

**Houston Independent School District  
034 High School for Law and Justice  
2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

1. Teachers use resources from CollegeBoard, HISD, and CTE materials to provide instruction daily along with frequent DOL's to ensure that students are being assessed for growth. 2. Teachers regularly start class with a warm-up/check in. All students have one-to-one technology that supports the use of instruction and resources often provided through the Canvas platform. Group work, collaboration, and individual supports are some of the instructional strategies used. 3. As teachers assess students, they use the data to guide their instruction for re-teaching and/or individual supports as needed for students.

### Student Achievement Strengths

1. Areas of strength are in English and Social studies. 2. The meets area for English EOC's has remained high, in the 80% range. We have 100% passing for all Social Studies tested students. This can be attributed to the collaborative work allowed in the classroom and engaging lessons that provide students with challenging rigorous work. The teachers focus on providing students with lessons that incorporate writing and choice as well.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At HSLJ SAT aligned math instruction has not been delivered efficiently, which is manifested as low math passing rate on the SAT Math portion. While there is access to a high-quality curriculum, teachers have not leveraged it effectively enough resulting in very few students meeting the passing score for SAT Math. **Root Cause:** There were assumptions about Tier I instruction that resulted in a lack of skillful instructional choices that included proper alignment to math objectives aligned to math needed for ultimate success on the SAT Math portion of the exam.

**Problem of Practice 2:** At HSLJ, there is not a consistent system in place to ensure special education accommodations are properly documented in PowerSchool with 100% accuracy. **Root Cause:** Campus leaders have not prioritized special education compliance through consistent meetings with the department chair and teachers.

**Problem of Practice 3:** At HSLJ, although we have worked to establish consistency with our tier 1 supports, we inconsistently are able to respond to student mental health issues. Our process to document concerns, request assistance, and respond to higher level disruptions within the classroom is effective, but we lack the resources to help all students. **Root Cause:** We have not collaborated enough with agencies to support the mental health needs of our students.

# School Culture and Climate

## School Culture and Climate Summary

1. The school climate is positive. Teachers and students enjoy their working and learning space and find it welcoming. 2. There are no severe attendance or behavioral issues on the campus aside from students with frequent illness. 3. We have very few discipline referrals each academic year. Most are light conflicts between students – in cases there may be a maximum of 3 altercations a year. Students understand the rules and follow them very often. 4. This is standard across campus for all groups. All student feel heard and know admin is there to support them. Staff know that we honor their time and work hard to engage our students in high quality instruction. There is very little turnover at this campus in regards to staff. 5. The data for physical safety issues is minimal. Again, we only have 2-3 altercations in a year. Students know how to report incidents or concerns to admin for immediate investigation. 6. We have minimal classroom management issues, and teaches do their best to meet the individual needs of students. We do not have issues with classroom disruptions interfering with instruction.

## School Culture and Climate Strengths

Support and transparency with one another - teachers and students alike.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At HSLJ Elementary, although our attendance rate is high for all students, we have a select group of students (in various sub groups) that have a higher absence rate than others. Root Cause: Though we have dedicated resources to engage students and parents, we have a gap when it comes to holding parents accountable for the student absences beyond loss of credit.

# Parent and Community Engagement

## Parent and Community Engagement Summary

1. We are a high school and our parent involved events are minimal. Parents do help with the PTO sales, store, and campus evening events such as dances and teacher celebrations. 2. All parents participate of all demographics. 3. We have wraparound services and access to the Houston Food Bank drives.

