

# SAN FELIPE-DEL RIO CISD

## District Improvement Plan 2021/2022

*Este plan de mejoramiento del distrito está disponible en español a pedido.  
Por favor, póngase en contacto con la oficina de programas federales.*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

6/14/2022

# SAN FELIPE-DEL RIO CISD

## **Vision**

*San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction.*

*We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.*

### Nondiscrimination Notice

SAN FELIPE-DEL RIO CISD 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.

# District Goals

## **Goal 1: Student Performance**

The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

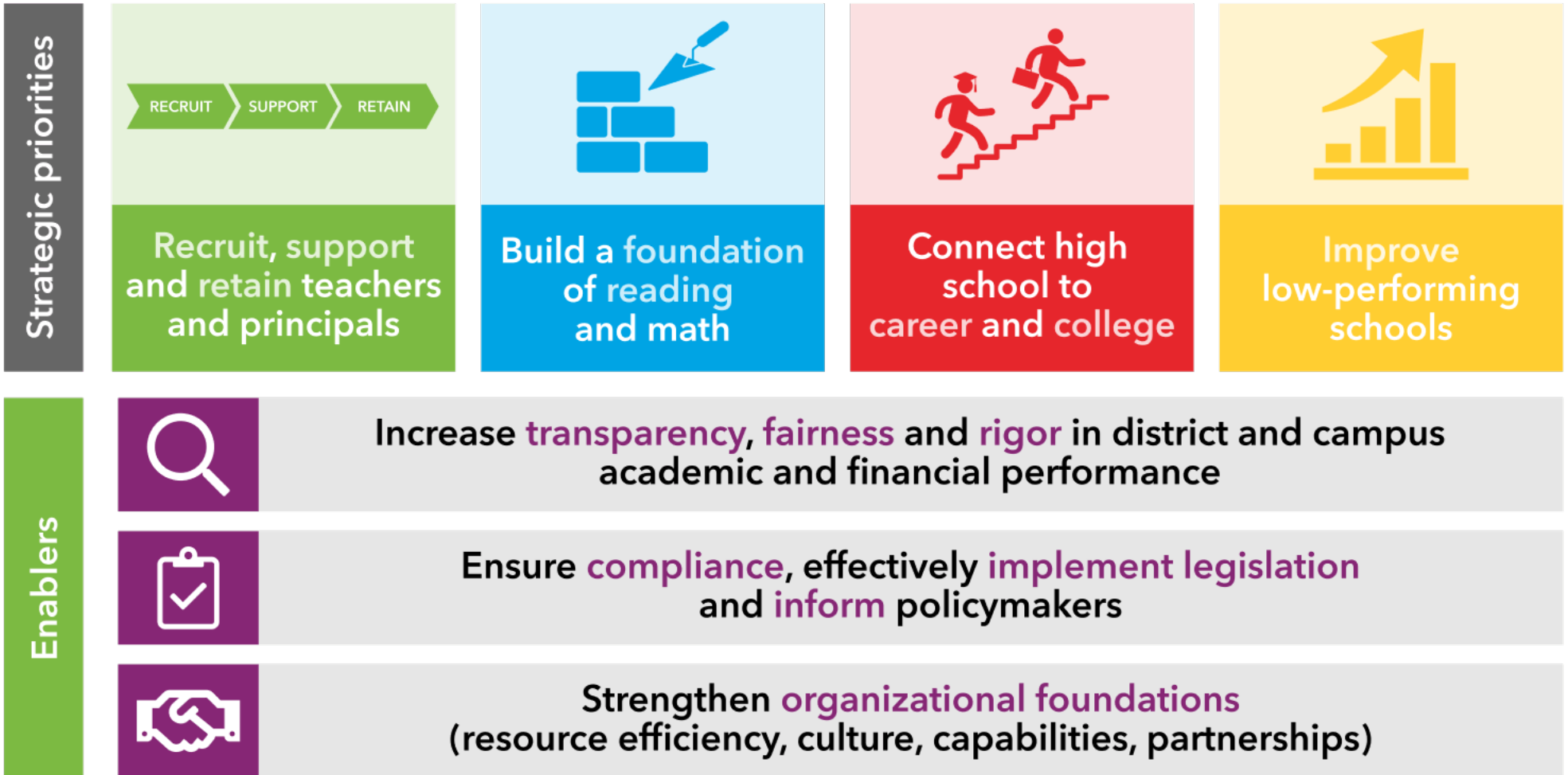
## **Goal 2: Finance**

The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

## **Goal 3: Communication**

The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District partners.

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



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

# SAN FELIPE-DEL RIO CISD Site Base

Name	Position
White, Lynette	1st Grade Teacher, Calderon
Barrera, Erica	3rd Grade Teacher, Calderon
Ortiz, Nelda	5th Grade Teacher, Calderon
Gonzalez, Bonita	Secondary ELA Teacher, DRHS
Delgado, Jose	Secondary Non-Core Area Teacher, SFMMS
Hurtado, Raul	Non-Teaching Professional, BV
Zuniga, Alda	Non-Teaching Professional, Del Rio Cares
Gallegos, Juan	Business Representative, Sul Ross University
Dovalina, Cynthia	2nd Grade Teacher, NHE
Longo, Jessica	Head Start/Pre-K Teacher, Cardwell
Hill, Christi	5th Grade Teacher, Garfield
Limon, Laura	4th Grade Teacher, BV
Billig, Katherine	Secondary Math Teacher, DRHS
Thomas, Stephen	Secondary Science Teacher, Freshman
Mercer, Brittany	Secondary Social Studies Teacher, DRHS
Gavia, Lisa	Business Representative, DPS
Espinoza, Joelda	Non-Teaching Professional Counselor , DRHS
Garcia, Aidee	Chief Human Resources
Gomez, Aida	Chief Instructional Officer
Adams, Ruby	Director of State and Federal Programs
Rios, Carlos	Superintendent of Schools
Oba, Breanne	Community Representative, Cadena Medical

# SAN FELIPE-DEL RIO CISD Site Base

Name	Position
Martinez, Griselda	Community Representative, Retired Educator
Farhat, Nadia	Parent Representative
Rodriguez, Joanna	Parent Representative
Childress, Amy	Chief Financial Officer
Cruz, Billie	Kinder Teacher, Lamar
Cardenas, Regina	Secondary Non-Core Teacher, CTE
Luna, Monica	Special Education Director
Faz, Maria Elena	Bilingual Representative

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 1.** (Curriculum and Instruction) During the 2021-2022 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor curriculum delivery using DMAC Walkthrough Tool for all grade levels. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-May 2022	(O)Local Districts	Criteria: DMAC Walkthrough reports  05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track
2. Provide teacher and students with online instruction and learning resources including TexQuest, Epic Books, MyOn, Lone Star, Brain Pop, Medisoft, Inc., Renaissance, and Flocabulary. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2021-June 2022	(F)Title IV SSAEP, (S)State Compensatory	Criteria: Evaluations-Sign in sheets, Campus Data Usage  05/27/22 - Completed (S) 03/11/22 - Completed 11/01/21 - On Track
3. Monitor the Planning Protocol curriculum planning for 100% fidelity for all teachers for all grade levels through modified master schedule. Monitor Planning Protocol Dashboard usage. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers	August 2021-June 2022	(S)Local Funds	Criteria: Walkthrough data, Evaluations, Lesson Plans, Planning documents  05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track
4. Utilize technology into instructional programs, administrative programs, and home access where possible enhancing classroom lessons and parent communication with programs such as Canvas, Google Classroom, Screencastify, TEXTHELP, Pear Deck, Zoom Video Communications. (Title V) (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-June 2022	(F)Federal Grant, (F)Title IV SSAEP	Criteria: Surveys, walkthrough data, sign-ins  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress
5. Participate in TEA Resilient School Support Program that facilitates evaluation of the effectiveness of district remote learning models to support and craft improvement, implementing co-develop strategies and connects curriculum leaders through resources in improving remote/hybrid learning as needed. (Title I SW Elements: 2.5) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021-July 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Teacher lesson plans, planning guides  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track

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**Objective 1.** (Curriculum and Instruction) During the 2021-2022 school year, TEKS aligned curriculum will be used with 100% fidelity through C & I documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2)				
6. Continue with NIET (National Institute for Excellence in Teaching) to improve teaching and learning, provide support and resources to enhance instruction of all students. (Title I SW Elements: 1.1,2.5) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021-July 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Data usage, lesson plans 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track
7. Incorporate Math curriculum instructional support and resources through Sandra Garza for 2nd-6th grade students and teachers as needed. (Title V) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021-May 2022	(F)Title IV SSAEP	Criteria: Teacher lesson plans, Planning Protocol documents 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress



# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 2.** (Student Achievement) By the end of the 2021-2022 school year, student achievement on state assessments for all students will increase by 10% in met standard, approaches and exceeds according to Assessment Accountability documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Identify, monitor and assist targeted populations including special education, bilingual, migrant, McKinney-Vento, Foster, At-Risk and offer tutorials and credit recovery as needed for student achievement and close the learning gap K-12th grade. Transportation will be provided to students and extra duty pay to staff as allowable. (Title I SW Elements: 2.2) (Target Group: ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2,3,4)</p>	<p>Campus Administrators, Directors, Teachers</p>	<p>Each six weeks</p>	<p>(F)IDEA Special Education, (F)Title I, (S)State Compensatory - \$8,800</p>	<p>Criteria: Sign in sheets, agendas, training documents</p> <p>05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress</p>
<p>2. Provide high yield interventions such as iLit, SuccessMaker, TPRI, Reading Comprehension Toolkit, Read Naturally, Renaissance STAR Early Reader, AR subscription, BrainPop Jr and Brain Pop to provide proven strategies and accelerated education to all students, especially those struggling with reading comprehension. (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,2,3,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I, (S)State Compensatory - \$142,067.44</p>	<p>Criteria: Rosters, sign in sheets, data reports</p> <p>05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress</p>
<p>3. Monitor the District Writing Plan and continue professional development in District Writing Initiatives either in person or through virtual platform. Continue to monitor system developed to organized individual writing samples (writing crates). Increase cross-curricular writing daily in all contents. (Title I SW Elements: 1.1) (Target Group: All,ECD,ESL,EB,SPED) (Strategic Priorities: 1)</p>	<p>Campus Administrators</p>	<p>August 2021-June 2022</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Rosters, sign-in sheets, writing samples</p> <p>11/01/21 - Discontinued</p>
<p>4. Provide academic support and oversight of services to private non-profit schools (PNP) through meeting consultations via in person or virtual platforms. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Directors, Financial Analyst, PNP Administrative</p>	<p>June 2021-July 2022</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Agendas, sign in sheets</p> <p>05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Identify, monitor and assist in providing enrichment curriculum for GT students to obtain Level III Advanced Performance Level on state assessments. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021-June 2022	(F)Title I, (S)Local Funds	Criteria: Lesson plans, planning guides  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Some Progress
6. Provide learning opportunities for students through "The Wall That Heals" presentations for middle school 6th, 7th, 8th students . (Title V) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators	August 2021-May 2022	(F)Federal Grant	Criteria: Student attendance logs  03/11/22 - Discontinued 11/01/21 - Pending
7. Provide new Science textbooks (HMH Recievables., Savva Learning, Cenagage Learning, Inc. McGraw Hill Compancy) to meet the demands of new Science TEKS. (Biology, Physics, Environmental Science) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Chief Instructional Officers	August 2021-May 2022	(S)State Compensatory - \$34,051.22	Criteria: Inventory logs/distribution lists  05/27/22 - Completed (S) 03/11/22 - Completed 11/01/21 - On Track

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**Objective 3.** (Professional Development) During the 2021-2022 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate instructional programs to meet diverse needs of all students through DPD MC CNA process and surveys. (Title I SW Elements: 2.2,2.5) (Target Group: ECD,ESL,EB,SPED) (Strategic Priorities: 1,2,3,4)	Chief Instructional Officers, Curriculum Coordinators, Directors	August 2021-June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: District Climate Survey and teacher surveys. 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress
2. Ensure access to proven, effective instructional practices and professional development either in person or through virtual platform for all District Initiatives according to District Comprehensive Needs Assessment. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Chief Instructional Officers, Curriculum Coordinators, Directors, Region 15	August 2021-June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Planning Protocol documents, Curriculum Dashboard 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track
3. Provide professional development in the use of resources, technology, strategies, activities, and lessons to support grade level TEKS to both new and veteran teachers in person or remote learning platform with Math curriculum Sandra Garza. (Title V) (Title I SW Elements: 1.1,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2021-June 2022	(F)Federal Grant, (F)Title IIA Principal and Teacher Improvement	Criteria: Sign-in sheets, agendas 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track
4. Provide opportunities with Bell Leadership Institute for district administrators including principals, assistant principals, coordinators and directors for effective leadership qualities. (Title V) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-June 2022	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Sign-in sheets, agendas 03/11/22 - Discontinued 11/01/21 - Completed
5. Provide professional development and training opportunities for new teachers through a Teacher Mentor Program in person or virtual platform as needed. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Teachers	August 2021-June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Teacher/mentor documentation to include sign-in sheets of meetings, agendas, etc. 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress
6. Provide LMS professional development to	Campus Administrators, Chief	August 2021-July	(F)Title IIA Principal and	Criteria: Sign in sheets, agendas,

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**Objective 3.** (Professional Development) During the 2021-2022 school year, 100% of the Professional Development will meet the mission and goals of SFDR CISD according to Title II Guidelines and Campus and District Comprehensive Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
all teachers and district personnel on Google Classroom (Pre-K-5th) and Canvas (6th-12th) as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Instructional Officers, Directors	2022	Teacher Improvement	certifications 05/27/22 - Completed (S) 03/11/22 - Completed 11/01/21 - Completed
7. Provide training opportunities for professional development with Healthy Future of Texas (teen pregnancy) for secondary teachers and administrators as needed. (Title V) (Title I SW Elements: 2.4) (Target Group: AtRisk)	Campus Administrators, Teachers	August 2021-May 2022	(F)Federal Grant	Criteria: Sign in sheets, agenda 05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - Significant Progress
8. Provide professional development opportunity for bilingual training to include LAS LINKS for staff as needed. (Title V) (Title I SW Elements: 2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4)	Bilingual Department	August 2021-May 2022	(F)Federal Grant	Criteria: Agendas, sign in sheets 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress
9. Provide professional development opportunity for Dyslexia Take Flight Training for staff as needed to identify and support dyslexia students. (Title I SW Elements: 2.4,2.5) (Target Group: Dys) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021-May 2022	(S)State Compensatory - \$170	Criteria: Registration, agendas, sign in sheets 05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track
10. Provide professional development to all school staff regarding required Title I staff trainings on McKinney-Vento and The Value and Utility of Parent Engagement. (Title I SW Elements: 1.1) (Target Group: All)	Directors	August 2021-May 2022	(F)Title I	Criteria: Campus Sign in sheets, agendas, ppts. 05/27/22 - Completed (S) 03/11/22 - Completed 11/01/21 - Significant Progress

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- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 4.** (Assessment Data) By the end of the each six weeks, 100% of the instructional staff will use multiple sources of reliable data to assess, guide, monitor and strengthen instruction through DMAC documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training in DMAC and Planning Protocol Dashboard to all teachers and appropriate staff personnel as needed either in person or virtual platforms. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August 2021-June 2022	(O)Local Districts	Criteria: Usage report, sign in sheets  05/27/22 - Completed (S) 03/11/22 - Completed 11/01/21 - Significant Progress
2. Assist in the disaggregation of multiple sources of data during Staff Development and/or RTI (as applicable) in order to track student progress. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: DMAC, state assessment, attendance reports  05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track
3. Disaggregate and evaluate DMAC data to meet state standards with student academic growth. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Chief Instructional Officers, Directors, Instructional Coaches, Teachers	August 2021-June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: DMAC and state assessment reports  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track
4. Progress Monitoring on AimHi for student growth tracking for Math and Reading 3rd-EOC. Medixsoft, Inc. (Title I SW Elements: 1.1) (Target Group: 3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2)	Chief Instructional Officers	August 2021-July 2022	(F)Title IV SSAEP	Criteria: Data reports, state assessment reports, benchmark data reports  05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 5.** (Safe Schools) During the 2021-2022 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies through staff, student and parent communication and training through training documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all campus and district staff on school safety, bullying, dating violence, sexual abuse and other maltreatment, conflict resolution and drug-free policies either in person or through remote platform. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August 2021- June 2022	(F)Title IV SSAEP	Criteria: Agendas, sign in sheets 05/27/22 - On Track (S) 03/03/22 - On Track 11/01/21 - Some Progress
2. Campuses notify parents of appropriate safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment, and conflict resolution through written and electronic transmission and posted on district website. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August 2021- June 2022	(F)Title IV SSAEP	Criteria: Electronic media, written policies 05/27/22 - On Track (S) 03/03/22 - On Track 11/01/21 - On Track
3. Address the prevention concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying through a District Management Plan reporting plan and make available via district website. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August 2021- June 2022	(F)Title IV SSAEP	05/27/22 - On Track (S) 03/03/22 - On Track 11/01/21 - On Track
4. Address the needs of students in special programs including suicide prevention, conflict resolution, violence (including dating violence prevention) and treatment programs through student and parent trainings and meetings. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Directors	August 2021- June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Agendas, sign in sheets 05/27/22 - On Track (S) 03/03/22 - On Track 11/01/21 - Significant Progress
5. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Directors, Teachers	August 2021- June 2022	(F)Title IV SSAEP	Criteria: Six weeks discipline report to include all office referrals 05/27/22 - On Track (S) 03/03/22 - On Track 11/01/21 - Significant Progress
6. Continuation of district wide Del Rio CARES	Campus Administrators,	June 2021- June	(F)Title IV SSAEP	Criteria: Planning Protocol

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**Objective 5.** (Safe Schools) During the 2021-2022 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies through staff, student and parent communication and training through training documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
program with social-emotional lessons provided to all grade levels (K-2, 3-5, 6-8, 9-12) to promote safe and healthy school climates. Teachers and/or counselors provide weekly lessons to all students. District and community celebrate Del Rio CARES Day the last Thursday of each month with a positive character trait and activity. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	2022		Dashboard Usage, Walk Throughs  05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track

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**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 6.** (Higher Education/Careers) By the end of the 2021-2022 school year, students, parents and teachers will have been provided information on College and Career Readiness Program through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities for students and parents to view a broad range of career choices through a variety of methods including Career and College Days, guest speakers, college trips as allowed, MOU with local colleges and universities as applicable/available for college trips, sessions for College and Career transitions. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Directors, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I, (F)Title IV SSAEP</p>	<p>Criteria: MOUs, agendas of events, sign in sheets</p> <p>05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track</p>
<p>2. Provide resources for students and parents on higher education admissions, financial aid, scholarships and curriculum and career pathway decisions. Plan and develop opportunities to inform more parents in a variety of communication platforms. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Directors, Parental Aides</p>	<p>August 2021- June 2022</p>	<p>(F)Title I, (F)Title IV SSAEP</p>	<p>Criteria: Meeting agendas, sign in sheets, flyers</p> <p>05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - Significant Progress</p>
<p>3. Continue to support campuses in effective student transitions from Early Childhood to Elementary, Middle School to High School, and High School to Post-Secondary through parent meetings, meet and greets, campus tours. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Chief Instructional Officers, Counselors, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Meeting agendas, sign in sheets, campus schedules and tour pictures</p> <p>05/27/22 - Completed (S) 03/11/22 - On Track 11/01/21 - On Track</p>
<p>4. Create Memorandum of Understandings (MOUs) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN) , Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Chief Instructional Officers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: Enrollment rosters</p> <p>05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track</p>



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**Objective 6.** (Higher Education/Careers) By the end of the 2021-2022 school year, students, parents and teachers will have been provided information on College and Career Readiness Program through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Continue to provide secondary students the opportunity of apply for and attending Early College High School earning college credits while in high school and the possibility of graduating high school with an Associates Degree. (Title I SW Elements: 2.2,2.3) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Campus Administrators	August 2021-May 2022	(O)Local Districts, (S)State Grant	Criteria: Master Schedule, ECHS enrollment and graduation data  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 7.** (Drop-out rate reduction plans) Beginning August 2021, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Career and Technology Pathways in STEM, Public Services, and Business and Industry for all at risk students. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2021-July 2022	(F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. Provide strategies to support post-secondary education for at-risk students to include: TSI Prep College Readiness, XELLO, CTE Career Pathways, BCFS Counseling Support, GEAR UP, DEL RIO CARES, TCHATT, Blended Academy for at risk students 8th grade-5th year seniors, FAFSA, College/University Open House nights/trips. (Title I SW Elements: 1.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2021-July 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
3. Advanced academic and transition opportunities for at risk students to include: Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN), Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors	August 2021-July 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
4. Provide recovery and prevention plans: Credit recovery, ODYSSEYWARE, EOC tutorials, Homebound services, PRS, OEY for all at risk students. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2021-July 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Master Schedule, Summative - Evaluations, surveys, sign-ins  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
5. Assist campuses with a Dropout Prevention Review Committee to ensure that the dropout rate is reduced, that services to the McKinney-	Campus Administrators, Chief Instructional Officers	August 2021-May 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Graduation data report  05/27/22 - On Track (S)

