# Houston Independent School District

# 001 Austin High School

# 2023-2024 Campus Improvement Plan

# Table of Contents

# Comprehensive Needs Assessment

## Student Achievement

**Student Achievement Strengths**

1. Increased our Meets performance in Biology and US History 2. The campus increased performance in Student Achievement by 2 points and CCMR rate increased by 21 points. 3. Students excelled in successfully competing Industry Based Certifications.

**Problems of Practice Identifying Student Achievement Needs**

**Problem of Practice 1:** Across the various demographics, the campus' literacy rate is below district and state averages. **Root Cause:** Across the various demographics, students struggle with academic language. Additionally, students also come in with below grade-level reading levels, thus struggling with gaining content knowledge within their grade levels.

**Problem of Practice 2:** Our EL students consistently score lower in both CCMR and EOC scores compared to their native-English speaking peers. **Root Cause:** Second language acquisition continues to be a challenge for our campus as we create instructional systems to increase achievement.

**Problem of Practice 3:** Our EL students consistently score lower in both CCMR and EOC scores compared to their native-English speaking peers. **Root Cause:** Second language acquisition continues to be a challenge for our campus as we create instructional systems to increase achievement.

# School Culture and Climate

**School Culture and Climate Summary**

1. Discuss how staff and students describe the school climate. Over 73% of students and 82% of the staff found the school environment favorable. 2. Compare attendance, tardies, discipline, and other behaviors to the culture and climate data. Is there a relationship between them? 22-23 Attendance- 91.2%; Discipline- ISS (367), OSS (289), DAEP (49); Tardiness-5K 21-22 Attendance- 85.1%; Discipline- ISS (243), OSS (331); DAEP (96); Tardiness-6K 3. What does the data reflect regarding student behaviors, discipline, etc. The data reflects a small increase in vaping, tardiness, and truancy consequences being issued. 4. Discuss how students and staff describe attitudes, respect, relationships, belonging, support, etc. and how this data compares across groups. Which groups respond in which manner? An attitude of mutual respect exists between students and staff members. Classrooms are considered safe and risk free areas where students feel free to express themselves. Students feel safe sharing their needs and concerns with staff members and staff members nurture those relationships. The data is consistent across all groups. 5. What does the data reflect regarding student behavior, discipline, and feelings of physical safety? The data reflects that student behavior and discipline was 367 ISS, 289 OSS, 49 DAEP, and 1 JJAEP. Data also shows that 78% of students feel safe while at school and believe their teachers and the admin care about their well being. 6. What does the data indicate about classroom management and the organization in comparison to student achievement data? The data indicates an improvement in overall classroom management and organization based on the fact that cell phone distractions have been dramatically decreased by our new Campus Cell Phone Policy and Cell Phone Sleeves located in every room. Cell phones use and visibility is strictly prohibited at all times except during the Lunches.

**School Culture and Climate Strengths**

Based on the data our strengths are in the area of providing students with a clean and safe environment, we celebrate student success, there is an increased numbers of students that participate in extracurricular activities, increased student attendance at sporting events, continued implementation of the Culture Committee, and increased enrollment for courses that offer Industry Based Certifications.

Our campus has improved as compared to previous years. Based on STAAR Data the number of students reaching the Approaches status on all tests increased by 8%. Biology scores increased in all categories (+16% Approaches, +6% Meets, +2 Masters). US History Approaches scores increased (+14% Approaches, +4% Meets). Algebra scores also increased (+11% Approaches).

**Problems of Practice Identifying School Culture and Climate Needs**

**Problem of Practice 1:** At Stephen F. Austin High School, students have low attendance which is reflected in the 87.4% attendance rate and increasing number of tardies during 1st and 5th periods. **Root Cause:** At Stephen F. Austin High School, students have low attendance which is reflected in the 91% attendance rate and increasing number of tardies during 1st and 5th periods.

**Problem of Practice 2:** At Stephen F. Austin High School, an increasing number of students are being referred to DAEP, as reflected in the current total: 35. **Root Cause:** Information and instruction regarding prohibited substances and objects occurs in assemblies, individual conversations, classroom discussions, and announcements. However, vape pens and other controlled substances can be easily obtained from the community.

