC LNG, LVL IV LATIN |
| 03430500 | LOTE CLASSIC LNG, LVL V LATIN |
| 03430600 | LOTE CLASSIC LNG, LVL VI LATIN |
| 03430700 | LOTE CLASSIC LNG LVL VII LATIN |
| 03440400 | LANG O/T ENGLISH IV - SPANISH |
| 03440440 | SPANISH FOR SPAN SPEAKERS LVL4 |
| 03440500 | LANG O/T ENGLISH V - SPANISH |
| 03440600 | LANG O/T ENGLISH VI - SPANISH |
| 03440700 | LANG O/T ENGLISH VII - SPANISH |
| 03440910 | SEM LOT, ADV 1ST TIME, SPANISH |
| 03440920 | SEM LOT, ADV 2ND TIME, SPANISH |
| 03440930 | SEM LOT, ADV 3RD TIME, SPANISH |
| 03450400 | LANG O/T ENGLISH IV - RUSSIAN |
| 03450500 | LANG O/T ENGLISH V - RUSSIAN |
| 03450600 | LANG O/T ENGLISH VI - RUSSIAN |
| 03450700 | LANG O/T ENGLISH VII-RUSSIAN |

| | |
|---|---|
| 03450910 | SEM LOT, ADV 1ST TIME, RUSSIAN |
| 03450920 | SEM LOT, ADV 2ND TIME, RUSSIAN |
| 03450930 | SEM LOT, ADV 3RD TIME, RUSSIAN |
| 03470400 | LANG O/T ENGLISH IV PORTUGUESE |
| 03470500 | LANG O/T ENGLISH V PORTUGUESE |
| 03470600 | LANG O/T ENGLISH VI PORTUGUESE |
| 03470700 | LANG O/T ENGLISH VII-PORTUGUES |
| 03470910 | SEM LOT, ADV 1ST TIME, PORTUGE |
| 03470920 | SEM LOT, ADV 2ND TIME, PORTUGE |
| 03470930 | SEM LOT, ADV 3RD TIME, PORTUGE |
| 03490400 | LANG O/T ENGLISH IV - CHINESE |
| 03490500 | LANG O/T ENGLISH V - CHINESE |
| 03490600 | LANG O/T ENGLISH VI - CHINESE |
| 03490700 | LANG O/T ENGLISH VII-CHINESE |
| 03490910 | SEM LOT, ADV 1ST TIME, CHINESE |
| 03490920 | SEM LOT, ADV 2ND TIME, CHINESE |
| 03490930 | SEM LOT, ADV 3RD TIME, CHINESE |
| 03510400 | LNG OTH THN ENG LVL IV VIETNAM |
| 03510500 | LNG OTH THN ENG LVL V VIETNAM |
| 03510600 | LNG OTH THN ENG LVL VI VIETNAM |
| 03510700 | LNG OTH THN EN LVL VII VIETNAM |
| 03510910 | SEM LOT, ADV 1ST TIME, VIETNAM |
| 03510920 | SEM LOT, ADV 2ND TIME, VIETNAM |
| 03510930 | SEM LOT, ADV 3RD TIME, VIETNAM |
| 03520400 | LANG OTHR THN ENG LVL IV HINDI |
| 03520500 | LANG OTHR THAN ENG LVL V HINDI |
| 03520600 | LANG OTHR THN ENG LVL VI HINDI |
| 03520700 | LANG OTH THN ENG LVL VII HINDI |
| 03520910 | SEM LOT, ADV 1ST TIME, HINDI |
| 03520920 | SEM LOT, ADV 2ND TIME, HINDI |
| 03520930 | SEM LOT, ADV 3RD TIME, HINDI |
| 03530910 | SEM LOT, ADV 1ST TIME, URDU |
| 03530920 | SEM LOT, ADV 2ND TIME, URDU |
| 03530930 | SEM LOT, ADV 3RD TIME, URDU |
| 03980400 | LANG O/T ENGLISH IV - ASL |
| 03996000 | OTHER FOREIGN LANGUAGES IV |
| 03996100 | OTHER FOREIGN LANGUAGES V |
| 03996200 | OTHER FOREIGN LANGUAGES VI |
| 03996300 | OTHER FOREIGN LANGUAGES VII |
| 11401910 | SEM LOT, ADV 1ST TIME, TURKISH |
| 11401920 | SEM LOT, ADV 2ND TIME, TURKISH |
| 11401930 | SEM LOT, ADV 3TD TIME, TURKISH |
| 11403610 | SEM LOT, ADV 1ST TIME, KOREAN |
| 11403620 | SEM LOT, ADV 2ND TIME, KOREAN |
| 11403630 | SEM LOT, ADV 3RD TIME, KOREAN |
| A3120400 | AP LANG & CULTURE - JAPANESE |

| | |
|---|---|
| A3400400 | AP LANG & CULTURE - ITALIAN |
| A3410100 | AP LANGUAGE & CULTURE - FRENCH |
| A3420100 | AP LANGUAGE & CULTURE - GERMAN |
| A3430100 | AP LATIN |
| A3440100 | AP LANG & CULTURE - SPANISH |
| A3440200 | AP LITER & CULTURE - SPANISH |
| A3490400 | AP LANGUAGE &CULTURE - CHINESE |
| I3110400 | IB LNG B MODRN LANG SL- ARABIC |
| I3110500 | IB LNG B MODRN LANG HL- ARABIC |
| I3120400 | IB LNG B MODRN LNG SL-JAPANESE |
| I3120500 | IB LNG B MODRN LNG HL-JAPANESE |
| I3410400 | IB LNG B MODERN LANG SL-FRENCH |
| I3410500 | IB LNG B MODERN LANG HL-FRENCH |
| I3420400 | IB LNG B MODERN LANG SL-GERMAN |
| I3420500 | IB LNG B MODERN LANG HL-GERMAN |
| I3430400 | IB LNG B CLASSIC LANG SL-LATIN |
| I3430500 | IB LNG B CLASSIC LANG HL-LATIN |
| I3440400 | IB LNG B MODRN LANG SL-SPANISH |
| I3440500 | IB LNG B MODRN LANG HL-SPANISH |
| I3450400 | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500 | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400 | IB LNG B MODERN LANG SL-HEBREW |
| I3480500 | IB LNG B MODERN LANG HL-HEBREW |
| I3490400 | IB LNG B MODRN LANG SL-CHINESE |
| I3490500 | IB LNG B MODRN LANG HL-CHINESE |
| I3520400 | IB LANG B MODERN LANG SL-HINDI |
| I3520500 | IB LANG B MODERN LANG HL-HINDI |
| I3996000 | IB LANG B, MODRN LANG SL OTHER |
| I3996100 | IB LANG B, MODRN LANG HL OTHER |

## Career and Technical Education

| | |
|---|---|
| N1100014 | AP RESEARCH |
| N1130026 | AP SEMINAR |

## Other

| | |
|---|---|
| N1290322 | IB THEORY OF KNOWLEDGE |
| I3305100 | IB WORLD RELIGIONS STANDARD LVL |
| N1290317 | GIFD & TAL IND STUD MENTOR III |
| N1290318 | GIFD & TAL IND STUD MENTOR IV |

# 2020 - 2021 Budgeted Financial Data
# Totals for GEORGE WEST ISD (149901)
# Total Enrolled Membership: 1,032

| | District | | | | | |
|---|---|---|---|---|---|---|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| **Revenues** | | | | | | |
| **Operating Revenue** | | | | | | |
| Local Property Tax from M&O (excluding recapture) | $7,892,503 | 73.64% | $7,648 | $7,892,503 | 71.23% | $7,648 |
| State Operating Funds | $2,548,601 | 23.78% | $2,470 | $2,551,601 | 23.03% | $2,472 |
| Federal Funds | $120,000 | 1.12% | $116 | $395,000 | 3.56% | $383 |
| Other Local | $156,000 | 1.46% | $151 | $241,000 | 2.18% | $234 |
| **Total Operating Revenue** | $10,717,104 | 100.00% | $10,385 | $11,080,104 | 100.00% | $10,737 |
| **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 |
| 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*** | $10,717,104 | 100.00% | $10,385 | $11,080,104 | 100.00% | $10,737 |
| **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*** | $10,717,104 | 100.00% | $10,385 | $11,080,104 | 100.00% | $10,737 |
| **Debt Service Financing and TRS Estimate Revenue** | | | | | | |
| Debt Service Financing Related Revenue | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Estimated State TRS Contributions | $535,345 | 100.00% | $519 | $535,345 | 100.00% | $519 |
| ***Subtotal: Debt Service Financing and TRS Estimate Revenue*** | $535,345 | 100.00% | $519 | $535,345 | 100.00% | $519 |
| **Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture** | $11,252,449 | 100.00% | $10,904 | $11,615,449 | 100.00% | $11,255 |
| **Expenditures** | | | | | | |
| **Operating Expenditures by Object (61xx-64xx only)** | | | | | | |
| Payroll Expenditures (Object 61xx) | $8,622,874 | 79.45% | $8,355 | $8,903,708 | 77.91% | $8,628 |
| Professional & Contracted Services (Object 62xx) | $1,095,623 | 10.10% | $1,062 | $1,100,623 | 9.63% | $1,066 |
| Supplies & Materials (Object 63xx) | $718,235 | 6.62% | $696 | $1,003,735 | 8.78% | $973 |

# 2020 - 2021 Budgeted Financial Data
# Totals for GEORGE WEST ISD (149901)
# Total Enrolled Membership: 1,032

| | District | | | | | |
|---|---|---|---|---|---|---|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Other Operating Expenditures (Object 64xx) | $416,216 | 3.84% | $403 | $420,716 | 3.68% | $408 |
| **Total Operating Expenditures by Object** | $10,852,948 | 100.00% | $10,516 | $11,428,782 | 100.00% | $11,074 |
| **Non-Operating Expenditures by Object** | | | | | | |
| Debt Services(Object 65xx) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Capital Outlay(Object 66xx) | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |
| **Total Non-Operating Expenditures by Object** | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |
| **Grand Total: Operating and Non-Operating Expenditures by Object** | $10,907,950 | 100.00% | $10,570 | $11,483,784 | 100.00% | $11,128 |
| **Operating Expenditures by Function (61xx-64xx only)** | | | | | | |
| Instruction(Function 11,95) | $6,118,501 | 56.38% | $5,929 | $6,118,501 | 53.54% | $5,929 |
| Instructional Resources & Media Services (Function 12) | $157,763 | 1.45% | $153 | $157,763 | 1.38% | $153 |
| Curriculum & Staff Development (Function 13) | $9,999 | 0.09% | $10 | $9,999 | 0.09% | $10 |
| Instructional Leadership (Function 21) | $115,962 | 1.07% | $112 | $115,962 | 1.01% | $112 |
| School Leadership (Function 23) | $588,828 | 5.43% | $571 | $588,828 | 5.15% | $571 |
| Guidance Counseling Services (Function 31) | $406,570 | 3.75% | $394 | $406,570 | 3.56% | $394 |
| Social Work Services (Function 32) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Health Services (Function 33) | $92,833 | 0.86% | $90 | $92,833 | 0.81% | $90 |
| Transportation (Function 34) | $427,468 | 3.94% | $414 | $427,468 | 3.74% | $414 |
| Food Services (Function 35) | $0 | 0.00% | $0 | $575,834 | 5.04% | $558 |
| Extracurricular (Function 36) | $682,608 | 6.29% | $661 | $682,608 | 5.97% | $661 |
| General Administration (Function 41,92) | $676,712 | 6.24% | $656 | $676,712 | 5.92% | $656 |
| Facilities Maintenance & Operations (Function 51) | $1,437,900 | 13.25% | $1,393 | $1,437,900 | 12.58% | $1,393 |
| Security & Monitoring Services (Function 52) | $49,680 | 0.46% | $48 | $49,680 | 0.43% | $48 |
| Data Processing Services (Function 53) | $88,124 | 0.81% | $85 | $88,124 | 0.77% | $85 |
| Community Services (Function 61) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| **Total Operating Expenditures by Function** | $10,852,948 | 100.00% | $10,516 | $11,428,782 | 100.00% | $11,074 |
| **Non-Operating Expenditures by Function** | | | | | | |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |

# 2020 - 2021 Budgeted Financial Data
# Totals for GEORGE WEST ISD (149901)
# Total Enrolled Membership: 1,032

| | District | | | | | |
|---|---|---|---|---|---|---|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| **Total Non-Operating Expenditures by Function** | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |
| **Grand Total: Operating and Non-Operating Expenditures by Function** | $10,907,950 | 100.00% | $10,570 | $11,483,784 | 100.00% | $11,128 |
| **Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)** | | | | | | |
| Basic Educational Services (PIC 11) | $5,284,813 | 48.69% | $5,121 | $5,284,813 | 46.24% | $5,121 |
| Gifted and Talented (PIC 21) | $67,773 | 0.62% | $66 | $67,773 | 0.59% | $66 |
| Career and Technical (PIC 22) | $475,925 | 4.39% | $461 | $475,925 | 4.16% | $461 |
| Students with Disabilities (PICs 23,33) | $867,758 | 8.00% | $841 | $867,758 | 7.59% | $841 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | $557,794 | 5.14% | $540 | $557,794 | 4.88% | $540 |
| Bilingual (PICs 25,35) | $12,815 | 0.12% | $12 | $12,815 | 0.11% | $12 |
| High School Allotment (PIC 31) | $19,500 | 0.18% | $19 | $19,500 | 0.17% | $19 |
| PreKindergarten (PIC 32) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Early Education Allotment (PIC 36) | $154,180 | 1.42% | $149 | $154,180 | 1.35% | $149 |
| Dyslexia or Related Disorder Services (PIC 37) | $58,318 | 0.54% | $57 | $58,318 | 0.51% | $57 |
| College, Career, and Military Readiness (CCMR) (PIC 38) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Athletics/Related Activities (PIC 91) | $481,193 | 4.43% | $466 | $481,193 | 4.21% | $466 |
| Un-Allocated (PIC 99) | $2,872,879 | 26.47% | $2,784 | $3,448,713 | 30.18% | $3,342 |
| **Total Operating Expenditures by Program Intent Code (PIC)** | $10,852,948 | 100.00% | $10,516 | $11,428,782 | 100.00% | $11,074 |
| **Non-Operating Expenditures by PIC** | | | | | | |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |
| **Total Non-Operating Expenditures by Program Intent Code (PIC)** | $55,002 | 100.00% | $53 | $55,002 | 100.00% | $53 |
| **Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)** | $10,907,950 | 100.00% | $10,570 | $11,483,784 | 100.00% | $11,128 |
| **Disbursements** **Total Disbursements** | | | | | | |
| Operating Expenditures | $10,852,948 | 97.87% | $10,516 | $11,428,782 | 97.98% | $11,074 |
| Recapture | $0 | 0.00% | $0 | $0 | 0.00% | $0 |

# 2020 - 2021 Budgeted Financial Data
# Totals for GEORGE WEST ISD (149901)
# Total Enrolled Membership: 1,032

| | District | | | | | |
|---|---|---|---|---|---|---|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Total Other Uses | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Intergovernmental Charge | $180,722 | 1.63% | $175 | $180,722 | 1.55% | $175 |
| Debt Service (Object 6500) | $0 | 0.00% | $0 | $0 | 0.00% | $0 |
| Capital Projects (Object 6600) | $55,002 | 0.50% | $53 | $55,002 | 0.47% | $53 |
| **Total Disbursements** | $11,088,672 | 100.00% | $10,745 | $11,664,506 | 100.00% | $11,303 |

Texas Education Agency

# To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

| | |
|---|---|
| **DATE:** | **January 17, 2020** |
| **SUBJECT:** | **2019-2020 Assignment of Accreditation Statuses** |
| **CATEGORY:** | **Accreditation** |
| **NEXT STEPS:** | **Share with Appropriate Staff** |

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the *Texas Administrative Code* link available at http://ritter.tea.state.tx.us/rules/tac/index.html, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

The purpose of this letter is to notify districts and charter schools that, under the authority of TEC, §39.051 and §39.052, and 19 TAC §97.1055, TEA will assign accreditation statuses for the 2019-2020 year. Accreditation statuses will be posted publicly to the TEA website on January 31, 2020, on the *Accreditation Status* homepage at http://tea.texas.gov/accredstatus/. When accessing the website, users will be able to sort accreditation results by clicking on a grid column heading to sort ascending or descending. Additionally, the results may be filtered using the search feature or by selecting pre-defined values from the column pick lists. Background information regarding the assignment of accreditation statuses will also be posted.