# SAN FELIPE-DEL RIO CISD

- Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.
- Objective 7.** (Drop-out rate reduction plans) Beginning August 2021, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Vento, Foster, and pregnant students continue, and that all students have the opportunity to graduate from high school. Ensure all staff contributes to the drop-out prevention plan for at-risk students including tutorials, credit recovery and all other programs available. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3)				03/25/22 - On Track 11/01/21 - Significant Progress
6. Monitor Pregnancy Related Services (PRS) at secondary campuses, CEHI is offered once medical necessity is on file at campus. Services include homebound teacher and tutorials, counselor intentional monitoring, communication with teachers to monitor grades, attendance and specific student needs for prenatal and postpartum students. (Title I SW Elements: 2.4,2.5) (Target Group: AtRisk) (Strategic Priorities: 3)	Campus Administrators, Counselors	June 2021- August 2022	(F)Title I, (F)Title IV SSAEP, (S)State Compensatory	Criteria: PRS Teacher Schedule and Sign-in Sheets  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
7. Students will receive homebound services as needed in compliance with individualized student doctor's orders face-to face. In extreme circumstances and with approved TEA waiver, remote instruction can be provided by certified teacher as determined in ARD or 504 Committee Meetings. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,504)	Campus Administrators, Special Ed Teacher	June 2021- June 2022	(F)IDEA Special Education, (S)State Compensatory	Criteria: Lesson Plans, Time sheets  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
8. Provide services to certified McKinney-Vento children and foster children including a designated liaison, immediate enrollment, free breakfast and lunch, school supplies, medical including immunizations, dental, toiletries and other needed services to assist with drop out prevention. Provide transportation to foster and McKinney-Vento students as needed. Collaborate with district transportation department as needed to meet the needs of our students. (Title I SW Elements:	Campus Administrators, Directors	June 2021-2022	(F)Title I	Criteria: SRQ logs  05/27/22 - On Track (S) 03/11/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 7.** (Drop-out rate reduction plans) Beginning August 2021, the district shall utilize school and community resources to reduce the dropout rate with recovery and prevention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.2,2.4,2.5) (Target Group: HS) (Strategic Priorities: 2,3)				

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 8.** (Tutorial Attendance) By the end of 2021-2022, teacher led student tutorials will increase by 10% through sign in documentation to improve student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide after school tutorials including targeted STAAR elementary sessions, Saturday tutorials and make-up hours for struggling students to increase student achievement and close performance gap. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents	August 2021-May 2022	(F)Federal Grant, (F)Title I	Criteria: Daily attendance records. 05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - Significant Progress
2. Provide assistance for improving teacher tutorial participation by offering incentives to increase student tutorials. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators	August 2021-May 2022	(F)Federal Grant	Criteria: Six-weeks staff attendance reports. 05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - Some Progress
3. Provide communication and support to struggling students including special populations (McKinney-Vento, Foster, Bilingual, Special Education, At-Risk, etc.) and parents through written, electronic and face-to-face meetings as needed. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 3)	Bilingual Department, Campus Administrators, Counselors, Directors, Teachers	June2021-August 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Communication logs, letters, emails 05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - Significant Progress

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 9.** (Covid-19 Related Services) Due to COVID-19, district will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction provided by teachers, including special populations teachers (special education, bilingual, etc.) and staff remotely working from home as needed with materials and supplies provided including teacher web cameras and Sony Digital Flash voice recorders due to COVID. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August 2021-May 2022	(F)Federal Grant	Criteria: Attendance Reports, Inventory, Sign in Sheets  05/27/22 - Discontinued (S) 03/25/22 - Discontinued 11/01/21 - Discontinued
2. Breakfast and lunch programs available and delivered to students at different sites within the community and schools by district transportation as needed. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant, (F)Title I, (S)State Grant	Criteria: Breakfast and lunch sign-in sheets  05/27/22 - Discontinued (S) 03/25/22 - Discontinued 11/01/21 - Discontinued
3. Technology resources including laptops and hotspots available to students throughout the community for remote learning as needed due to COVID. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2021-Sept. 2022	(F)Federal Grant, (F)Title I, (S)State Grant, (S)Technology Grant	Criteria: Purchase orders, inventory  05/27/22 - Discontinued (S) 03/25/22 - Discontinued 11/01/21 - Discontinued
4. Health and safety measures provided with necessary materials for all district schools and offices including but not limited to thermometers, plexi-glass, sanitizers, masks, air purification systems, etc. as needed. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021	(F)Federal Grant	Criteria: Purchase orders  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
5. Students will receive homebound services as needed (doctor's orders), either in person or remotely, by certified teacher as determined in ARD or 504 Committee Meetings (students at risk for Covid-19). (Title I SW Elements: 2.5,2.6) (Target Group: SPED,504) (Strategic Priorities: 2)	Campus Administrators, Special Ed Teacher	July 2021-2022	(F)IDEA Special Education, (F)Title I	Criteria: Lesson plans, sign in sheets  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 10.** (Targeted Assistance) During 2021-2022 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Targeted schools will utilize online resources to increase Reading scores with online resources including but not limited to Text Help Read/Write, Pear Deck Formative Checks, ELA Planning Guides, NIET, Epic Books, MyOn, Lone Star, Brain Pop, Renaissance, Flocabulary, Google and Canvas Platforms to increase academic achievement (meets grade level and above). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track</p>
<p>2. Targeted schools will utilize online resources to increase Math scores with online resources including but not limited to District Wide Math Planning Zoom Sessions, 5th Grade Concept Recordings, NIET for remote learning, TEA Resilient School Support Program, Progress Monitoring, AIM Hi, Road Map, Canvas and Google Platforms to increase academic achievement in Math (meets grade level or above). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track</p>
<p>3. Campuses identified will utilize online programs including but not limited to Lone Star Math, Edmentum, Pearson Successmaker, Fast Focus, STEMscopes, STEAMscopes,BrainPop, Pear Deck, TAGT, Countdown Science/Math, Fast Focus Math, Reading Renaissance, Flocabulary, Discovery Education to increase student achievement. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p> <p>05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track</p>
<p>4. Student Success programs including but not limited to utilizing NIET to improve instruction both in person and through remote learning as needed, Lexia to Take Flight for Dyslexic</p>	<p>Campus Administrators, Chief Instructional Officers, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Classroom lesson plans, progress reports, data usage reports</p>

# SAN FELIPE-DEL RIO CISD

**Goal 1.** The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**Objective 10.** (Targeted Assistance) During 2021-2022 school year, Targeted Assistance campuses will be provided support through training, resources, progress monitoring planning and collaboration for Academic Achievement for student groups across all subject including Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students, TEA Resilient School Support Program, Progress Monitoring AimHi, Google, Canvas platforms for Identified student groups across all subjects . (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,Dys,504) (Strategic Priorities: 4)				05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
5. In order to show Academic Growth in Math, teachers will utilize Progress Monitoring Partner with NIET to improve Remote Learning, participate in TEA Resilient Schools Support Program, AimHi, Google and Canvas platforms, Roadmap for the Year, daily planning. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021-May 2022	(F)Title I, (S)State Compensatory	Criteria: Classroom lesson plans, progress reports, data usage reports  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track



# SAN FELIPE-DEL RIO CISD

**Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 1.** (District Budget) By August 1, 2021, 100% of budgets will reflect available resources for campuses and departments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate local, state, and federal allotments district wide at all campuses and program departments. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	September 2021- June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV SSAEP, (O)Local Districts, (S)State Compensatory	Criteria: Agendas, sign-in sheet of meetings cross-departments  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. Use efficient and effective financial practices to balance school district budget at campuses and program departments. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	July 2021- June 2022	(O)Local Districts	Criteria: Balanced Budget Workbooks and Data Reports  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 2.** (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit appropriately certified staff and offer signing bonuses for critical shortage areas. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2021 -June 2022	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Human Resources new teacher data  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. The district shall maintain appropriately certified staff. Reimbursement- *certification fees to become appropriately certified Provide- *online study guides for Math and Bilingual Certifications (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2021 - May 2022	(F)Federal Grant, (F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Teacher certifications  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track 11/01/21 - On Track
3. Continue to evaluate the student-teacher ratio and address ways to reduce class sizes in all grade levels and campuses by reviewing class counts and teacher certifications. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	June 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedules  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
4. Address any disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers by placing students with veteran and experienced teachers by reviewing class rosters with students placed accordingly. (Title I SW Elements: 1.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-July 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedules  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - Significant Progress
5. All SFDR CISD employees will have the opportunity to participate in "Get Fit Program" promoting healthy choices and lifestyles promoting positive mental health. (Strategic Priorities: 1)	Chief Instructional Officers	August 2021-July 2022	(S)Local Funds	Criteria: Membership logs  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
6. SFDR CISD will distribute Deer Oaks	Chief Instructional Officers	August 2021-July	(S)Local Funds	Criteria: Monthly newsletters

# SAN FELIPE-DEL RIO CISD

**Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 2.** (Teacher certifications/incentive plans) By the beginning of the school year, 98% of all positions will be filled by appropriately certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Newsletter promoting positive mental health for all district employees. (Strategic Priorities: 1)		2022		05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 3.** (PEIMS) By the beginning of the 2021-2022 school year, 100% of campuses will follow written procedures in PEIMS attendance coding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and review all Skyward data for accuracy. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2021 - August 2022	(S)Local Funds	Criteria: Skyward data usage 05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. Provide professional development (in person or through virtual platform) in PEIMS coding and integrity. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Region 15	August 2021 - August 2022	(S)Local Funds	Criteria: Agendas and sign in sheets 05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - On Track
3. Continually monitor and review coding data for attendance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2021- June 2022	(O)Local Districts	Criteria: Six Weeks Attendance Reports 05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track

# SAN FELIPE-DEL RIO CISD

**Goal 2.** The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 4.** (Attendance) By the beginning of the 2021-2022 school year, 100% of campuses will implement ideas and enhance existing initiatives to improve and monitor student and staff attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaboration with school and district personnel on strategies to increase student and staff attendance through CNA and CIP process. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors	August 2021-May 2022	(F)Title I, (F)Title IV SSAEP, (O)Local Districts	Criteria: Six Weeks attendance staff and student reports  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. Provide professional development (in person or through virtual platforms) on attendance policies to principals and attendance school staff. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)	Attendance Staff, Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2020-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Meeting agendas and sign-in sheets  05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - On Track
3. Campuses will have attendance plans for unexcused absences and tardies. Parental liaisons will keep home visit and attendance logs. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Campus Administrators, Parental Aides, Teachers	August 2021-May 2022	(F)Title I	Criteria: Attendance logs, mileage logs  05/27/22 - On Track (S) 03/25/22 - Significant Progress 11/01/21 - Some Progress

# SAN FELIPE-DEL RIO CISD

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

**Objective 1.** (Communication) By the beginning of the 2021-2022 school year, all campuses and district entities will improve public communication and disseminate information in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update and maintain district media sources including Facebook, District website with required public information. (Title I SW Elements: 2.3) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Directors	August 2021 - August 2022	(O)Local Districts	Criteria: Media postings to include SFDRICISD FB, District and campus websites  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - On Track
2. Provide professional development (in person or virtual platforms) to improve customer services to all district secretaries and district personnel as needed. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Directors, Region 15	August 2022 - May 2022	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, agendas  05/27/22 - Completed (S) 03/25/22 - Completed 11/01/21 - On Track
3. Provide parent communication and trainings in dual languages through a variety of platforms including social media, written, electronic on necessary district concerns and topics. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers	August 2021-May 2022	(S)Local Funds	Criteria: Flyers, social media entries, letters, flyers, press releases  05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - On Track
4. Provide campus weekly updates and reminders to parents of upcoming events (flyer, email, calendars, electronic transmissions, etc.) in both English and Spanish (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All)	Campus Administrators, Family Community & Engagement Coordinator, Parental Aides, Teachers	August 2021-August 2022	(F)Title I	Criteria: Flyers, emails, posting, etc.  05/27/22 - On Track (S) 03/25/22 - Significant Progress 11/01/21 - Some Progress

# SAN FELIPE-DEL RIO CISD

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and District partners.

**Objective 2.** (Community Partnerships) By the end of the first six weeks, 100% of all campuses will develop business and community partnerships to promote successful student leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist campuses in expanding mentoring and volunteer opportunities with community organizations, businesses and Laughlin Air Force Base to include Base Buddies, Adopt-A-Family, Operation Graduation, Del Rio CARES, etc. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, City, Counselors, Directors	August 2021 - May 2022	(O)Local Districts	Criteria: Campus documentation of joint efforts including Base Buddies  05/27/22 - On Track (S) 03/25/22 - On Track 11/01/21 - Some Progress
2. Provide support from Federal Programs to increase campus parental involvement activities through parental aide professional development a minimum of twice a year either in person or through Zoom. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2021 - July 2022	(O)Local Districts	Criteria: Agendas, sign-in sheets  05/27/22 - Completed (S) 03/25/22 - Completed 11/01/21 - On Track
3. Provide parent engagement meetings and trainings through the support of community members a minimum of once per month with assistance from school parental liaisons either in person or through Zoom as permitted. (Title I SW Elements: 3.1,3.2) (Target Group: All)	Parental Aides	September-May	(F)Title I	Criteria: Agendas and sign in sheets  03/25/22 - On Track 11/01/21 - On Track
4. All school district liaisons will conduct home visits/mileage to increase student achievement, communication regarding discipline referrals and attendance, order materials for parent engagement aligned to meeting agenda. (Title I SW Elements: 3.2) (Target Group: All)	Parental Aides	August 2021-May 2022	(F)Title I	Criteria: Monthly Accountability documentation and mileage reports  05/27/22 - Completed (S) 03/25/22 - On Track 11/01/21 - On Track



# Comprehensive Needs Assessment

District: San Felipe Del Rio CISD

Date: 29-Apr-21

Role	Name	Signature
Parent	Nadia Farhat	Via Zoom
Parent	Joanna Rodriguez	Via Zoom
Business Representative	Juan Gallegos	Via Zoom
Business Representative	Lisa Gavia	Via Zoom
Community Representative	Breanne Oba	Via Zoom
Community Representative	Griselda Martinez	Via Zoom
Pre-K Teacher	Jessica Longo	Via Zoom
Kinder Teacher	Billie Cruz	Via Zoom
1st Teacher	Deborah Sanders	Via Zoom
2nd Teacher	Erika Barrera	Via Zoom
2nd Teacher	Patrica Hernandez	Via Zoom
3rd Teacher	Nicolosa Delgado	Via Zoom
4th Teacher	Laura Limon	Via Zoom
5th Teacher	Cristy Hill	Via Zoom
5th Teacher	Nelda Ortiz	Via Zoom
5th Teacher	Deborah Tamayo	Via Zoom
Secondary ELA	Leticia Bosquez	Via Zoom
Secondary Math	Sarah Fernandez	Via Zoom
Secondary Science	James Milender	Via Zoom
Secondary Social Studies	Brittany Mercer	Via Zoom
Secondary Non-Core	Jose Delgado	Via Zoom
Non-Teaching Professional	Elda Garcia	Via Zoom
Non-Teaching Professional	Annette Girdy	Via Zoom
Non-Teaching Professional	Alda Zuniga	Via Zoom
District Professionals	Ruby Adams	Via Zoom
District Professionals	Sally Zuniga-Barrera	Via Zoom
District Professionals	Aidee Garcia	Via Zoom
District Professionals	Aida Gomez	Via Zoom
District Professionals	Amy Childress	Via Zoom
District Professionals	Carlos Rios	Via Zoom



# Comprehensive Needs Assessment Summary – 2021-2022

<b>Utilized Data Sources: These will automatically populate from your CNA worksheets</b>		
TAPR	ACT-SAT Participation	STAAR/EOC Results
Curriculum Dashboard	Last year's CNA	2020 Accountability Report
Teacher Retention	Campus observations	SFDR-Climate Survey
Parent Data 2021	School Safety and Security Survey	NEIT Data
EOC Results	Dual Credit	CTE
Graduation Rates-TAPR Report	Previous District CNAs	Parent Surveys
NIET Survey results	Title I requirements	TAPR Report
Building Operations Board Updates	SFDR-CISD McKinney-Vento PEIMS	Technology Board Updates

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program
<b>Academic Achievement</b>	<p>College Readiness increase in SAT tests taken and FAFSA applications</p> <p>Early College High School continues to be a successful program that is adding classes consistently</p> <p>Added a new CTE course and more to come</p> <p>Tutorials/interventions to targeted groups</p> <p>Sandra Garza Math Programs</p> <p>New ELA program technology/component good for CV-19</p>	<p>Need Master Reading Teachers</p> <p>SpEd population need academic assistance</p> <p>More resources for Closing the Gap, consistency with resources</p> <p>Specified Phonics Program consistent throughout the district</p> <p>No more GPC to promote to 8th to 9th</p> <p>More communication and support from C &amp; I Department</p>	<p>More resources for Closing the Gap, consistency with resources</p> <p>Sp Ed population need academic assistance</p> <p>Specified Phonics Program consistent throughout the district</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program
<b>Staff Quality</b>	<p>Stipends for different certifications</p> <p>Additional stipends for teachers with Master's Degree</p> <p>Education Foundation</p> <p>Grow Your Own Program</p> <p>Local Job Fairs for recruitment</p> <p>Staff surveys, climate surveys</p>	<p>High quality technology and staff developments</p> <p>Incentives for current teachers</p> <p>High quality trainings for GT certified teachers</p> <p>Mentor Program: relevant professional development; continuous support</p> <p>Low teacher to student ratio</p> <p>Consistency with administrative support throughout all campuses</p>	<p>High quality technology and staff developments</p> <p>Incentives for veteran teachers</p> <p>Mentor Program: relevant professional development; continuous support</p>
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Trainings are offered and required by district</p> <p>Regular school events</p> <p>Camus process for visitor entrance; Single point of entrance</p> <p>Security officers at the secondary level</p> <p>Clubs and organizations that encourage student involvement</p> <p>Implementation of Del Rio Cares in all schools district-wide</p>	<p>Mental Health training (anxiety/sense of belonging) to all staff including teachers, office, custodians</p> <p>Effective communication methods between parents and district staff</p> <p>Renovated buildings to ensure student and staff safety</p> <p>Add a security officer to every campus</p> <p>Ensure all student programs reflect inclusive practices to increase sense of belonging</p> <p>More mental health services for students</p>	<p>Train all campus staff including teachers, office, custodians on student anxiety and sense of belonging</p> <p>More mental health services for staff</p> <p>Add a security officer to every campus</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Improvement in scores for EOC tested subject areas</p> <p>94% graduation rate</p> <p>Industry Based Certification prep through CTE classes</p> <p>Dual Credit percentage rate is higher than state average</p> <p>Career/Military Readiness almost double state average</p>	<p>Develop a concrete Plan of Action at campus level to increase student attendance for all student populations</p> <p>Develop a concrete Plan of Action to increase graduation rate</p> <p>Low AP/IB passing rates</p> <p>Lack of students graduating with Associates Degrees</p> <p>Stagnancy in English II scores</p>	<p>Develop a concrete Plan of Action at campus level to increase student attendance for all populations</p> <p>Develop a concrete Plan of Action to increase graduation rate</p> <p>Stagnancy in English II scores</p>
<b>Family and Community Involvement</b>	<p>Social Media News Media and Releases</p> <p>Parental Aides conducting home visits</p> <p>Parent input utilized with active use of surveys throughout the school year</p> <p>Monthly parent trainings conducted by parental aide at each campus</p> <p>Variety of parent communication for parents (phone, texts, email, Class Dojo, etc.)</p> <p>Communication in English and Spanish</p>	<p>Additional parent trainings on technology, programs, study habits, etc.</p> <p>Parent meetings and trainings also held in the evening</p> <p>Resume school call-out by telephone rather than just by email</p> <p>Create a district/campus parent newsletter to be sent home with parents</p> <p>More school presentations from local agencies/More opportunities for local agencies to become involved in helping families in need</p> <p>More opportunities for local agencies to become involved in helping families in need</p>	<p>Parent meetings and trainings also held in the evening</p> <p>More school presentations from local agencies/increase community involvement at campus level</p> <p>Resume school call-out telephone rather than just by email</p> <p>Increase positive news at campus level with student achievements (Facebook/social media)</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program
<b>District/Campus Commitments</b>	<p>1 to 1 Technology devices available for students</p> <p>Roof and infrastructure/current school and building renovations</p> <p>Return of RTI Data Days</p> <p>SFDRCSID McKinney-Vento-Foster Liaison actively communicates with families/campuses</p> <p>Positive Fund Balance</p> <p>Single Point of Entry for all campuses</p>	<p>District-wide System for Absences and Tardies (accountability for absences and tardies)</p> <p>Additional transportation available for students who miss the bus</p> <p>Upgrade teacher technology</p> <p>Incentives for retention of staff and extra duty tutorials</p> <p>Increase technology devices and hot spots for students in need</p> <p>Increase tutorials for special population students</p>	<p>District-wide System for Absences and Tardies (accountability for absences and tardies)</p> <p>Increase technology devices and hot spots for students in need</p> <p>Increase tutorials for special population students</p>

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**January 20, 2022, 4:00 pm-5:00 pm, via Zoom**

**Planning Agenda**

- |       |   |              |
|-------|---|--------------|
| I.    | Welcome   | Ruby Adams   |
| II.   | Introduction of Members<br>Draw 2 or 4 year slots                                   | Ruby Adams   |
| III.  | Focus   | Dr. Rios     |
| IV.   | District Calendar 2022-2023   | Aidee Garcia |
| V.    | Del Rio CARES Update<br>A. Gratitude Journal<br>B. Character Traits                 | Alda Zuniga  |
| VI.   | ESSA Grant Requirements   | Ruby Adams   |
| VII.  | Review 2021-2022 DIP/2022-2023 CNA  | Ruby Adams   |
| VIII. | Upcoming Meetings<br>A. February 24, 2022<br>B. March 24, 2022<br>C. April 21, 2022 |              |
| IX.   | Questions/Concerns/Closing Remarks  | Ruby Adams   |



## 2021-2022 SFDR CISD DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	Begins	Ends	Term	EXTENSION
Pre-K Teacher	Jessica Longo	Cardwell	2019-2020	2022-2023	4 years	1632
Kinder Teacher	Billie Cruz	Lamar	2020-2021	2021-2022	2 years	1868
1st Grade Teacher	Lynette White	Calderon	2021-2022	2022-2023	2 years	1553
2nd grade Teacher	Cynthia Dovalina	North Heights	2021-2022	2022-2023	2 years	1968
3rd Grade Teacher	Erika Barrera	Calderon	2019-2020	2022-2023	4 years	1566
4th Grade Teacher	Laura Limon	Buena Vista	2018-2019	2021-2022	4 years	1460
5th Grade Teacher	Nelda Ortiz Cristy Hill	Calderon Garfield	2018-2019 2019-2020	2021-2022 2022-2023	4 years	1577 1776
Sec. ELA Teacher	Bonita Gonzalez	DRHS	2021-2022	2024-2025	4 years	2045
Sec. Math Teacher	Katherine Billig	DRHS	2021-2022	2024-2025	4 years	2063
Sec. Science Teacher	Stephen Thomas	DRFS	2021-2022	2024-2025	4 years	1178
Sec. Social Studies Teacher	Brittany Mercer	DRHS	2019-2020	2022-2023	4 years	2008
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Sec. Non-Core Area Teacher	Jose Delgado	SFMMS	2018-2019	2021-2022	4 years	1392
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	Alda Zuniga	Del Rio Cares	2021-2022	2024-2025	4 years	4149
	Monica Luna	Special Education	2021-2022	2024-2025	4 years	4253
	Joelda Espinoza	Non-Teaching Prof.Sec.	2021-2022	2024-2025	4 years	4322
	Maria Elena Faz	Bilingual Department	2021-2022	2022-2023	2 years	1417
Business Rep	Tanya Serrano	Money Concepts	2021-2022	2022-2023	2 years	<a href="tel:830-313-0367">830-313-0367</a> <a href="mailto:tserrano@moneyconcepts.com">tserrano@moneyconcepts.com</a>
	Lisa Gavia	DPS	2020-2021	2023-2024	4 years	<a href="tel:830-703-9567">830-703-9567</a> <a href="mailto:lisa.gavia@dps.texas.gov">lisa.gavia@dps.texas.gov</a>
Community	Breanne Oba	Community	2020-2021	2021-2022	2 years	<a href="tel:808-227-7131">808-227-7131</a> <a href="mailto:boba@cadenafamily.practice.org">boba@cadenafamily.practice.org</a>
	Griselda Martinez	Community	2019-2020	2022-2023	4 years	<a href="tel:830-719-2662">830-719-2662</a> <a href="mailto:gmartinez87@stx.rr.com">gmartinez87@stx.rr.com</a>
Parent	Nadia Farhat	Parent	2019-2020	2022-2023	4 years	<a href="tel:830-734-3841">830-734-3841</a> <a href="mailto:nadifarhat@gmail.com">nadifarhat@gmail.com</a>
	Melyna Fernandez	Parent	2021-2022	2022-2023	2 years	<a href="tel:210-274-5822">210-274-5822</a> <a href="mailto:mag_896@hotmail.com">mag_896@hotmail.com</a>
Federal and State Programs Director	Ruby Adams					
Chief Human Resources Officer	Aidee Garcia					
Chief Instructional Officer	Aida V. Gomez					
Chief Financial Officer	Amy Childress					
Administrative Director	Sandra Hernandez					
Superintendent of Schools	Dr. Carlos H. Rios					

Exploring Paths<sup>™</sup>  
Daily Two-Minute Morning  
**Gratitude**  
**Journal**

30 Day Challenge  
For Kids

DEL RIO, TX EDITION

Build A Lasting Healthy Habit That Inspires Gratitude, A  
Growth Mindset, Joy, Exploration, And Future Success.