**Problem of Practice 3:** Students at Austin high school have difficulty with conflict resolution. Disagreements tend to result in fights. **Root Cause:** While various staff members are available to assist with conflict resolution, outside influences, such as Instagram and other social media tends to be at the center of many of the conflicts that result in conflicts.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

1. We have continued to hold the FACE "Gold" status for the past 4 years. Our parents have been involved in: Coffee (Chat) with the Principal FACE Parent meetings and presentations Yearly Open House Title I Fall and Spring parental involvement meetings Parent/Teacher conferences 2. Patterns show that parents are most involved in parent/teacher conferences, when it concerns grades and attendance. 3. The barriers that prevent greater parental involvement are: Child care Transportation Parent work responsibilities 4. The community partnerships and services that we previously provided were: Wrap-Around services CIS (Communities in Schools) counseling Food bank food distribution.

**Parent and Community Engagement Strengths**

1. Parents are involved in the following activities: Coffee (Chat) with the Principal FACE Parent meetings and presentations Yearly Open House Title I Fall and Spring meetings Parent/Teacher conferences 2, The strengths of the current "Coffee (Chat) with the Principal" are: It provides parents with information on reading and understanding grades and transcripts Understand the importance of daily attendance and the effects on grades and credits. Provides awareness of drugs and violence prevention.

**Problems of Practice Identifying Parent and Community Engagement Needs**

**Problem of Practice 1:** At Austin HS, there has been a decrease in enrollment from the 2022-2023 school year, although we have maintained our Gold Status in the past 4 years we have noticed a decrease in parent participation in the recent school events.   **Root Cause:** Not informing our parents in a timely manner and not fully developing the multi-media presence such as Twitter, Instagram and our school's website.

**Problem of Practice 2:** Austin High School's ability to support both our students and parents' social and emotional needs has decreased significantly this year from previous school years.   **Root Cause:** Not having the support of Wrap-Around services nor CIS on our campus has made it difficult for social services to be readily available for our students and parents.

**Problem of Practice 3:** Parents have expressed hesitation to coming to our Title I parent meetings due to the lack of available parking.   **Root Cause:** Austin HS's access to available parking was limited by the move of the elementary schools on the Lockwood side. Our parents have had to park on the side streets, oftentimes in the "No Parking" zones.

# 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:** Increase staff capacity to provide the highest quality instruction in reading and writing for all students using specific high leverage strategies.
    **Strategic Priorities:**
    Cultivating Team HISD Talent

**Indicator of Success 1:** 60% of teachers will receive a proficient rating using the spot observation rubric by September 30. Teachers will have a minimum of one observation every week conducted by their instructional leader.

| Specific Action 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Specific Action 1:** School leaders will ensure effective reading and writing strategies are in place in the classrooms. | | | Formative | | | Summative |
| **School Leaders' Actions** | | | Feb | Mar | Apr | June |
| Instructional leaders will train teachers on specific reading and writing strategies that will be implemented on daily lessons. (Invitation Process from Patterns of Power & RACE).<br><br>**Staff Actions**<br><br>Teachers will attend training to implement reading/writing strategies in all contents.<br><br>Teachers will complete a draft of their pacing calendars for the 1st semester prior to the beginning of the school year. | | | | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**Key Action 1:** Increase staff capacity to provide the highest quality instruction in reading and writing for all students using specific high leverage strategies.

**Indicator of Success 2:** 35% of all students will score on grade level in both reading and math on the NWEA MOY assessment and that number will increase to 50% by May of 2024 as noted on the EOY.

| Specific Action 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Specific Action 1:** Campus focus will be in best instructional practices. | | | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | | | **Feb** | **Mar** | **Apr** | **June** |
| Instructional leaders will aggressively monitor best practices through conducting frequent classroom visits and utilizing the spot observation rubric. Minimum of 2 per week using the spot observation rubric.<br><br>**Staff Actions**<br><br>Teachers will demonstrate effective reading/writing strategies daily in all content areas. | | | | | | | |

<sub>0%</sub> No Progress    <sub>100%</sub> Accomplished    ➡️ Continue/Modify    ❌ Discontinue

**Key Action 1:** Increase staff capacity to provide the highest quality instruction in reading and writing for all students using specific high leverage strategies.