Prior to the 2019-2020 public posting of statuses, districts and charter schools will be able to view their individual accreditation status by accessing the *Intervention Stage and Activity Manager* (ISAM) application through the Texas Education Agency Login (TEAL) application at https://tealprod.tea.state.tx.us. Accreditation statuses will be posted to ISAM on January 24, 2020, and the assigned status will be displayed in an information panel on the Event Summary screen.

Districts and charter schools that are assigned a status of Accredited are not required to take any specific action. However, districts and charter schools that are assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked must take specific actions to notify the parents of students enrolled in the district or charter school and property owners in the district. The requirements for public notification are specified in 19 TAC §97.1055(f), and a template that reflects the TEA-required format and language for the public notice is posted to the TEA website at http://tea.texas.gov/accredstatus/. Districts and charter schools with an accreditation status below Accredited may be subject to additional accreditation sanctions as referenced in 19 TAC Chapter 97, Planning and Accountability, Subchapter EE. Districts and charter schools that are assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked will receive individual correspondence from the agency detailing required next steps and opportunities for review of the status assignment.

We appreciate the ongoing support of districts and charter schools, as the agency continues to implement accreditation requirements. If, after reviewing the TEA website, you have questions regarding the assignment of accreditation statuses to school districts or charter

schools, please contact your regional education service center or the Division of Governance at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Texas Education Agency



# 2019-2020 Accreditation Statuses

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

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

**Show/Hide columns:**

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

Show 100 entries Search: 149901

| CDN | DISTRICT NAME | ESC | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes |
|---|---|---|---|---|---|---|---|
| 149901 | GEORGE WEST ISD | 2 | A - Superior | A | ACCREDITED | | |

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

# GEORGE WEST ISD

## District Improvement Plan 2021-2022

## 2021/2022

Roland Quesada
913 Houston
3614491914
rquesada@gwisd.us

Date Reviewed:

Date Approved:

# 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 welcoming
- A school community 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.

# Title V, Part B

| Resource | Source | Budget Code | Amount |
|---|---|---|---|
| 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 | | |

# Title V, Part B

| Resource | Source | Budget Code | Amount |
|---|---|---|---|
| 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 - 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% | 55% | 60% | 65% | 70% |
| 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 | - | * | 71% | 72% | 72% | 0 | 100% | 0% | 100% | 63% | 83% | 70% | 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 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% | 60% | 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 | - | * | 71% | 72% | 72% | 0 | 100% | 0% | 100% | 63% | 83% | 70% | 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 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% | 23% | 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% | 72% | 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 | | 47% | 67% | | | | 100% | 40% | 44% | | | | |
| | 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 | | 41% | 69% | | | | 100% | 34% | 43% | | | | |
| | 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 47% to 58% by June 2024. | | | | | | | |
| Yearly Target Goals | | | | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| District Target Goals | 47% | 50% | 52% | 54% | 56% | 58% | |

| 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 65% to 76% by June 2024. | | | | | | | |
| Yearly Target Goals | | | | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| District Target Goals | 65% | 68% | 70% | 72% | 74% | 76% | |

| 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 32% to 42% by June 2024. | | | | | | | |
| Yearly Target Goals | | | | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| District Target Goals | 32% | 34% | 36% | 38% | 40% | 42% | |

| 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 41% to 50% by June 2024. | | | | | | | |
| Yearly Target Goals | | | | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| District Target Goals | 41% | 43% | 45% | 47% | 49% | 50% | |

# 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 | 2019 | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 19% | 33% | 36% | 29% | 46% | 42% |
| Campus Target Goals | 2020 | | ----- | ----- | | | | ----- | ----- | ----- | | | | |
| | 2021 | | 40% | 61% | | | | 58% | 20% | 35% | | | | |
| | 2022 | | 42% | 62% | | | | 60% | 21% | 37% | | | | |
| | 2023 | | 44% | 63% | | | | 62% | 22% | 39% | | | | |
| | 2024 | | 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 | 2019 | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 23% | 36% | 44% | 40% | 47% | 45% |
| Campus Target Goals | 2020 | | ----- | ----- | | | | ----- | ----- | ----- | | | | |
| | 2021 | | 42% | 60% | | | | 55% | 25% | 38% | | | | |
| | 2022 | | 44% | 61% | | | | 56% | 27% | 40% | | | | |
| | 2023 | | 46% | 62% | | | | 57% | 29% | 42% | | | | |
| | 2024 | | 48% | 63% | | | | 58% | 31% | 44% | | | | |

GWISD High School
CCMR Board Outcome Goal

# 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 | 50% | 61% | 67% | 100% | * | * | 89% | 20% | * | 83% | 17% | 64% | 67% |
| | 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%** |

| | | 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 | 50% | 61% | 67% | 100% | * | * | 89% | 20% | * | 83% | 17% | 64% | 67% |
| | 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)
- House Bill 5 Evaluations

Informal measures include such as the following:

• Needs identified through campus faculty meetings carried forward to DAC meetings
• Review of previous 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 2022, 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:<br>• Diagnostic tools, such as DMAC and Lead4Ward to assess student mastery of TEKS/STAAR benchmark assessments<br>• 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) (ESF: 4,5) | 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. 2021-May 2022 | (F)Enrichment Activites, (F)Title I - $209,000, (F)Title IV, Part B - $48,000, (F)Tutorials, (L)FTE, (L)Year 0, (L)Year 1, (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<br>Session Evaluations<br><br>06/11/21 - Some Progress |
| 2. Provide continued professional development and implementation of online Reading Renaissance for grades K-6.<br>• provide professional development for all staff<br>• acquire additional books & materials (Target Group: All) (Strategic Priorities: 2) (ESF: 3) | Principal, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: STAR Assessments AR |
| 3. Build in support for our youngest students through the Pre-K Family Engagement Plan.<br>• Support families<br>• Create a network of community resources<br>• Solicit Pre-K parental involvement in the District Advisory Committee<br>• Make tools available to enhance and extend learning<br>• 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) (ESF: 3) | Assistant Principal(s), Principal, Teacher(s) | August 2021-May 2022 | (F)Title I, (L)FTE, (S)PreK Funds, (S)SCE | Criteria: Parent Surveys<br><br>10/15/21 - Some Progress<br>06/11/21 - Pending |
| 4. Meet standards set by A-F Accountability by obtaining the grade of “A” by addressing the following:<br>• Kindergarten readiness<br>• Access to and completion of advanced coursework<br>• College readiness | Counselor(s), Principal, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: STAAR Assessments |

# GEORGE WEST ISD

**Goal 1.** All students will exceed educational performance standards.

**Objective 1.** By Spring 2022, 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<br>• Chronic absenteeism (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,2,3,4,5) | | | | |
| 5. Provide extended learning opportunities for students not mastering curriculum<br>• Primary – Extended Day/Summer<br>• Elementary – Extended Day, in school tutorials, summer school<br>• JH – Extended Day, in school tutorials, summer school, enrichment classes in reading/math<br>• High – Daily tutorials, summer school, STAAR enrichment (Strategic Priorities: 2) (ESF: 4,5) | Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Heads, Principal, Special Ed Teachers, Teacher(s) | August 2021-May 2022 | (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 |
| 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) (ESF: 5) | Counselor(s), Dyslexia Specialist/Teacher, Principal | August 2021-May 2022 | (S)Local Funds - $1,500 | Criteria: Committee reports, Dyslexia reports/CTOPP results, teacher observation |
| 7. Provide intensive instructional support to identified at-risk students.<br>• Employ instructional aides, enabling certified K-8 teachers to work more closely with students<br>• Provide certified teachers in DAEP<br>• Support early academic development by employing a certified Pre-K teacher<br>• Provide certified reading teacher to address identified students at Jr. High<br>• Provide ESL certified staff on each campus<br>• Provide JJAEP as an alternative to expulsion (Strategic Priorities: 2) (ESF: 1,5) | Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Heads, Principal, Teacher(s) | August 2021-May 2022 | (S)Bilingual, (S)State Compensatory - $464,000 | Criteria: TAPR data, Retention rates, Discipline reports, RTI Data, Supporting Data |
| 8. Reinforce academic standards and provide support to struggling students using software such as GradPoint and Reading Plus, as well as other support programs. These programs | Counselor(s), Teacher(s) | August 2021-May 2022 | (S)SCE - $25,000 | Criteria: Failure reports (6wks); Teacher comments (verbal); RTI Data, supplemental data |

# GEORGE WEST ISD

**Goal 1.** All students will exceed educational performance standards.

**Objective 1.** By Spring 2022, 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 |
|---|---|---|---|---|
| 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) (ESF: 5) | | | | |
| 9. Provide for smaller class and stronger teacher: student ratio in the 1st grade. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,4,5) | Principal | August 2021-May 2022 | (F)Title I - $85,000, (L)FTE, (L)Year 0, (L)Year 1 | Criteria: 1st grade enrollment rosters |
| 10. 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.<br><br>• Provide transportation for students who find staying after school or attending sessions during the summer impossible due to transportation issues.<br><br>• Snacks for students staying for tutorials or accelerated instruction. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5) | Principal, Teacher(s) | August 2021-May 2022 | (F)Title I - $22,574, (S)Local Funds | Criteria: STAAR Assessments and Benchmark Assessments |
| 11. 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, and other technology as it becomes available (Target Group: All) (Strategic Priorities: 2) (ESF: 5) | Assistant Principal(s), Director of Technology, Principal, Teacher(s) | August 2021-May 2022 | | Criteria: Online assessment reports, STAAR assessments |
| 12. . Recruit quality certified teachers in core areas with stipends and signing bonuses (Target Group: All) (Strategic Priorities: 1) | Business Manager, Department Heads, Lead Teacher, Principal, Superintendent(s) | August 2021-May 2022 | (L)Year 0, (L)Year 1, (S)Title II, A | Criteria: Staff Schedules, HR Reports, and Benchmark data |

# GEORGE WEST ISD

**Goal 1.** All students will exceed educational performance standards.

**Objective 1.** By Spring 2022, 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 |
|---|---|---|---|---|
| (ESF: 2) | | | | |
| 13. Use Mentoring Minds as a program that 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) (ESF: 4,5) | Assistant Principal(s), Principal, Teacher(s) | August 2021-May 2022 | (F)Title I, (S)Local Funds | Criteria: Benchmark assessments every six weeks. grades, Diagnostic Results, STAAR scores |
| 14. 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) | 9/15/2021 to 5/28/2022 | (F)ESSER II - $565,500, (F)ESSER III - $396,981 | Criteria: Benchmark assessments, grades, DMAC diagnostic reports |

# 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) (ESF: 1,3) | Counselor(s), Principal | August 2021-May 2022 | (S)Local Funds | Criteria: Graduation Records, Transcripts, Grade Reports |
| 2. Encourage all students to take Advanced Academics and AP Courses (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1) | Counselor(s), Principal, Teacher(s) | August 2021-May 2022 | (F)Del Mar Administration, (S)Local Funds | Criteria: Grade Reports, Transcripts, Graduation Records |
| 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) (ESF: 3,4) | Counselor(s) | August 2021-May 2022 | (O)ESC2, (S)Local Funds | Criteria: Graduation Records, Transcripts |
| 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) (ESF: 4,5) | Counselor(s), Principal | August 2021-May 2022 | (S)GT Funds | Criteria: GT records, graduation records, grade reports |
| 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) (ESF: 3) | Counselor(s), Principal | August 2021-May 2022 | (S)CTE/Perkins Funds, (S)Local Funds | Criteria: CCMR Accountability Ratings 2022 |
| 6. Students will be provided job skills through welding, business, and family and consumer sciences courses. (ESF: 1,4) | Counselor(s), Principal | August 2021-May 2022 | (O)ESC2, (O)SSA, (S)CTE/Perkins Funds, (S)Local Funds | |
| 7. Students will be provided information on military careers/opportunities when | Counselor(s) | August 2021-May 2022 | (O)Military Recruiters | Criteria: Xello Reports, Recruiter Reports, CCMR Data |

# 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 |
|---|---|---|---|---|
| appropriate. (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3) | | | | |
| 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) (ESF: 1) | Counselor(s), Principal | August 2021-May 2022 | (O)Local Districts, (O)Online ACT/SAT Training Programs | Criteria: Graduation records, transcripts |
| 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) | August 2021-May 2022 | (F)ESSER I, (F)ESSER II, (F)ESSER III, (F)PPRP, (L)FTE | Criteria: benchmark assessments, grades, DMAC diagnostic reports |