KATHERINE ELIZABETH LONG


DEL RIO CARES DAYS	TRAIT OF THE MONTH
1/27/2022	Perseverance
2/24/2022	Kindness
3/31/2022	Empathy
4/28/2022	Integrity
5/19/2022	Reliability





## What is ESSA?

The purpose of Every Student Succeeds Act (ESSA) is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close the educational achievement gap. ESSA was signed into law on December 10, 2015 by President Barack Obama and replaced NCLB (No Child Left Behind). ESSA reauthorized the Elementary and Secondary Act of 1965 and extends more flexibility to States in Education and has laid out expectations of transparency for parents and communities. ESSA Major Provisions include:

<h1 style="text-align: center;">Major Provisions of ESSA</h1> 		
Title	Name	Purpose
<b>Title I</b>	Improving the Academic Achievement of the Disadvantaged	To provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
	<b>Part A</b> Improving Basic Programs Operated by LEAs	Federal aid to schools serving students from low-income families.
	<b>Part C</b> Education of Migratory Children	Grants to support education for migratory children
	<b>Part D</b> Prevention & Intervention Prog. for Neglected, Delinquent, & At-Risk Children & Youth	State & local programs for education of children & youth in institutions and programs for neglected and delinquent children and youth
<b>Title II</b>	Preparing, Training & Recruiting High-Quality Teachers, Principals, & Other School Leaders	Grants to states and districts to improve the quality and effectiveness of teachers and school leaders
	<b>Part A</b> Supporting Effective Instruction	Allocation of funds to states and districts for training and recruitment programs
<b>Title III</b>	Language Instruction for English Learners & Immigrant Students	Grants to states and districts to improve the quality and effectiveness of teachers and school leaders
	<b>Part A</b> English Language Acquisition, Language Enhancement, & Academic Achievement Act	Grants to states and local entities, reporting, coordination, civil rights, national professional development project
<b>Title VI</b>	21st Century Schools	Flexible grants for innovative programs
	<b>Part A</b> Student Support and Academic Enrichment Grants	Grants to states and LEAs for activities that support well-rounded education, safe and healthy students, technology
	<b>Part B</b> 21st Century Community Learning Centers	Afterschool programs
<b>Title V</b>	Flexibility and Accountability	Flexible grants for innovative programs
	<b>Part A</b> Funding Transferability for state and LEAs	Flexibility to transfer funds between ESEA programs
	<b>Part B</b> Rural Education Initiative	Subpart 1: Small, Rural School Achievement Program (administered through USDE) Subpart 2: Rural and Low Income School Program (administered through IEA)

## 2021-2022 SFDRCISD – ESSA Funding Amounts

Name of Grant Program	Fund	Begin Date	End Date	Planning Amount
Title I, Part A - Improving Basic Programs	211	7/1/2021	9/30/2022	\$ 3,327,430.00
Title I, Part C - Migrant	212	7/1/2021	9/30/2022	\$ 176,973.00
Title II, Part A - Supporting Effective Instruction	255	7/1/2021	9/30/2022	\$ 444,020.00
Title III, Part A - ELA	263	7/1/2021	9/30/2022	\$ 175,499.00
Title IV, Part A, Subpart 1 - Student Support & Academic Enrichment Program	289	7/1/2021	9/30/2022	\$ 250,246.00
Title V, Part B - Rural & Low Income School Program	270	11/16/2021	9/30/2022	\$ 228,375.00



Texas Education Agency  
Title I Capacity Building Initiative  
District Improvement Plan  
ESSA Sec. 1112



## Title I, Part A District Improvement Plan

The District Improvement Plan (DIP) **must** be developed with timely and meaningful consultation with:

- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local education agency that has charter schools)
- Administrators (including administrators of programs described in other parts of this title)
- Other appropriate school personnel
- Parents of children in schools served under this part

As appropriate, the DIP **shall** be coordinated with other programs:

- Under the Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technology Education Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Other Acts as appropriate

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP **shall** describe:

- How the Local Education Agency (LEA) will monitor students' progress in meeting the challenging State academic standards by:
  - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
  - Identifying students who may be at risk for academic failure
  - Providing additional educational assistance to individual students the local education agency or school determines need help in meeting the challenging State academic standards
  - Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

*(continued)*

For more information, please contact your Regional ESC Title I, Part A Contact  
or Anita Villarreal ♦ TEA Division of Contracts, Grants & Financial Administration ♦ [ESSAsupport@tea.texas.gov](mailto:ESSAsupport@tea.texas.gov)

(continued)

- How the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- How the LEA will:
  - Use current research on parental involvement that fosters achievement to high standards for all children
  - Incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement
- The poverty criteria that will be used to select school attendance areas
- The nature of programs to be conducted under 1114 (Schoolwide) and 1115 (Targeted Assistance) and for students living in neglected and delinquent facilities or who attend neglected and delinquent day school programs
- The services the LEA will provide homeless children and youths to support their enrollment, attendance, and success
- The strategies the LEA will use to implement effective parent and family engagement under section 1116
- If applicable, how the LEA will support, coordinate, and integrate services with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs
- How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part
- How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable:
  - through coordination with institutions of higher education, employers, and other local partners
  - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
- How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students
- If determined appropriate by the LEA, how such agency will support programs that coordinate and integrate:
  - academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State
  - work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

(continued)

(continued)

- Any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which **may** include how the LEA will:
  - Assist schools in identifying and serving gifted and talented students
  - Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

For more information, please contact your Regional ESC Title I, Part A Contact  
or Anita Villarreal ♦ **TEA Division of Contracts, Grants & Financial Administration**

[ESSAsupport@tea.texas.gov](mailto:ESSAsupport@tea.texas.gov)

meeting\_saved\_chat.txt

15:57:20 From Rufina Adams to Everyone:  
DPDMC January 20, 2022, 4 pm via Zoom

15:57:30 From jessica.longo to Everyone:  
Jessica Longo

15:57:35 From lynette.white to Everyone:  
Lynette White-1st grade Calderon

15:57:38 From Katherine Billig to Everyone:  
Katie Billig

15:57:39 From Alda Zuniga to Everyone:  
Alda Zuniga

15:58:06 From Mrs. Hill to Everyone:  
Cristy Hill-5th grade Garfield

15:58:14 From stephen.thomas to Everyone:  
Stephen Thomas

15:58:18 From Regina Cardenas to Everyone:  
Regina Cardenas- DRMS

15:58:18 From Raul Hurtado to Everyone:  
Raul G. Hurtado III - Buena Vista Elem.

15:58:27 From Joelda Espinoza to Everyone:  
JoElda Espinoza-Del Rio High School

16:00:09 From laura.limon to Everyone:  
Laura Limon-Buena Vista 1st grade

16:00:28 From Lisa Gavia to Everyone:  
Lisa Gavia - TX Dept of Public Safety

16:00:30 From Mrs. Mercer to Everyone:  
Brittany Mercer DRHS Social Studies

16:00:59 From bonita.gonzalez to Everyone:  
Bonita Gonzalez - Sec. ELA Teacher

16:01:12 From Nelda Ortiz to Everyone:  
Nelda Ortiz Calderon 5th

16:01:23 From Nelda Ortiz to Everyone:  
Also happy Birthday Ms. Adams!

16:13:15 From Alda Zuniga to Everyone:  
I see you, Jessica! :)

16:25:58 From Nelda Ortiz to Everyone:  
With planning during the day in elementary, I would be ok with no RTI days.  
They are usually after a break already

16:26:49 From stephen.thomas to Everyone:  
I agree with Nelda. RTI is nice but I think we can cover Data during  
planning

16:29:45 From bonita.gonzalez to Everyone:  
I think RTI days are beneficial for those DRHS teachers who do not have a  
planning period daily.

17:00:44 From Aida Gomez to Everyone:  
Aida Gomez

17:00:44 From Sandra Hernandez to Everyone:  
Sandra Hernandez

17:00:54 From Tanya to Everyone:

meeting\_saved\_chat.txt

Tanya Serrano-Money Concepts

17:00:58 From Nelda Ortiz to Everyone:  
Good bye all! Stay warm

17:01:09 From Lisa Gavia to Everyone:  
Thank you! Happy birthday!

17:01:13 From Monica Luna, LEA Director of Special Education to Everyone:  
Monica Luna- Special Education Department

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**February 24, 2022**

**4:00 pm -5:00 pm**

**Zoom Planning Agenda**

- |      |                                   |            |
|------|-----------------------------------|------------|
| I.   | Welcome                           | Ruby Adams |
| II.  | Focus                             | Dr. Rios   |
| III. | DIP/CNA Committee Requirements    | Ruby Adams |
|      | A. Assignments                    |            |
|      | B. Resources                      |            |
|      | C. Due Date                       |            |
| IV.  | Other/Concerns/Questions/Comments | Ruby Adams |
| V.   | Closing                           | Ruby Adams |





## 2021-2022 SFDR CISD DPDMC MEMBERS

POSITION	MEMBER	CAMPUS	Begins	Ends	Term	EXTENSION
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	Lisa Gavia	DPS	2020-2021	2023-2024	4 years	<a href="tel:830-703-9567">830-703-9567</a> <a href="mailto:lisa.gavia@dps.texas.gov">lisa.gavia@dps.texas.gov</a>
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	Griselda Martinez	Community	2019-2020	2022-2023	4 years	<a href="tel:830-719-2662">830-719-2662</a> <a href="mailto:gmartinez87@stx.rr.com">gmartinez87@stx.rr.com</a>
Parent	Nadia Farhat	Parent	2019-2020	2022-2023	4 years	<a href="tel:830-734-3841">830-734-3841</a> <a href="mailto:nadiafarhat@gmail.com">nadiafarhat@gmail.com</a>
	Melyna Fernandez	Parent	2021-2022	2022-2023	2 years	<a href="tel:210-274-5822">210-274-5822</a> <a href="mailto:mag_896@hotmail.com">mag_896@hotmail.com</a>
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Chief Human Resources Officer	Aidee Garcia					
Chief Instructional Officer	Aida V. Gomez					
Chief Financial Officer	Amy Childress					
Administrative Director	Sandra Hernandez					
Superintendent of Schools	Dr. Carlos H. Rios					



## 2021-2022 CNA/DIP Committee Assignments



Academic Achievement	Staff Quality	School Climate & Health	College & Career/Graduation/ Dropout	Family & Community Engagement	District/Campus Commitments
Committee 1 Members	Committee 2 Members	Committee 3 Members	Committee 4 Members	Committee 5 Members	Committee 6 Members
Nelda Ortiz	Brittany Mercer	Cristy Hill	Joelda Espinoza	Billie Cruz	Erika Barrera
Bonita Gonzalez	Laura Limon	Jessica Longo	Monica Luna	Lynette White	Cynthia Dovalina
Stephen Thomas	Tanya Serrano	Jose Delgado	Griselda Martinez	Katherine Billig	Regina Cardenas
Raul Hurtado Nadia Farhat	Breanne Oba	Alda Zuniga	Maria Elena Faz	Lisa Gavia	Melyna Fernandez

District Improvement Plan 1.1, 1.2, 1.10	District Improvement Plan 1.3, 1.4	District Improvement Plan 1.5, 1.9	District Improvement Plan 1.6, 1.7, 1.8	District Improvement Plan 3.1, 3.2	District Improvement Plan 2.1,2.2,2.3,2.4
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Raul Hurtado Nadia Farhat	Breanne Oba	Alda Zuniga	Maria Elena Faz	Lisa Gavia	Melyna Fernandez

PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LEGAL)

**Committee**

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

*Education Code 11.251(e)*

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

*Education Code 11.251(c), (e)*

Business  
Representatives  
and Community  
Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

*Education Code 11.251(b), (c), (e)*

PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LEGAL)

<b>Meetings</b>	A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
Public Meetings	The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. <i>Education Code 11.252(e)</i>
<b>Communications</b>	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. <i>Education Code 11.252(e)</i>
<b>Consultation</b>	A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. <i>Education Code 11.252(f)</i>
<b>Responsibilities</b>	
District Plan	The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. <i>Education Code 11.252(a)</i> [See District Improvement Plan at BQ(LEGAL)]  Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. <i>Education Code 7.065(e)</i>
Dropout Prevention Review	A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including: <ol style="list-style-type: none"><li>1. The results of the audit of dropout records;</li><li>2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;</li><li>3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none"><li>a. Do not complete the program,</li><li>b. Complete the program but do not take the high school equivalency examination, or</li></ol></li></ol>

PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LEGAL)

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

*Education Code 11.255*

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

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**Note:** See BF for information on the committee's role in requesting waivers.

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PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LOCAL)

<b>District-Level Committee</b>	In compliance with Education Code 11.251, the District-level committee shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.
<b>Chairperson</b>	The Superintendent shall be the Board's designee and shall name the chairperson of the committee.
<b>Meetings</b>	The chairperson of the committee shall set its agenda, and shall schedule at least two meetings per year; additional meetings may be held at the call of the chairperson.
<b>Duties of Committee</b>	The committee shall perform duties as described in BQA(LEGAL).
<b>Composition</b>	The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining professionals shall be nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
<b>Community Input</b>	<p>The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to:</p> <ol style="list-style-type: none"><li>1. Periodic meetings to gather input and provide information on the work of the committee. These meetings shall be advertised in District publications and through the media.</li><li>2. Articles in in-house publications regarding work of the committee.</li><li>3. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.</li></ol>
<b>Parents</b>	The committee shall include two parents of students currently enrolled within the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the committee's duties and composition, and shall solicit volunteers. [See BQA (LEGAL)]
<b>Community Members</b>	The committee shall include two community members selected or appointed by the Superintendent or designee. The Superintendent

PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LOCAL)

shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate, and shall solicit volunteers. All community member representatives must reside in the District.

**Business  
Representatives**

The committee shall include two businesspeople, selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate, and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.

**Professional Staff**

The committee shall consist of:

1. One classroom teacher from each elementary grade level.
2. One classroom teacher each from among secondary language arts, mathematics, science, and social studies.
3. Two classroom teachers from the remaining secondary instructional areas.
4. Four nonteaching campus-based professional employees.

Each representative shall be nominated by and elected from the representative grouping.

The District-level members shall consist of District-level nonteaching professional members who shall be nominated by and elected from the District-level professional staff.

**Elections**

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee. [See also DGA]

The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the committee shall be held in the fall of each school year at a time determined by the Board or its designee. Nomination and election shall be conducted in accordance with this policy and administrative regulations.

**Terms**

Representatives shall serve staggered two-year terms and shall be limited to two consecutive terms on the committee. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.

PLANNING AND DECISION-MAKING PROCESS  
DISTRICT-LEVEL

BQA  
(LOCAL)

**Vacancy**

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.

**Other Advisory  
Groups**

The existence of the District-level committee shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.



# Comprehensive Needs Assessment Summary – District Improvement Plan 2021-2022

Utilized Data Sources: These will automatically populate from your CNA worksheets	
<p>TAPR</p> <p>Curriculum Dashboard</p> <p>Teacher Retention</p> <p>Parent Data 2021</p> <p>EOC Results</p> <p>Graduation Rates-TAPR Report</p> <p>NIET Survey results</p> <p>Building Operations Board Updates</p>	<p>ACT-SAT Participation</p> <p>Last year's CNA</p> <p>Campus observations</p> <p>School Safety and Security Survey</p> <p>Dual Credit</p> <p>Previous District CNAs</p> <p>Title I requirements</p> <p>SFDR/CISD McKinney-Vento PEIMS</p>
<p>STAAR/EOC Results</p> <p>2020 Accountability Report</p> <p>SFDR-Climate Survey</p> <p>NEIT Data</p> <p>CTE</p> <p>Parent Surveys</p> <p>TAPR Report</p> <p>Technology Board Updates</p>	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program
<p><b>Academic Achievement</b></p>	<p>College Readiness increase in SAT tests taken and FAFSA applications</p> <p>Early College High School continues to be a successful program that is adding classes consistently</p> <p>Added a new CTE course and more to come</p> <p>Tutorials/interventions to targeted groups</p> <p>Sandra Garza Math Programs</p> <p>New ELA program technology/component good for CV-19</p>	<p>Need Master Reading Teachers</p> <p>SpEd population need academic assistance</p> <p>More resources for Closing the Gap, consistency with resources</p> <p>Specified Phonics Program consistent throughout the district</p> <p>No more GPC to promote to 8th to 9th</p> <p>More communication and support from C &amp; I Department</p>	<p>More resources for Closing the Gap, consistency with resources</p> <p>Sp Ed population need academic assistance</p> <p>Specified Phonics Program consistent throughout the district</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program
<b>Staff Quality</b>	<p>Stipends for different certifications</p> <p>Additional stipends for teachers with Master's Degree</p> <p>Education Foundation</p> <p>Grow Your Own Program</p> <p>Local Job Fairs for recruitment</p> <p>Staff surveys, climate surveys</p>	<p>High quality technology and staff developments</p> <p>Incentives for current teachers</p> <p>High quality trainings for GT certified teachers</p> <p>Mentor Program: relevant professional development; continuous support</p> <p>Low teacher to student ratio</p> <p>Consistency with administrative support throughout all campuses</p>	<p>High quality technology and staff developments</p> <p>Incentives for veteran teachers</p> <p>Mentor Program: relevant professional development; continuous support</p>
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Trainings are offered and required by district</p> <p>Regular school events</p> <p>Campus process for visitor entrance; Single point of entrance</p> <p>Security officers at the secondary level</p> <p>Clubs and organizations that encourage student involvement</p> <p>Implementation of Del Rio Cares in all schools district-wide</p>	<p>Mental Health training (anxiety/sense of belonging) to all staff including teachers, office, custodians</p> <p>Effective communication methods between parents and district staff</p> <p>Renovated buildings to ensure student and staff safety</p> <p>Add a security officer to every campus</p> <p>Ensure all student programs reflect inclusive practices to increase sense of belonging</p> <p>More mental health services for students</p>	<p>Train all campus staff including teachers, office, custodians on student anxiety and sense of belonging</p> <p>More mental health services for staff</p> <p>Add a security officer to every campus</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Improvement in scores for EOC tested subject areas</p> <p>94% graduation rate</p> <p>Industry Based Certification prep through CTE classes</p> <p>Dual Credit percentage rate is higher than state average</p> <p>Career/Military Readiness almost double state average</p>	<p>Develop a concrete Plan of Action at campus level to increase student attendance for all student populations</p> <p>Develop a concrete Plan of Action to increase graduation rate</p> <p>Low AP/IB passing rates</p> <p>Lack of students graduating with Associates Degrees</p> <p>Stagnacy in English II scores</p>	<p>Develop a concrete Plan of Action at campus level to increase student attendance for all populations</p> <p>Develop a concrete Plan of Action to increase graduation rate</p> <p>Stagnacy in English II scores</p>
<b>Family and Community Involvement</b>	<p>Social Media News Media and Releases</p> <p>Parental Aides conducting home visits</p> <p>Parent input utilized with active use of surveys throughout the school year</p> <p>Monthly parent trainings conducted by parental aide at each campus</p> <p>Variety of parent communication for parents (phone, texts, email, Class Dojoc, etc.)</p> <p>Communication in English and Spanish</p>	<p>Additional parent trainings on technology, programs, study habits, etc.</p> <p>Parent meetings and trainings also held in the evening</p> <p>Resume school call-out by telephone rather than just by email</p> <p>Create a district/campus parent newsletter to be sent home with parents</p> <p>More school presentations from local agencies/More opportunities for local agencies to become involved in helping families in need</p> <p>More opportunities for local agencies to become involved in helping families in need</p>	<p>Parent meetings and trainings also held in the evening</p> <p>More school presentations from local agencies/increase community involvement at campus level</p> <p>Resume school call-out telephone rather than just by email</p> <p>Increase positive news at campus level with student achievements (Facebook/social media)</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program
<b>District/Campus Commitments</b>	1 to 1 Technology devices available for students  Roof and infrastructure/current school and building renovations Return of RTI Data Days SFDRICISD McKinney-Vento-Foster Liaison actively communicates with families/campuses Positive Fund Balance Single Point of Entry for all campuses	District-wide System for Absences and Tardies (accountability for absences and tardies)  Additional transportation available for students who miss the bus Upgrade teacher technology Incentives for retention of staff and extra duty tutorials Increase technology devices and hot spots for students in need Increase tutorials for special population students	District-wide System for Absences and Tardies (accountability for absences and tardies)  Increase technology devices and hot spots for students in need  Increase tutorials for special population students

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

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15:55:42 From Rufina Adams to Everyone:  
DPDMC February Meeting, February 24,2022, 4 pm, via Zoom

15:56:00 From Katherine Billig to Everyone:  
Katie Billig

15:56:17 From maria elena Faz-Enriquez to Everyone:  
Hello everyone!! Maria Elena Faz Enriquez

15:56:20 From Cynthia Dovalina to Everyone:  
Cynthia Dovalina- NHE

15:56:50 From Mrs. Hill to Everyone:  
Cristy Hill-Garfield

15:57:03 From Alda Zuniga to Everyone:  
Alda Zuniga

15:58:07 From stephen.thomas to Everyone:  
Stephen Thomas

15:59:08 From Bonita Gonzalez to Everyone:  
Bonita Gonzalez

16:02:51 From laura.limon to Everyone:  
Laura Limon

16:02:52 From Mrs. Mercer to Everyone:  
Brittany Mercer

16:02:54 From Joelda Espinoza to Everyone:  
Joelda Espinoza

16:02:55 From jessica.longo to Everyone:  
Jessica Longo-Irene C. Cardwell

16:02:57 From Lisa Gavia to Everyone:  
Lisa Gavia - TXDPS

16:06:41 From Monica Luna, LEA Director of Special Education to Everyone:  
Monica Luna-Special Education Department

16:26:40 From Raul Hurtado to Rufina Adams(Direct Message):  
Hello Ms, Adams, I have to attend a Level 1 meeting., but I will make sure  
to reach out if I have any questions. Also, to get ready for the presentation.