## Parent and Community Engagement Strengths

1. We engage parents through Remind, and a weekly newsletter. They are able to contact admin at any time with concerns through the remind app. Additionally, we use instagram as a form of social media.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At HSLJ, there was a decrease in the number of magnet student enrollment for the 2023-2024 school year, although our FACE events have maintained Platinum Status and we rank in the top 25% of all schools in community engagement. **Root Cause:** Lack of fully developed multi-media presence and consistent transportation by the district.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups





# Key Actions

**Key Action 1:** Successfully implement learner-centered strategies to improve the quality of instruction using the walkthrough form.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Out of 26 walkthroughs of any classroom, 80% of teachers will be initiating (as measured on walkthrough form) collaborative group work by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will provide systems and procedures.  <b>School Leaders' Actions</b>  Provide Clear Expectations: Clearly communicate a walkthrough form focus and common language used by everyone in the school. Every student reads, writes, thinks and talks in every classroom every day.  <b>Staff Actions</b>  Thoroughly understand the purpose, history, strategies, and goals of the walkthrough form.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Key Action 1:** Successfully implement learner-centered strategies to improve the quality of instruction using the walkthrough form.

**Indicator of Success 2:** Out of 26 walkthroughs of any classroom by 80% of teachers will be initiating (as measured on walkthrough form) writing to learn by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus will focus in Professional Development about best instructional practices.</p> <p><b>School Leaders' Actions</b></p> <p>Professional Development: Train teachers on the HISD-Ready characteristics during summer orientation and professional development days 1. Professional development is tied to HISD-Ready characteristics, collaborative group work, writing to learn across all content areas, "first, good instruction," and effective questioning strategies. 2. Campus based teachers will also provide training to their peers regarding best practices for collaboration, questioning and writing to learn.</p> <p><b>Staff Actions</b></p> <p>Align their instructional practices within the characteristics of the walkthrough form. This involves planning lessons and units that incorporate the walkthrough form strategies, protocols and objectives.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 1:** Successfully implement learner-centered strategies to improve the quality of instruction using the walkthrough form.

**Indicator of Success 3:** Out of 26 walkthroughs of any classroom, 80% of teachers will be initiating (as measured on walkthrough form) questioning by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campos focus will be in student internalization of the curriculums.</p> <p><b>School Leaders' Actions</b></p> <p>Regular monitoring and feedback: Observe classroom instruction using walkthrough form to assess the extent to which all students are learning, understanding and attaining mastery.</p> <p><b>Staff Actions</b></p> <p>Collaborate with colleagues to ensure consistency across classrooms and departments as well as to share best practices, discuss challenges, and develop strategies for improving instruction.</p> <p>Regularly assess student progress, analyze the data, and adjust their instruction accordingly</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 2:** Increase academic achievement in math for Algebra 1, TSI Math and SAT Math.

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** 80% of the teachers will be proficient or higher in implementing feedback as measured by the walkthrough form rubric in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by March 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will provide effective feedback to teachers.  <b>School Leaders' Actions</b>  Create a supportive culture of continuous improvement within the school that emphasizes the importance of observation and feedback as a means to enhance teaching and learning. Additionally, ensure that each "coaching in the moment" opportunity is a positive experience.  <b>Staff Actions</b>  Identify the part of the lesson/unit sequence that the administrator will observe. Predict how the lesson will go. Share any concerns, challenges, or problems that you might have related to the content, specific students, or the class as a whole.  View observations as opportunities for growth and professional development rather than as evaluations.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div></div><div>0%</div>No Progress</div><div><div><div></div></div><div>100%</div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Key Action 2:** Increase academic achievement in math for Algebra 1, TSI Math and SAT Math.

**Indicator of Success 2:** Out of 26 walkthroughs of any classroom, 80% of students will be engaged (as measured on the walkthrough form) by October 2023. The percentage will increase to 90% or higher by April 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus will be concentrating in student engagement.</p> <p><b>School Leaders' Actions</b></p> <p>Base feedback on the HISD Ready Characteristics, learner centered strategies and other research based instructional strategies.</p> <p><b>Staff Actions</b></p> <p>Engage in self-reflection and self-assessment to identify areas of strength and areas that need improvement in addition to observing peer math teachers as a basis for improving practice and alignment.</p> <p>Collects classroom artifacts/data (e.g., samples of student work, test scores, student feedback forms) as evidence that strategies are being implemented with fidelity.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 3:** Increase academic achievement in the Mastery component for EOC English 1 and EOC English 2.