# 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) (ESF: 3,3.4,5.4) | Assistant Principal(s), Climate Committee, Counselor(s), Principal, SRO Officer, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Attendance records |
| 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) (ESF: 3,3.3,3.4) | Assistant Principal(s), Principal, SRO Officer, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Attendance records<br><br>10/15/21 - Significant Progress<br>06/11/21 - Pending |
| 3. Use parent contacts, incentives, attendance contracts, and court processes as tools to improve attendance. (Target Group: All,AtRisk) (ESF: 1) | Assistant Principal(s), Principal | August 2021-May 2022 | (S)Local Funds | Criteria: Attendance Records<br><br>10/14/21 - 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) (ESF: 3) | Assistant Principal(s), Counselor(s), Principal | August 2021-May 2022 | (S)Local Funds | Criteria: Parent Conference Logs, Grade Records<br><br>10/15/21 - Significant Progress<br>10/14/21 - Some Progress<br>10/14/21 - Pending<br>06/11/21 - Pending |
| 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) (ESF: 3) | Assistant Principal(s), Counselor(s), Principal | August 2021-May 2022 | (S)Local Funds, (S)State Compensatory | Criteria: Grade Reports, Transcripts<br><br>10/15/21 - Some Progress<br>06/11/21 - Pending |
| 3. Provide extended learning opportunities for students not mastering curriculum:<br>• Primary—supplemental accelerated instruction<br>• Elementary—Extended Day, in school tutorials, summer school<br>• JH—Enrichment classes (reading and math) Extended Day, in school tutorials, summer school enrichment<br>• High school—Daily tutorials, summer school, STAAR enrichment (Target Group: All,AtRisk) (ESF: 2,5) | Assistant Principal(s), Counselor(s), Principal | August 2021-May 2022 | (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.<br><br>10/15/21 - Some Progress<br>06/11/21 - Pending |
| 4. Homeless students will receive services and assistance through district programs as needed to ensure graduation. (Target Group: AtRisk) (ESF: 3) | Assistant Principal(s), Principal, Teacher(s) | August 2021-May 2022 | (F)Title I | Criteria: Grade Reports<br><br>06/11/21 - Pending |
| 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) (ESF: 5) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | August 2021-May 2022 | (O)Brush Country Coop, (S)Local Funds | Criteria: RTI records, Grade Reports<br><br>10/15/21 - Significant Progress<br>06/12/21 - Pending |
| 6. Ensure that 100% of teachers/related services personnel in the George West ISD | Principal, Superintendent(s), Teacher(s) | August 2021-May 2022 | (S)Local Funds | 10/15/21 - Some Progress<br>06/12/21 - Pending |

# 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 |
|---|---|---|---|---|
| meet professional standards and demonstrate professional competence and skills to assist all special education students meet or exceed academic expectations. (Target Group: SPED) (Strategic Priorities: 1) (ESF: 2) | | | | |
| 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) | August 2021-May 2022 | (F)ESSER I, (F)ESSER II, (F)ESSER III, (F)PPRP, (L)FTE | Criteria: Benchmark assessments, grades, DMAC diagnostic reports |

# 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 membersregarding student achievement, meetings, and training sessions.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Publish information to GWISD Facebook and GWISD Website<br>• Student achievements both academic & non-academic<br>• Calendar of events<br>• Meeting & training information<br>• Positive public relations stories (Target Group: All) (ESF: 3) | Assistant Principal(s), Director of Technology, Principal | August 2021-May 2022 | (S)Local Funds | 10/15/21 - Some Progress<br>06/13/21 - Pending |
| 2. Conduct parent/community outreach information meetings (ex. Junior High orientation, Superintendent/Community Chats, email blasts, campus websites) (Target Group: All) (ESF: 3) | Counselor(s), Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | 10/15/21 - Some Progress<br>06/13/21 - Pending |
| 3. Conduct an annual evaluation or parent/community survey of parent & community involvement in GWISD. (ESF: 3) | Director of Technology, Principal, Superintendent(s) | April/May 2022 | (S)Local Funds | 06/13/21 - Pending |
| 4. Conduct 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) (ESF: 3) | Counselor(s), Principal | Fall, 2021/Spring 2022 | | 10/15/21 - Some Progress<br>06/13/21 - Pending |
| 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) (ESF: 3) | Counselor(s), Principal | Fall 2021/Spring 2022 | (F)Title I | 10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 6. Review the parent and engagement policy annually (Title I campuses) (Target Group: All) (ESF: 3) | Principal | Fall, 2021 | (F)Title I | 10/15/21 - Some Progress<br>06/13/21 - Pending |
| 7. Support the George West Education Foundation by publishing information on the district website, working fundraising events, providing data for purchasing (technology), & completing grant requests. (Target Group: All) (ESF: 3) | Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | 10/15/21 - Significant Progress<br>06/13/21 - Pending |

# 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) (ESF: 3) | Counselor(s), Principal | August 2021-May 2022 | (F)Title I | Criteria: Parent Engagement Plan, Parent Involvement Logs<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 2. Incorporate Activities of the GWISD Family Engagement Plan (Target Group: All) (ESF: 3) | Counselor(s), Principal | August 2021-2022 | (F)Title I, (S)Local Funds | Criteria: Parent Surveys, Parent Engagement Plan<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 3. Implement Family Literacy and/or Family Math & Science Nights Family Engagement opportunities. (Target Group: All) (ESF: 3) | Assistant Principal(s), Principal | August 2021-May 2022 | (F)Title I | Criteria: Parent Surveys, Parent Involvement Logs, Parent Engagement Plans<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# 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) (ESF: 3) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | August 2021-May 2022 | (F)Title I | Criteria: School Newsletters, Parent Surveys<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 2. Community Members and parents will participate in the District Advisory Council and related activities. (Target Group: All) (ESF: 3,3.4) | Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: District Advisory Council Minutes<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |

# 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:<br>• Reading Renaissance through all content areas<br>• TEKS Resource Systems or other district/teacher developed curriculum<br>• Technology throughout instruction and management<br>• Learning.com (web curriculum for technology TEKS) (Target Group: All) (ESF: 4,4.1) | Principal, Superintendent(s), Teacher(s) | August 2021-May 2022 | (F)Title I - $1,000, (S)State Compensatory | Criteria: Teacher Surveys<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 2. Integrate appropriate materials into curriculum to promote self-esteem and to provide violence intervention strategies (Character Education, social/emotional development) (Target Group: All) (ESF: 4) | Principal, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Discipline Records<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 3. All 7-12 grade students will complete career matchmaker and learning styles inventory annually (Target Group: 7th ,8th,9th,10th,11th,12th) (ESF: 4) | Counselor(s), Principal | August 2021-2022 | (S)CTE/Perkins Funds, (S)Local Funds | Criteria: CCMR Records and Data<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 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. (Target Group: All) (ESF: 4,5) | Counselor(s), Principal, Teacher(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Teacher and student surveys<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# 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:<br>• Use of technology in the classroom<br>• Administrative uses of technology<br>• Training Paraprofessionals (Target Group: All) (ESF: 1.2) | Principal, Superintendent(s) | August 2021-May 2022 | (O)Local Districts | Criteria: Session Evaluations, Teacher Surveys<br><br>10/15/21 - Completed |
| 2. Provide high-quality, ongoing Professional Development activities to ensure a positive impact on student performance in 2021-2022 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) (ESF: 1.2) | Principal, Superintendent(s) | August 2021-2022 | (S)Local Funds | Criteria: Teacher Surveys, Session Evaluations<br><br>10/15/21 - Completed |
| 3. Staff development for special education needs and legal requirements will be provided. | Principal, Special Ed Teachers, Superintendent(s) | August 2021-May 2022 | (F)IDEA Special Education, (O)Brush Country Coop | Criteria: Teacher Surveys, Principal walkthroughs, Session Evaluations<br><br>10/15/21 - Completed<br>06/13/21 - Pending |
| 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 2021-May 2022 | (F)IDEA Special Education | Criteria: Principal Walkthroughs, Professional Development Evaluations, Teacher Surveys<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# 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:<br>• Higher education admissions and financial aid opportunities<br>• The TEXAS Grant program and the Teach for Texas Grant program established under Subchapter M, Chapter 56,<br>• The need for students to make informed curriculum choices to be prepared for success beyond high school,<br>• Sources of information on higher education admissions and financial aid (Target Group: All,7th ,8th,9th,10th,11th,12th) | Counselor(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Parent, Teacher, and Student Surveys<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 2. Provide exposure to post-secondary schools to junior high students: Tour Del Mar College, Texas A&M Corpus Christi or Kingsville (Target Group: 7th ,8th,9th,10th) (Strategic Priorities: 3) | Counselor(s), Principal | August 2021-May 2022 | (S)Local Funds | Criteria: Longitudinal Surveys<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# 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:<br>• RTI,<br>• Pre-referral guidelines and procedures,<br>• Supplementary aides and services,<br>• LRE placement options, and<br>• appropriate assessments. (Target Group: SPED,AtRisk) (ESF: 2.2) | Principal, Superintendent(s) | August 2021-May 2022 | (F)IDEA Special Education | Criteria: Review of Special Education Records<br><br>10/15/21 - Completed<br>06/13/21 - Pending |

# GEORGE WEST ISD

**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. Explore measures and provide staff development and student assemblies/meetings for addressing the needs of students such as:<br>•Suicide prevention,<br>•Conflict resolution,<br>•Violence prevention,<br>•Dyslexia treatment program,<br>•Dropout reduction,<br>•Dating violence,<br>•Abstinence Education (ex: Aim for Success),<br>•Discipline Strategies,<br>•Teaching tolerance,<br>•Sexual Abuse, and<br>•Dealing with Grief (Target Group: All,AtRisk,Dys) (ESF: 3,3.2) | Counselor(s), Principal | August 2021-May 2022 | (S)Local Funds | Criteria: Discipline Records, Parent and Teacher Surveys<br><br>06/13/21 - Pending |
| 2. Revise district policies/code of conduct and advise staff of policies (Target Group: All) (ESF: 3,3.2,3.3) | Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Discipline Records<br><br>06/13/21 - Pending |
| 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) (ESF: 3) | Counselor(s), Principal | August 2021-May 2022 | (L)Staff Development, (S)255-Title II, (S)Local Funds | Criteria: Discipline Records, Teacher Surveys<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 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) (ESF: 3) | Counselor(s), Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Longitudinal Counseling Records<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 5. Support the Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in elementary, middle, and junior high school students. Each program | Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Health Records for Student and Staff, SHAC Records and Minutes<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# GEORGE WEST ISD

**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 |
|---|---|---|---|---|
| must provide for coordinating: (1) health education; (2) physical education and physical activity; (3) nutrition services; and (4) parental involvement. (Target Group: All) (ESF: 3) | | | | |

# GEORGE WEST ISD

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

**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. | Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Maintenance Records, Review of Facilities, Parent Surveys<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 2. Review and update the Multi-Hazard Emergency Plan annually and provide staff with Emergency plan information (ESF: 3) | Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Safety Records<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |

# GEORGE WEST ISD

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

**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) (ESF: 3) | Principal, School Nurse | August 2021-May 2022 | (S)Local Funds | Criteria: Testing Records<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 2. Incorporate mental health training for staff. (Target Group: All) (ESF: 3) | Counselor(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Discipline Records, Grade Reports<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 3. Provide staff development opportunities to increase teacher, student, and parent awareness of issues relating to sexual abuse (Target Group: All) (ESF: 3) | Counselor(s), Principal, Superintendent(s) | August 2021-May 2022 | (S)Local Funds | Criteria: Eduhero Records and Staff Development Records<br><br>06/13/21 - Pending |
| 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) (ESF: 3) | Counselor(s) | August 2021-May 2022 | (S)Local Funds | Criteria: School Reports, Counselor Reports<br><br>10/15/21 - Some Progress<br>06/13/21 - Pending |
| 5. 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 2021-May 2022 | (S)Local Funds | Criteria: SRO Logs, Principal Records<br><br>10/15/21 - Completed<br>06/13/21 - Pending |
| 6. Utilize technology to support school security measures: Implement CopSync for emergency notifications; Implement SchoolMessenger for communication purposes (Target Group: All) (ESF: 3) | Director of Technology | August 2021-May 2022 | (S)Local Funds | Criteria: Inventory Records<br><br>10/15/21 - Significant Progress<br>06/13/21 - Pending |
| 7. Provide Vaccination Clinics to ensure that community practices wellness and ensures good health for students and families (Target Group: All) | School Nurse | August 2021-May 2022 | | 10/15/21 - Some Progress |
| 8. GWISD will establish and implement a policy related to dating violence and will ensure that the policy is communicated to staff, | Assistant Principal(s), Climate Committee, Counselor(s), Principal | August 2021-May 22 | (L)Counselors, (O)Community Organizations, (S)Local Funds | Criteria: Counselor reports and data |

# GEORGE WEST ISD

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| students and the community. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (ESF: 3,3.1,3.2,3.3,3.4) | | | | |

# Comprehensive Needs Assessment

# GEORGE WEST H S

## Campus Improvement Plan
## 2021/2022

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

Joy Beverly
1013 Houston Street
361-449-1914 ext.2
jbeverly@gwisd.us

Date Reviewed:

Date Approved:

# 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 |
| Emerson, Bridget | Teacher |
| Schroeder, Kristy | Teacher |
| Stewart, Kristin | Teacher |
| Moore, Florinda | Teacher |
| Beverly, Joy | Campus Administrator |

# Resources

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

# GEORGE WEST H S

**Goal 1.** All students will exceed educational performance standards.

**Objective 1.** Increase the category of closing the gaps as measured by the state accountability system 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. Administer curriculum based assessments in core curriculum areas in grades 9-12. (Target Group: All,9th,10th,11th,12th) | Assistant Principal(s), Principal, Teacher(s) | May 2022 | | Criteria: Expected Result/Impact: Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments. |
| 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 | May 2022 | | 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. |
| 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 | May 2022 | | Criteria: Expected Result/Impact: Scores, benchmark assessments |
| 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,LEP,9th,10th,11th,12th) | | May 2022 | | Criteria: Expected Result/Impact: TELPAS and STAAR scores, benchmark assessments |
| 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 | May 2022 | | Criteria: Expected Result/Impact: Placement list, scores, benchmark assessments, discipline reports, data |

# GEORGE WEST H S

**Goal 1.** All students will exceed educational performance standards.

**Objective 1.** Increase the category of closing the gaps as measured by the state accountability system from a scale score of 91% to 93% or above.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) | | | | |
| 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,LEP,SPED,GT,CTE,AtRisk,Dys,504 ,9th,10th,11th,12th) | Assistant Principal(s), Department Heads, Principal, Teacher(s) | May 2022 | | Criteria: Expected Result/Impact: Lesson plans, walk-throughs, classroom observations, student achievement |

# GEORGE WEST H S

**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) | | May 2022 | | Criteria: Expected Result/Impact: Differentiated instruction training |
| 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) | May 2022 | | Criteria: Expected Result/Impact: Increased retest passing rates, reduced sections of remediation courses needed. |
| 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. | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | May 2022 | (O)Community Organizations - CIS | Criteria: Expected Result/Impact: Increased attendance rate |

# GEORGE WEST H S

**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 from a 60 scale score to a 63 or above.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 | May 2022 | | Criteria: Expected Result/Impact: Better informed students and parents; increased participation in programs; increased number of students completing their endorsements. |
| 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 | May 2022 | | Criteria: Expected Result/Impact: Fewer schedule changes; increased number of students earning an endorsement. |
| 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 | May 2022 | | Criteria: Expected Result/Impact: CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military. |
| 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 | May 2022 | | Criteria: Expected Result/Impact: Students and parents increased awareness and participation in college and career activities and courses. |
| 5. Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. (Target Group: All,9th,10th,11th,12th) | Counselor(s), Principal | May 2022 | | Criteria: Expected Result/Impact: 100% of GWHS students will have access to career investigation resources. |