**Indicator of Success 3:** 10% of special education students will score at grade level in NWEA MOY assessment and 25% by May 2024.

| Specific Action 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Specific Action 1:** School leaders will track data to provide support. | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | **Feb** | **Mar** | **Apr** | **June** |
| Instructional leaders will facilitate structured PLC's every week that focuses on data and instructional planning that provides guidance and on the spot coaching to all teachers.<br><br>**Staff Actions**<br><br>Teachers will attend structured PLCs to improve execution of reading/writing strategies by participating in "at-bat" protocols and reflections. | | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | | | |

**Key Action 2:** Increase staff capacity surrounding sheltered instruction practices.

**Strategic Priorities:**
Transforming Academic Outreach

**Indicator of Success 1:** Austin HS currently serves an Emerging Bilingual population that makes up 35% of its total enrollment, 85% of those students are long-term EB students.

| Specific Action 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Specific Action 1:** School leaders will make sure that EB students are provided with high quality instruction and support. | **Formative** | | | **Summative** |
| **School Leaders' Actions** | **Feb** | **Mar** | **Apr** | **June** |
| Train teachers on specific (QSSSA, Sentence Stems/Frames, Target the Talk, Prep the Speaker, Anyone's Idea, Listen For) listening and speaking sheltered instructional strategies.<br><br>**Staff Actions**<br><br>Teachers will bring activities and ideas to PLC that incorporate listening and speaking. | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ❌ Discontinue | | | | |

**Key Action 2:** Increase staff capacity surrounding sheltered instruction practices.

**Indicator of Success 2:** Historically, EB students have not shown progress in the Listening and Speaking domains over the last 5 testing cycles preventing them from progressing on the TELPAS.

| Specific Action 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Specific Action 1:** Campus leaders will ensure EB students will show progress in Listening and Speaking in TELPAS. | **Formative** | | | **Summative** |
| **School Leaders' Actions** | **Feb** | **Mar** | **Apr** | **June** |
| Provide on the job coaching and written feedback weekly for every teacher.<br><br>**Staff Actions**<br><br>Listening and speaking activities are reflected on the teacher's weekly lesson plans. | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | | |

**Key Action 2:** Increase staff capacity surrounding sheltered instruction practices.

**Indicator of Success 3:** EB students have also underperformed on other standardized and nationally normed assessments. Less than 20% of them perform on grade level in reading or math.

| Specific Action 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Specific Action 1:** School leaders will make sure that best instructional practices are in place to support all students. | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | **Feb** | **Mar** | **Apr** | **June** |
| PLC agenda items to focus on listening and speaking sheltered instruction strategies. (QSSSA, Sentence Stems/Frames, Target the Talk, Prep the Speaker, Anyone's Idea, Listen For) | | | | | |
| **Staff Actions** | | | | | |
| Teachers will engage with their EBs data to inform them on how they will perform on TELPAS proficiency levels throughout the school year. | | | | | |
| 0% No Progress | 100% Accomplished | Continue/Modify | | Discontinue | |

**Key Action 3:** Increase student engagement by implementing multiple response strategies every 4-8 minutes in all classes.

    **Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** 60% of scores on spot observations conducted in October using the Spot Observation Form will be proficient or higher.  The percentage of teachers scoring proficient or higher will increase to 70% on spot observations by December 2023 using the Spot Observation Form.

| Specific Action 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Specific Action 1:** Campus focus will be in developing strong checks for understanding. | **Feb** | **Mar** | **Apr** | **June** |
| **School Leaders' Actions** | | | | |
| Provide training focused on MRS during pre-service / PLC. | | | | |
| Implement consistent spot observations every week for every classroom. | | | | |
| **Staff Actions** | | | | |
| Attend/participate in scheduled training during pre-service/PLC focusing on multiple response strategies. | | | | |
| Demonstrate multiple response strategies during weekly PLCs (receive feedback from peers). | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | | |

**Key Action 3:** Increase student engagement by implementing multiple response strategies every 4-8 minutes in all classes.

**Indicator of Success 2:** 60% of students will pass state aligned and rigorous common assessments every three weeks.

| Specific Action 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Specific Action 1:** Campus focus will be in effective students engagement strategies. | | | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | | | **Feb** | **Mar** | **Apr** | **June** |
| Provide immediate and timely feedback to 100% of teachers twice per week to improve student engagement. **Staff Actions** Implement feedback for improved multiple response strategies into next lesson cycle. | | | | | | | |
| 0% No Progress | 100% Accomplished | | Continue/Modify | | Discontinue | | |

**Key Action 3:** Increase student engagement by implementing multiple response strategies every 4-8 minutes in all classes.