16:26:55 From Aida Gomez to Everyone:  
Aida Gomez

16:27:08 From Raul Hurtado to Everyone:  
Raul G. Hurtado III-Del Rio Middle School

16:27:33 From Breanne Oba to Everyone:  
Breanne Oba - Human Resource Administrator Cadena Family Practice

16:27:35 From stephen.thomas to Everyone:  
Zoom

16:27:35 From Alda Zuniga to Everyone:  
Zoom

16:28:16 From Mrs. Mercer to Everyone:  
Zoom

16:28:19 From Joelda Espinoza to Everyone:  
Zoom

16:28:19 From Breanne Oba to Everyone:  
Zoom

16:28:20 From Monica Luna, LEA Director of Special Education to Everyone:

meeting\_saved\_chat.txt

Zoom  
16:28:22 From laura.limon to Everyone:  
Zoom  
16:28:25 From Lisa Gavia to Everyone:  
Zoom  
16:28:26 From maria elena Faz-Enriquez to Everyone:  
I would like in person  
16:28:28 From jessica.longo to Everyone:  
either  
16:28:28 From Bonita Gonzalez to Everyone:  
zoom  
16:28:29 From Mrs. Hill to Everyone:  
Either way works for me.  
16:28:55 From Cynthia Dovalina to Everyone:  
I would like in person  
16:29:28 From Alda Zuniga to Everyone:  
Mrs. Gomez, thanks for explaining why sometimes our purchase requests get denied. That is very important to know as we plan.  
16:35:45 From Alda Zuniga to Everyone:  
<https://www.youtube.com/watch?v=JrspeDPkkfM&t=3s> Mr. Roberto Bobby Barrera video  
16:43:59 From Aida Gomez to Everyone:  
Thank you everyone. Blessings.

SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

District Planning and Decision Making Committee Meeting

March 24, 2022

4:00 pm-5:00 pm via Zoom

Planning Agenda

- I. Welcome Ruby Adams
- II. Focus Dr. Rios
- III. Review CNA-CIP Assignments/Discussion Ruby Adams  
(due on or before Thursday, April 14<sup>th</sup>)
  - A. Academic Achievement
  - B. Staff Quality
  - C. School Climate-Safe and Healthy Schools
  - D. College and Career Education, Graduation, Drop-Out Prevention
  - E. Family and Community Engagement
  - F. District-Campus Commitments
- IV. 2022-2023 ESSA Requirements: Ruby Adams  
Parent Engagement Policy/School Compact Review
- V. Last DPDM official meeting: April 21, 2022 Ruby Adams
- VI. Questions, Comments, Concerns Ruby Adams
- VII. Closing Ruby Adams





## 2021-2022 CNA/DIP Committee Assignments



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**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

**DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY**  
**2022-2023**

**Statement of Purpose**

The San Felipe Del Rio Consolidated Independent School District Board of Trustees recognizes that family-school partnerships that focus on academics and social values strengthen the student-school and family dynamic that is critical for student success. The purpose of the District Parent and Family Engagement Policy is to build capacity of schools through meaningful parent family engagement and communication. To this end, the District supports the purpose for the Parent and Family Engagement Policy as a commitment to establish and maintain open lines of meaningful, two-way communication between home, school, community and other stakeholders.

**1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a district plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).**

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.

**2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:**

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

**3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).**

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and parent Family Engagement Policy.

**4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d). The compact will:**

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

**5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):**

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
- Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
- Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
- Parental Liaisons will be used for parental Involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Aide will provide a minimum of 8 trainings for parents throughout the school year. Campuses with two parental aides will provide minimum 16 parent trainings.
- The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
- Provide parents with information on campus and District procedures on how to address concerns, and how to access teachers, administrators and other personnel.
- Through home visits, phone calls, and other media, Parental Aides at each campus will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Aides will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
- Federal Programs personnel participate in agency and community group meetings and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.

**6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):**

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

**7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):**

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
  - Translators for parents are available at all meetings.
- 8. SFDRCID conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D) . The survey will include:**
- Questions to evaluate the effectiveness of the Title I Parental Program.
  - Questions to determine if parental involvement is increasing.
  - Questions to identify barriers prohibiting participation by parents.
  - The results of the survey will be used to design strategies that will improve student achievement.
- 9. Parent engagement will increase when compared to the previous school year's data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**
- Parental / Title I survey
  - Parental accountability data
  - Previous three year's data
- 10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**
- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
  - Parental involvement presentations and training
  - District and campus Parental Policy Review Committee
  - Athletic events
  - Band performances
  - Choir performances
  - Academic awards and recognition presentation
  - Drama presentations

# SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

## DISTRITO POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS 2022-2023

### Declaración de propósito

La Junta de Síndicos del Distrito Escolar Independiente Consolidado de San Felipe del Río reconoce que las alianzas entre familias y escuelas que se centran en lo académico y los valores sociales fortalecen la dinámica de la escuela y la escuela que es crítica para el éxito de los estudiantes. El propósito de la Política de participación de padres y familias del distrito es desarrollar la capacidad de las escuelas a través de la participación y comunicación significativa de padres y familias. Con este fin, el Distrito apoya el propósito de la Política de participación de los padres y la familia como un compromiso para establecer y mantener líneas abiertas de comunicación significativa y bidireccional entre el hogar, la escuela, la comunidad y otras partes interesadas.

**1. El Distrito y los padres de los estudiantes en los Programas del Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política escrita de participación de los padres y la familia. La política se incorporará a un plan del Distrito desarrollado bajo la Ley de cada estudiante exitoso (ESSA), Sección 1116(b).**

- El Distrito invita a los padres representativos de cada campus, administradores y otro personal del Distrito a formar parte del Comité de Revisión de Políticas Parentales.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas Parentales para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del Comité de Revisión tienen la oportunidad de discutir los ítems, sugerir el desarrollo de nuevos ítems y alcanzar un consenso para cada ítem de política.
- La Política de participación de padres y familias del distrito se coloca en el sitio web del distrito y se envía a cada campus para su distribución a los padres. Se envía a casa con los estudiantes junto con la política parental de la escuela correspondiente.

**2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora escolar. El distrito se asegurará de que:**

- Los padres del distrito de los planteles están invitados a participar en la planificación y toma de decisiones del distrito. Comité (DPDM) comité y reuniones.
- Los padres del distrito de los planteles están invitados a solicitar puestos de padres en el Distrito Escolar de Salud Consejo Asesor (SHAC). Cada plazo de SHAC es de 2 años y el SHAC debe cumplir con un mínimo de 4 veces por año.
- Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes logro y rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**
- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y tabletas que se entregan a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso de grado estudiantil.
  - Capacitación de alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de la Educación General (G.E.D.), clases de alfabetización y ciudadanía para padres de estudiantes del Distrito.
  - El personal de los Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y apoyar el Título I, Parte A y la Política de participación de padres y familias.
- 4. Cada campus del Título I del Distrito desarrollará un Compacto Escuela-Familia, bajo ESSA, Sección 1116(d). El pacto:**
- Ser revisado anualmente al comienzo de la escuela por un comité de personal y padres.
  - Describa las responsabilidades de los padres, los alumnos y el personal escolar para mejorar el rendimiento de los alumnos.
  - Describa cómo la escuela proporcionará currículo e instrucción de alta calidad en un ambiente de aprendizaje eficaz y de apoyo.
  - Describa los procedimientos de la política de entrada y asistencia de grado de maestro. Describa cómo los padres pueden apoyar el aprendizaje de los alumnos.
  - Describa cómo la escuela y los padres establecerán una comunicación continua.
  - Describa cómo se programarán las conferencias de padres y maestros.
  - Distribuir a todos los padres del Distrito por su respectivo plantel.
- 5. El Distrito construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estos entrenamientos, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**
- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC)
  - Comité de evaluación del dominio del idioma (LPAC), reuniones del campus con el director y capacitaciones para padres a nivel del plantel y distrito.
  - Se proporcionará capacitación en los planteles para educar a los maestros, consejeros, directores y otro personal sobre el valor y utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
  - El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).

- Comité de evaluación del dominio del idioma (LPAC, por sus siglas en inglés), reuniones en el plantel con el director y capacitaciones para padres a nivel de plantel y distrito.
  - Se proporcionará capacitación en los plantel para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres / familias, y sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuelas.
  - Los ayudantes de los padres se utilizarán para actividades de participación de los padres.
  - Cada plantel proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada asistente parental de Título I proporcionará un mínimo de 8 entrenamientos para padres durante el año escolar. Los planteles con dos ayudantes de padres proporcionarán 16 entrenamientos.
  - El Distrito proporcionará capacitación a los padres para comprender los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el plantel.
  - Brindar a los padres información sobre los procedimientos del plantel y del distrito sobre cómo abordar las preocupaciones y cómo acceder a los maestros, administradores y otro personal.
  - A través de visitas domiciliarias, llamadas telefónicas y otros medios, los Padres Auxiliares en cada plantel se comunicarán con los padres de todos los estudiantes y formarán relaciones que generen confianza y respeto por su cultura y valores.
  - Los asistentes de los padres harán visitas frecuentes al hogar para apoyar el logro y la asistencia de los estudiantes, incluidas visitas para ofrecer comentarios positivos sobre los estudiantes también.
  - El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios
  - El Distrito establecerá y mantendrá un Consejo Asesor de Padres Migrantes (PAC).
  - El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).
- 6. El Distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y / o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, (e)(13)(14) :**
- El Distrito proporciona servicios de educación para padres a los padres de los estudiantes actuales del distrito en el Anexo II.
  - Reuniones comunitarias mensuales, entrenamientos y presentaciones se ofrecen a los padres en el Anexo II.
- 7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíen a los padres de los niños participantes en un formato y, en la medida practicable, en un idioma que los padres puedan entender bajo ESSA, Sección (e)(5).**
- Información distribuida a los padres en inglés y español.
  - Las reuniones y capacitaciones se llevan a cabo en inglés y español.
  - Traductores para padres están disponibles en todas las reuniones.

8. **SFDRCIDSD realiza, con la participación de los padres, una encuesta anual para evaluar el contenido y la efectividad de la política de participación de los padres en la mejora de la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, particularmente aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o son de cualquier origen racial o étnico minoritario bajo ESSA, Sección 1116(a)(D). La encuesta incluirá:**

- Preguntas para evaluar la efectividad del Programa para padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que prohíben la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento de los estudiantes.

9. **La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección(e)(1)(11) Se utilizará la documentación para determinar el progreso de la Participación de los padres:**

- Encuesta de padres / Título I
- Datos de responsabilidad parental
- Datos de los tres años anteriores.

10. **El Distrito involucrará a los padres en las actividades de las escuelas atendidas por ESSA, Sección 1116 (a)(2)(F).**

Participación de los padres: los planteles invitarán e involucrarán a los padres en las actividades del plantel, incluidas las presentaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentación y capacitación de participación de los padres.
- Comité de revisión de políticas parentales del distrito y del plantel.
- Eventos atléticos.
- Actuaciones de la banda.
- Actuaciones del coro.
- Entrega de premios y reconocimientos académicos.
- Presentaciones de drama.



## What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

## Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

## Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

## Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCSID District and School Website

**SAN FELIPE DEL RIO  
CISD**

**School-Teacher  
Parent-Student  
Compact  
2022-2023**



**TOGETHER WE  
ARE BETTER**

**315 Griner Street  
Del Rio, TX 78842  
830-778-4000**

# GOALS FOR STUDENT ACHIEVEMENT – School, Teachers, Parents, Students

## SFDRCSID District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

## SFDRCSID Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide **EVERYONE** with the resources to meet the individual needs of all students.

## SFDRCSID District Goals

District Goal 1 – Student Performance

The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

District Goal 2 – Finance

The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 3 - Communication

The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 – Del Rio Middle School

The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 – Literacy

The District shall prioritize reading as a skill for lifelong learning.

## School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

## Parent Agreement

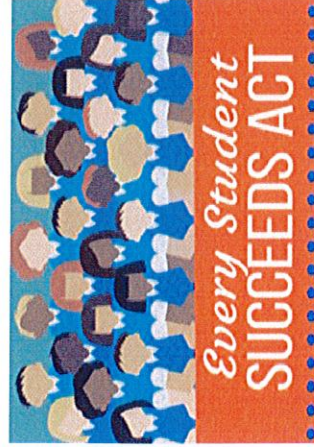
As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

## Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.



For additional information regarding any of our **ESSA** programs, please contact:

**SFDRCSID**

**Federal and State Programs at**

**830-778-4153**

## ¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discute con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

## Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar nuestro pacto entre la escuela, los padres y los estudiantes.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

## Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

# SAN FELIPE DEL RIO CISD

## Acuerdo entre Escuela-Maestro-

**Padre-Alumno**

**2022-2023**



## Juntos somos mejores

**Calle Griner 315**

**Del Rio, TX 78842**

**830-778-4000**

## La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDR/CISD

# OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

## Vision del Distrito SFDRCSID

San Felipe Del Rio CISD abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

## Creencias Compartidas SFDRCSID

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

## Metas del Distrito SFDRCSID

Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

Metas del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

Metas del Distrito 4 – Del Rio Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Rio.

Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

## Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

## Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

## Acuerdo de los Padres

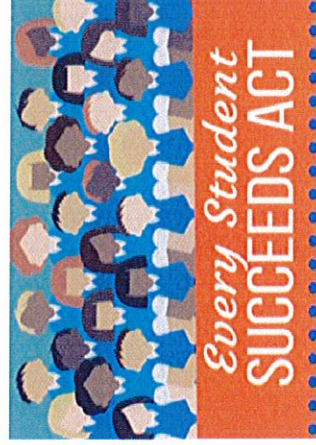
Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

## Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.



**Para mas informacion sobre  
nuestros programs de SFDRCSID**

**ESSA, por favor hablar al  
departamento de Federal and State  
Programs de SFDR CSID  
al 830-778-4153.**

15:56:33 From Rufina Adams to Everyone:  
March DPDM Meeting, March 24, 2022, 4 pm

15:56:53 From Billie Cruz to Everyone:  
Billie Jo Cruz

15:56:59 From Alda Zuniga to Everyone:  
Alda Zuniga, Del Rio Cares Program Coordinator

15:57:23 From Katherine Billig to Everyone:  
Katie Billig

15:57:35 From jessica.longo to Everyone:  
Jessica Longo-Irene C. Cardwell

16:00:43 From bonita.gonzalez to Everyone:  
Bonita Gonzalez

16:00:51 From Mrs. Hill to Everyone:  
Cristy Hill - Garfield

16:00:55 From Mrs. Mercer to Everyone:  
Brittany Mercer

16:02:03 From laura.limon to Everyone:  
Laura Limon

16:02:10 From Regina Cardenas to Everyone:  
Regina Cardenas

16:04:44 From stephen.thomas to Everyone:  
Stephen Thomas

16:04:45 From Melyna to Everyone:  
Melyna Fernandez

16:04:59 From Joelda Espinoza to Everyone:  
JoElda Espinoza

16:08:22 From Regina Cardenas to Everyone:  
In person works great!

16:08:30 From Mrs. Mercer to Everyone:  
Zoom

16:08:31 From Joelda Espinoza to Everyone:  
In Person for last meeting

16:08:32 From Billie Cruz to Everyone:  
In person

16:08:34 From bonita.gonzalez to Everyone:  
zoom

16:08:48 From jessica.longo to Everyone:  
either works for me :)

16:08:52 From Melyna to Everyone:  
In person

16:08:56 From Mrs. Hill to Everyone:  
I'm next door, so in person is fine. Or zoom.

16:08:57 From stephen.thomas to Everyone:  
Zoom

16:09:13 From laura.limon to Everyone:  
either would work

16:18:15 From Regina Cardenas to Everyone:  
My mic isn't working, but the best part was having Mrs. Adams guidance. I also enjoyed working with my co-workers and seeing different perspectives from each campus.