**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** 80% of the teachers will be proficient or higher in implementing rigorous direct instruction at grade level as measured by the walkthrough form rubric in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by March 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will make sure that effective good instruction is happening in the classrooms.  <b>School Leaders' Actions</b>  Effectively lead teachers in collaborative planning using College Board and Rigor & Relevance protocols.  Effectively facilitate lesson rehearsal and internalization protocols with teachers.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Key Action 3:** Increase academic achievement in the Mastery component for EOC English 1 and EOC English 2.

**Indicator of Success 2:** Out of 26 walkthroughs of any classroom, 80% of students will be engaged (as measured on the walkthrough form) by October 2023. The percentage will increase to 90% or higher by April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will make sure about effective student strategies and engagement.  <b>School Leaders' Actions</b>  Create a collaborative and supportive environment for analyzing student work and task/target alignment by engaging teacher in the process through open dialogue, active listening, and a non-judgmental atmosphere to foster meaningful discussions.  <b>Staff Actions</b>  Regularly share and discuss best practices, instructional strategies, and assessments to promote consistency and coherence in students' learning experiences.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Key Action 4:** Increase meaningful student engagement through the use of multiple response strategies.

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** By October 2023, 80% of teachers will be initiating the turn-talk strategy to increase student collaboration. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will work in student collaboration.  <b>School Leaders' Actions</b>  Host monthly PLCs for teachers to collaborate and share their experiences using multiple response strategies.  <b>Staff Actions</b>  Planning and selecting appropriate strategies based on students' needs and interest to enhance students learning experiences.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Key Action 4:** Increase meaningful student engagement through the use of multiple response strategies.

**Indicator of Success 2:** By October 2023, 80% of teachers will be initiating use of response cards to increase student engagement/understanding. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Campus will engage in making sure that student engagement is present in every classroom.  <b>School Leaders' Actions</b>  Coach and provide feedback to teachers regularly using walkthrough form observation characteristics.  <b>Staff Actions</b>  Promote active engagement by offering a variety of response strategies that enhance the four components of literacy (listening, speaking, reading, writing).  Differentiate instruction using multiple response strategies to ensure that all students actively participate and make progress in their learning.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Key Action 4:** Increase meaningful student engagement through the use of multiple response strategies.

**Indicator of Success 3:** Coach and provide feedback to teachers regularly using walkthrough form observation characteristics.

**Key Action 4:** Increase meaningful student engagement through the use of multiple response strategies.

**Indicator of Success 4:** By October 2023, 80% of teachers will be initiating table-talk strategy to increase student collaboration. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Campus focus will be monitoring students engagement campus wide.  <b>School Leaders' Actions</b>  Encourage teachers to engage in reflective practice, where they critically analyze their teaching strategies and identify areas of improvement, successes, challenges and develop strategies to enhance student engagement.  <b>Staff Actions</b>  Collaborating with colleagues to share best practices for implementing multiple response strategies.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

# State Compensatory

## Budget for 034 High School for Law and Justice

**Total SCE Funds:** \$68,300.00

**Total FTEs Funded by SCE:** 1

**Brief Description of SCE Services and/or Programs**

## Personnel for 034 High School for Law and Justice

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rebecca Correa	Tchr, History	1

# Addendums

### School Information

<b>District Name:</b>	<b>HOUSTON ISD</b>
<b>Campus Type:</b>	<b>High School</b>
<b>Total Students:</b>	<b>439</b>
<b>Grade Span:</b>	<b>09 - 12</b>

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

### Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

#### Overall Rating



97 of 100

#### Student Achievement



96 of 100

#### School Progress



95 of 100

#### Closing the Gaps



100 of 100

### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency  
**2022 School Report Card**  
H S FOR LAW AND JUSTICE (101912034) - HOUSTON ISD - HARRIS COUNTY