# GEORGE WEST H S

**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 TRS 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) | May 2022 | | |
| 2. Ensure all GWHS staff are familiar with data disaggregation programs such as DMAC. (Target Group: All) | Department Heads, Principal | May 2022 | | Criteria: Criteria: Expected result/impact: Lesson plans, observations, benchmark scores, curriculum guides. |
| 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) | May 2022 | | |
| 4. Continue to provide Gradpoint (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,LEP,SPED,AtRisk,504) | Counselor(s), Principal | May 2022 | | Criteria: Criteria: Expected Result/Impact: Graduation rate |
| 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 | May 2022 | | Criteria: Criteria: Expected Result/Impact: Counselors trained in character education program; student lessons provided and implemented. |

# GEORGE WEST H S

**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 | May 2022 | | Criteria: Criteria: Expected Result/Impact: Increased satisfaction survey results, positive campus culture. |
| 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) | Assistant Principal(s), Counselor(s), Department Heads, Principal, Teacher(s) | May 2022 | | |

# GEORGE WEST H S

**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. | Counselor(s), Principal, Teacher(s) | May 2022 | | Criteria: Expected Result/Impact: Parent communication logs, CIS logs |
| 2. Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives. | Principal | May 2022 | | Criteria: Expected Result/Impact: Participation of parents in meetings, sign in sheets |
| 3. Continue campus representation at SHAC, DEIC, SBDM, and Parent Orientation meetings. Ensure that parents are knowledgeable about opportunities available to students | Counselor(s), Parents, Principal, School Nurse | May 2022 | | Criteria: Expected Result/Impact: Participation of parents in meetings, sign in sheets |
| 4. 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. | Counselor(s), Parents, Principal, Teacher(s) | May 2022 | | Criteria: Expected Result/Impact: Participation of parents in meetings |
| 5. Inform parents of the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance. | Counselor(s), Parents, Principal, Teacher(s) | May 2022 | | Criteria: Expected Result/Impact: Monitor reports frequently throughout the year; home visits, CIS |

# GEORGE WEST H S

**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: Virtual learning, 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. | Computer Technician, Principal, Teacher(s), Technology Teacher | May 2022 | | Criteria: Expected Result/Impact: Student products, lesson plans, technology benchmark testing for appropriate grade level students. |
| 2. Support special populations on all campuses; upgrade technology and assistive technology for both special education classrooms and inclusion settings. | Counselor(s), Diagnostician, Principal, Teacher(s) | May 2022 | | Criteria: Successful implementation of technology devices to support special populations. |
| 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. | Campus Instructional Technologist, Principal, Teacher(s), Technology Teacher | May 2022 | | Criteria: Expected Result/Impact: Increased specialized training to enhance student learning. |

# GEORGE WEST H S

**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. | Campus Instructional Technologist, Department Heads, Principal | May 2022 | | Criteria: Expected Result/Impact: Computer lab, hardware and software |
| 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. | Campus Instructional Technologist, Department Heads, Principal | May 2022 | | Criteria: Expected Result/Impact: Teacher training documentation; training evaluations |

# GEORGE WEST H S

**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) | May 2022 | | Criteria: Criteria: Expected Result/Impact: Teacher training logs and evaluations. |
| 2. Share best practices through departments and grade level subject areas teams through PLC time. (Target Group: All) | Principal | May 2022 | | Criteria: Criteria: Expected Result/Impact: Supportive environment, PLC agendas |
| 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 | May 2022 | | Criteria: Criteria: Expected Result/Impact: Increased usage of high yield strategies and collaborative atmosphere. |
| 4. Implement a district teacher mentoring program. (Target Group: All) | Principal, Superintendent(s) | May 2022 | | Criteria: Criteria: Expected Result/Impact: Increased teacher retention. |

# GEORGE WEST H S

**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) | May 2022 | | Criteria: Criteria: Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, informed students. |
| 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 | May 2022 | | Criteria: Criteria: Expected Result/Impact: Decrease number of bullying reports. |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Based on the 2019-2020 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 95.1% of the time based on the end of the year attendance reports.

## Student Achievement

### 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 2021-2022 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement.
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 2021-2022 school year in all core areas.

## School Culture and Climate

### 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 2021-2022 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

# 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 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 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.

## School Context and Organization

## Technology

# 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

# GEORGE WEST J H

## Campus Improvement Plan
## 2021/2022

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

Ashley Lowe
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## 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'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

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

  - Clearly evident
  - Somewhat evident
  - Not evident

- 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 2020-2021 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, 20-21 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 11 teachers, 4 paraprofessionals, 1 counselor, and 1 administrator. The 132 student population consists of 55% Hispanic, 44% White, and 1% Multiple Race, 0% African American, .0% Asian, and 0% American Indian. Additionally, the campus serves 63% economically disadvantaged students, 10% special education students, 2% Limited English or ESL students, and 0% Immigrant students. Students attended 95% 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 AEIS 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 2019-2020 school year to the 2020-2021 school year, GWJH's demographics and economically demographics changed slightly this year. The following subpopulations dropped; Multi Race 1%, Hispanic 3%, ESL 1%. The following subpopulations increased; White 4%, Special Education 4% and Economically Disadvantaged 2%. The following subpopulations stayed the same; African American, Asians, and Immigrant students. It is imperative that we meet the needs of all students to increase academic achievement. Due to campus and district budget constraints, we must determine effective and efficient use of staffing to support student achievement. Attendance also remained the same at 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 reach Exemplary status and Meet Adequate Yearly Progress 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 2020-2021 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: 2019-2020 and 2020-2021 Comparative Data, Spring 2021 STAAR Data, 2020-2021 GWJH End Student Grade Report, and the 2021 Beginning of the Year Assessment data.

Upon review of these data, several findings were noted. These findings include:

A student group with fewer than ninety percent of students passing in a given assessed content area is identified as a priority. With the increased rigor of the current accountability system all subjects and subgroups will need to be a priority. However, special attention needs to be focused on science, social studies, and ELAR TEKS. Along with any regression in a specific subject due to COVID.

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 2020-2021 survey indicated that a school-wide focus for the 2021-2022 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 2020-2021 Ascender database, students were assigned to In School Suspension 53 times, Out of School Suspension 15 times, and Alternative Place 3 times. List below is a breakdown by ethnicity:

Type Total Placements Two or more RacesHispanic White Male Female SPED
ISS 53 22 – 42% 31 – 58%47 – 89%6 – 11% 16 – 30%
OSS 15 11 – 73% 4 – 27% 11 – 73% 4 – 27% 5 – 33%
DAEP 4 1 – 25% 3 – 75% 3 – 75% 1 – 25% 1 – 25%

Student perceptions revealed in our 2020-2021 CNA indicated that a school-wide focus for the 2021-2022 school year will be building trust and positive relationships between the students and teachers, addressing academic needs do to COVID slide, 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, 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:
100% of George West Junior High's 12 teachers are highly qualified and certified in their content areas.

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 J H

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

**Objective 1.** (Performance Objective 1) By spring of 2022, 90% of junior high students will be proficient in Reading, 80% in Social Studies, 95% 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:<br>• Teachers will develop instructional calendars based on TEKS/STAAR<br>• Unit and 6 weeks tests will be used to document mastery with DMAC and Itematica.<br>• Benchmarks will be used to identify STAAR/TEKS mastery and doc. needs for accel. & remediation.<br>• Tutorials during or after school will be used to accelerate and remediate.<br>• Advisory Period used for STAAR reinforcements and enrichment (Target Group: 7th ,8th) (Strategic Priorities: 2) | Counselor(s), Principal, Teacher(s) | Every Six Weeks | (F)Title I, (S)SCE | Criteria: Weekly as per lesson plan, Star tests 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 class for all seventh graders and eighth grade students failing to score at state recommendation on STAAR in 2021. (Target Group: 7th ,8th) (Strategic Priorities: 2) | Counselor(s), Principal, Teacher(s) | 2021-2022 School Year | (O)Technology Department, (S)SCE | Criteria: Weekly formative assessments as per lesson plans. Six weeks report cards, AR results per six weeks, unit exams, projects, benchmarks and STAAR '21 |
| 3. Continue implementation of data disaggregation and instructional focus. Teachers and principal will use the 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. Computer lab 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, 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 |

# GEORGE WEST J H

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 5. Expand selection of library books to support and encourage reading. (Target Group: 7th ,8th) (Strategic Priorities: 2) | Librarians, Principal | Every Six Weeks | (L)Local Library Funds | Criteria: Circulation records |
| 6. Provide tutorials for students not mastering TEKS/ STAAR objectives and A.I. 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.<br>• Provide Transportation for students who find staying after school or attending sessions during the summer impossible due to transportation if available.<br>• Snacks for students staying for tutorials or A.I. (Target Group: 7th ,8th) (Strategic Priorities: 2) | Counselor(s), Instructional Aides, Principal, RtI Aide, Teacher(s) | 2021-2022 | (S)Local Funds | Criteria: Test by STAAR objective in Math, Reading/ELA, Science and Social Studies. Computer lab will be used for online assessments |
| 7. Math and Reading enrichment 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. |
| 8. Reading Plus, Thinking Maps, Study Island and Mentoring Minds: Think Up 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 | (O)Technology Department | Criteria: Attendance logs, AEIS, Benchmarks, Diag. Exams, DMAC, Daily Reports |
| 9. 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 | (S)Local Funds | Criteria: Classroom Walk Through Data, Benchmarks, STAAR |
| 10. Provide ESL Certified teachers to help students who may be at-risk. (Target Group: | Principal, Teacher(s) | 2021-2022 | | |

# GEORGE WEST J H

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

**Objective 1.** (Performance Objective 1) By spring of 2022, 90% of junior high students will be proficient in Reading, 80% in Social Studies, 95% 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) | | | | |
| 11. 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: 504) (Strategic Priorities: 2) | Counselor(s), Department Heads, Diagnostician, Principal, Special Ed Teachers | Every Six Weeks | (O)Support Materials | 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. |
| 12. Creative scheduling will address needs of GT students placing them in ELA 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) | 2021-2022 | (L)District Staff Development, (O)Support Materials, (S)GT Funds | Criteria: Parent surveys, program evaluation, student work samples, team meetings, Grades on special projects |
| 13. Academic teams will work closely with their students and each other in order to:<br>1. monitor student progress<br>2. conduct parent conferences<br>3. implement interdisciplinary instructional units<br>4. organize activities for students(field trips,etc.)<br>5. Set goals with student based on grades in classes.<br>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 | (O)Local Staff | Criteria: Teams will review grade reports at 3 weeks and 6 weeks. Discipline reports each 6 weeks, AEIS annually, STAAR scores annually, Attendance reports each 6 weeks. Principal will monitor student progress daily and benchmark assessments by six weeks. |
| 14. Computer lab and Chromebooks will be used for daily academics in Google Classroom | Counselor(s), Paraprofessionals, Principal, | Every Six Weeks | (O)Evaluation Instrument, (O)Support Materials | Criteria: Data reports, STAAR, final Campus TAPR |

# GEORGE WEST J H

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

**Objective 1.** (Performance Objective 1) By spring of 2022, 90% of junior high students will be proficient in Reading, 80% in Social Studies, 95% 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 |
|---|---|---|---|---|
| for all subjects and STAAR reinforcement and RTI tiered interventions. In addition, this lab 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) | Teacher(s) | | | |
| 15. Increase student use of technology in all classrooms to help support real world applications and increase student interest.<br>• Mimio/Doc Cams<br>• Student Response Systems<br>• Chromebooks<br>• Wireless Computer Lab<br>• Science Probes/ Labs<br>• TI Nspire Calculators<br>• Google classroom (Target Group: 7th ,8th) | Director of Technology, Principal, Teacher(s), Technology Teacher | Daily | (O)Technology Department | Criteria: Benchmark assessments every six weeks. grades, STAAR scores |
| 16. Mentoring Minds, Study Island, 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 | (O)Support Materials | Criteria: Benchmark assessments every six weeks. grades, Reading Plus Diagnostic Results, STAAR scores |
| 17. The use of STEM SCOPES in science, Mentoring Minds, 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. |
| 18. 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 |
| 19. All JH students will have discipline recorded and tracked through google docs for all teachers. This can also be shared with | Counselor(s), Principal, Teacher(s) | Every Six Weeks | (O)Support Materials | Criteria: End of year discipline reports and records |

# GEORGE WEST J H

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

**Objective 1.** (Performance Objective 1) By spring of 2022, 90% of junior high students will be proficient in Reading, 80% in Social Studies, 95% 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 |
|---|---|---|---|---|
| parents to keep track of student behavior throughout the year. (Target Group: All) | | | | |
| 20. Incentive programs to reward students for academic focus.<br>• Dance approx 2 times per year<br>• Off Campus Lunch/extra time<br>• Ice Cream Social<br>• Incentive trip based on meeting criteria of 90% attendance, no obligations, no DAEP assignments, and some of the following: passing all subjects, no discipline referrals, 90% of their AR goal, etc. (Target Group: All) | Club Sponsors, Counselor(s), Principal, Teacher(s) | Every Six Weeks | | Criteria: Student survey, parent survey, attendance rate, Discipline reports. |

# GEORGE WEST J H

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

**Objective 2.** (Performance Objective 2) In 2021-2022 school year 80% of the 8th grade students will enroll and pass high school credit courses to 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. High School classes for credit such as Algebra, Biology, Comm Apps, Career Investigations, and CTE Foundations of Energy may be offered. (Target Group: 8th) (Strategic Priorities: 3) | Counselor(s), Principal, Teacher(s) | 2021-2022 | | 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 | 2021-2022 | (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, 2021 STAAR, Student Attendance |
| 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<br>• FCS class – career research<br>• Career investigations with the counselor<br>• Advisory Lessons<br>• Foundations of Energy (Target Group: All) (Strategic Priorities: 3) | Counselor(s), Principal | Every Six Weeks | (S)Local Funds | Criteria: Student enrollment |

# 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 2021-2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Host meetings for parents as a group a minimum of twice per semester.<br>1. Elect grade level chairperson<br>2. Send parents and community information on AEIS, presentation at a meeting<br>3. use parents to assist in the classroom with activities(ex. FCS sewing projects)<br>4. Utilize parent or community members in the workroom to run copies and put up bulletin boards.<br>5. Provide meetings to present student handbooks and code of conduct<br>6. Provide orientation to discuss curriculum, instructional practices, rules, and expectations.<br>7 Provide a meeting to discuss next year's schedule and course selections for their student and graduation plan. (Target Group: All) | Principal | Annually | | Criteria: List of volunteers, parent surveys<br>Parent Community evaluation |
| 2. Students will participate in local events such as within the community:<br>1. Fire prevention essays<br>2. Soil Conservation essays<br>3. Veterans Day ceremony<br>4. Visit Local Nursing Home<br>5. Live Oak County Talent Show<br>6. Live Oak County Fair (Target Group: All) | Principal, Teacher(s) | Annually | | 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,LEP,SPED,GT,AtRisk,504,7th ,8th) | Club Sponsors, Coaches, Core Subject Teachers, Counselor(s), Department Heads, Instructional Aides, Paraprofessionals, Principal | Annually | (O)ESC2 | |