16:37:56 From Monica Luna, LEA Director of Special Education to Everyone:

Monica Luna, Special Education Department

**SAN FELIPE DEL RIO**

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

**District Planning and Decision Making Committee Meeting**

**April 21, 2022**

**4:00 pm-5:00 pm via Zoom**

**Planning Agenda**

- |             |   |                          |
|-------------|---|--------------------------|
| <b>I.</b>   | <b>Welcome</b>  | <b>Ruby Adams</b>        |
| <b>II.</b>  | <b>Focus</b>  | <b>Dr. Rios</b>          |
| <b>III.</b> | <b>District CNA Committee Presentations</b>                           | <b>Committee Leaders</b> |
|             | <b>A. Academic Achievement</b>  |                          |
|             | <b>B. Staff Quality</b>   |                          |
|             | <b>C. School Climate/Safe &amp; Healthy Schools</b>                   |                          |
|             | <b>D. Career &amp; College Readiness/Graduation/Dropout Reduction</b> |                          |
|             | <b>E. Family and Community Involvement</b>                            |                          |
|             | <b>F. District/Campus Commitments</b>                                 |                          |
| <b>IV.</b>  | <b>Approval of 2022-2023 District CNA</b>                             | <b>Ruby Adams</b>        |
| <b>V.</b>   | <b>Other Business</b>   | <b>Ruby Adams</b>        |
| <b>VI.</b>  | <b>Closing</b>  | <b>Ruby Adams</b>        |



## Site Based Committee Sign In

District: San Felipe Del Rio CISD

Date: 14-Apr-22

Role	Name	Signature
Parent	Nadia Farhat	Via Zoom Committees
Parent	Melyna Fernandez	Via Zoom Committees
Business Representative	Tanya Serrano	Via Zoom Committees
Business Representative	Lisa Gavia	Via Zoom Committees
Community Representative	Breanne Oba	Via Zoom Committees
Community Representative	Griselda Martinez	Via Zoom Committees
Teacher	Jessica Longo	Via Zoom Committees
Teacher	Billie Cruz	Via Zoom Committees
Teacher	Lynette White	Via Zoom Committees
Teacher	Cynthia Dovalina	Via Zoom Committees
Teacher	Erika Barrera	Via Zoom Committees
Teacher	Laura Limon	Via Zoom Committees
Teacher	Nelda Ortiz	Via Zoom Committees
Teacher	Christy Hill	Via Zoom Committees
Teacher	Bonita Gonzalez	Via Zoom Committees
Teacher	Katherine Billig	Via Zoom Committees
Teacher	Stephen Thomas	Via Zoom Committees
Teacher	Brittany Mercer	Via Zoom Committees
Teacher	Regina Cardenas	Via Zoom Committees
Teacher	Jose Delgado	Via Zoom Committees
Non-Teaching Professional	Raul Hurtado	Via Zoom Committees
Non-Teaching Professional	Alda Zuniga	Via Zoom Committees
Non-Teaching Professional	Monica Luna	Via Zoom Committees
Non-Teaching Professional	Joelda Espinoza	Via Zoom Committees
Non-Teaching Professional	María Elena Faz	Via Zoom Committees
District Professional	Ruby Adams	Via Zoom Committees
District Professional	Aldee Garcia	
District Professional	Aida Gomez	
District Professional	Amy Childress	
District Professional	Sandra Hernandez	
District Professional	Dr. Carlos Rios	



## Comprehensive Needs Assessment Summary – San Felipe Del Rio CISD 2022-2023

### Utilized Data Sources: These will automatically populate from your CNA worksheets

2021 TAPR Report	Lesson Plans	Campus Master Schedules
Staff Survey, 2021 Climate	2021 TAPR Report	T-TESS Evaluations
2021 Federal State Report Card	Compensation Plans/Insurance	2019-2021 Climate Survey
2020-2021 School Report Card	2020-2021 School Report Card	2019-2020 TAPR Report
0	2021 TAPR Report	2021 Federal Report Card
Translated documents	Parent/Teacher Communication Logs	Parent Surveys
Transportation data	PFE Meeting sign in sheets	PEIMS Data
	Technology inventory	Infrastructure Updates

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	Credit Recovery at Secondary Level available on multiple days	All scores including STAAR and EOC have decreased due to learning loss. Need targeted tutorials to increase the Reading Levels at all levels. Need to revisit returning to traditional schedule of classes for all secondary campuses.	Need targeted tutorials for all levels (elementary and secondary) for all subjects, not just tested subjects to increase reading levels.
	Data-available to all teachers and reviewed during RTI data days	Supplemental aides- need to train both teachers and students to utilize effectively.	Textbooks (consumables and/or online printables/purchased copyrights) for all content areas.
	Targeted lesson planning during the instructional day.	Textbooks-teachers need textbooks for their content area or computers to access an online textbook.	PD needs to be curriculum specific, especially for Bilingual teachers and address classroom management for beginning teachers from experienced teachers.
	McKinney-Vento and Foster students drop-out rate reduced through district collaboration and trainings.	Bilingual teachers need specialized professional development for effective instruction to increase score and increase number of students exiting the program.	
	After school targeted tutorials for elementary schools	Need to be creative in Closing the Gap to increase student interest and achievement (allow teacher allotments for resources)	
	Master schedules to provide smaller classroom student-teacher ratio	Increase number of guest speakers, volunteers, role models for students	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality</b>	<p>Competitive Salary (compensation plans and free insurance)</p> <p>T-TESS evaluation system (pre-conference, goal setting, post conference, walk-throughs)</p> <p>Additional stipend certifications (Master's, Bilingual, Special Education, etc.)</p> <p>New Teacher Mentor Program</p> <p>Grow Our Own Teacher Programs</p> <p>Teacher weekly and monthly recognitions (school website)</p>	<p>Consistency with administration during the school year (no mid year moves)</p> <p>Retention incentives for veteran teachers, increase teacher morale</p> <p>Increase opportunities for individualized PD (not one size fits all). Be more purposeful.</p> <p>Climate Surveys (campus and district) - implement changes to improve low areas</p> <p>Lower student to teacher ratio (even out class sizes at HS)</p> <p>Even out student population among Elementary schools</p>	<p>Improve low areas (below 90%) on all areas of Climate Survey</p> <p>Retention incentives for veteran teachers, increase teacher morale</p> <p>Purposeful PD, allow staff give input</p>
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>Two counselors at every elementary campus</p> <p>Strong security department</p> <p>All staff have the ability to complete annual climate survey</p> <p>Creation of health services coordinator</p> <p>A high percentage of employees enjoy their job</p> <p>All district employees receive insurance at no cost</p>	<p>Make surveys understandable with a clear purpose for parents/students</p> <p>Still need at least one security officer on every campus</p> <p>Timely climate survey results made available to all district staff</p> <p>Diverse student advisory council for every campus (Elementary - Secondary)</p> <p>Teacher have limited to zero involvement regarding instructional issues</p> <p>District administrators must improve relationships with staff members (as per 2021 climate survey)</p>	<p>Still need at least one security officer at every campus</p> <p>Diverse student advisory council for every campus (Elementary - Secondary)</p> <p>District administrators must improve relationship with staff members (as per 2021 climate survey)</p>
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	<p>Graduates with Endorsements and Distinguished</p> <p>CCMR Graduates</p> <p>Dual Credit Course Completion</p> <p>RDA- OSP (MV, Foster, Military Drop Out rates improvements)</p>	<p>Improve drop-out rate for special populations (Bilingual, Title I, Special Education, At Risk, etc.)</p> <p>Make available weekly after school CTE Hands On Workshops to expose students to careers/CTE Programs that students are unable to take or fit into their schedules.</p> <p>TSI Testing starting at Freshman Year/Opportunities for more Dual Credit Classes at Del Rio High School</p> <p>Motivational Speakers/Role Models/Military Partnerships/College Tours</p>	<p>Increase enrollment into Blended Academy/Reduce barrier to entry/partnership with CTE for transportation to and from CTE Center &amp; Blended to keep students enrolled in CTE Pathway</p> <p>Motivational Speakers/Role Models/Military Partnerships/College Tours</p> <p>TSI Testing starting at Freshman Year/Opportunities for more Dual Credit Classes at Del Rio High School</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Availibility of Early College High School</p> <p>Availability of CTE Program</p>	<p>Increase enrollment into Blended Academy/Reduce barrier to entry/partnership with CTE for tranportation to and from CTE Center &amp; Blended to keep students enrolled in CTE Pathway</p> <p>Lower class counts in EOC Ztested Subject Areas</p>	
<b>Family and Community Involvement</b>	<p>Parental Liaison assigned to every campus</p> <p>Use of Social Media including Facebook, ClassDojo, WhatsApp, etc. to communicate with parents</p> <p>Monthly parent meetings and trainings on a variety of topics to benefit student achievement at home</p> <p>Use of Parent Surveys</p> <p>Use of Parent Committees at school and district levels</p> <p>Parental Liaison, adminstrators, and teachers conducting home visits as needed</p>	<p>Parental trainings and meetings offered at different times of the day including evenings</p> <p>Increase number of parents attending meetings at all campuses</p> <p>Bring back mass distribution phone calls to improve campus communication</p> <p>Weekly reminders (phone calls, email, flyers) of upcoming events</p> <p>Increase Adult Education services (GED, Citizenship, Literacy) for parents and guardians</p> <p>Increase commnity partnerships (donations, guest speakers, role models)</p>	<p>Campus weekly reminders of upcoming events</p> <p>Bring back mass distribution phone calls to improve communication.</p> <p>Parental meetings offered at different times of the day including evenings.</p>
<b>District/Campus Commitments</b>	<p>Best CTE Programs in the state (certifications, resources available upon graduatoin)</p> <p>Early College High School (students able to graduate with Associates Degree)</p> <p>Communication of Foster and McKinney-Vento information is able to service more students and families.</p> <p>Transportation Department is available for all eligible students including foster, McKinney-Vento, Special Education(trained and professional).</p> <p>Elementary single of point efficient and securing safety for all children and staff.</p> <p>Technology at elementary is one-to-one (students). Staff provided new technology devises and training.</p>	<p>Single point of entry not secure at all campuses including freshman and high school.</p> <p>Develop a plan for consequences for unexcused absences and unexcused tardies</p> <p>At secondary level, need additional technology devises for students.</p> <p>Need new facilities for our Life Skills unit, specifically DRMS. (only has 2 classrooms)</p> <p>All playgrounds need to be updated, some broken or missing pieces to meet safety standards.</p> <p>Need updated Social Studies curriculum including textbooks for elementary level.</p>	<p>Campus Plans for unexcused absences and tardies consequences.</p> <p>Update all playgrounds to meet safety measures.</p> <p>Update all Life Skills units including DRMS.</p> <p>Provide SS Curriculum</p> <p>DRHS Single Point of Entry</p>

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

15:56:45 From Rufina Adams to Everyone:  
April DPDMC Meeting, April 21, 2022, 4 pm

15:57:01 From jessica.longo to Everyone:  
Jessica Longo

15:58:09 From Mrs. Hill to Everyone:  
Cristy Hill-Garfield

15:58:19 From maria elena Faz-Enriquez to Everyone:  
maria elena faz-enriquez

15:58:26 From stephen.thomas to Everyone:  
Stephen Thoams

15:58:51 From Joelda Espinoza to Everyone:  
JoElda Espinoza

16:00:39 From cynthia.dovalina to Everyone:  
Cynthia Dovalina

16:01:27 From katherine.billig to Everyone:  
Katie Billig

16:01:43 From bonita.gonzalez to Everyone:  
Bonita Gonzalez

16:01:47 From Tanya Serrano to Everyone:  
Tanya Serrano

16:02:48 From Aidee Garcia to Everyone:  
Hello Everyone.

16:03:01 From Jose's iPad to Everyone:  
Hi, Mr. Delgado

16:03:10 From Aidee Garcia to Everyone:  
Issues with my microphone and camera.

16:19:43 From bonita.gonzalez to Everyone:  
Good job, Mr. Thomas!

16:22:15 From stephen.thomas to Everyone:  
Thank You!

16:43:18 From carlos.rios to Everyone:  
Carlos Rios

16:43:20 From Billie Cruz to Everyone:  
Billie Jo Cruz-Lamar

17:06:00 From Joelda Espinoza to Everyone:  
Thank you everyone! I will now need to leave. Have a great evening!

**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



**P.O. DRAWER 428002**

**DEL RIO, TEXAS 78842**

**DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY**  
**2021-2022**

***Statement of Purpose***

The San Felipe Del Rio Consolidated Independent School District Board of Trustees recognizes that family-school partnerships that focus on academics and social values strengthen the student-school and family dynamic that is critical for student success. The purpose of the District Parent and Family Engagement Policy is to build capacity of schools through meaningful parent family engagement and communication. To this end, the District supports the purpose for the Parent and Family Engagement Policy as a commitment to establish and maintain open lines of meaningful, two-way communication between home, school, community and other stakeholders.

**1. The District and parents of students in Title I Programs shall develop jointly with, agree on with, and distribute to parents a written Parent and Family Engagement Policy. The policy shall be incorporated into a District plan developed under the Every Student Succeeds Act (ESSA), Section 1116(b).**

- The District invites representative parents from each campus, administrators and other District personnel to be part of the Parental Policy Review Committee.
- The District will convene an annual meeting of the Parental Policy Review Committee to provide information with regard to the Parental Involvement Survey.
- Parents and other members of the review committee have the opportunity discuss the items, suggest development of new items and reach a consensus for each policy item.
- The District Parent and Family Engagement Policy is placed on the District website and sent to each campus for distribution to parents. It is sent home with the students along with the corresponding school's parental policy.

**2. Involve parents in the joint development of the District plan, including the Parent and Family Engagement Policy, ESSA, Section 1116(a)(2)(A) and the process of school review and improvement. The District will ensure that:**

- District parents from the campuses are invited to participate in the District Planning and Decision Making Committee (DPDM) committee and meetings.
- District parents from the campuses are invited to apply for parental positions in the District School Health Advisory Council (SHAC). Each SHAC term is 2 years and the SHAC must meet a minimum of 4 times per year.
- Parents are involved in the planning, review, and evaluation of ESSA Title I, Part A.
- Parents are involved in the planning and review of the District Parent and Family Engagement Policy.

**3. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance under ESSA, Section 1116(a)(2)(B).**

- The District provides training for parents on how to use computers and tablets issued to students to support their academic success. The district provides training to parents on student grade access.
- Literacy training, computer training classes and General Education Development (G.E.D.) preparation sessions and Citizenship classes are provided for parents of District students.
- Federal Programs staff will conduct campus visits and obtain documentation to monitor and support Title I, Part A and parent Family Engagement Policy.

**4. Each District Title I campus will develop a *School-Family Compact*, under ESSA, Section 1116(d).**

**The compact will:**

- Be revised annually at the beginning of school by a committee of staff and parents.
- Describe the responsibilities of parents, students, and school personnel to improve student achievement.
- Describe how the school will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Describe the teacher grade entry and attendance policy procedures.
- Describe how parents can support student learning.
- Describe how the school and parents will establish on-going communication.
- Describe how the parent-teacher conferences will be scheduled.
- Distribute to all District parents by their respective campus.

**5. The District will build the schools' and parents' capacity for strong parental engagement. Opportunities for strong parental involvement will be addressed through these trainings, meetings and other activities under ESSA, Section 1116(e)(f):**

- The District recruits and includes parents in the School Health Advisory Council (SHAC).
- Language Proficiency Assessment Committee (LPAC), campus meetings with the principal and parental trainings at the campus and District level.
- Training will be provided at campuses to educate teachers, counselors, principals and other staff in the value and utility of contributions of parents / families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs, and build ties between the parents and the schools.
- Parental Aides will be used for parental Involvement activities.
- Each campus will provide materials and training to help parents work with their children. Each Title I Parental Aide will provide a minimum of eight trainings for parents throughout the school year. Campuses with two parental aides will provide 16 trainings.
- The District will provide training for parents in understanding federal, state and local assessment standards and how they can monitor their children's progress, through parental trainings at the campus.
- Provide parents with information on campus and District procedures on how to address concerns, and how to access teachers, administrators and other personnel.
- Through home visits, phone calls, and other media, Parental Aides at each campus will reach out to parents of all students and form relationships that build trust and respect for their culture and values.
- Parental Aides will make frequent home visits to support student achievement and attendance including visits to deliver positive comments about students as well.
- Federal Programs personnel participate in agency and community group meetings and trainings.
- The District shall establish and maintain a Migrant Parent Advisory Council (PAC).
- The District includes parents in the Planning and Decision Making (DPDM) meetings.

**6. The District, to the extent feasible and appropriate, coordinates and integrates Parent and Family Engagement strategies with parental activities and/or meetings and offers classes to parents of current district students under ESSA, Section, 1116(e)(13)(14):**

- The District provides Parent Education Services to parents of current district students at Annex II.
- Monthly community trainings and presentations are offered to parents at Annex II.

**7. The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand under ESSA, Section(e)(5):**

- Information distributed to parents in English and Spanish.

- Meetings and trainings are conducted in English and Spanish.
  - Translators for parents are available at all meetings.
- 8. SFDRCIDSD conducts, with the involvement of parents, an annual survey to evaluate the content and effectiveness of the parental involvement policy in improving the academic quality of schools, including identification of barriers to greater participation by parents, particularly those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background under ESSA, Section 1116(a)(D) . The survey will include:**
- Questions to evaluate the effectiveness of the Title I Parental Program.
  - Questions to determine if parental involvement is increasing.
  - Questions to identify barriers prohibiting participation by parents.
  - The results of the survey will be used to design strategies that will improve student achievement.
- 9. Parent engagement will increase when compared to the previous school year’s data under ESSA, Section(a)(1)(11). Documentation will be used determine the Parental Involvement progress:**
- Parental / Title I survey
  - Parental accountability data
  - Previous three year’s data
- 10. The District will involve parents in the activities of the schools served under ESSA, Section 1116(a)(2)(F). Parental Involvement: Campuses will invite and engage parents in activities of the campus including student performances, and other special events.**
- Each school will host a minimum of two Title I parent meetings at two different times with flexible times.
  - Parental involvement presentations and training
  - District and campus Parental Policy review Committee
  - Athletic events
  - Band performances
  - Choir performances
  - Academic awards and recognition presentation
  - Drama presentations



# SAN FELIPE DEL RIO

*Consolidated Independent School District*



P.O. DRAWER 428002

DEL RIO, TEXAS 78842-8002

## DISTRITO POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS 2021-2022

### Declaración de propósito

La Junta de Síndicos del Distrito Escolar Independiente Consolidado de San Felipe del Río reconoce que las alianzas entre familias y escuelas que se centran en lo académico y los valores sociales fortalecen la dinámica de la escuela y la escuela que es crítica para el éxito de los estudiantes. El propósito de la Política de participación de padres y familias del distrito es desarrollar la capacidad de las escuelas a través de la participación y comunicación significativa de padres y familias. Con este fin, el Distrito apoya el propósito de la Política de participación de los padres y la familia como un compromiso para establecer y mantener líneas abiertas de comunicación significativa y bidireccional entre el hogar, la escuela, la comunidad y otras partes interesadas.

**1. El Distrito y los padres de los estudiantes en los Programas del Título I desarrollarán conjuntamente, acordarán y distribuirán a los padres una Política escrita de participación de los padres y la familia. La política se incorporará a un plan del Distrito desarrollado bajo la Ley de cada estudiante exitoso (ESSA), Sección 1116(b).**

- El Distrito invita a los padres representativos de cada campus, administradores y otro personal del Distrito a formar parte del Comité de Revisión de Políticas Parentales.
- El Distrito convocará una reunión anual del Comité de Revisión de Políticas Parentales para proporcionar información con respecto a la Encuesta de Participación de los Padres.
- Los padres y otros miembros del Comité de Revisión tienen la oportunidad de discutir los ítems, sugerir el desarrollo de nuevos ítems y alcanzar un consenso para cada ítem de política.
- La Política de participación de padres y familias del distrito se coloca en el sitio web del distrito y se envía a cada campus para su distribución a los padres. Se envía a casa con los estudiantes junto con la política parental de la escuela correspondiente.

**2. Involucrar a los padres en el desarrollo conjunto del plan del Distrito, incluida la Política de participación de padres y familias, ESSA, Sección 1116(a)(2)(A) y el proceso de revisión y mejora escolar. El distrito se asegurará de que:**

- Los padres del distrito de los planteles están invitados a participar en la planificación y toma de decisiones del distrito. Comité (DPDM) comité y reuniones.
- Los padres del distrito de los planteles están invitados a solicitar puestos de padres en el Distrito Escolar de Salud Consejo Asesor (SHAC). Cada plazo de SHAC es de 2 años y el SHAC debe cumplir con un mínimo de 4 veces por año.
- Los padres participan en la planificación, revisión y evaluación de ESSA Título I, Parte A.

- Los padres participan en la planificación y revisión de la Política de participación de padres y familias del distrito.
- 3. Proporcionar la coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes logro y rendimiento escolar bajo ESSA, Sección 1116(a)(2)(B).**
- El Distrito brinda capacitación para padres sobre cómo usar las computadoras y tabletas que se entregan a los estudiantes para apoyar su éxito académico. El distrito brinda capacitación a los padres sobre el acceso de grado estudiantil.
  - Capacitación de alfabetización, clases de capacitación en computación y sesiones de preparación para el Desarrollo de la Educación General (G.E.D.), clases de alfabetización y ciudadanía para padres de estudiantes del Distrito.
  - El personal de los Programas Federales realizará visitas al campus y obtendrá documentación para monitorear y apoyar el Título I, Parte A y la Política de participación de padres y familias.
- 4. Cada campus del Título I del Distrito desarrollará un Compacto Escuela-Familia, bajo ESSA, Sección 1116(d). El pacto:**
- Ser revisado anualmente al comienzo de la escuela por un comité de personal y padres.
  - Describa las responsabilidades de los padres, los alumnos y el personal escolar para mejorar el rendimiento de los alumnos.
  - Describa cómo la escuela proporcionará currículo e instrucción de alta calidad en un ambiente de aprendizaje eficaz y de apoyo.
  - Describa los procedimientos de la política de entrada y asistencia de grado de maestro. Describa cómo los padres pueden apoyar el aprendizaje de los alumnos.
  - Describa cómo la escuela y los padres establecerán una comunicación continua.
  - Describa cómo se programarán las conferencias de padres y maestros.
  - Distribuir a todos los padres del Distrito por su respectivo plantel.
- 5. El Distrito construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres. Las oportunidades para una fuerte participación de los padres se abordarán a través de estos entrenamientos, reuniones y otras actividades bajo ESSA, Sección 1116(e)(f):**
- El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC)
  - Comité de evaluación del dominio del idioma (LPAC), reuniones del campus con el director y capacitaciones para padres a nivel del plantel y distrito.
  - Se proporcionará capacitación en los planteles para educar a los maestros, consejeros, directores y otro personal sobre el valor y utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuela.
  - El Distrito recluta e incluye a los padres en el Consejo Asesor de Salud Escolar (SHAC).

- Comité de evaluación del dominio del idioma (LPAC, por sus siglas en inglés), reuniones en el plantel con el director y capacitaciones para padres a nivel de plantel y distrito.
- Se proporcionará capacitación en los plantel para educar a los maestros, consejeros, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres / familias, y sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales; implementar y coordinar programas para padres, y construir lazos entre los padres y las escuelas.
- Los ayudantes de los padres se utilizarán para actividades de participación de los padres.
- Cada plantel proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos. Cada asistente parental de Título I proporcionará un mínimo de ocho entrenamientos para padres durante el año escolar. Los planteles con dos ayudantes de padres proporcionarán 16 entrenamientos.
- El Distrito proporcionará capacitación a los padres para comprender los estándares de evaluación federales, estatales y locales y cómo pueden monitorear el progreso de sus hijos, a través de capacitaciones para padres en el plantel.
- Brindar a los padres información sobre los procedimientos del plantel y del distrito sobre cómo abordar las preocupaciones y cómo acceder a los maestros, administradores y otro personal.
- A través de visitas domiciliarias, llamadas telefónicas y otros medios, los Padres Auxiliares en cada plantel se comunicarán con los padres de todos los estudiantes y formarán relaciones que generen confianza y respeto por su cultura y valores.
- Los asistentes de los padres harán visitas frecuentes al hogar para apoyar el logro y la asistencia de los estudiantes, incluidas visitas para ofrecer comentarios positivos sobre los estudiantes también.
- El personal de Programas Federales participa en reuniones y capacitaciones de agencias y grupos comunitarios
- El Distrito establecerá y mantendrá un Consejo Asesor de Padres Migrantes (PAC).
- El Distrito incluye a los padres en las reuniones de Planificación y Toma de Decisiones (DPDM).