**Indicator of Success 3:** 90% of students are visibly and actively engaged in effective learning using multiple response strategies by December 2023.

| Specific Action 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Specific Action 1:** School leaders will provide ongoing effective feedback. | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | **Feb** | **Mar** | **Apr** | **June** |
| Create a schedule for monthly instructional rounds to calibrate and monitor improvements of instructional delivery as a team.<br><br>**Staff Actions**<br><br>Participate/give feedback during instructional rounds. | | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | | ✗ Discontinue | |

**Key Action 4:** Increase SpEd team's compliance and instructional capacity through realignment of skills and systems.

    **Strategic Priorities:**

Cultivating Team HISD Talent

**Indicator of Success 1:** Maintain SpEd compliance in EasyIEP system at 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

| Specific Action 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Specific Action 1:** School leaders will ensure SPED students have proper IEPs and goals. | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | **Feb** | **Mar** | **Apr** | **June** |
| Expand Department Chair and Co-Teacher knowledge base of SpEd policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD, weekly PLCs with content and leadership teams | | | | | |
| Devise a backwards design system that will allow for the creation of a year-long ARD calendar for 100% accountability. | | | | | |
| Formulate and examine new and existing IEP goals for clarity, alignment, and cohesiveness. | | | | | |
| **Staff Actions** | | | | | |
| Participate in PD on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation. | | | | | |
| Participate in Co-Teacher/General Education Teacher PD that outlines effective instructional delivery practices. | | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | | |

**Key Action 4:** Increase SpEd team's compliance and instructional capacity through realignment of skills and systems.

**Indicator of Success 2:** Increase STAAR Spring EOC 2024 overall SpEd student achievement at the Meets and Masters level from 27% (40 students) and 9% (13 students), by systematically increasing the number of Meets and Masters in all EOC Campus Benchmark Assessments (CBA) to:
- 30% (5 more students) Meets and 10% (2 more students) Masters on the October CBA.
- 35% (12 more students) Meets and 12% (5 more students) Masters on the December CBA.
- 37% (16 more students) Meets and 15% (9 more students) Masters on the February CBA.
- 40% (20 more students) Meets and 20% (17 more students) Masters on the April CBA, and 2024 SPRING STAAR EOC.

| Specific Action 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Specific Action 1:** Campus focus will be academic progress for all student populations. | | | | **Formative** | | | **Summative** |
| **School Leaders' Actions** | | | | Feb | Mar | Apr | June |
| Create a comprehensive system between general education teacher and inclusion teacher to document IEP goal progress, accommodations, and implementation. | | | | | | | |
| Principal and SPED Admin will establish the team duties and responsibilities to clearly balance time on compliance and quality instructional delivery to impact documentation alignment and maximizing instructional impact on SpEd students' academic growth. | | | | | | | |
| SPED Administrator and Principal will develop a schedule for daily observation and feedback using on the spot observations that will ensure quality instructional delivery and purposeful content support. | | | | | | | |
| **Staff Actions** | | | | | | | |
| General education and Co-Teachers will collaboratively plan, and track student progress on assessments during PLCs. | | | | | | | |
| Co-Teachers will track and analyze assigned caseload data to create a differentiated learning plan in compliance with students' IEP in collaboration with general education teachers. | | | | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | | | | |

**Key Action 4:** Increase SpEd team's compliance and instructional capacity through realignment of skills and systems.

**Indicator of Success 3:** 100% of Co-Teachers will: participate in content PLC, lead differentiated learning for Sp.Ed. students, and continuously track Sp.Ed. IEP goals for the assigned caseload throughout the school year.

| Specific Action 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Specific Action 1:** School leaders will monitor IEP plans and SPED students progress. | **Formative** | | | **Summative** |
| **School Leaders' Actions** | **Feb** | **Mar** | **Apr** | **June** |
| SPED Administrator and SPED Department Chairs will conduct pre-conferences with individual co-teachers, to review individual student instructional data for assigned caseload to fine-tune instructional focus leading to student growth on the content CBA's or specific IEP goals for each cycle. | | | | |
| SPED Department Chairs and Admin will collaborate to write a clear set of goals and responsibilities for each member of the SpEd department regarding compliance and instructional commitments. | | | | |
| SPED Department Chairs will schedule bi-weekly Co-Teacher observations and feedback on instructional deliverance for a 100% of Co-Teachers. | | | | |
| **Staff Actions** | | | | |
| SpEd Department Chairs/Team will create a shared calendar for ARDs for the entire year, scheduled at least 20 days out to maintain 100% accountability. | | | | |
| SpEd Department Chairs will create an internal audit of IEP goals prior to the draft being sent home to the parents and before the ARD committee meeting. | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