### Student Information

This section provides demographic information about H S FOR LAW AND JUSTICE, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2020-21)</b>			
	98.4%	93.7%	95.0%
<b>Enrollment by Race/Ethnicity</b>			
African American	23.0%	22.1%	12.8%
Hispanic	72.2%	61.9%	52.8%
White	2.7%	9.7%	26.3%
American Indian	0.2%	0.2%	0.3%
Asian	1.4%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.5%	1.6%	2.9%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	84.7%	79.2%	60.7%
Special Education	2.3%	8.4%	11.6%
Emergent Bilingual/EL	7.1%	35.1%	21.7%
<b>Mobility Rate (2020-21)</b>			
	4.5%	14.0%	13.6%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	-	19.1	19.2
<b>Secondary</b>			
English/Language Arts	22.5	17.6	16.3
Foreign Languages	25.8	22.7	18.4
Mathematics	23.2	21.2	17.5
Science	24.0	21.5	18.5
Social Studies	24.4	22.8	19.1

### School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
<b>Instructional Expenditure Ratio</b>	n/a	63.8%	64.2%
<b>Instructional Staff Percent</b>	n/a	58.1%	64.9%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,580	\$10,524	\$11,106
Instruction	\$4,904	\$5,989	\$6,358
Instructional Leadership	\$260	\$185	\$186
School Leadership	\$1,045	\$749	\$654

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H S FOR LAW AND JUSTICE (101912034) - HOUSTON ISD - HARRIS COUNTY

## STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	74%	69%	<b>95%</b>	97%	95%	95%	-	100%	-	*	95%
	2021	67%	57%	<b>93%</b>	90%	94%	82%	*	100%	*	-	92%
ELA/Reading	2022	75%	70%	<b>96%</b>	100%	95%	100%	-	*	-	*	96%
	2021	68%	60%	<b>94%</b>	92%	95%	89%	-	*	*	-	94%
Mathematics	2022	72%	67%	<b>91%</b>	90%	92%	*	-	*	-	-	89%
	2021	66%	53%	<b>80%</b>	75%	83%	*	-	*	*	-	78%
Science	2022	76%	68%	<b>95%</b>	96%	94%	*	-	*	-	-	94%
	2021	71%	59%	<b>96%</b>	97%	95%	100%	-	*	*	-	95%
Social Studies	2022	75%	70%	<b>99%</b>	100%	99%	*	-	*	-	*	99%
	2021	73%	66%	<b>97%</b>	89%	100%	-	*	*	-	-	99%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	48%	43%	<b>76%</b>	79%	75%	79%	-	100%	-	*	75%
	2021	41%	33%	<b>69%</b>	68%	68%	76%	*	100%	*	-	68%
ELA/Reading	2022	53%	49%	<b>87%</b>	91%	86%	90%	-	*	-	*	87%
	2021	45%	38%	<b>84%</b>	83%	83%	89%	-	*	*	-	83%
Mathematics	2022	42%	38%	<b>56%</b>	52%	57%	*	-	*	-	-	54%
	2021	37%	27%	<b>38%</b>	36%	38%	*	-	*	*	-	36%
Science	2022	47%	39%	<b>70%</b>	75%	67%	*	-	*	-	-	68%
	2021	44%	33%	<b>56%</b>	63%	52%	83%	-	*	*	-	55%
Social Studies	2022	50%	44%	<b>85%</b>	88%	84%	*	-	*	-	*	85%
	2021	49%	42%	<b>84%</b>	74%	86%	-	*	*	-	-	85%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2022	23%	21%	<b>24%</b>	19%	25%	26%	-	60%	-	*	24%
	2021	18%	15%	<b>18%</b>	17%	18%	18%	*	33%	*	-	18%
ELA/Reading	2022	25%	24%	<b>17%</b>	14%	17%	40%	-	*	-	*	17%
	2021	18%	16%	<b>14%</b>	15%	13%	22%	-	*	*	-	14%
Mathematics	2022	20%	19%	<b>23%</b>	28%	21%	*	-	*	-	-	20%
	2021	18%	13%	<b>11%</b>	14%	10%	*	-	*	*	-	12%
Science	2022	21%	17%	<b>18%</b>	8%	19%	*	-	*	-	-	17%
	2021	20%	14%	<b>7%</b>	8%	7%	17%	-	*	*	-	7%
Social Studies	2022	30%	26%	<b>53%</b>	33%	60%	*	-	*	-	*	54%
	2021	29%	23%	<b>51%</b>	37%	55%	-	*	*	-	-	48%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2022	74	78	<b>77</b>	76	79	67	-	-	-	-	76
	2019	69	68	<b>81</b>	84	80	83	-	-	-	-	80
ELA/Reading	2022	78	81	<b>77</b>	78	77	80	-	-	-	-	76
	2019	68	68	<b>77</b>	83	75	83	-	-	-	-	76
Mathematics	2022	69	75	<b>78</b>	68	85	-	-	-	-	-	76
	2019	70	68	<b>86</b>	85	87	-	-	-	-	-	85
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												