# 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 2022, 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. Students will enroll (if available) in Teen Leadership as an elective in grades 7 and 8 for local credit. (Target Group: 7th ,8th) | Counselor(s), Principal, Teacher(s) | Annually | | Criteria: Student enrollment, discipline records, letters from students |
| 2. 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 | | Criteria: Discipline and PEIMS data reports |
| 3. 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 |
| 4. The Junior High will provide for Red Ribbon week activities to increase student awareness towards drug, alcohol, and harassment/bullying issues.<br>• “Say No” excerpts each day during announcements.<br>• 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 | | |
| 5. 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: PRIDE award, WooHoos) | Club Sponsors, Counselor(s), Instructional Aides, Principal, Teacher(s) | Daily | | Criteria: Discipline referrals and data |
| 6. 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 | Principal, SHAC, Superintendent(s) | 2021-2022 | (L)Local Staff Dev. Funds, (O)CSHP Curriculum, (S)Local Funds | Criteria: Fitness Gram, SHAC meetings, Board Minutes |

# 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 2022, 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 |
|---|---|---|---|---|
| physical activity; 3) nutrition services; and 4) parental involvement; 5) student mental health (Target Group: All) | | | | |

# 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) | 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 | (O)Evaluation Instrument, (O)Principals, (O)Support Materials, (O)Teacher Lesson Plans | Criteria: TTESS, SLO, TIA |
| 4. When funding is available, teachers will be sent to professional development in their content area to improve teaching skills and strategies based on student performance data. (Target Group: All) (Strategic Priorities: 1) | Principal | As Needed | (L)Local Staff Dev. Funds, (O)ESC2, (S)Local Funds | Criteria: TTESS, SLO, TIA |
| 5. Provide training for teachers to increase abilities in:<br>• Classroom management<br>• Identification of learning disabilities<br>• differentiation for learning disabled<br>• disaggregating of STAAR data (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<br>Benchmark data<br>Modifications on test in student folder, written input at ARD meetings |
| 6. Review assessment data using TAPR, AYP and benchmark results to develop strategies and methods to improve areas of poor achievement (Target Group: All) | Counselor(s), Principal | Beginning of School year | (O)Evaluation Instrument - STAAR, (S)TEA Information - TAPR | Criteria: Lesson plans, scope and sequence, curriculum guide, benchmark assessment, STAAR test |

# 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 |
|---|---|---|---|---|
| | | | | |
| 7. Support recruitment and retention of staff members by providing training and professional development in all content areas<br><br>Teacher Incentive Allotment Program (Target Group: All) (Strategic Priorities: 1) | Principal | Each Semester | (F)Title I, (O)ESC2, (S)255-Title II | Criteria: TAPR, Student Performance, Staff development records on file in personnel records, returning staff members each year. |
| 8. 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 | Annually | (S)GT Funds | Criteria: Staff development records on file in personnel records, returning staff members each year. |

# 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 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.<br>TEKS Resource Systems<br>Reading Plus<br>Mentoring Minds<br>Thinking Maps<br>Study Island<br>Maneuvering the Middle<br>Learning.com (Target Group: All,7th ,8th) | Principal, Teacher(s) | Annually | (S)Local Funds | |
| 2. Intervention and Enrichment classes will be provided to students to meet requirements from HB 4545. Students will receive one hour per week minimum of intense remediation to improve student academic achievement and close learning gaps. (Target Group: AtRisk,7th ,8th) | Counselor(s), Principal, Teacher(s) | Annually | (S)Local Funds | |

# GEORGE WEST J H

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

**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. Review and update the Multi-Hazard Emergency Plan annually and provide staff with Emergency 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, Superintendent(s) | 2021-2022 | (S)Local Funds | |
| 3. Age appropriate Drug and Violence Prevention activities on:<br>• Suicide Prevention<br>• Conflict Resolution<br>• Discipline Management/Program<br>• Violence Prevention and Intervention<br>• Harassment and Dating Violence Beginning at 6th Grade (Target Group: All) | Counselor(s) | Annually | (S)Local Funds | Criteria: End of year PIEMS and discipline reports. |
| 4. Implement discipline tracking system (Target Group: All) | Counselor(s), Principal, Teacher(s) | Every Six Weeks | (O)Local Staff, (S)Local Funds | Criteria: End of year discipline reports |

# GEORGE WEST EL

## Campus Improvement Plan
## 2021/2022

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

Date Reviewed:

Date Approved:

# GEORGE WEST EL

## Mission

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

## Vision

*At George West Elementary our vision is to teach all students in a safe secure climate of mutual respect. Students will strive to reach their highest individual potential in order to become productive, informed citizens. Motivated teachers will exhibit positive communication skills, will be student centered, will 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 pride.*

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 2018 and 2019
AYP for 2018 and 2019
Student demographics
Teacher 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
10. Impact of initiatives on student performance

**Identified Strengths:**

From the data sources above the following strengths were identified:

Low student-teacher ratio
Quality on-going staff development
Experienced teachers committed to student success
Low teacher turnover
Multi-year STAAR data show gains in most areas since 2007
TEA 2019 Distinctions in Accelerated Student Progress in ELA Reading
TEA 2019 Distinction in Grade 4 Reading Performance (Masters)
TEA 2019 Distinction in Grade 5 Reading Performance (Masters)
TEA 2019 Distinction in Grade 5 Science Performance (Masters)
TEA 2019 Top 25% Comparative in Closing the GAPS #11
1n 2016 The campus received distinction designations in all possible areas. In 2018-2019 distinctions in 4 out of 6.

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

In most areas of the STAAR, the percent of at-risk students who "met standard" were lower than the other student groups
Curriculum needs to be developed to address higher order thinking skills needed for TAKS now to STAAR
Stronger staff development needs to be implemented
Strategies are needed to address the needs of the economically disadvantaged, Hispanics and at-risk students
Vertical alignment is needed in all core subject areas across grade levels and campuses
Technology needs to be further implemented in the classroom and lab setting
Hands-on science experiences need to be used in all grade levels
Parent support and involvement in education process

The 2007-2019 accountability reports indicate that GWES is addressing the needs of our students. As indicated on the accompanying chart, we need to address the needs of the Hispanic and economically disadvantaged in both reading and math. While the gap between the ethnic groups and economically disadvantaged has improved slightly, we still have gaps that need to be closed.

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

At George West Elementary School, we have a school-wide Title I school program with approximately 57% 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” from 40% to:
Year 1- 40% Year 2- 45% Year 3- 50% Year 4- 55% Year 5- 60%
Goal 2: Increase 4th grade Hispanic/Latino Math “Masters” from 19% to:
Year 1-25% Year 2- 35% Year 3- 40% Year 4- 45% Year 5- 50%
Goal 3: Increase 4th grade White Math “Meets” from 52% to:
Year 1-60% Year 2-65% Year 3- 70% Year 4- 75% Year 5- 80%
Goal 4: Increase 4th grade White “Masters” Math from 34% to:
Year 1- 40% Year 2- 45% Year 3-50% Year 4- 55% Year 5- 60%
Goal 5: Increase 4th grade At-Risk “Meets” Math from 17 % to:
Year 1- 25% Year 2- 30% Year 3- 35% Year 4- 40% Year 5- 45%

**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. Weekly PLC (Planning Learning Communities) 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 new ELAR curriculum and utilizing ELAR Resources (Thinking Maps/Writing Traits)
2. Weekly PLC (Professional Learning Communities) planning 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.** All students will exceed educational performance standards

**Objective 1.** (Performance Objective 1) By Spring 2022, the percentage of meeting or exceeding proficiency will increase by 10% in reading and math and performance gaps among subpopulations will decrease by 10%. Summative Evaluation: STAAR performance

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Providing accelerated instruction and tutorials for students where were previously unsuccessful on the STAAR, targeting "bubble students", and low performing sub-populations (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.1,5.2,5.3) | Paraprofessionals, Principal, Teacher(s) | August 2021 - May 2022 | (F)Title I - $1,000, (O)Evaluation Instrument, (O)Support Materials, (O)Teacher Lesson Plans, (S)TEA Information | Criteria: STAAR performance<br><br>09/09/21 - Pending |
| 2. Provide extended learning opportunities before and after school tutorials and homework center via the 21st century ACE program for at-risk students. (Target Group: All,H,ECD) (ESF: 4.1) | Paraprofessionals, Principal, Teacher(s) | August 2021 - May 2022 | (F)Tutorials, (O)Community Organizations, (O)ESC2, (O)Evaluation Instrument, (S)TEA Information | |
| 3. Provide Jumpstart for 4th, 5th and 6th grade students who failed STAAR.<br><br>Provide summer school for students who did not meet state requirements for promotion to next grade level. | Counselor(s), Principal, Teacher(s) | Summer 2022 | (F)Title IV, A - $1,000, (F)Title V, B - $10,068 | |
| 4. The campus will implement interventions necessary to address learning loss caused by COVID 19 quarantine periods of learning at home. Interventionists include but not limited to, small group instruction and added technology. (Target Group: 4th,5th,6th) | Counselor(s), Principal, Teacher(s) | 8/21-5/22 | (F)ESSER II - $57,500, (F)ESSER III - $15,300 | |

# GEORGE WEST EL

**Goal 1.** 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. George West Elementary school will implement an evidence based campus-wide Positive Behavior Interventions and Support System (PBIS) and team that will is designed to improve student daily attendance and performance outcomes. (Target Group: All) (ESF: 3.1,3.2,3.3) | Counselor(s), Principal, Teacher(s) | August 2021 - May 20222 | (L)Counselors, (O)Local Staff, (O)Parent & Community Leaders, (O)Principals, (O)School Resource Officer | Criteria: PBIS evaluation system School referrals |
| 2. Use parent contacts, incentives, attendance contracts, and court processes as tools to improve attendance. (Target Group: All) (ESF: 3.1) | Principal | August 2021 - May 2022 | (O)School Resource Officer, (S)Local Funds | Criteria: Attendance records<br><br>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.** By the end of the 2021-2022 school year, the percentage of external partnerships will have increased by 20% over the previous year. Summative Evaluations: Client and parent surveys/ Community Involvement Evaluation

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide local businesses, community members, parents, and teachers to participate in before and afterschool enrichment programs provided through the 21st century grant. (Target Group: All) (ESF: 3,3.4) | Principal, Teacher(s) | August 2021 - May 2022 | (L)Counselors, (O)Brush Country Coop, (O)Community Organizations, (O)ESC2, (O)Evaluation Instrument, (O)Local Districts, (O)Local Staff, (O)Parent & Community Leaders, (O)School Resource Officer, (O)Support Materials | Criteria: Annual parent and community evaluation results<br><br>09/09/21 - Pending (S) |
| 2. Provide local businesses, community members, parents, and teachers to participate in afterschool enrichment programs provided through the District Advisory Council (DAC). (Target Group: All) (ESF: 3.4) | Superintendent(s) | August 2021 - May 2022. | (O)Local Districts | Criteria: District Advisory Council Minutes |

# GEORGE WEST EL

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

**Objective 2.** By the end of the 2021-2022 school year, the campus will provide a year round family engagement and training program.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide afterschool engagement and educational programs for parents and community members through the 21st century grant. (Target Group: All) (ESF: 3.4) | Parents, Principal | August 2021 - May 2022 | (O)Alternative Meeting Sites, (O)Community Organizations, (O)ESC2 | 10/19/21 - Pending |
| 2. Conduct surveys to determine parent and community needs and provide appropriate engagement opportunities. (Target Group: All) (ESF: 3.4) | Principal | August 2021 - May 2022 | (L)Counselors, (O)ESC2 | Criteria: Survey results |

# 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.** By the end of the 2021-2022 school year, 100% of current curriculum guides will be aligned to state content and performance standards with revisions as appropriate. Summative Evaluation: STAAR, AEIS Data, AYP data

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The formation of department chairs that oversee the vertical alignment across grades 4-6 (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1) | Department Heads, Principal, Teacher(s) | August 2021 - May 2022 | (O)Evaluation Instrument, (S)Local Funds | Criteria: STAAR, AEIS Data, AYP data<br><br>09/09/21 - Pending (S) |
| 2. Curriculum includes:<br>Think up (ELAR 4-6)<br>Measure up (ELAR 4-6)<br>Flow Fluency (ELAR 4-6)<br>Study Island (Math & Science 4-5)<br>TEKS resource (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1) | Core Subject Teachers, Department Heads, Principal, Teacher(s) | August 2021 - May 2022 | (F)Title I, (L)Business Dept. Budget, (S)Local Funds | Criteria: YAG<br>Teacher surveys |
| 3. 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 | August 2021 - May 2022 | (L)Counselors, (S)State Compensatory | Criteria: Counselor schedule |
| 4. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students. (Target Group: AtRisk) | | 9/21-5/22 | (S)State Compensatory | |

# 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.** By the end of the 2021-2022 school year, the school will train 100% of staff in identified areas of need.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Increase and provide staff development for the grade level and special education paraprofessionals. (Strategic Priorities: 1) (ESF: 1.1,2.1) | Lead Teacher, Principal | August 2021 - May 2022 | (O)Brush Country Coop, (O)Local Staff | |
| 2. Provide professional development for all staff regarding special education law, accommodations, modifications, classroom settings, and least restrictive environments. (Strategic Priorities: 1) | Principal | August 2021 - May 2022 | (O)Brush Country Coop | |
| 3. Implement a high-quality Gifted and Talent pull-out program for exceptional students. (Target Group: GT) | Counselor(s), GT Teachers, Principal | August 2021 - May 2022 | (S)GT Funds | |
| 4. Continue with an ESL instructional program to meet the needs of ELL students | | 9/21-5/22 | (F)Title VI, Part B Rural/Low Income | |

# 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 2021-2022 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 weekly staff meetings, department meetings, trainings, workshops, and conferences. (Target Group: SPED) (ESF: 2.1) | Principal | August 2021 - May 2022 | (O)Brush Country Coop, (O)Local Staff | |

# GEORGE WEST EL

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

**Objective 1.** George West Elementary will provide students with a safe and drug-free environment.Summative Evaluation: Discipline referral records

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Utilize School resource officer to establish rapport with students (Target Group: All) (ESF: 3,3.1) | Principal, SRO Officer | August 2021 - May 2022 | (L)Counselors, (O)Local Staff, (O)Parent & Community Leaders, (O)Policy Manuals, (O)Principals, (O)School Resource Officer | Criteria: Discipline referrals 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 2021 - May 2022 | (L)Counselors, (O)Brush Country Coop, (O)Community Organizations | Criteria: Discipline referrals Counselor reports |
| 3. Provide certified teacher in DAEP | | 9/21-5/22 | (L)FTE, (S)SCE | |

# GEORGE WEST EL

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

**Objective 2.** George West Elementary will be routinely checked for safety and cleanliness to ensure the safety of staff and students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Weekly campus walk-throughs will be conducted to identify and address any hazardous or harmful areas, and the necessary steps taken to make them safe. (Target Group: All) (ESF: 3.1) | Principal | August 2021 - May 2022 | (O)Local Districts, (O)Local Staff, (O)Principals, (O)School Resource Officer, (S)Local Funds | |

# 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 - George West Primary School
## 2021/2022

*Growing Future Longhorns*

**GEORGE WEST PRIMARY**

**SINCE 2003, THE ONLY THREE TIME WINNER IN THE STATE OF TEXAS**

**2005-2012-2019**

**NATIONAL BLUE RIBBON SCHOOL**

Christina E. Cortez
405 Travis
3614491914
ccortez@gwisd.us

Date Reviewed:

Date Approved:

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Title I Campus
Blue Ribbon Campus
Seasoned teachers
Small group remediation
Grade level aides assigned to work with small groups daily

### Demographics Weaknesses

Covid slide has affected our benchmark / STAAR scores.  It is evident that we will have to provide additional student support for students who are currently not on grade level.