# State Compensatory

## Budget for 001 Austin High School

**Total SCE Funds:** $409,800.00
**Total FTEs Funded by SCE:** 6
**Brief Description of SCE Services and/or Programs**



## Personnel for 001 Austin High School

| Name | Position | FTE |
|------|----------|-----|
| Allison Viera Turcios | Tchr, Biology | 1 |
| Joanna Zamarripa Diaz | Tchr, Math | 1 |
| Judith Casupang | Tchr, Math | 1 |
| Kelsey Blake | Tchr, English | 1 |
| Mrs Bushra Khan | Tchr, Math | 1 |
| Nelmarie Burns | Tchr, English | 1 |

# Addendums

# Texas Education Agency
## 2022 School Report Card
### AUSTIN H S (101912001) - HOUSTON ISD - HARRIS COUNTY

## School Information

| | |
|---|---|
| **District Name:** | HOUSTON ISD |
| **Campus Type:** | High School |
| **Total Students:** | 1,557 |
| **Grade Span:** | 09 - 12 |

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** | **Student Achievement** | **School Progress** | **Closing the Gaps** |
|---|---|---|---|
| **B** | **C** | **B** | **C** |
| 80 of 100 | 72 of 100 | 82 of 100 | 74 of 100 |
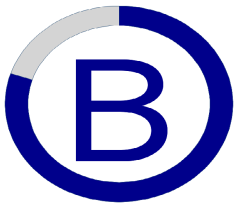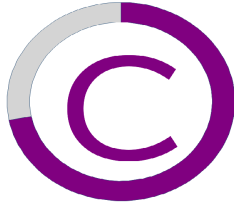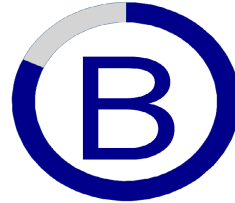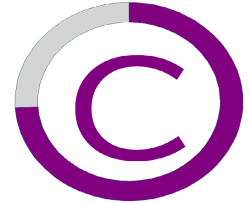
## Distinction Designations

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.

Academic Achievement in English/Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% : Comparative Academic Growth

Top 25% : Comparative Closing the Gaps

Postsecondary Readiness

## Student Information

This section provides demographic information about AUSTIN H S, 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 |
|---|---|---|---|
| **Attendance Rate (2020-21)** | | | |
|  | 95.3% | 93.7% | 95.0% |
| **Enrollment by Race/Ethnicity** | | | |
| African American | 8.7% | 22.1% | 12.8% |
| Hispanic | 90.2% | 61.9% | 52.8% |
| White | 0.6% | 9.7% | 26.3% |
| American Indian | 0.1% | 0.2% | 0.3% |
| Asian | 0.1% | 4.5% | 4.8% |
| Pacific Islander | 0.1% | 0.1% | 0.2% |
| Two or More Races | 0.2% | 1.6% | 2.9% |
| **Enrollment by Student Group** | | | |
| Economically Disadvantaged | 96.4% | 79.2% | 60.7% |
| Special Education | 12.7% | 8.4% | 11.6% |
| Emergent Bilingual/EL | 35.8% | 35.1% | 21.7% |
| **Mobility Rate (2020-21)** | | | |
|  | 11.2% | 14.0% | 13.6% |

|  | Campus | District | State |
|---|---|---|---|
| **Class Size Averages by Grade or Subject** | | | |
| **Elementary** | | | |
| 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 |
| **Secondary** | | | |
| English/Language Arts | 14.8 | 17.6 | 16.3 |
| Foreign Languages | 22.2 | 22.7 | 18.4 |
| Mathematics | 25.3 | 21.2 | 17.5 |
| Science | 17.8 | 21.5 | 18.5 |
| Social Studies | 21.0 | 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 |
|---|---|---|---|
| **Instructional Expenditure Ratio** | n/a | 63.8% | 64.2% |
| **Instructional Staff Percent** | n/a | 58.1% | 64.9% |

|  | Campus | District | State |
|---|---|---|---|
| **Expenditures per Student** | | | |
| Total Operating Expenditures | $8,615 | $10,524 | $11,106 |
| Instruction | $5,824 | $5,989 | $6,358 |
| Instructional Leadership | $242 | $185 | $186 |
| School Leadership | $892 | $749 | $654 |