**6. El Distrito, en la medida de lo posible y apropiado, coordina e integra las estrategias de participación de los padres y la familia con las actividades y / o reuniones de los padres y ofrece clases a los padres de los estudiantes actuales del distrito bajo ESSA, Sección, (e)(13)(14) :**

- El Distrito proporciona servicios de educación para padres a los padres de los estudiantes actuales del distrito en el Anexo II.
- Reuniones comunitarias mensuales, entrenamientos y presentaciones se ofrecen a los padres en el Anexo II.

**7. El Distrito asegurará que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envían a los padres de los niños participantes en un formato y, en la medida practicable, en un idioma que los padres puedan entender bajo ESSA, Sección (e)(5).**

- Información distribuida a los padres en inglés y español.
- Las reuniones y capacitaciones se llevan a cabo en inglés y español.
- Traductores para padres están disponibles en todas las reuniones.

**8. SFDRICISD realiza, con la participación de los padres, una encuesta anual para evaluar el contenido y la efectividad de la política de participación de los padres en la mejora de la calidad académica de las escuelas, incluida la identificación de barreras para una mayor participación de los padres, particularmente aquellos que están en desventaja económica, discapacitados, tienen dominio limitado del inglés, alfabetización limitada o son de cualquier origen racial o étnico minoritario bajo ESSA, Sección 1116(a)(D). La encuesta incluirá:**

- Preguntas para evaluar la efectividad del Programa para padres Título I.
- Preguntas para determinar si la participación de los padres está aumentando.
- Preguntas para identificar las barreras que prohíben la participación de los padres.
- Los resultados de la encuesta se utilizarán para diseñar estrategias que mejorarán el rendimiento de los estudiantes.

**9. La participación de los padres aumentará en comparación con los datos del año escolar anterior según ESSA, Sección(e)(1)(11) Se utilizará la documentación para determinar el progreso de la Participación de los padres:**

- Encuesta de padres / Título I
- Datos de responsabilidad parental
- Datos de los tres años anteriores.

**10. El Distrito involucrará a los padres en las actividades de las escuelas atendidas por ESSA, Sección 1116 (a)(2)(F).**

Participación de los padres: los planteles invitarán e involucrarán a los padres en las actividades del plantel, incluidas las presentaciones de los estudiantes y otros eventos especiales.

- Cada escuela organizará un mínimo de dos reuniones de padres de Título I en dos momentos diferentes con horarios flexibles.
- Presentación y capacitación de participación de los padres.
- Comité de revisión de políticas parentales del distrito y del plantel.
- Eventos atléticos.
- Actuaciones de la banda.
- Actuaciones del coro.
- Entrega de premios y reconocimientos académicos.
- Presentaciones de drama.

## What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

## Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

## Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

## Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDR CISD District and School Website

**SAN FELIPE  
DEL RIO CISD**

**Office of  
Federal and  
State Programs**



**School-Parent  
Compact  
2021-2022**

# GOALS FOR STUDENT ACHIEVEMENT– Students, Parents, Teachers, Schools

## SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

## SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

## SFDR CISD District Goals

**District Goal 1 – Student Performance**  
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

**District Goal 2 – Finance**  
The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

**District Goal 3 – Communication**  
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

**District Goal 4 – Del Rio Middle School**  
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

**District Goal 5 – Literacy**-The District shall prioritize reading as a skill for lifelong learning.

## School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

- As a teacher, I agree to:
- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Rufina Adams

Director of Federal and State Programs

902 Cantu Road

Del Rio, Texas 78840

830-778-4153

rufina.adams@sfdrcisd.org

## Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

## Student Agreement

As a student, I agree to:

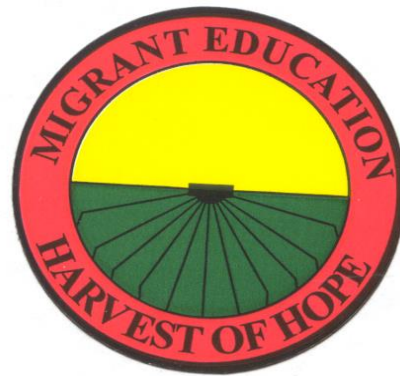
- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.



**SAN FELIPE DEL RIO**  
*Consolidated Independent School District*



**Migrant Education Program**  
**Title I, Part C**



**Priority for Services (PFS) Action Plan**  
**2021-2022**

# **SAN FELIPE DEL RIO CISD**

## **Migrant Education Program Staff**

### **2021-2022**

As part of the Division of ESSA Program Coordination, the SFDR-CISD Migrant Education Program will provide supplemental resources aimed at helping migrant students achieve academic success, as outlined in Title I, Part C of Every Student Succeeds Act (ESSA). The SFDR-CISD staff will provide the coordination of supplemental resources, which include the following:

- \*Identification and Recruitment of Migratory Children in the District;
- \*Collection and Exchange of Data through the use of the New Generation System (NGS) Database;
  - \*District Migrant Parent Advisory Council (PAC);
  - \*Migrant Reading Is Fundamental (RIF) Program;
- \*Summer Migrant Program: Mathematics Achievement Success (MAS);
  - \*Coordination with the Texas Migrant Interstate Program; and
  - \*Graduation Enhancement.

* Ruby Adams, Federal and State Program Director	778-4124
* Alejandra Villarreal, Accountant Assistant	778-4156
* Alma Santellanes, Migrant Program Secretary	778-4153
* Mary Martinez, Identification and Recruitment (ID & R)	778-4151
* Graciela Hernandez, New Generation System (NGS)	778-4145



# Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) requires that Migrant Education Program funds should first be used to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school.

Migrant children are eligible for services under the regular Title I, Part A on the same basis as other children. MEP funds are intended to supplement services provided under Part A and other programs to meet the needs of migrant students that arise from their migrant status.

Both the State's Consolidated Application to the U.S. Department of Education and the State's comprehensive needs assessment delineate how the activities and services of the SFDR-CISD are assessed, delivered, and evaluated based on addressing the indentified needs of the District's migrant student population.



# Priority for Service (PFS) Action Plan for Migrant Students



As part of the ESSA Consolidated Application for Federal Funding, Part 3 of Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for San Felipe Del Rio CISD	
Grades 3rd to 12th	Students who failed one or more section of the STAAR, or are LEP Exempt, ARD Exempt, Absent, or were not enrolled in a Texas school during the STAAR testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; <b>and</b> have their school interrupted during the previous or current regular school year.
Grades K - 2nd	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overaged for their current grade level <b>and</b> have their school interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 3, Every Student Succeeds Act (ESSA) Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**San Felipe Del Rio Consolidated Independent School District**  
**Migrant Priority for Services Action Plan**

**2021-2022**

**GOALS:**

To provide supplemental services to meet the needs of Migrant identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.

**OBJECTIVES:**

- PFS students will have access to supplemental instructional and support services.
- PFS students will be on grade level within 2 years.
- PFS students will meet the state academic achievement standard (STAAR/EOC).
- Parents of PFS students will be informed of their child's academic progress and the instructional services provided.
- PFS students will graduate with a high school diploma.

Program/Activities	Timeline	Person(s) Responsible	Documentation
<b>MONITOR: Priority of Service (PFS) monthly reports to identify migrant children and youth who require priority access to MEP services.</b>			
Run monthly NGS PFS reports to identify Migrant children and Youth who require priority access to MEP services	Aug - On going	NGS Specialist	Electronically Read/Received Data Sheets PFS Monthly Reports
Monthly and quarterly rosters/reports provided to campus principals and counselors of all PFS	Aug-June	Federal & State Prog. Dir. NGS Specialist	PFS Action Plans PFS Monthly Reports
<b>Monitor: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining students success, including timelines for achieving stated goals and objectives.</b>			
PFS Action Plan review PFS Campus/School trainings	Aug- On-going	Federal & State Prog. Dir.	Meetings Minutes Sign-In Sheets Virtual Meeting Chat Logs
MEP staff will coordinate the PFS Action Plan utilizing the new district calendar, Local Needs Assessment and other data to identify when and what services will be provided for PFS students for the coming year.	Sept-May	Federal & State Prog. Dir Migrant Recruiter LNAC	Meeting Minutes Sign-In Sheets Virtual Meeting Chat Logs
Finalize draft for uploading with District Improvement Plan before school starts.	July - August	Federal & State Prog. Dir	Meeting Minutes Sign-In Sheets

**San Felipe Del Rio Consolidated Independent School District**

**Migrant Priority for Services Action Plan**

2021-2022

**Communicate: The progress and determine the needs of PFS Migrant Students.**

Required Activities	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the PFS criteria and update NGS PFS Reports.	September-August	Federal & State Prog. Dir	Email documentation
During the academic calendar, the Title I Part C Migrant Coordinator or MEP staff will provide parents of PFS students the information on the PFS criteria.	September-August	Federal & State Prog. Dir NGS Specialist Recruiter PAC Officers	Phone contact logs Email documentation Office visits/Home visits
During the academic calendar year, the Federal Programs Director or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children.	September-August	Federal & State Prog. Dir MEP Staff	Office visits/Home visits Community visits  Phone/Virtual meetings

**Provide services to PFS Migrant students.**

The District's Federal Program Director or MEP staff will use the PFS reports to give priority placement to these students in Migrant Education program activities.	September-August	Federal & State Prog. Dir MEP Staff	Email documentation Parent Contact Virtual Meetings
The District's Federal Program Director or MEP staff will ensure that PFS students receive Priority access to instructional services as well as social workers and community social service agencies.	September-August	Federal & State Prog. Dir MEP Staff	Email documentation Community Resource List Supplemental Distribution Forms
The District's Federal Program Director or MEP staff will determine what Federal, State, or Local programs for PFS students.	September-August	Federal & State Prog. Dir MEP Staff	Student Participation List Invoices Virtual Meetings Community Agencies
Parent meetings to provide community resources and services.	September-August	Federal & State Prog. Dir MEP Staff	Virtual Meetings Phone contact logs

## 2021–2022 SFDRCIDSD – ESSA Funding Amounts

Name of Grant Program	Fund	Begin Date	End Date	Planning Amount
Title I, Part A - Improving Basic Programs	211	7/1/2021	9/30/2022	\$ 3,327,430.00
Title I, Part C - Migrant	212	7/1/2021	9/30/2022	\$ 176,973.00
Title II, Part A - Supporting Effective Instruction	255	7/1/2021	9/30/2022	\$ 444,020.00
Title III, Part A - ELA	263	7/1/2021	9/30/2022	\$ 175,499.00
Title IV, Part A, Subpart 1 - Student Support & Academic Enrichment Program	289	7/1/2021	9/30/2022	\$ 250,246.00

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State;

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --

**(aa)** the specific weight of the indicators in such differentiation;

**(bb)** the methodology by which the State differentiates all such schools;

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement;

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

**Part (i)(VI)** the exit criteria established by the State, including the length of years established.

*On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)*

*Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).*

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	67%	67%	<b>58%</b>	89%	56%	95%	-	*	-	*	51%	82%	43%	60%	28%	55%	61%	50%	33%	-	100%
	CWD	42%	38%	<b>43%</b>	-	40%	*	-	*	-	-	40%	56%	43%	-	20%	45%	40%	*	*	-	-
	CWOD	70%	70%	<b>60%</b>	89%	58%	94%	-	*	-	*	52%	85%	-	60%	29%	57%	63%	53%	40%	-	100%
	EL	54%	40%	<b>28%</b>	-	28%	*	-	*	-	*	27%	43%	20%	29%	28%	22%	36%	40%	*	-	-
	Male	64%	64%	<b>55%</b>	*	53%	94%	-	*	-	*	48%	79%	45%	57%	22%	55%	-	42%	*	-	*
	Female	70%	69%	<b>61%</b>	100%	58%	95%	-	*	-	-	53%	85%	40%	63%	36%	-	61%	60%	*	-	100%
Mathematics	All Students	61%	62%	<b>46%</b>	78%	44%	76%	-	*	-	*	38%	70%	32%	48%	27%	49%	43%	27%	33%	-	82%
	CWD	40%	38%	<b>32%</b>	-	30%	*	-	*	-	-	29%	44%	32%	-	20%	38%	20%	*	*	-	-
	CWOD	64%	65%	<b>48%</b>	78%	45%	82%	-	*	-	*	40%	74%	-	48%	28%	51%	45%	32%	40%	-	82%
	EL	51%	39%	<b>27%</b>	-	27%	*	-	*	-	*	26%	36%	20%	28%	27%	28%	26%	0%	*	-	-
	Male	63%	64%	<b>49%</b>	*	46%	88%	-	*	-	*	41%	76%	38%	51%	28%	49%	-	17%	*	-	*

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	59%	43%	86%	41%	65%	-	*	-	-	35%	66%	20%	45%	26%	-	43%	40%	*	-	71%
<b>Grade 4</b>																						
Reading	All Students	62%	60%	55%	60%	53%	77%	-	-	-	*	47%	77%	27%	59%	25%	48%	61%	38%	*	-	83%
	CWD	34%	31%	27%	-	26%	60%	-	-	-	-	22%	50%	27%	-	21%	29%	24%	*	-	-	*
	CWOD	66%	65%	59%	60%	58%	79%	-	-	-	*	52%	81%	-	59%	26%	53%	66%	50%	*	-	82%
	EL	48%	32%	25%	-	25%	-	-	-	-	-	25%	29%	21%	26%	25%	23%	27%	*	-	-	-
	Male	59%	57%	48%	*	47%	70%	-	-	-	*	42%	67%	29%	53%	23%	48%	-	*	*	-	88%
	Female	66%	65%	61%	*	59%	88%	-	-	-	*	53%	88%	24%	66%	27%	-	61%	*	-	-	*
Mathematics	All Students	58%	59%	44%	60%	41%	75%	-	-	-	*	35%	71%	25%	47%	24%	43%	44%	13%	*	-	75%
	CWD	35%	33%	25%	-	25%	33%	-	-	-	-	23%	35%	25%	-	11%	26%	24%	*	-	-	*
	CWOD	62%	63%	47%	60%	44%	82%	-	-	-	*	37%	77%	-	47%	26%	47%	47%	17%	*	-	82%
	EL	46%	35%	24%	-	24%	-	-	-	-	-	22%	57%	11%	26%	24%	28%	19%	*	-	-	-
	Male	61%	60%	43%	*	41%	65%	-	-	-	*	35%	68%	26%	47%	28%	43%	-	*	*	-	75%
	Female	56%	57%	44%	*	41%	88%	-	-	-	*	35%	75%	24%	47%	19%	-	44%	*	-	-	*
<b>Grade 5</b>																						
Reading	All Students	72%	69%	63%	*	62%	79%	-	71%	-	*	56%	83%	30%	70%	22%	60%	67%	50%	*	-	88%
	CWD	41%	39%	30%	-	29%	*	-	-	-	-	25%	60%	30%	-	4%	28%	33%	*	-	-	*
	CWOD	77%	74%	70%	*	69%	77%	-	71%	-	*	64%	85%	-	70%	27%	67%	72%	64%	*	-	83%
	EL	61%	34%	22%	-	22%	-	-	*	-	-	24%	0%	4%	27%	22%	19%	25%	*	-	-	-
	Male	69%	66%	60%	*	59%	76%	-	*	-	-	53%	80%	28%	67%	19%	60%	-	67%	*	-	100%
	Female	76%	73%	67%	-	66%	81%	-	83%	-	*	60%	87%	33%	72%	25%	-	67%	33%	-	-	*
Mathematics	All Students	69%	68%	59%	*	57%	70%	-	100%	-	*	52%	77%	35%	63%	34%	57%	60%	39%	*	-	75%
	CWD	47%	44%	35%	-	34%	*	-	-	-	-	34%	47%	35%	-	19%	37%	33%	*	-	-	*
	CWOD	73%	72%	63%	*	62%	68%	-	100%	-	*	57%	80%	-	63%	39%	62%	64%	50%	*	-	67%
	EL	59%	47%	34%	-	34%	-	-	*	-	-	37%	10%	19%	39%	34%	31%	39%	*	-	-	-
	Male	70%	66%	57%	*	57%	59%	-	*	-	-	51%	75%	37%	62%	31%	57%	-	44%	*	-	100%
	Female	69%	69%	60%	-	58%	81%	-	100%	-	*	53%	79%	33%	64%	39%	-	60%	33%	-	-	*
Science	All Students	61%	60%	47%	*	46%	63%	-	57%	-	*	39%	71%	23%	52%	15%	50%	44%	22%	*	-	75%
	CWD	36%	35%	23%	-	21%	*	-	-	-	-	21%	33%	23%	-	0%	23%	22%	*	-	-	*
	CWOD	65%	64%	52%	*	51%	60%	-	57%	-	*	43%	74%	-	52%	20%	56%	48%	29%	*	-	67%
	EL	43%	30%	15%	-	15%	-	-	*	-	-	17%	0%	0%	20%	15%	15%	16%	*	-	-	-
	Male	63%	62%	50%	*	49%	69%	-	*	-	-	42%	73%	23%	56%	15%	50%	-	33%	*	-	100%
	Female	59%	58%	44%	-	43%	56%	-	67%	-	*	36%	68%	22%	48%	16%	-	44%	11%	-	-	*
<b>Grade 6</b>																						
Reading	All Students	62%	59%	51%	*	51%	61%	-	*	*	*	45%	72%	11%	59%	9%	46%	57%	24%	*	-	86%
	CWD	29%	27%	11%	*	11%	0%	-	-	-	*	10%	18%	11%	-	4%	15%	5%	*	-	-	*
	CWOD	66%	63%	59%	*	58%	88%	-	*	*	*	53%	79%	-	59%	11%	54%	65%	27%	*	-	100%
	EL	40%	23%	9%	-	10%	*	-	*	-	-	9%	10%	4%	11%	9%	13%	4%	*	-	-	*
	Male	58%	54%	46%	*	46%	30%	-	*	*	*	41%	62%	15%	54%	13%	46%	-	0%	*	-	*
	Female	65%	63%	57%	*	56%	85%	-	-	-	-	50%	86%	5%	65%	4%	-	57%	50%	-	-	*

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	67%	65%	<b>61%</b>	*	60%	74%	-	*	*	*	56%	79%	29%	68%	31%	62%	60%	71%	*	-	86%
	CWD	40%	40%	<b>29%</b>	*	28%	43%	-	-	-	*	27%	41%	29%	-	15%	34%	21%	*	-	-	*
	CWOD	70%	69%	<b>68%</b>	*	67%	88%	-	*	*	*	63%	83%	-	68%	36%	70%	66%	73%	*	-	100%
	EL	51%	38%	<b>31%</b>	-	31%	*	-	*	-	-	31%	40%	15%	36%	31%	35%	26%	*	-	-	*
	Male	68%	66%	<b>62%</b>	*	62%	50%	-	*	*	*	58%	75%	34%	70%	35%	62%	-	56%	*	-	*
	Female	66%	65%	<b>60%</b>	*	58%	92%	-	-	-	-	54%	83%	21%	66%	26%	-	60%	88%	-	-	*
<b>Grade 7</b>																						
Reading	All Students	69%	66%	<b>64%</b>	*	64%	68%	*	*	-	-	59%	82%	25%	71%	21%	58%	71%	43%	17%	-	100%
	CWD	34%	30%	<b>25%</b>	*	25%	*	-	-	-	-	22%	50%	25%	-	10%	23%	30%	*	-	-	-
	CWOD	73%	71%	<b>71%</b>	*	71%	71%	*	*	-	-	67%	85%	-	71%	25%	66%	76%	44%	17%	-	100%
	EL	46%	29%	<b>21%</b>	-	20%	-	*	*	-	-	21%	*	10%	25%	21%	22%	20%	*	-	-	-
	Male	64%	60%	<b>58%</b>	*	58%	65%	-	*	-	-	52%	78%	23%	66%	22%	58%	-	29%	*	-	*
	Female	73%	72%	<b>71%</b>	-	71%	75%	*	*	-	-	67%	87%	30%	76%	20%	-	71%	71%	*	-	-
Mathematics	All Students	55%	55%	<b>42%</b>	*	43%	40%	*	*	-	-	38%	59%	16%	47%	17%	45%	40%	35%	20%	-	60%
	CWD	31%	27%	<b>16%</b>	*	16%	*	-	-	-	-	16%	17%	16%	-	7%	16%	16%	*	-	-	-
	CWOD	58%	59%	<b>47%</b>	*	48%	43%	*	*	-	-	42%	62%	-	47%	21%	52%	43%	35%	20%	-	60%
	EL	34%	24%	<b>17%</b>	-	17%	-	*	*	-	-	16%	*	7%	21%	17%	24%	10%	*	-	-	-
	Male	54%	55%	<b>45%</b>	*	45%	47%	-	*	-	-	40%	58%	16%	52%	24%	45%	-	31%	*	-	*
	Female	55%	55%	<b>40%</b>	-	40%	25%	*	*	-	-	35%	59%	16%	43%	10%	-	40%	43%	*	-	*
<b>Grade 8</b>																						
Reading	All Students	73%	69%	<b>63%</b>	*	63%	67%	*	-	-	-	60%	73%	32%	68%	36%	54%	72%	60%	*	-	-
	CWD	38%	35%	<b>32%</b>	*	33%	*	-	-	-	-	29%	50%	32%	-	27%	39%	19%	*	*	-	-
	CWOD	77%	73%	<b>68%</b>	*	68%	73%	*	-	-	-	67%	76%	-	68%	38%	58%	79%	75%	*	-	-
	EL	49%	39%	<b>36%</b>	-	38%	*	*	-	-	-	35%	*	27%	38%	36%	32%	41%	*	*	-	-
	Male	67%	63%	<b>54%</b>	*	54%	78%	*	-	-	-	53%	63%	39%	58%	32%	54%	-	40%	*	-	-
	Female	78%	75%	<b>72%</b>	*	72%	56%	-	-	-	-	69%	83%	19%	79%	41%	-	72%	70%	*	-	-
Mathematics	All Students	61%	59%	<b>41%</b>	*	41%	63%	*	-	-	-	36%	61%	19%	46%	25%	40%	43%	15%	*	-	-
	CWD	34%	28%	<b>19%</b>	*	20%	*	-	-	-	-	15%	45%	19%	-	20%	22%	14%	*	*	-	-
	CWOD	64%	64%	<b>46%</b>	*	45%	71%	*	-	-	-	41%	63%	-	46%	27%	44%	47%	20%	*	-	-
	EL	41%	38%	<b>25%</b>	-	25%	*	*	-	-	-	24%	*	20%	27%	25%	32%	18%	*	*	-	-
	Male	59%	57%	<b>40%</b>	*	38%	89%	*	-	-	-	35%	59%	22%	44%	32%	40%	-	*	*	-	-
	Female	63%	62%	<b>43%</b>	*	43%	29%	-	-	-	-	38%	64%	14%	47%	18%	-	43%	11%	-	-	-
Science	All Students	67%	64%	<b>53%</b>	*	53%	77%	*	*	-	-	46%	75%	20%	59%	20%	54%	53%	31%	*	-	*
	CWD	37%	30%	<b>20%</b>	*	21%	*	-	-	-	-	18%	33%	20%	-	27%	27%	7%	*	*	-	-
	CWOD	71%	68%	<b>59%</b>	*	58%	87%	*	*	-	-	52%	79%	-	59%	18%	60%	58%	38%	*	-	*
	EL	40%	29%	<b>20%</b>	-	21%	*	*	-	-	-	18%	*	27%	18%	20%	21%	18%	*	*	-	-
	Male	67%	64%	<b>54%</b>	*	52%	93%	*	*	-	-	47%	75%	27%	60%	21%	54%	-	*	*	-	*
	Female	67%	64%	<b>53%</b>	*	53%	58%	-	-	-	-	46%	76%	7%	58%	18%	-	53%	33%	-	-	-
<b>End of Course</b>																						