### Demographics Needs

Intervention teacher / RTI
Tutoring before, during, and after school

### Demographics Summary

Disaggregation of this year's STAAR scores proved to be very positive, with very high scores.
Our student's consistently show high levels of Master's on STAAR, regardless of poverty levels.

## Student Achievement

### Student Achievement Strengths

STRENGTHS:

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Extremely talented, experienced, hard working staff.  Both professional and para-professional
Effective curriculum and instructional techniques
SLO / TIA / Bodies of Evidence
Extra opportunities which are provided for at-risk students.  Small group instruction, In-school tutorials, after-school tutorials, “Jump Start” Summer Reading Program
High expectations for all students
Effective use of assessment data for monitoring student progress and forming instructional skill groups
Positive relationships with students
Highly effective collaborative planning
Orderly learning environment
Strong involvement and commitment of all parents including low SES and Hispanic
Highly effective staff development, mostly from campus experts
Commitment of staff, parent, and community members to effective campus planning.
Use of technology for administrative procedures and for instructional support as a learning tool
All LEP students are achieving, performing well on the STAAR test, and being exited from ESL

DATA SOURCE:
Student achievement results, teacher retention rates, parent surveys, SLO / Binders / Bodies of Evidence
Staff Development records, Principal reports from walk-throughs, participation in instructional planning meetings, and teacher evaluations
Report card grades, accountability reports, benchmark scores, TPRI data, STAR test results, Summer School assessment results, Accelerated Reader Diagnostic reports
Student achievement results
Weekly assessment data, six week benchmark results, end of year assessment data
Discipline reports, parent surveys, student achievement results
Grade level lesson plans, vertical planning documents, SBDM planning results
Discipline records, parent input, teacher input
Parent volunteer sign in, planning meeting sign in, parent training participation, parent orientation sign in, award assembly sign in
Staff development records, student achievement results
Participation in planning sessions by all stakeholders
Student achievement results, teacher feedback
Student achievement results, teacher feedback, RPTE results

Inclusion will be utilized to ensure all students receive instruction in the least restrictive environment, in a regular classroom, with assistance targeted towards our at-risk population.
Provide an enrichment period for all students to ensure mastery of TEKS.  K-1 will focus on reading skills while 2-3 will focus on math and reading TEKS, including math and reading strategies.

Implement strategies to accelerate the performance of special education, ESL, and other at risk students so they will meet academic achievement standards.
After school tutorials
Accelerated Reader
School Parent Compacts

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

All teachers will be trained in the use of the palm pilots and Tango software associated with the TPRI. This will streamline the disaggregation and reporting of student performance data.
Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students
(COVID REMEDIATION)

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. STAAR and EOC Reports; DMAC data All Principals
Department Chairpersons, Teachers, Counselors 8/2020-5/2021 ESSER I, II, III Benchmark assessments, grades, DMAC Diagnostic reports 2020-2021
STAAR and EOC Scores

## Student Achievement Weaknesses

Areas of Concern:

Even though all populations are performing at a high level we want to continue increasing the % of students who are achieving at the advanced level
Continue to modify and perfect the extra opportunities being provided for at-risk students
(In school tutorials, small group instruction, Intervention teacher / aide support, after school tutorials, Jump Start Summer Reading Program)
Continue to focus on Math strategies and problem solving objectives(Parent and student strategy book)
Increase reading mastery and mastery in all content areas for ALL students, in particular, for special populations and learning disabled students
Continue integration of technology for instructional use

Data Source:
Student achievement results, six week benchmark results for regular monitoring
Teacher Data Binders / Monthly Data Meetings with Admin.
Student performance records
Accountability reports, 2nd and 3rd grade six week benchmark results.
TPRI, RTI data, benchmark scores, Accountability reports
Moby Max, TPRI, Footsteps to Brilliance

## Student Achievement Needs

Needs:

Intervention Support / RTI

### Student Achievement Needs (Continued)

Students will be motivated to score proficient or better on STAAR. Extrinsic and intrinsic motivators will be utilized to increase performance.

Intensive instructional support will be provided to identify at-risk students.

Employ instructional aides. Utilize the aides and teacher to provide smaller group instruction for at-risk students.
Support early academic development by employing two certified Pre-K teacher

### Student Achievement Summary

Staff development to coordinate teaching strategies for TEKS/STAAR objectives will be implemented vertically and at grade level. Parents will be provided with the same reading and math strategies.

Staff will motivate students to participate in the AR program. Students will be recognized every six weeks for meeting goals. The top three readers in every class will also be awarded.

Extended day tutorials will be provided for 1st, 2nd, and 3rd grade students to ensure mastery of appropriate grade level TEKS.

A summer reading program (Jump Start) will be provided for all Kinder, 1st, and 2nd grade students who are at risk of not reading on grade level.

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. STAAR and EOC Reports; DMAC data All Principals
Department Chairpersons, Teachers, Counselors 8/2020-5/2021 ESSER I, II, III Benchmark assessments, grades, DMAC Diagnostic reports 2020-2021
STAAR and EOC Scores

## School Culture and Climate

### School Culture and Climate Strengths

To ensure that students are well mannered, respectful, and responsible, we will implement the following programs:
Primary Pride Program
Counseling
Lunch with the Principal Cortez

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Continue the On-A-Roll Award to recognize at-risk students who have shown improvement in grades, behavior, or attendance.
Attendance Semester awards (bikes, etc.)
Teachers and staff will make a concerted effort to recognize and reward at-risk students by sending them to the Principal's office to receive praise for doing good work or for good behavior.
SPLASH DAY
Review Campus Multi-Hazard Emergency Plan annually.
Integrate appropriate materials into curriculum to promote self-esteem and to provide violence intervention strategies
Support Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in students. (1) health education; (2) physical education and physical activity; (3) nutrition services; and (4) parental involvement
Age appropriate Drug and Violence Prevention activities on :
Suicide Prevention
Conflict Resolution
Discipline Management/Program
Violence Prevention and Intervention
After School Clubs - Yoga, Running, Scrapbook, STEAM, Culinary, Book, Lego, Keyboarding, Drama, Crazy Crafters, Gardening

## School Culture and Climate Weaknesses

Assign one person to calendar out the events for the year.

## School Culture and Climate Needs

Create a Sunshine School Committee - one grade level representative / school nurse / admin / counselor to aide with the school culture and climate.

## School Culture and Climate Summary

Admin works closely to provide all students / staff with recognition:
Birthday Announcements - Card from the Principal / Pencil
Awards / Ribbons
Admin has created 11 after school clubs that meet monthly for students involvement .

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

All teachers will meet the definition of highly qualified.  All paraprofessionals meet the requirements of NCLB.
All paraprofessionals have attended TOPS training provided by our staff.
Retention of highly qualified staff will be maintained by the following as the need arises:
Grade level meetings
Mentor teachers
Classroom observations
TEKS/STAAR  effective instructional strategy workshops
Recognition of staff at faculty meetings
Principal Snacks for Teachers and Staff

## Staff Quality, Recruitment and Retention Weaknesses

Staff Development

## Staff Quality, Recruitment and Retention Needs

Math Strategies training on campus.
ELAR training

## Staff Quality, Recruitment and Retention Summary

A needs assessments indicates:

Professional development is provided in the following areas:  Reading academies, reading conferences, Math/Science TRSI, TEKS/STAAR strategies, and professional development for all staff in working with parents as equal partners.

Implementation, evaluation, and follow up activities will be conducted through collaborative planning sessions / SLO.

Staff member will provide professional development in Math instruction for 1st, 2nd, and 3rd grade teachers as well as instructional aides.  Data indicates a need for a more

### Staff Quality, Recruitment and Retention Summary (Continued)

consistent approach to Math instruction.

# Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Teachers will meet and plan Language Arts and Math collaboratively to develop a scope and sequence aligned horizontally and vertically at every grade level. All lessons will be prepared a week in advance.

Continuation of Special Ed. Training for staff regarding pre-referral process; maintenance of a database of referrals and those who qualified for Sp. Ed. Services

Counselor / Admin will meet to review RTI students to determine appropriate educational interventions.

Campus multi-disciplinary team to provide related services to Sp. Ed. Students using a variety of service delivery options.

Monthly Data meetings with Principal.

Intervention Teacher is meeting with different groups every 30 minutes daily to assist students who require addition support.

Accelerated Reading Program

Implementation of TEKS

Campus / Grade level Benchmark Assessments

Tutorials / Intervention

### Curriculum, Instruction and Assessment Weaknesses

Utilizing the TEKS Resource System.
Creating a Scope and Sequence
Training for grade level resources

# Comprehensive Needs Assessment

### Curriculum, Instruction and Assessment Needs

Staff Development on ELAR resources, TRS system (TEKS)

### Curriculum, Instruction and Assessment Summary

COMPREHENSIVE NEEDS ASSESSMENT

George West Primary School Needs Assessment
Assessment of Current Situation
Comprehensive Needs Assessment
To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns.  Formal review includes data from the following:
Disaggregation of this year's accountability report and item analysis
Disaggregation of accountability reports
SLO / TIA
Results of 2nd and 3rd grade benchmark assessments
TPRI results
STAAR test results
Diagnostic Accelerated Reader reports (STAR)
Results of parent surveys
Staff development needs surveys
Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
Results of Title I planning meetings

Informal measures include such as the following:
Needs identified through grade level planning meetings, vertical planning meetings, with information carried over to SBDM meetings
Study of data to determine the effectiveness of campus initiatives, consider how to make them better, and discussion of continued funding
Review of the campus and district goals with discussion at the district level, regarding research-based strategies that will help us accomplish our mission

# Family and Community Involvement

### Family and Community Involvement Strengths

Recognize parent volunteers at 6 weeks award assemblies.

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Aide in the transition from Headstart and other community schools to Kindergarten

The principal will conduct an Orientation for HeadStart parents at the campus

Involve parents annually in the review and revision of school parent compacts

Host more community events on campus: Reading Night, Math Night

Get Parent Volunteers / Community to assist with our after school clubs:  Running, Culinary, Gardening, etc.

Utilize parent volunteers to help teachers with AR / mentoring students / clubs / serving on School Committees.

Methodist Church, Baptist Church, Catholic Church provide donations of resources: backpacks, snacks, attendance incentives (bikes)

## Family and Community Involvement Weaknesses

Involve the Head Start Upbring Family Specialist to work with admin / counselor.

## Family and Community Involvement Needs

We will need to fundraise / get local businesses to provide incentive / rewards to recognize parents

Inform the community in our local newspaper - recruiting parent / community volunteers

Host a parent orientation for campus volunteers to work with our at - risk population / AR / teacher support

Provide parent training sessions for reading and math strategies

## Family and Community Involvement Summary

Family and Community Involvement resources: Upbring's Family Specialist, School Counselor, Principal, and Sunshine Committee will work closely together to create more Family and Community Involvement opportunities.

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

Grade level schedules for grades 1st, 2nd, and 3rd grade facilitate the scheduling of interventions every morning (Classroom teachers, aides, Intervention teacher)

Classroom Chromebooks / technology are provided for targeted practice in reading and math.

Full time Intervention Teacher / aide provide additional classroom support to assist students who are struggling academically.

### School Context and Organization Weaknesses

Administration and Counselor will continue to monitor small group instruction.

### School Context and Organization Needs

Campus was recently provided an Intervention to support the various academic / student needs.

### School Context and Organization Summary

Continue to focus on the Master Schedule which facilitates academic interventions.

Continue to monitor the schedules of all campus paraprofessionals to maximize classroom instruction.

Continue to provide any needed academic support with Monthly Data Meetings and Observations.

Continue to monitor lesson plans and review / revise our campus benchmark testing schedule.

## Technology

### Technology Strengths

Teachers will continue to be given the opportunity to attend in-services on the use of the computer as a teaching tool.
Teachers will utilize technology in the following ways to increase student performance:
Lexia learning systems
Accelerated Reader
Kamico educational software(2-3)
Star Assessments
Educational websites for center activities
Brain Train
Stemscopes
Mentoring Minds
Teachers will utilize e-mail as a means to communicate more frequently with parents who have access to computers.
Staff will utilize the campus web page as another means to disseminate information and to publicize success of students.
Individual Student Chromebooks / Charging Towers

### Technology Weaknesses

On campus support as needed

### Technology Needs

Additional charging towers needed in each grade level.

On side Teacher Technology Advisor

### Technology Summary

Many strides have been made with providing students one-on-one devices.