## 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2022 | 74% | 69% | **55%** | 55% | 55% | 100% | * | * | * | * | 55% |
| | 2021 | 67% | 57% | **47%** | 54% | 47% | 100% | * | * | * | - | 47% |
| ELA/Reading | 2022 | 75% | 70% | **47%** | 49% | 47% | * | * | * | * | - | 46% |
| | 2021 | 68% | 60% | **39%** | 40% | 39% | * | * | * | * | - | 38% |
| Mathematics | 2022 | 72% | 67% | **52%** | 50% | 51% | * | * | * | - | * | 51% |
| | 2021 | 66% | 53% | **38%** | 38% | 38% | - | - | - | - | - | 37% |
| Science | 2022 | 76% | 68% | **61%** | 63% | 61% | * | * | * | - | - | 61% |
| | 2021 | 71% | 59% | **57%** | 68% | 57% | - | - | - | - | - | 57% |
| Social Studies | 2022 | 75% | 70% | **74%** | 69% | 75% | * | - | - | * | * | 74% |
| | 2021 | 73% | 66% | **68%** | 75% | 66% | * | * | - | - | - | 68% |
| **STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2022 | 48% | 43% | **29%** | 30% | 28% | 70% | * | * | * | * | 28% |
| | 2021 | 41% | 33% | **21%** | 26% | 21% | 60% | * | * | * | - | 22% |
| ELA/Reading | 2022 | 53% | 49% | **28%** | 32% | 27% | * | * | * | * | - | 28% |
| | 2021 | 45% | 38% | **22%** | 24% | 22% | * | * | * | * | - | 21% |
| Mathematics | 2022 | 42% | 38% | **19%** | 19% | 18% | * | * | * | - | * | 18% |
| | 2021 | 37% | 27% | **9%** | 5% | 9% | - | - | - | - | - | 9% |
| Science | 2022 | 47% | 39% | **28%** | 32% | 27% | * | * | * | - | - | 27% |
| | 2021 | 44% | 33% | **21%** | 21% | 21% | - | - | - | - | - | 21% |
| Social Studies | 2022 | 50% | 44% | **43%** | 38% | 44% | * | - | - | * | * | 43% |
| | 2021 | 49% | 42% | **34%** | 41% | 32% | * | * | - | - | - | 35% |
| **STAAR Performance Rates at Masters Grade Level (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2022 | 23% | 21% | **7%** | 4% | 7% | 40% | * | * | * | * | 7% |
| | 2021 | 18% | 15% | **4%** | 5% | 4% | 20% | * | * | * | - | 4% |
| ELA/Reading | 2022 | 25% | 24% | **2%** | 1% | 2% | * | * | * | * | - | 2% |
| | 2021 | 18% | 16% | **2%** | 2% | 2% | * | * | * | * | - | 2% |
| Mathematics | 2022 | 20% | 19% | **7%** | 6% | 8% | * | * | * | - | * | 7% |
| | 2021 | 18% | 13% | **3%** | 5% | 3% | - | - | - | - | - | 3% |
| Science | 2022 | 21% | 17% | **4%** | 0% | 4% | * | * | * | - | - | 4% |
| | 2021 | 20% | 14% | **2%** | 5% | 2% | - | - | - | - | - | 2% |
| Social Studies | 2022 | 30% | 26% | **21%** | 13% | 22% | * | - | - | * | * | 21% |
| | 2021 | 29% | 23% | **12%** | 9% | 13% | * | * | - | - | - | 13% |
| **Academic Growth Score (All Grades Tested)** | | | | | | | | | | | | |
| Both Subjects | 2022 | 74 | 78 | **61** | 59 | 61 | - | - | - | - | - | 60 |
| | 2019 | 69 | 68 | **58** | 57 | 58 | - | - | - | - | - | 58 |
| ELA/Reading | 2022 | 78 | 81 | **76** | 68 | 76 | - | - | - | - | - | 75 |
| | 2019 | 68 | 68 | **60** | 53 | 61 | - | - | - | - | - | 60 |
| Mathematics | 2022 | 69 | 75 | **41** | 50 | 41 | - | - | - | - | - | 41 |
| | 2019 | 70 | 68 | **55** | 59 | 54 | - | - | - | - | - | 56 |

- Indicates there are no students in the group.
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n/a Indicates data reporting is not applicable for this group.