Texas Education Agency  
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SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	66%	65%	<b>64%</b>	*	63%	95%	-	*	-	*	58%	74%	29%	69%	27%	56%	73%	64%	*	-	86%
	CWD	30%	30%	<b>29%</b>	-	28%	*	-	-	-	-	28%	32%	29%	-	7%	31%	25%	*	*	-	*
	CWOD	70%	70%	<b>69%</b>	*	68%	100%	-	*	-	*	63%	80%	-	69%	30%	61%	77%	67%	*	-	*
	EL	34%	28%	<b>27%</b>	-	27%	-	-	*	-	-	26%	32%	7%	30%	27%	22%	35%	-	*	-	-
	Male	61%	59%	<b>56%</b>	*	54%	94%	-	*	-	-	51%	65%	31%	61%	22%	56%	-	60%	*	-	*
	Female	72%	72%	<b>73%</b>	*	73%	100%	-	*	-	*	67%	83%	25%	77%	35%	-	73%	67%	*	-	*
English II	All Students	70%	70%	<b>68%</b>	50%	67%	86%	-	*	-	*	63%	76%	30%	73%	25%	62%	74%	55%	*	-	89%
	CWD	32%	32%	<b>30%</b>	*	31%	*	-	-	-	-	28%	36%	30%	-	32%	26%	38%	*	-	-	*
	CWOD	74%	75%	<b>73%</b>	56%	72%	94%	-	*	-	*	69%	80%	-	73%	24%	68%	77%	61%	*	-	100%
	EL	34%	27%	<b>25%</b>	*	25%	-	-	*	-	-	27%	21%	32%	24%	25%	23%	28%	*	-	-	-
	Male	65%	65%	<b>62%</b>	60%	61%	84%	-	-	-	*	59%	66%	26%	68%	23%	62%	-	47%	*	-	100%
	Female	76%	76%	<b>74%</b>	40%	74%	88%	-	*	-	*	67%	85%	38%	77%	28%	-	74%	80%	-	-	*
Algebra I	All Students	72%	69%	<b>69%</b>	*	68%	89%	-	*	-	-	64%	78%	41%	72%	41%	62%	75%	83%	*	-	83%
	CWD	44%	39%	<b>41%</b>	-	38%	*	-	-	-	-	30%	63%	41%	-	19%	35%	54%	*	*	-	*
	CWOD	75%	73%	<b>72%</b>	*	72%	88%	-	*	-	-	68%	80%	-	72%	46%	68%	77%	90%	*	-	*
	EL	54%	45%	<b>41%</b>	-	42%	-	-	*	-	-	40%	47%	19%	46%	41%	36%	49%	-	*	-	-
	Male	68%	63%	<b>62%</b>	*	61%	88%	-	*	-	-	58%	72%	35%	68%	36%	62%	-	*	*	-	*
	Female	76%	74%	<b>75%</b>	*	75%	91%	-	*	-	-	70%	84%	54%	77%	49%	-	75%	75%	*	-	*
Biology	All Students	81%	78%	<b>75%</b>	60%	74%	94%	-	*	-	*	69%	84%	40%	79%	38%	72%	78%	77%	*	-	83%
	CWD	52%	47%	<b>40%</b>	-	37%	80%	-	-	-	-	34%	50%	40%	-	13%	42%	34%	*	*	-	*
	CWOD	84%	83%	<b>79%</b>	60%	79%	96%	-	*	-	*	74%	88%	-	79%	42%	78%	81%	82%	*	-	*
	EL	56%	41%	<b>38%</b>	*	38%	-	-	*	-	-	37%	41%	13%	42%	38%	34%	42%	-	*	-	-
	Male	79%	76%	<b>72%</b>	*	70%	95%	-	-	-	-	66%	82%	42%	78%	34%	72%	-	67%	*	-	*
	Female	83%	81%	<b>78%</b>	*	78%	92%	-	*	-	*	72%	85%	34%	81%	42%	-	78%	86%	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	38%	38%	<b>28%</b>	89%	25%	57%	-	*	-	*	19%	56%	19%	29%	7%	25%	32%	27%	0%	-	82%
	CWD	23%	19%	<b>19%</b>	-	18%	*	-	*	-	-	14%	38%	19%	-	7%	22%	12%	*	*	-	-
	CWOD	40%	41%	<b>29%</b>	89%	26%	61%	-	*	-	*	20%	58%	-	29%	7%	25%	33%	32%	0%	-	82%
	EL	24%	15%	<b>7%</b>	-	7%	*	-	*	-	*	6%	14%	7%	7%	7%	5%	9%	0%	*	-	-
	Male	36%	36%	<b>25%</b>	*	23%	53%	-	*	-	*	17%	53%	22%	25%	5%	25%	-	17%	*	-	*
	Female	40%	41%	<b>32%</b>	100%	28%	60%	-	*	-	-	22%	59%	12%	33%	9%	-	32%	40%	*	-	86%
Mathematics	All Students	30%	31%	<b>20%</b>	44%	17%	54%	-	*	-	*	13%	42%	19%	21%	5%	21%	19%	14%	0%	-	55%
	CWD	21%	19%	<b>19%</b>	-	16%	*	-	*	-	-	19%	19%	19%	-	7%	24%	8%	*	*	-	-
	CWOD	31%	33%	<b>21%</b>	44%	18%	58%	-	*	-	*	13%	45%	-	21%	5%	21%	20%	16%	0%	-	55%
	EL	20%	13%	<b>5%</b>	-	5%	*	-	*	-	*	3%	21%	7%	5%	5%	5%	5%	0%	*	-	-
	Male	33%	35%	<b>21%</b>	*	18%	59%	-	*	-	*	15%	43%	24%	21%	5%	21%	-	17%	*	-	*
	Female	27%	27%	<b>19%</b>	43%	17%	50%	-	*	-	-	12%	41%	8%	20%	5%	-	19%	10%	*	-	57%
<b>Grade 4</b>																						

Texas Education Agency  
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SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	32%	27%	60%	25%	54%	-	-	-	*	18%	57%	15%	30%	9%	23%	33%	13%	*	-	67%
	CWD	20%	16%	15%	-	15%	20%	-	-	-	-	10%	35%	15%	-	16%	15%	16%	*	-	-	*
	CWOD	38%	35%	30%	60%	27%	59%	-	-	-	*	20%	60%	-	30%	8%	24%	35%	17%	*	-	73%
	EL	22%	10%	9%	-	9%	-	-	-	-	-	8%	29%	16%	8%	9%	3%	15%	*	-	-	-
	Male	34%	30%	23%	*	21%	43%	-	-	-	*	14%	48%	15%	24%	3%	23%	-	*	*	-	63%
	Female	38%	35%	33%	*	30%	69%	-	-	-	*	22%	67%	16%	35%	15%	-	33%	*	-	-	*
Mathematics	All Students	35%	34%	21%	60%	19%	45%	-	-	-	*	14%	43%	14%	22%	7%	21%	20%	0%	*	-	50%
	CWD	22%	20%	14%	-	14%	17%	-	-	-	-	11%	25%	14%	-	11%	15%	14%	*	-	-	*
	CWOD	37%	36%	22%	60%	19%	50%	-	-	-	*	14%	45%	-	22%	7%	23%	21%	0%	*	-	55%
	EL	23%	14%	7%	-	7%	-	-	-	-	-	8%	0%	11%	7%	7%	8%	6%	*	-	-	-
	Male	38%	36%	21%	*	19%	43%	-	-	-	*	14%	44%	15%	23%	8%	21%	-	*	*	-	63%
	Female	32%	31%	20%	*	18%	47%	-	-	-	*	14%	41%	14%	21%	6%	-	20%	*	-	-	*
<b>Grade 5</b>																						
Reading	All Students	45%	41%	32%	*	32%	33%	-	57%	-	*	24%	55%	15%	36%	4%	30%	35%	6%	*	-	50%
	CWD	22%	20%	15%	-	15%	*	-	-	-	-	12%	40%	15%	-	0%	14%	18%	*	-	-	*
	CWOD	49%	44%	36%	*	35%	32%	-	57%	-	*	27%	57%	-	36%	5%	33%	38%	7%	*	-	50%
	EL	30%	14%	4%	-	4%	-	-	*	-	-	5%	0%	0%	5%	4%	3%	6%	*	-	-	-
	Male	42%	38%	30%	*	29%	35%	-	*	-	-	22%	53%	14%	33%	3%	30%	-	11%	*	-	60%
	Female	49%	44%	35%	-	35%	31%	-	67%	-	*	27%	58%	18%	38%	6%	-	35%	0%	-	-	*
Mathematics	All Students	43%	40%	32%	*	31%	48%	-	71%	-	*	25%	52%	15%	35%	13%	32%	32%	11%	*	-	63%
	CWD	24%	23%	15%	-	15%	*	-	-	-	-	14%	27%	15%	-	0%	18%	11%	*	-	-	*
	CWOD	46%	43%	35%	*	34%	48%	-	71%	-	*	28%	54%	-	35%	16%	35%	36%	14%	*	-	67%
	EL	30%	19%	13%	-	13%	-	-	*	-	-	14%	0%	0%	16%	13%	13%	12%	*	-	-	-
	Male	45%	41%	32%	*	31%	53%	-	*	-	-	25%	53%	18%	35%	13%	32%	-	22%	*	-	80%
	Female	42%	39%	32%	-	31%	44%	-	83%	-	*	26%	51%	11%	36%	12%	-	32%	0%	-	-	*
Science	All Students	30%	29%	17%	*	15%	38%	-	43%	-	*	10%	36%	14%	17%	4%	22%	11%	0%	*	-	63%
	CWD	20%	20%	14%	-	13%	*	-	-	-	-	12%	27%	14%	-	0%	17%	9%	*	-	-	*
	CWOD	32%	30%	17%	*	15%	37%	-	43%	-	*	10%	37%	-	17%	5%	23%	11%	0%	*	-	50%
	EL	14%	11%	4%	-	4%	-	-	*	-	-	5%	0%	0%	5%	4%	4%	4%	*	-	-	-
	Male	34%	33%	22%	*	20%	50%	-	*	-	-	14%	45%	17%	23%	4%	22%	-	0%	*	-	100%
	Female	27%	24%	11%	-	9%	25%	-	50%	-	*	6%	26%	9%	11%	4%	-	11%	0%	-	-	*
<b>Grade 6</b>																						
Reading	All Students	32%	29%	24%	*	23%	35%	-	*	*	*	17%	48%	8%	27%	1%	21%	27%	12%	*	-	57%
	CWD	16%	15%	8%	*	8%	0%	-	-	-	*	6%	18%	8%	-	0%	12%	0%	*	-	-	*
	CWOD	34%	31%	27%	*	26%	50%	-	*	*	*	19%	52%	-	27%	1%	24%	31%	13%	*	-	67%
	EL	13%	6%	1%	-	1%	*	-	*	-	-	0%	10%	0%	1%	1%	0%	2%	*	-	-	*
	Male	30%	27%	21%	*	21%	10%	-	*	*	*	15%	42%	12%	24%	0%	21%	-	0%	*	-	*
	Female	34%	30%	27%	*	25%	54%	-	-	-	-	19%	57%	0%	31%	2%	-	27%	25%	-	-	*

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	35%	33%	30%	*	29%	39%	-	*	*	*	23%	52%	12%	34%	8%	33%	27%	6%	*	-	57%
	CWD	19%	18%	12%	*	11%	14%	-	-	-	*	10%	24%	12%	-	4%	16%	5%	*	-	-	*
	CWOD	37%	36%	34%	*	33%	50%	-	*	*	*	27%	56%	-	34%	10%	37%	30%	7%	*	-	67%
	EL	18%	12%	8%	-	8%	*	-	*	-	-	8%	10%	4%	10%	8%	12%	4%	*	-	-	*
	Male	37%	35%	33%	*	33%	30%	-	*	*	*	27%	51%	16%	37%	12%	33%	-	0%	*	-	*
	Female	33%	31%	27%	*	26%	46%	-	-	-	-	19%	55%	5%	30%	4%	-	27%	13%	-	-	*
<b>Grade 7</b>																						
Reading	All Students	44%	41%	39%	*	39%	48%	*	*	-	-	34%	57%	15%	44%	7%	37%	43%	24%	17%	-	80%
	CWD	20%	16%	15%	*	15%	*	-	-	-	-	12%	42%	15%	-	3%	14%	16%	*	-	-	-
	CWOD	48%	45%	44%	*	43%	52%	*	*	-	-	39%	58%	-	44%	8%	42%	46%	22%	17%	-	80%
	EL	20%	10%	7%	-	7%	-	*	*	-	-	6%	*	3%	8%	7%	10%	4%	*	-	-	-
	Male	41%	37%	37%	*	36%	53%	-	*	-	-	31%	55%	14%	42%	10%	37%	-	21%	*	-	*
	Female	48%	45%	43%	-	43%	38%	*	*	-	-	38%	60%	16%	46%	4%	-	43%	29%	*	-	*
Mathematics	All Students	26%	26%	16%	*	16%	20%	*	*	-	-	12%	27%	6%	18%	3%	15%	17%	5%	0%	-	40%
	CWD	16%	14%	6%	*	6%	*	-	-	-	-	6%	0%	6%	-	3%	4%	8%	*	-	-	-
	CWOD	28%	27%	18%	*	17%	24%	*	*	-	-	14%	30%	-	18%	3%	17%	18%	6%	0%	-	40%
	EL	10%	6%	3%	-	3%	-	*	*	-	-	3%	*	3%	3%	3%	4%	2%	*	-	-	-
	Male	27%	25%	15%	*	14%	24%	-	*	-	-	10%	28%	4%	17%	4%	15%	-	8%	*	-	*
	Female	26%	26%	17%	-	17%	13%	*	*	-	-	15%	26%	8%	18%	2%	-	17%	0%	*	-	*
<b>Grade 8</b>																						
Reading	All Students	45%	40%	26%	*	26%	39%	*	-	-	-	23%	39%	9%	29%	11%	17%	36%	20%	*	-	-
	CWD	21%	15%	9%	*	10%	*	-	-	-	-	8%	17%	9%	-	13%	11%	6%	*	*	-	-
	CWOD	48%	43%	29%	*	29%	47%	*	-	-	-	26%	43%	-	29%	10%	18%	40%	25%	*	-	-
	EL	19%	13%	11%	-	11%	*	*	-	-	-	11%	*	13%	10%	11%	6%	16%	*	*	-	-
	Male	40%	33%	17%	*	16%	56%	*	-	-	-	15%	28%	11%	18%	6%	17%	-	20%	*	-	-
	Female	51%	46%	36%	*	36%	22%	-	-	-	-	33%	50%	6%	40%	16%	-	36%	20%	*	-	-
Mathematics	All Students	36%	34%	14%	*	13%	31%	*	-	-	-	11%	25%	7%	15%	11%	10%	17%	8%	*	-	-
	CWD	20%	17%	7%	*	7%	*	-	-	-	-	4%	27%	7%	-	13%	11%	0%	*	*	-	-
	CWOD	38%	37%	15%	*	14%	36%	*	-	-	-	13%	24%	-	15%	11%	10%	19%	10%	*	-	-
	EL	17%	13%	11%	-	12%	*	*	-	-	-	10%	*	13%	11%	11%	11%	12%	*	*	-	-
	Male	35%	33%	10%	*	9%	44%	*	-	-	-	9%	18%	11%	10%	11%	10%	-	*	*	-	-
	Female	37%	36%	17%	*	17%	14%	-	-	-	-	13%	31%	0%	19%	12%	-	17%	11%	-	-	-
Science	All Students	42%	38%	30%	*	28%	62%	*	*	-	-	23%	50%	11%	33%	10%	29%	30%	19%	*	-	*
	CWD	22%	16%	11%	*	11%	*	-	-	-	-	8%	25%	11%	-	13%	15%	3%	*	*	-	-
	CWOD	45%	41%	33%	*	31%	70%	*	*	-	-	26%	52%	-	33%	9%	32%	33%	23%	*	-	*
	EL	16%	12%	10%	-	10%	*	*	-	-	-	9%	*	13%	9%	10%	13%	6%	*	*	-	-
	Male	43%	38%	29%	*	27%	79%	*	*	-	-	23%	49%	15%	32%	13%	29%	-	*	*	-	*
	Female	42%	38%	30%	*	30%	42%	-	-	-	-	24%	50%	3%	33%	6%	-	30%	17%	-	-	*
<b>End of Course</b>																						

Texas Education Agency  
2021 Federal Report Card  
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	49%	47%	44%	*	43%	73%	-	*	-	*	37%	56%	14%	48%	8%	37%	51%	36%	*	-	57%
	CWD	19%	18%	14%	-	14%	*	-	-	-	-	12%	16%	14%	-	7%	13%	14%	*	*	-	*
	CWOD	53%	51%	48%	*	47%	84%	-	*	-	*	41%	61%	-	48%	8%	42%	54%	33%	*	-	*
	EL	16%	10%	8%	-	8%	-	-	*	-	-	6%	16%	7%	8%	8%	7%	10%	-	*	-	-
	Male	44%	41%	37%	*	35%	75%	-	*	-	-	31%	49%	13%	42%	7%	37%	-	20%	*	-	*
	Female	55%	54%	51%	*	51%	67%	-	*	-	*	44%	64%	14%	54%	10%	-	51%	50%	*	-	*
English II	All Students	57%	55%	51%	50%	51%	71%	-	*	-	*	44%	63%	13%	57%	10%	43%	60%	25%	*	-	89%
	CWD	22%	20%	13%	*	14%	*	-	-	-	-	14%	12%	13%	-	12%	13%	14%	*	-	-	*
	CWOD	60%	60%	57%	56%	56%	81%	-	*	-	*	49%	69%	-	57%	10%	48%	64%	28%	*	-	100%
	EL	18%	11%	10%	*	10%	-	-	*	-	-	9%	13%	12%	10%	10%	13%	7%	*	-	-	-
	Male	51%	49%	43%	60%	42%	58%	-	-	-	*	38%	52%	13%	48%	13%	43%	-	20%	*	-	100%
	Female	63%	62%	60%	40%	59%	88%	-	*	-	*	51%	76%	14%	64%	7%	-	60%	40%	-	-	*
Algebra I	All Students	40%	37%	34%	*	32%	61%	-	*	-	-	27%	46%	13%	36%	12%	30%	37%	50%	*	-	67%
	CWD	20%	18%	13%	-	11%	*	-	-	-	-	10%	20%	13%	-	6%	14%	11%	*	*	-	*
	CWOD	42%	39%	36%	*	35%	63%	-	*	-	-	30%	49%	-	36%	13%	34%	39%	50%	*	-	*
	EL	20%	12%	12%	-	12%	-	-	*	-	-	10%	20%	6%	13%	12%	6%	21%	-	*	-	-
	Male	38%	33%	30%	*	29%	59%	-	*	-	-	26%	40%	14%	34%	6%	30%	-	*	*	-	*
	Female	43%	40%	37%	*	36%	64%	-	*	-	-	29%	51%	11%	39%	21%	-	37%	38%	*	-	*
Biology	All Students	54%	48%	40%	40%	39%	69%	-	*	-	*	32%	54%	18%	43%	9%	40%	40%	46%	*	-	67%
	CWD	25%	22%	18%	-	18%	20%	-	-	-	-	16%	21%	18%	-	6%	19%	14%	*	*	-	*
	CWOD	57%	51%	43%	40%	42%	78%	-	*	-	*	34%	58%	-	43%	9%	44%	42%	45%	*	-	*
	EL	21%	12%	9%	*	9%	-	-	*	-	-	8%	14%	6%	9%	9%	10%	7%	-	*	-	-
	Male	52%	47%	40%	*	38%	65%	-	-	-	-	33%	53%	19%	44%	10%	40%	-	33%	*	-	*
	Female	55%	49%	40%	*	39%	75%	-	*	-	*	31%	54%	14%	42%	7%	-	40%	57%	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	19%	17%	11%	33%	10%	30%	-	*	-	*	6%	27%	3%	12%	2%	10%	13%	9%	0%	-	55%
	CWD	7%	5%	3%	-	3%	*	-	*	-	-	2%	6%	3%	-	0%	4%	0%	*	*	-	-
	CWOD	21%	19%	12%	33%	11%	33%	-	*	-	*	7%	29%	-	12%	2%	11%	14%	11%	0%	-	55%
	EL	11%	5%	2%	-	2%	*	-	*	-	*	2%	7%	0%	2%	2%	1%	3%	0%	*	-	-
	Male	17%	16%	10%	*	9%	29%	-	*	-	*	6%	24%	4%	11%	1%	10%	-	17%	*	-	*
	Female	20%	19%	13%	43%	11%	30%	-	*	-	-	7%	29%	0%	14%	3%	-	13%	0%	*	-	57%
Mathematics	All Students	14%	14%	7%	11%	6%	27%	-	*	-	*	3%	20%	5%	7%	1%	7%	7%	0%	0%	-	27%
	CWD	7%	6%	5%	-	6%	*	-	*	-	-	7%	0%	5%	-	0%	8%	0%	*	*	-	-
	CWOD	15%	15%	7%	11%	6%	30%	-	*	-	*	3%	22%	-	7%	1%	7%	8%	0%	0%	-	27%
	EL	8%	5%	1%	-	1%	*	-	*	-	*	0%	7%	0%	1%	1%	1%	0%	0%	*	-	-
	Male	16%	16%	7%	*	6%	18%	-	*	-	*	4%	20%	8%	7%	1%	7%	-	0%	*	-	*
	Female	12%	12%	7%	14%	5%	35%	-	*	-	-	3%	20%	0%	8%	0%	-	7%	0%	*	-	29%
<b>Grade 4</b>																						