## Other

# Comprehensive Needs Assessment

## Other Needs

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. STAAR and EOC Reports; DMAC data All Principals
Department Chairpersons, Teachers, Counselors 8/2020-5/2021 ESSER I, II, III Benchmark assessments, grades, DMAC Diagnostic reports 2020-2021
STAAR and EOC Scores

# Resources

| Resource | Source |
|---|---|
| Title I | Federal |
| Counselors | Local |
| Support Materials | Other |
| Teacher Lesson Plans | Other |
| Technology Department | Other |
| Local Funds | State |

# GEORGE WEST PRI

## Mission

*George West Primary is a small school in George West, Texas, a rural town of approximately 2,500 people located about halfway between San Antonio and Corpus Christi. The demographic makeup of our school consists of 61.5% Hispanic, 36.7% White, and 1.5% two or more races. Additionally 64% of our students come from economically disadvantaged homes.*

*The mission of our school is very simple. We expect all children to reach their academic potential, regardless of who they are or from where they come. We expect them to acquire the knowledge base, the character traits, and the work ethic they will need to be successful adults.*

*We strive to accomplish our mission by plain, simple hard work. Our staff takes a personal interest in the life of every child. Our staff goes above and beyond the call of duty as they work with our children. It is not uncommon to see teachers working at lunch, during conference periods, and after school with students who need extra help. Many schools express the belief that "all children can learn". At our school we make that a reality.*

*We have learned that, when provided the necessary assistance, all students can and do learn. Much of our success can be attributed to the additional opportunities we provide for our students who are at risk of failing to perform on grade level. We started a summer reading program called Jump Start. We provide highly qualified teachers and paraprofessionals.*

## Vision

*We expect all children to reach their academic potential, regardless of who they are or from where*

# Vision Continued

*they come.  We expect them to acquire the knowledge base, the character traits, and the work ethic they will need to be successful adults.*

Nondiscrimination Notice
GEORGE WEST PRI 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 PRI Site Base

| Name | Position |
|---|---|
| Cortez, Christina | Principal |
| Mauer, Marlana | Counselor |
| Whitaker, Mary | Kinder Teacher |
| Duran, Kim | First Grade Teacher |
| Holleman, Kate | Second Grade Teacher |
| Steelhammer, Kim | Third Grade Teacher |
| Racicot, Kourtney | Dyslexia Teacher |

# ESSA Accountability Indicators by Campus

As established and approved by the Board of Trustees

## George West Primary School

### Grade 3 Reading

**Goal 1: Increase 3rd grade Hispanic/LatinoReading from 96% to:**
**Year 1-97% Year 2-98% Year 3-99% Year 4-100% Year 5- 100%**

**Goal 2: Increase 3rd grade Hispanic/Latino "Meets" Reading from 79% to:**
**Year 1-80% Year 2- 81% Year 3- 82% Year 4- 83% Year 5- 84%**

**Goal 3: Increase 3rd grade Hispanic/Latino "Masters" Reading from 39% to:**
**Year 1-40% Year 2- 41% Year 3- 42% Year 4- 43% Year 5- 44%**

**Goal 4: Increase 3rd grade White "Meets" Reading from 78% to:**
**Year 1-79% Year 2-80% Year 3-81% Year 4-82% Year 5-83%**

**Goal 5: Increase 3rd grade White "Masters" Reading from 52% to:**
**Year 1- 53% Year 2- 54% Year 3- 55% Year 4- 56% Year 5- 57%**

### Grade 3 Math

**Goal 1: Increase 3rd grade Hispanic/Latino Math "Meets" from 72% to:**
**Year 1- 73% Year 2- 74% Year 3- 75% Year 4- 76% Year 5- 77%**

**Goal 2: Increase 3rd grade Hispanic/Latino Math "Masters" from 40% to:**
**Year 1-41% Year 2- 42% Year 3- 43% Year 4- 44% Year 5- 45%**

**Goal 3: Increase 3rd grade White Math "Meets" from 69% to:**
**Year 1-70% Year 2-71% Year 3- 72% Year 4- 73% Year 5- 74%**

**Goal 4: Increase 3rd grade White "Masters" from 70% to:**
**Year 1- 71% Year 2- 72% Year 3-73% Year 4- 74% Year 5- 75%**

**Goal 5: Increase 3rd grade At-Risk Math from 86% to:**
**Year 1- 87% Year 2- 88% Year 3- 89% Year 4- 90% Year 5- 91%**

## Grade 3 Math- All Students

**Goal 1: Increase 3rd grade All Students/Male Math "Meets" from 85% to:**
**Year 1- 86%  Year 2- 87%  Year 3- 88%  Year 4- 89%  Year 5- 90%**

**Goal 2: Increase 3rd grade All Students/Male Math "Masters" from 58% to:**
**Year 1- 59%  Year 2- 60%  Year 3- 61%  Year 4- 62%  Year 5- 63%**

**Goal 3: Increase 3rd grade All Students/Female Math "Meets" from 71% to:**
**Year 1- 72%  Year 2- 73%  Year 3- 74%  Year 4- 75%  Year 5- 76%**

**Goal 4: Increase 3rd grade All Students/Female Math "Masters" from 70% to:**
**Year 1- 71%  Year 2- 72%  Year 3- 73%  Year 4- 74%  Year 5- 75%**

**Goal 5: Increase 3rd grade At-Risk "Masters" Math from 43% to:**
**Year 1- 44%  Year 2- 45%  Year 3- 46%  Year 4- 47%  Year 5- 48%**

** We do not have enough students to make a sub-population group in Migrant, ELL, Bilingual, ESL, SPED, GT, AT Risk

**ELAR**

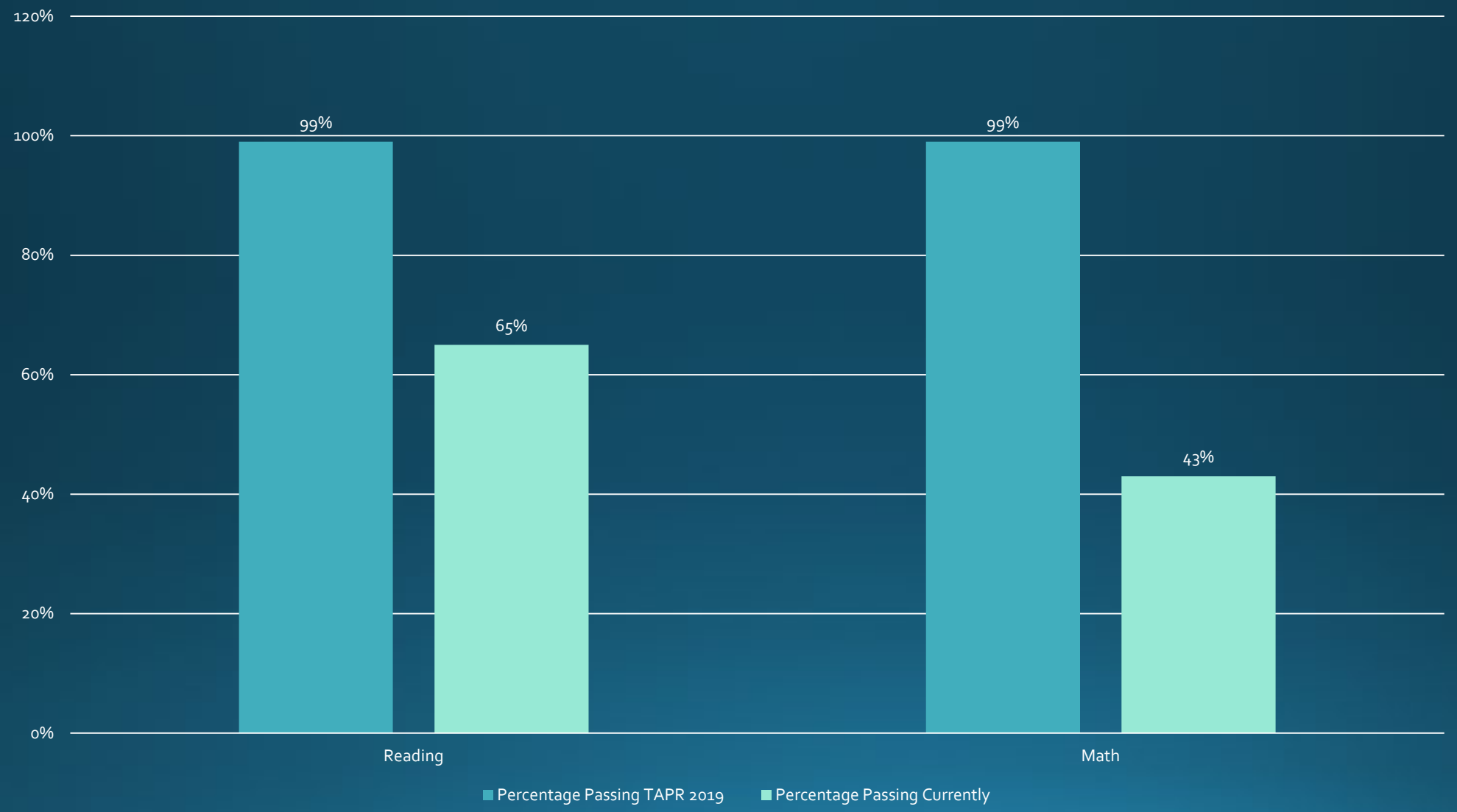
- **Implement new ELAR curriculum and utilize ELAR Resources (Thinking Maps/Writing Traits)**
- **Weekly PLC (Professional Learning Communities) planning/lesson planning**
- **Disaggregation of this year's accountability report and item analysis (DMAC/Lead4Ward)**
- **Benchmark testing**
- **Results of 2nd and 3rd grade benchmark assessments**
- **TPRI Results**
- **STAAR test results**
- **Diagnostic Accelerated Reader reports (STAR)**

**In school tutorials, after school tutorials, Jump Start Summer Reading Program and small group instruction**

**Math**

- **Implement Math curriculum and utilize Math resources**
- **Weekly PLC (Professional Learning Communities) planning**
- **Disaggregation of this year's accountability report and item analysis/DMAC/Lead4Ward**
- **Benchmark testing**
- **Results of 2nd and 3rd grade benchmark assessments**
- **STAAR test results**
- **In school tutorials, after school tutorials, and small group instruction (Reteach areas of weakness for academic growth/review areas of strength for "Meets/Masters" growth on STAAR**

# Grade 3 Interim Assessments



# George West ISD

## 2021 STAAR Results

### Grade 3

| Math | | |
|---|---|---|
| Approaches | 81 | 95% |
| Meets | 58 | 68% |
| Masters | 30 | 35% |
| Did Not Pass | 4 | 5% |

| Reading | | |
|---|---|---|
| Approaches | 79 | 93% |
| Meets | 64 | 75% |
| Masters | 40 | 47% |
| Did Not Pass | 6 | 7% |

### Grade 4

| Math | | |
|---|---|---|
| Approaches | 48 | 66% |
| Meets | 33 | 45% |
| Masters | 19 | 26% |
| Did Not Pass | 25 | 34% |

| Reading | | |
|---|---|---|
| Approaches | 53 | 73% |
| Meets | 32 | 44% |
| Masters | 22 | 30% |
| Did Not Pass | 20 | 27% |

| Writing | | |
|---|---|---|
| Approaches | | |
| Meets | | |
| Masters | | |
| Did Not Pass | | |

### Grade 5

| Math | | |
|---|---|---|
| Approaches | 60 | 90% |
| Meets | 37 | 55% |
| Masters | 18 | 27% |
| Did Not Pass | 7 | 10% |

| Reading | | |
|---|---|---|
| Approaches | 60 | 92% |
| Meets | 45 | 69% |
| Masters | 34 | 52% |
| Did Not Pass | 5 | 8% |

| Science | | |
|---|---|---|
| Approaches | 51 | 75% |
| Meets | 27 | 40% |
| Masters | 11 | 16% |
| Did Not Pass | 17 | 25% |

### Grade 6

| Math | | |
|---|---|---|
| Approaches | 57 | 83% |
| Meets | 33 | 48% |
| Masters | 11 | 16% |
| Did Not Pass | 12 | 17% |

| Reading | | |
|---|---|---|
| Approaches | 57 | 83% |
| Meets | 28 | 41% |
| Masters | 11 | 16% |
| Did Not Pass | 12 | 17% |

# George West ISD

## 2021 STAAR Results

### Grade 7

| Math | | |
|---|---|---|
| Approaches | 62 | 78% |
| Meets | 29 | 36% |
| Masters | 16 | 20% |
| Did Not Pass | 18 | 23% |

| Reading | | |
|---|---|---|
| Approaches | 79 | 88% |
| Meets | 55 | 61% |
| Masters | 29 | 32% |
| Did Not Pass | 11 | 12% |

| Writing | | |
|---|---|---|
| Approaches | | |
| Meets | | |
| Masters | | |
| Did Not Pass | | |

### Grade 8

| Math | | |
|---|---|---|
| Approaches | 55 | 96% |
| Meets | 44 | 77% |
| Masters | 20 | 35% |
| Did Not Pass | 2 | 4% |

| Reading | | |
|---|---|---|
| Approaches | 47 | 92% |
| Meets | 25 | 49% |
| Masters | 14 | 25% |
| Did Not Pass | 4 | 8% |

| Science | | |
|---|---|---|
| Approaches | 45 | 88% |
| Meets | 28 | 55% |
| Masters | 12 | 24% |
| Did Not Pass | 6 | 12% |

| Social Studies | | |
|---|---|---|
| Approaches | 39 | 76% |
| Meets | 17 | 33% |
| Masters | 4 | 8% |
| Did Not Pass | 12 | 24% |

### End Of Course

| Algebra I | | |
|---|---|---|
| Approaches | 50 | 75% |
| Meets | 35 | 52% |
| Masters | 14 | 21% |
| Did Not Pass | 13 | 19% |

| Biology | | |
|---|---|---|
| Approaches | 60 | 94% |
| Meets | 38 | 59% |
| Masters | 22 | 34% |
| Did Not Pass | 4 | 6% |

| US History | | |
|---|---|---|
| Approaches | 58 | 91% |
| Meets | 50 | 78% |
| Masters | 35 | 55% |
| Did Not Pass | 6 | 9% |

| English I | | |
|---|---|---|
| Approaches | 55 | 76% |
| Meets | 43 | 60% |
| Masters | 9 | 13% |
| Did Not Pass | 17 | 24% |

| English II | | |
|---|---|---|
| Approaches | 66 | 80% |
| Meets | 54 | 66% |
| Masters | 7 | 9% |
| Did Not Pass | 16 | 20% |

N/A

# GEORGE WEST PRI

**Goal 1.** (Exceeding Performance Standards) All students will achieve growth on their individual student learning objectives.

**Objective 1.** (All students will achieve 100% mastery on STAAR tests and read on grade level.) Provide one hour of small group remediation within the day. Students will be utilizing Accelerated Reading and teachers will be working in small groups, providing remediation / small group instruction.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Inclusion will be utilized to ensure all students receive instruction in the least restrictive environment, in a regular classroom, with assistance targeted towards our at - risk population. (Target Group: All) (Strategic Priorities: 2) | Dyslexia Specialist/Teacher, GT Teachers, Instructional Aides, Paraprofessionals, Principal, Teacher(s) | 2021/2022 | (F)Title I - $155,000, (L)FTE, (S)Title I, A | 10/19/21 - On Track |
| 2. All students in Third Grade will achieve 100% mastery on STAAR tests and all students will read on grade level. (Target Group: All) | Dyslexia Specialist/Teacher, Paraprofessionals, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 3. Enrichment Period: Paraprofessionals / staff will assist classroom teachers to allow for intensive remediation of at-risk students due to the Covid slide. Tutorials after school, Accelerated reader, Small Group instruction (Target Group: All) (Strategic Priorities: 2) | Paraprofessionals, Teacher(s) | 2021-2022 | (F)Title I, (F)Title IV, A, (L)FTE | 10/19/21 - On Track |
| 4. All Prek - 2nd grade teachers will be trained in the use of iPad App MCLASS software associated with reading instruction. This will streamline the disaggregation and reporting of student performance data. (Target Group: PRE K,K,1st,2nd) | Core Subject Teachers, Counselor(s), Technology Teacher | 2021-2022 | (O)Technology Department - 0 | 10/19/21 - On Track |
| 5. Instructional Interventionists and aides will be pulling small groups throughout the day to increase reading mastery in all content areas. (Target Group: All) | Paraprofessionals, Teacher(s) | 2021-2022 | (F)Tutorials, (O)Teacher Lesson Plans | 10/19/21 - On Track |
| 6. Intensive instructional support will be provided to our at - risk students.<br>We will support early academic development by employing two certified Pre-K Head Start teachers. (Target Group: AtRisk) | Principal, Teacher(s) | 2021-2022 | (F)PreK Upbring Funds, (L)FTE, (S)SCE | 10/19/21 - Completed |
| 7. Staff development to coordinate teaching strategies for TEKS / STAAR objectives will be implemented vertically and in all grade levels. (Target Group: All) | Instructional Aides, Principal, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |

# GEORGE WEST PRI

**Goal 1.** (Exceeding Performance Standards) All students will achieve growth on their individual student learning objectives.