## 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | |
| 2020-21 | 2.4% | 4.0% | **4.1%** | 1.6% | 4.3% | 12.5% | * | * | * | * | 3.9% |
| 2019-20 | 1.6% | 3.1% | **4.3%** | 1.4% | 4.6% | 7.7% | * | - | * | 0.0% | 3.7% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | |
| Class of 2021 Graduated | 90.0% | 85.7% | **90.0%** | 95.8% | 89.7% | * | * | * | - | * | 91.0% |
| Graduates, TxCHSE, & Cont | 94.2% | 89.5% | **91.7%** | 95.8% | 91.5% | * | * | * | - | * | 92.7% |
| Class of 2020 Graduated | 90.3% | 83.8% | **78.0%** | 82.8% | 77.6% | * | - | - | - | * | 79.0% |
| Graduates, TxCHSE, & Cont | 94.6% | 87.6% | **81.1%** | 82.8% | 81.0% | * | - | - | - | * | 82.3% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | |
| Class of 2020 Graduated | 92.2% | 86.0% | **81.0%** | 82.8% | 80.9% | * | - | - | - | * | 82.2% |
| Graduates, TxCHSE, & Cont | 93.8% | 87.0% | **81.5%** | 82.8% | 81.4% | * | - | - | - | * | 82.7% |
| Class of 2019 Graduated | 92.0% | 84.2% | **86.5%** | 94.7% | 86.1% | 80.0% | * | - | - | * | 87.0% |
| Graduates, TxCHSE, & Cont | 93.9% | 86.3% | **87.6%** | 94.7% | 87.3% | 80.0% | * | - | - | * | 88.0% |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | |
| Class of 2019 Graduated | 92.6% | 84.7% | **86.7%** | 94.7% | 86.3% | 80.0% | * | - | - | * | 87.2% |
| Graduates, TxCHSE, & Cont | 93.8% | 86.2% | **87.9%** | 94.7% | 87.6% | 80.0% | * | - | - | * | 88.2% |
| Class of 2018 Graduated | 92.6% | 85.2% | **87.5%** | 88.9% | 87.7% | 62.5% | * | - | - | * | 87.7% |
| Graduates, TxCHSE, & Cont | 93.9% | 86.7% | **88.6%** | 92.6% | 88.4% | 75.0% | * | - | - | * | 88.4% |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | |
| Class of 2021 | 90.0% | 83.7% | **88.7%** | 96.0% | 88.2% | * | * | * | - | * | 89.5% |
| Class of 2020 | 90.3% | 82.0% | **74.9%** | 77.4% | 74.9% | * | - | - | - | * | 75.9% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | |
| Class of 2021 | 87.5% | * | **-** | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | 50.0% | **-** | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | |
| Class of 2021 | 85.7% | 85.1% | **73.1%** | 65.2% | 73.6% | * | * | * | - | * | 73.4% |
| Class of 2020 | 87.8% | 86.8% | **87.0%** | 83.3% | 87.1% | * | - | - | - | * | 86.2% |
| **College, Career, and Military Ready (Annual Graduates)** | | | | | | | | | | | |
| 2020-21 | 65.2% | 60.0% | **67.1%** | 70.4% | 67.1% | * | * | * | - | * | 68.2% |
| 2019-20 | 63.0% | 61.8% | **64.7%** | 60.9% | 64.7% | * | - | - | - | * | 62.5% |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | |
| Tested 2020-21 | 70.8% | 62.8% | **52.4%** | 55.6% | 52.3% | * | * | * | - | * | 53.2% |
| 2019-20 | 76.7% | 91.7% | **98.5%** | 100.0% | 95.7% | * | - | ? | - | * | 96.0% |
| Average SAT Score 2020-21 | 1002 | 967 | **854** | 826 | 856 | * | - | - | - | * | 854 |
| 2019-20 | 1019 | 974 | **870** | 866 | 871 | 830 | - | 1075 | - | 767 | 860 |
| Average ACT Score 2020-21 | 20 | 26 | **-** | - | - | - | - | - | - | - | - |
| 2019-20 | 20 | 24 | **18** | 17 | 18 | - | - | - | - | - | 17 |

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