Texas Education Agency  
**2022 School Report Card**  
H S FOR LAW AND JUSTICE (101912034) - HOUSTON ISD - HARRIS COUNTY

**Graduation and College, Career, and Military Readiness**

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
2020-21	2.4%	4.0%	1.4%	1.7%	0.9%	7.1%	*	0.0%	*	*	1.5%
2019-20	1.6%	3.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2021 Graduated	90.0%	85.7%	97.7%	94.1%	100.0%	100.0%	-	-	-	*	97.3%
Graduates, TxCHSE, & Cont	94.2%	89.5%	97.7%	94.1%	100.0%	100.0%	-	-	-	*	97.3%
Class of 2020 Graduated	90.3%	83.8%	99.2%	100.0%	99.0%	*	-	-	-	-	99.0%
Graduates, TxCHSE, & Cont	94.6%	87.6%	99.2%	100.0%	99.0%	*	-	-	-	-	99.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2020 Graduated	92.2%	86.0%	99.2%	100.0%	99.0%	*	-	-	-	-	99.0%
Graduates, TxCHSE, & Cont	93.8%	87.0%	99.2%	100.0%	99.0%	*	-	-	-	-	99.0%
Class of 2019 Graduated	92.0%	84.2%	100.0%	100.0%	100.0%	*	-	-	*	-	100.0%
Graduates, TxCHSE, & Cont	93.9%	86.3%	100.0%	100.0%	100.0%	*	-	-	*	-	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2019 Graduated	92.6%	84.7%	100.0%	100.0%	100.0%	*	-	-	*	-	100.0%
Graduates, TxCHSE, & Cont	93.8%	86.2%	100.0%	100.0%	100.0%	*	-	-	*	-	100.0%
Class of 2018 Graduated	92.6%	85.2%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%
Graduates, TxCHSE, & Cont	93.9%	86.7%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2021	90.0%	83.7%	97.7%	94.1%	100.0%	100.0%	-	-	-	*	97.3%
Class of 2020	90.3%	82.0%	99.2%	100.0%	99.0%	*	-	-	-	-	99.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	50.0%	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2021	85.7%	85.1%	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%
Class of 2020	87.8%	86.8%	97.4%	100.0%	96.9%	*	-	-	-	-	98.0%
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2020-21	65.2%	60.0%	94.1%	75.0%	98.4%	100.0%	-	-	-	-	93.0%
2019-20	63.0%	61.8%	97.5%	100.0%	96.9%	*	-	-	-	-	99.0%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2020-21	70.8%	62.8%	70.6%	81.3%	68.8%	60.0%	-	-	-	-	69.0%
2019-20	76.7%	91.7%	100.0%	100.0%	100.0%	*	-	?	-	-	100.0%
Average SAT Score											
2020-21	1002	967	974	915	991	*	-	-	-	-	974
2019-20	1019	974	987	1008	983	1000	-	970	-	-	983
Average ACT Score											
2020-21	20	26	-	-	-	-	-	-	-	-	-
2019-20	20	24	21	18	23	-	-	-	-	-	-
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.											