**Objective 1.** (All students will achieve 100% mastery on STAAR tests and read on grade level.) Provide one hour of small group remediation within the day. Students will be utilizing Accelerated Reading and teachers will be working in small groups, providing remediation / small group instruction.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 8. A summer reading program (Jump Start) will be provided for all Kinder, 1st, and 2nd grade students who are at risk of not reading on grade level. (Target Group: AtRisk) | Librarians, Paraprofessionals, Principal, Teacher(s) | 2021 - 2022 | (F)Title IV, A - $10,000, (F)Title V, B - $10,000 | 10/19/21 - Pending |
| 9. Benchmark testing will occur in Prek - Third grade. All grade levels have turned in calendar of testing for their individual grade levels. This will help monitor the growth and provide immediate remediation if needed. (Target Group: All) | Counselor(s), Principal, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 10. Teachers will conduct parent conferences with all parents. They will discuss areas of growth and areas of need. (Target Group: All) | Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 11. Extended day tutorials will be provided for 1st, 2nd, and 3rd grade students to ensure mastery of appropriate grade level TEKS. (Target Group: 1st,2nd,3rd) | Counselor(s), Principal, Teacher(s) | 2021-2022 | (F)Title V, B - $5,000, (S)SCE | Criteria: Data Reports |
| 12. Class size reduction teacher | Counselor(s), Principal | 2021-2022 | (S)Title I, A - $54,438 | |
| 13. The Campus will implement interventions necessary to address learning loss caused by COVID 19 quarantine periods of learning at home. Interventions includes, but not limited to, small group instructions and added technology. | Counselor(s), Department Heads, Principal, Teacher(s) | 9/15/2021-5/28/2022 | (F)ESSER II - $75,000, (F)ESSER III - $94,400 | Criteria: Benchmark assessments, grades, DMAC diagnostic reports |

# GEORGE WEST PRI

**Goal 2.** (School Community Partnerships) Parents, students, and staff at the Primary will increase school / community involvement by the end of the 2021 - 2022 academic school year.

**Objective 1.** (21st Century Engagement) Teachers / Staff will work with our Community partners to encourage collaboration of after school activities and tutoring.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. George West Primary will be working with our 21st Century community partner and the Boys and Girls Club to increase attendance, behavior, at enrichment activities. (Target Group: All,AtRisk) | GWISD Employees | 2021 - 2022 | | 10/19/21 - On Track |
| 2. The Primary Campus will work with our Community Partner PreK Head Start Upbring to provide support, staff development, enrichment activities, and training to our students and staff. (Target Group: AtRisk,PRE K) | Counselor(s), Instructional Aides, Principal, Teacher(s) | 2021 - 2022 | (F)PreK Upbring Funds | 10/19/21 - On Track |
| 3. Teachers and staff will work closely with the George West Education Foundation to provide opportunities for our students. Teachers will write grants to enhance the student's educational opportunities and provide opportunities for community involvement. (Target Group: All) (Strategic Priorities: 2) | Counselor(s), Principal, Teacher(s) | 2021 - 2022 | | 10/19/21 - Some Progress |
| 4. Our campus will continue to use our family / community partners to further educate students about Fire Prevention (Fire Department), School Safety (Police Department), Community Resources (George West Bank, Cobb's Pharmacy, etc) (Target Group: All) | Counselor(s), Principal | 2021-2022 | | 10/19/21 - On Track |
| 5. Parent Orientation night will be held so teachers may review class schedules, class rules, homework policies and expectations, grading policies, curriculum, instructional strategies, and tips for enhancing the student's education at home. (Target Group: All) | Counselor(s), Paraprofessionals, Principal, Teacher(s) | 2021-2022 | | 10/19/21 - Pending |

# GEORGE WEST PRI

**Goal 3.** (Well Balanced Curriculum) A well balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives. This will ensure mastery of the TEKS and meeting AYP.

**Objective 1.** (A well balanced curriculum will be taught so that all students may realize their learning potential) The staff will plan cooperatively in order to improve our curriculum in all areas so that all students will continue to master the TEKS and meet AYP.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Teachers will meet and plan language arts and math collaboratively to develop a scope and sequence aligned horizontally and vertically at every grade level. All lesson plans will be prepared a week in advance. (Target Group: All) | Principal, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 2. Continuation of Special Ed training for staff regarding educational, pre-referral process; maintenance of a database of referrals and those who qualified for Special Ed Services. (Target Group: All) (Strategic Priorities: 2) | Principal, Special Ed Teachers, Teacher(s) | 2021-2022 | | 10/19/21 - Completed |
| 3. All teachers will meet the definition of highly qualified. All paraprofessionals will meet the requirements of NCLB. All paraprofessionals have attended TOPS training provided by staff. Retention of highly qualified staff will be maintained by the following: grade level meetings, mentor teachers, classroom observations, TEKS / STAAR workshops (Target Group: All) | Counselor(s), Paraprofessionals, Principal, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 4. Curriculum support will be provided after data disaggregation of grade level benchmark testing. Teachers will use STAAR released tests for benchmarking in Third grade and Prek - Second grade will use MCLASS / grade level benchmark tests. (Strategic Priorities: 2) | Paraprofessionals, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |
| 5. One on one technology is our goal for all students. We currently are working on students having their own Chromebooks / iPads. (Target Group: All) (Strategic Priorities: 2) | Teacher(s), Technology Teacher | 2021-2022 | (O)Technology Department | |

# GEORGE WEST PRI

**Goal 4.** (Safe and Orderly School Climate) A safe and positive school climate will be implemented so that all students can utilize their maximum learning abilities and increase student performance. Self-esteem will be evident due to a positive and safe school climate created by staff.

**Objective 1.** (Safe, Orderly, and Positive School Climate) Teachers will serve on the DCC "District Communication Council," and DAC "District Advisory Council." They will work closely to ensure that our campus stays safe, orderly, and maintains a positive climate.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Support Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to prevent obesity, cardiovascular disease, and Type 2 Diabetes in students (1) health education; (2) physical education and physical activity; (3) nutrition services; and (4) parental involvement (Target Group: All,AtRisk) | Counselor(s), Librarians, Paraprofessionals, Principal, School Nurse, Teacher(s) | 2020-2021 | | 10/19/21 - On Track |
| 2. Age appropriate Drug and Violence Prevention activities:<br>Suicide Prevention<br>Conflict Resolution<br>Discipline Management<br>Violence Prevention and Intervention (Target Group: All) | Counselor(s), Teacher(s) | 2021-2022 | (L)FTE, (S)SCE | 10/19/21 - Significant Progress |
| 3. To ensure that students are well mannered, respectful, and responsible, we will continue to implement the following programs:<br>Primary Pride Program<br>Counseling with Mrs. Mauer<br>Lunch with Principal Cortez<br>Celebration of students / staff birthdays on the intercom / morning announcements<br>Principal awards<br>"On A Roll" awards for improvement in grades, behavior, and attendance (Target Group: All) | Counselor(s), Principal, Teacher(s) | 2021-2022 | | 10/19/21 - On Track |

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901001 - GEORGE WEST H S

| | Action Codes | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Action Reason Code | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | Action Sub-Total * |
| 21 - St Code Conduct | 0 | 0 | 0 | 0 | 18 | 51 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| Total | 0 | 0 | 0 | 0 | 18 | 51 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901001 - GEORGE WEST H S

| | Action Codes | | | | | | |
|---|---|---|---|---|---|---|---|
| Action Reason Code | 14 | 15 | 16 | 17 | 25 | 26 | Action Sub-Total * |
| 21 - St Code Conduct | 0 | 0 | 0 | 0 | 8 | 30 | 38 |
| Total | 0 | 0 | 0 | 0 | 8 | 30 | 38 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901001 - GEORGE WEST H S

| Action Reason Code | Action Total |
|---|---|
| 21 - St Code Conduct | 129 |
| Total | 129 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901041 - GEORGE WEST J H

| | Action Codes | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Action Reason Code | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | Action Sub-Total * |
| 21 - St Code Conduct | 0 | 0 | 0 | 0 | 15 | 53 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |
| Total | 0 | 0 | 0 | 0 | 15 | 53 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901041 - GEORGE WEST J H

| Action Reason Code | Action Total |
|---|---|
| 21 - St Code Conduct | 71 |
| Total | 71 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901101 - GEORGE WEST EL

| | Action Codes | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Action Reason Code | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | Action Sub-Total * |
| 21 - St Code Conduct | 0 | 0 | 0 | 0 | 9 | 28 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Total | 0 | 0 | 0 | 0 | 9 | 28 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD

Campus: 149901101 - GEORGE WEST EL

| | Action Codes | | | | | | |
|---|---|---|---|---|---|---|---|
| Action Reason Code | 14 | 15 | 16 | 17 | 25 | 26 | Action Sub-Total * |
| 21 - St Code Conduct | 0 | 0 | 0 | 0 | 0 | 7 | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 7 | 7 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

Campus-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission



LEA: 149901 - GEORGE WEST ISD
Campus: 149901101 - GEORGE WEST EL

| Action Reason Code | Action Total |
|---|---|
| 21 - St Code Conduct | 45 |
| Total | 45 |

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

# REPORT ON VIOLENT OR CRIMINAL INCIDENCES

| | GW High School | | GW Jr. High | | GW Elementary | | GW Primary | |
|---|---|---|---|---|---|---|---|---|
| Type of Incident | # Incidents | # Students | # Incidents | # Students | # Incidents | # Students | # Incidents | # Students |
| | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# GEORGE WEST INDEPENDENT SCHOOL DISTRICT

# STUDENT CODE OF CONDUCT 2021-2022

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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# George West ISD Student Code of Conduct

2021–22 School Year

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

# George West ISD Student Code of Conduct

## 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.

### Purpose

The Student Code of Conduct ("Code"), 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 Student 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 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 shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code shall be available at the campus behavior coordinator's office and posted on the district's website at www.gwisd.us. 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 Student 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 and the Student Handbook, the Code 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. The designated person may be the principal or any other campus administrator selected by the principal. The campus behavior coordinator 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 campus behavior coordinator. Contact information may be found at *www.gwisd.us.*

### Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment 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.

### 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* campus behavior coordinator 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

To ensure the security and protection of students, staff, and property, the board employs police officers, school resource officers (SROs), ***and/or*** security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

The law enforcement duties of school resource officers are: *[insert the law enforcement duties performed by SROs working with the district.]*

## "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.

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, school resource officer (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 21 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 15, **DAEP Placement** on page 16, **Placement and/or Expulsion for Certain Offenses** on page 24**,** and **Expulsion** on page 27, 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 14.

### 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 24.)
- 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 24.)
- 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 24.)
- 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 24. 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 16 and **Expulsion** on page 27 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. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

# 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. 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 Student 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 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 Student 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.
- 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 15.
- Placement in a DAEP, as specified in **DAEP** on page 16.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 24.
- Expulsion, as specified in **Expulsion** on page 27.
- 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 campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator 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 campus behavior coordinator, 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 campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: https://pol.tasb.org/Home/Index/827.

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 campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator 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 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 campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- 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 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 campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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.0.

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 in-school suspension 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 campus behavior coordinator 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.

### 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 campus behavior coordinator **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 marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in **Expulsion** on page 27.) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
    - 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, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 27.)
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - 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 between six and 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 27.)
- 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 campus behavior coordinator.

### Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator shall write a placement order. A copy of the DAEP placement order 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, the placement order shall give notice of the inconsistency.

### Coursework Notice

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 campus behavior coordinator 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 campus behavior coordinator 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.

**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 campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: https://pol.tasb.org/Home/Index/827.

Appeals shall begin at *Level I* 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 individualized education program (IEP) or Section 504 plan.

## Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator 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 campus behavior coordinator 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 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 campus behavior coordinator 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 campus behavior coordinator 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 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 campus behavior coordinator 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;
- Have 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;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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
- Have 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 campus behavior coordinator 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 campus behavior coordinator 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 16.)

### 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 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, if the conduct is not punishable as a felony.
- 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 drug- or alcohol-related offense.
- 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, 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 marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- 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 campus behavior coordinator 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 campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- 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 campus behavior coordinator 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 Student 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 campus behavior coordinator 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 campus behavior coordinator 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.

**Firearm** 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. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
    e. 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.

**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, including 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 misbehavio**r 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 in-fluence" 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**

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must:

1. Include 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; and

2. 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]

***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)*

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|---|---|
| | 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.<br><br>*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.<br><br>*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)*

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***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 sexual harassment as the District's "Title IX formal complaint process."

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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, harassment, and retaliation against District students. For provisions regarding discrimination, 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.

**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

**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)]

**Prohibited Harassment**

Prohibited 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.

Prohibited 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 calling, 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.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX 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 under Title IX. [See FFH(LEGAL)]

**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 or believes that another 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.]

**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 Sexual Harassment—Title IX.

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 and harassment.

*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 shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Sexual Harassment–Title IX** — 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, the District reserves the right to investigate and respond to 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.

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 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020**

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 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. 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 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 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 FY2019
## Enrolled in Texas Public or Independent Higher Education in FY 2020

| 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** | | | | | | | | | |
| | **GEORGE WEST ISD** | | | | | | | | |
| | 149901001 GEORGE WEST H S | | | | | | | | |
| | | Four-Year Public University | 12 | 0 | 0 | 3 | 2 | 7 | 0 |
| | | Two-Year Public Colleges | 34 | 13 | 1 | 3 | 6 | 11 | 0 |
| | | Independent Colleges & Universities | 3 | | | | | | |
| | | Not Trackable | 3 | | | | | | |
| | | Not Found | 31 | | | | | | |
| | | Total High School Graduates | 83 | | | | | | |
| | **THREE RIVERS ISD** | | | | | | | | |
| | 149902001 THREE RIVERS JR/SR H S | | | | | | | | |
| | | Four-Year Public University | 14 | 1 | 3 | 1 | 4 | 5 | 0 |
| | | Two-Year Public Colleges | 16 | 3 | 4 | 1 | 6 | 2 | 0 |
| | | Independent Colleges & Universities | 1 | | | | | | |
| | | Not Trackable | 0 | | | | | | |
| | | Not Found | 19 | | | | | | |
| | | Total High School Graduates | 50 | | | | | | |
| **LLANO** | | | | | | | | | |
| | **LLANO ISD** | | | | | | | | |
| | 150901001 LLANO H S | | | | | | | | |
| | | Four-Year Public University | 25 | 3 | 0 | 2 | 7 | 12 | 1 |
| | | Two-Year Public Colleges | 18 | 5 | 2 | 3 | 3 | 5 | 0 |
| | | Independent Colleges & Universities | 5 | | | | | | |
| | | Not Trackable | 8 | | | | | | |
| | | Not Found | 61 | | | | | | |
| | | Total High School Graduates | 117 | | | | | | |

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.**
*Superintendent*

**GEORGE WEST ISD PUBLIC HEARING**
**ON TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)**

The George West ISD will hold a public hearing on February 23, 2022 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 2020-2021 Texas Academic Performance Report (TAPR) for the George West ISD.

Copies of the 2020-2021 TAPR Report will be available for public viewing on February 24, 2022, 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.*