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	17%	14%	11%	40%	9%	28%	-	-	-	*	5%	28%	1%	13%	2%	9%	12%	0%	*	-	25%
	CWD	6%	5%	1%	-	1%	0%	-	-	-	-	0%	5%	1%	-	0%	2%	0%	*	-	-	*
	CWOD	19%	15%	13%	40%	11%	32%	-	-	-	*	6%	31%	-	13%	2%	11%	14%	0%	*	-	27%
	EL	8%	3%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	*	-	-	-
	Male	16%	13%	9%	*	8%	22%	-	-	-	*	4%	26%	2%	11%	2%	9%	-	*	*	-	25%
	Female	19%	15%	12%	*	11%	38%	-	-	-	*	7%	31%	0%	14%	2%	-	12%	*	-	-	*
Mathematics	All Students	21%	18%	9%	40%	7%	33%	-	-	-	*	4%	22%	1%	10%	2%	8%	9%	0%	*	-	33%
	CWD	9%	5%	1%	-	1%	0%	-	-	-	-	0%	5%	1%	-	0%	0%	3%	*	-	-	*
	CWOD	23%	20%	10%	40%	8%	38%	-	-	-	*	5%	24%	-	10%	2%	10%	9%	0%	*	-	36%
	EL	11%	5%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	*	-	-	-
	Male	23%	20%	8%	*	7%	30%	-	-	-	*	6%	16%	0%	10%	2%	8%	-	*	*	-	38%
	Female	18%	15%	9%	*	7%	35%	-	-	-	*	3%	28%	3%	9%	2%	-	9%	*	-	-	*
<b>Grade 5</b>																						
Reading	All Students	29%	25%	18%	*	18%	21%	-	43%	-	*	12%	35%	5%	21%	1%	16%	20%	0%	*	-	25%
	CWD	8%	7%	5%	-	5%	*	-	-	-	-	2%	20%	5%	-	0%	5%	4%	*	-	-	*
	CWOD	33%	28%	21%	*	20%	23%	-	43%	-	*	15%	37%	-	21%	1%	19%	23%	0%	*	-	33%
	EL	15%	3%	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	0%	2%	*	-	-	-
	Male	27%	23%	16%	*	16%	29%	-	*	-	-	10%	34%	5%	19%	0%	16%	-	0%	*	-	40%
	Female	32%	27%	20%	-	20%	13%	-	50%	-	*	15%	37%	4%	23%	2%	-	20%	0%	-	-	*
Mathematics	All Students	24%	20%	15%	*	14%	36%	-	43%	-	*	10%	29%	5%	17%	5%	16%	14%	6%	*	-	63%
	CWD	9%	8%	5%	-	5%	*	-	-	-	-	3%	20%	5%	-	0%	8%	2%	*	-	-	*
	CWOD	26%	22%	17%	*	15%	35%	-	43%	-	*	12%	30%	-	17%	7%	18%	15%	7%	*	-	67%
	EL	14%	8%	5%	-	5%	-	-	*	-	-	6%	0%	0%	7%	5%	6%	4%	*	-	-	-
	Male	25%	21%	16%	*	14%	53%	-	*	-	-	11%	32%	8%	18%	6%	16%	-	11%	*	-	80%
	Female	23%	19%	14%	-	13%	19%	-	50%	-	*	9%	27%	2%	15%	4%	-	14%	0%	-	-	*
Science	All Students	12%	11%	7%	*	6%	22%	-	14%	-	*	3%	16%	2%	7%	3%	9%	4%	0%	*	-	38%
	CWD	6%	5%	2%	-	1%	*	-	-	-	-	1%	7%	2%	-	0%	3%	0%	*	-	-	*
	CWOD	13%	12%	7%	*	7%	20%	-	14%	-	*	4%	17%	-	7%	3%	10%	5%	0%	*	-	33%
	EL	4%	3%	3%	-	3%	-	-	*	-	-	3%	0%	0%	3%	3%	3%	2%	*	-	-	-
	Male	14%	13%	9%	*	8%	38%	-	*	-	-	4%	22%	3%	10%	3%	9%	-	0%	*	-	60%
	Female	10%	8%	4%	-	4%	6%	-	17%	-	*	2%	10%	0%	5%	2%	-	4%	0%	-	-	*
<b>Grade 6</b>																						
Reading	All Students	14%	11%	9%	*	9%	13%	-	*	*	*	7%	17%	3%	11%	0%	9%	10%	6%	*	-	14%
	CWD	6%	5%	3%	*	2%	0%	-	-	-	*	2%	6%	3%	-	0%	4%	0%	*	-	-	*
	CWOD	16%	13%	11%	*	10%	19%	-	*	*	*	8%	18%	-	11%	0%	10%	12%	7%	*	-	17%
	EL	4%	2%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*	-	-	*
	Male	13%	11%	9%	*	8%	0%	-	*	*	*	6%	16%	4%	10%	0%	9%	-	0%	*	-	*
	Female	16%	13%	10%	*	10%	23%	-	-	-	-	8%	18%	0%	12%	0%	-	10%	13%	-	-	*

Texas Education Agency  
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SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	15%	12%	11%	*	11%	22%	-	*	*	*	8%	21%	2%	13%	3%	11%	11%	0%	*	-	43%
	CWD	7%	7%	2%	*	2%	0%	-	-	-	*	2%	0%	2%	-	0%	3%	0%	*	-	-	*
	CWOD	16%	13%	13%	*	12%	31%	-	*	*	*	9%	24%	-	13%	4%	13%	13%	0%	*	-	50%
	EL	5%	5%	3%	-	3%	*	-	*	-	-	3%	10%	0%	4%	3%	4%	2%	*	-	-	*
	Male	16%	14%	11%	*	10%	20%	-	*	*	*	8%	20%	3%	13%	4%	11%	-	0%	*	-	*
	Female	13%	11%	11%	*	11%	23%	-	-	-	-	8%	23%	0%	13%	2%	-	11%	0%	-	-	*
<b>Grade 7</b>																						
Reading	All Students	25%	22%	20%	*	19%	24%	*	*	-	-	15%	35%	2%	23%	2%	17%	23%	10%	0%	-	60%
	CWD	9%	7%	2%	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*	-	-	-
	CWOD	27%	24%	23%	*	23%	29%	*	*	-	-	18%	38%	-	23%	3%	20%	26%	6%	0%	-	60%
	EL	8%	1%	2%	-	2%	-	*	*	-	-	2%	*	0%	3%	2%	4%	0%	*	-	-	-
	Male	22%	19%	17%	*	16%	29%	-	*	-	-	13%	30%	3%	20%	4%	17%	-	14%	*	-	*
	Female	28%	25%	23%	-	23%	13%	*	*	-	-	18%	42%	0%	26%	0%	-	23%	0%	*	-	*
Mathematics	All Students	11%	10%	5%	*	5%	16%	*	*	-	-	3%	13%	2%	6%	1%	4%	7%	0%	0%	-	20%
	CWD	6%	5%	2%	*	2%	*	-	-	-	-	2%	0%	2%	-	3%	1%	3%	*	-	-	-
	CWOD	12%	11%	6%	*	6%	19%	*	*	-	-	4%	14%	-	6%	0%	4%	8%	0%	0%	-	20%
	EL	3%	1%	1%	-	1%	-	*	*	-	-	1%	*	3%	0%	1%	0%	2%	*	-	-	-
	Male	11%	10%	4%	*	3%	18%	-	*	-	-	2%	9%	1%	4%	0%	4%	-	0%	*	-	*
	Female	11%	10%	7%	-	7%	13%	*	*	-	-	5%	18%	3%	8%	2%	-	7%	0%	*	-	*
<b>Grade 8</b>																						
Reading	All Students	21%	16%	7%	*	7%	11%	*	-	-	-	6%	8%	1%	8%	1%	3%	10%	7%	*	-	-
	CWD	6%	4%	1%	*	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	3%	*	*	-	-
	CWOD	22%	18%	8%	*	8%	13%	*	-	-	-	7%	9%	-	8%	1%	4%	11%	8%	*	-	-
	EL	5%	1%	1%	-	1%	*	*	-	-	-	1%	*	0%	1%	1%	0%	3%	*	*	-	-
	Male	17%	12%	3%	*	3%	22%	*	-	-	-	3%	7%	0%	4%	0%	3%	-	0%	*	-	-
	Female	25%	21%	10%	*	11%	0%	-	-	-	-	11%	9%	3%	11%	3%	-	10%	10%	*	-	-
Mathematics	All Students	10%	9%	2%	*	1%	6%	*	-	-	-	2%	1%	2%	1%	3%	2%	1%	0%	*	-	-
	CWD	7%	5%	2%	*	2%	*	-	-	-	-	3%	0%	2%	-	13%	4%	0%	*	*	-	-
	CWOD	11%	10%	1%	*	1%	7%	*	-	-	-	1%	1%	-	1%	0%	1%	1%	0%	*	-	-
	EL	3%	3%	3%	-	3%	*	*	-	-	-	3%	*	13%	0%	3%	5%	0%	*	*	-	-
	Male	10%	8%	2%	*	2%	11%	*	-	-	-	2%	0%	4%	1%	5%	2%	-	*	*	-	-
	Female	10%	10%	1%	*	1%	0%	-	-	-	-	1%	2%	0%	1%	0%	-	1%	0%	-	-	-
Science	All Students	23%	19%	12%	*	11%	38%	*	*	-	-	9%	22%	1%	14%	1%	10%	14%	6%	*	-	*
	CWD	10%	7%	1%	*	1%	*	-	-	-	-	0%	8%	1%	-	0%	2%	0%	*	*	-	-
	CWOD	25%	20%	14%	*	13%	43%	*	*	-	-	11%	23%	-	14%	2%	12%	15%	8%	*	-	*
	EL	5%	3%	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*	*	-	-
	Male	24%	19%	10%	*	8%	50%	*	*	-	-	7%	21%	2%	12%	0%	10%	-	*	*	-	*
	Female	22%	19%	14%	*	14%	25%	-	-	-	-	11%	23%	0%	15%	3%	-	14%	8%	-	-	*
<b>End of Course</b>																						

Texas Education Agency  
2021 Federal Report Card  
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	12%	9%	8%	*	8%	14%	-	*	-	*	6%	12%	8%	8%	1%	5%	11%	9%	*	-	14%
	CWD	4%	5%	8%	-	9%	*	-	-	-	-	9%	6%	8%	-	7%	9%	7%	*	*	-	*
	CWOD	13%	9%	8%	*	8%	16%	-	*	-	*	5%	13%	-	8%	1%	5%	11%	0%	*	-	*
	EL	1%	1%	1%	-	1%	-	-	*	-	-	1%	4%	7%	1%	1%	1%	2%	-	*	-	-
	Male	9%	6%	5%	*	5%	13%	-	*	-	-	4%	8%	9%	5%	1%	5%	-	20%	*	-	*
	Female	15%	11%	11%	*	11%	17%	-	*	-	*	8%	16%	7%	11%	2%	-	11%	0%	*	-	*
English II	All Students	11%	8%	6%	0%	6%	17%	-	*	-	*	4%	10%	4%	7%	1%	6%	7%	0%	*	-	44%
	CWD	5%	5%	4%	*	5%	*	-	-	-	-	6%	0%	4%	-	0%	6%	2%	*	-	-	*
	CWOD	11%	8%	7%	0%	6%	19%	-	*	-	*	4%	11%	-	7%	1%	6%	8%	0%	*	-	50%
	EL	1%	0%	1%	*	1%	-	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	*	-	-	-
	Male	8%	6%	6%	0%	5%	11%	-	-	-	*	4%	7%	6%	6%	1%	6%	-	0%	*	-	40%
	Female	14%	10%	7%	0%	6%	25%	-	*	-	*	4%	13%	2%	8%	0%	-	7%	0%	-	-	*
Algebra I	All Students	23%	19%	13%	*	13%	36%	-	*	-	-	10%	21%	10%	14%	4%	12%	15%	17%	*	-	50%
	CWD	8%	8%	10%	-	9%	*	-	-	-	-	10%	10%	10%	-	6%	9%	11%	*	*	-	*
	CWOD	24%	20%	14%	*	13%	38%	-	*	-	-	10%	22%	-	14%	4%	13%	15%	10%	*	-	*
	EL	9%	7%	4%	-	4%	-	-	*	-	-	3%	13%	6%	4%	4%	4%	5%	-	*	-	-
	Male	21%	17%	12%	*	11%	35%	-	*	-	-	10%	16%	9%	13%	4%	12%	-	*	*	-	*
	Female	25%	21%	15%	*	14%	36%	-	*	-	-	9%	25%	11%	15%	5%	-	15%	13%	*	-	*
Biology	All Students	21%	15%	11%	0%	11%	19%	-	*	-	*	7%	18%	10%	11%	4%	11%	11%	8%	*	-	50%
	CWD	7%	7%	10%	-	11%	0%	-	-	-	-	11%	9%	10%	-	6%	12%	7%	*	*	-	*
	CWOD	23%	15%	11%	0%	11%	22%	-	*	-	*	6%	19%	-	11%	3%	10%	12%	0%	*	-	*
	EL	4%	2%	4%	*	4%	-	-	*	-	-	3%	5%	6%	3%	4%	3%	4%	-	*	-	-
	Male	21%	15%	11%	*	10%	15%	-	-	-	-	8%	16%	12%	10%	3%	11%	-	17%	*	-	*
	Female	22%	14%	11%	*	11%	25%	-	*	-	*	6%	20%	7%	12%	4%	-	11%	0%	*	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	67%	65%	58%	64%	57%	76%	40%	68%	*	64%	51%	76%	28%	63%	26%	55%	61%	44%	35%	-	84%
	CWD	38%	35%	28%	0%	27%	49%	-	*	-	*	24%	43%	28%	-	14%	29%	25%	14%	38%	-	61%
	CWOD	71%	69%	63%	71%	62%	81%	40%	69%	*	70%	56%	79%	-	63%	29%	60%	65%	50%	35%	-	88%
	EL	47%	34%	26%	*	26%	8%	40%	23%	-	*	25%	30%	14%	29%	26%	25%	27%	27%	31%	-	*
	Male	65%	63%	55%	58%	54%	75%	*	67%	*	62%	49%	71%	29%	60%	25%	55%	-	39%	39%	-	86%
	Female	69%	68%	61%	71%	60%	77%	*	69%	-	67%	54%	80%	25%	65%	27%	-	61%	49%	30%	-	82%
Reading	All Students	68%	66%	61%	64%	60%	80%	*	61%	*	64%	55%	77%	28%	67%	24%	55%	67%	48%	41%	-	90%
	CWD	35%	33%	28%	*	27%	47%	-	*	-	*	24%	42%	28%	-	15%	28%	27%	14%	*	-	63%
	CWOD	72%	70%	67%	71%	66%	85%	*	65%	*	70%	61%	81%	-	67%	26%	61%	72%	54%	42%	-	94%
	EL	46%	32%	24%	*	24%	20%	*	17%	-	*	24%	25%	15%	26%	24%	22%	27%	33%	20%	-	*
	Male	63%	61%	55%	52%	54%	76%	*	50%	*	57%	50%	70%	28%	61%	22%	55%	-	38%	46%	-	91%
	Female	72%	71%	67%	78%	67%	85%	*	70%	-	*	61%	85%	27%	72%	27%	-	67%	59%	33%	-	88%

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Mathematics	All Students	65%	63%	<b>53%</b>	68%	52%	71%	*	82%	*	63%	46%	73%	28%	57%	28%	52%	54%	41%	30%	-	78%
	CWD	39%	36%	<b>28%</b>	*	27%	47%	-	*	-	*	25%	45%	28%	-	15%	30%	26%	16%	*	-	50%
	CWOD	68%	67%	<b>57%</b>	76%	56%	76%	*	81%	*	71%	50%	76%	-	57%	32%	58%	57%	46%	29%	-	81%
	EL	49%	38%	<b>28%</b>	-	29%	0%	*	40%	-	*	28%	38%	15%	32%	28%	30%	26%	22%	40%	-	*
	Male	65%	62%	<b>52%</b>	53%	51%	70%	*	88%	*	67%	46%	71%	30%	58%	30%	52%	-	38%	36%	-	78%
	Female	65%	64%	<b>54%</b>	85%	53%	73%	*	78%	-	*	46%	75%	26%	57%	26%	-	54%	44%	22%	-	77%
Science	All Students	70%	68%	<b>60%</b>	55%	59%	78%	*	56%	-	*	52%	78%	27%	65%	25%	59%	60%	40%	33%	-	82%
	CWD	42%	38%	<b>27%</b>	*	26%	60%	-	-	-	-	23%	43%	27%	-	11%	31%	21%	11%	*	-	*
	CWOD	74%	72%	<b>65%</b>	60%	64%	80%	*	56%	-	*	57%	82%	-	65%	28%	65%	64%	47%	*	-	85%
	EL	47%	33%	<b>25%</b>	*	25%	*	*	*	-	-	24%	31%	11%	28%	25%	23%	27%	17%	*	-	-
	Male	70%	68%	<b>59%</b>	86%	58%	86%	*	*	-	-	52%	77%	31%	65%	23%	59%	-	42%	*	-	89%
	Female	71%	68%	<b>60%</b>	*	60%	68%	-	57%	-	*	51%	79%	21%	64%	27%	-	60%	39%	*	-	75%
SAT/ACT All Subjects	All Students	95%	96%	<b>99%</b>	-	98%	100%	-	-	-	-	100%	98%	*	99%	-	100%	98%	-	-	-	-
	CWD	80%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	95%	96%	<b>99%</b>	-	98%	*	-	-	-	-	100%	98%	-	99%	-	100%	98%	-	-	-	-
	EL	74%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	98%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	*	100%	-	100%	-	-	-	-	-
	Female	94%	94%	<b>98%</b>	-	98%	*	-	-	-	-	100%	96%	-	98%	-	-	98%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	41%	38%	<b>30%</b>	49%	29%	50%	0%	50%	*	45%	23%	50%	13%	33%	8%	28%	33%	17%	17%	-	64%
	CWD	21%	18%	<b>13%</b>	0%	13%	17%	-	*	-	*	11%	23%	13%	-	6%	15%	10%	8%	38%	-	22%
	CWOD	44%	41%	<b>33%</b>	54%	32%	55%	0%	50%	*	50%	26%	53%	-	33%	8%	31%	35%	19%	13%	-	71%
	EL	20%	12%	<b>8%</b>	*	8%	0%	0%	8%	-	*	7%	13%	6%	8%	8%	7%	8%	7%	23%	-	*
	Male	40%	36%	<b>28%</b>	49%	27%	50%	*	44%	*	31%	21%	46%	15%	31%	7%	28%	-	15%	21%	-	62%
	Female	42%	39%	<b>33%</b>	49%	32%	49%	*	54%	-	67%	25%	53%	10%	35%	8%	-	33%	20%	10%	-	66%
Reading	All Students	44%	41%	<b>35%</b>	56%	34%	52%	*	39%	*	45%	28%	56%	13%	39%	7%	30%	41%	20%	18%	-	69%
	CWD	20%	18%	<b>13%</b>	*	13%	13%	-	*	-	*	11%	24%	13%	-	6%	14%	12%	10%	*	-	13%
	CWOD	47%	44%	<b>39%</b>	63%	38%	59%	*	41%	*	50%	31%	60%	-	39%	7%	34%	44%	23%	16%	-	78%
	EL	20%	11%	<b>7%</b>	*	7%	0%	*	0%	-	*	6%	13%	6%	7%	7%	6%	8%	5%	20%	-	*
	Male	40%	37%	<b>30%</b>	48%	29%	49%	*	25%	*	29%	23%	49%	14%	34%	6%	30%	-	15%	23%	-	64%
	Female	48%	45%	<b>41%</b>	67%	40%	56%	*	50%	-	*	33%	64%	12%	44%	8%	-	41%	27%	11%	-	77%
Mathematics	All Students	37%	34%	<b>25%</b>	43%	24%	44%	*	65%	*	38%	19%	43%	12%	27%	8%	24%	25%	13%	15%	-	55%
	CWD	21%	18%	<b>12%</b>	*	11%	20%	-	*	-	*	10%	20%	12%	-	5%	14%	8%	5%	*	-	17%
	CWOD	39%	36%	<b>27%</b>	48%	26%	49%	*	63%	*	43%	20%	45%	-	27%	9%	27%	27%	14%	12%	-	60%
	EL	20%	13%	<b>8%</b>	-	8%	0%	*	20%	-	*	8%	13%	5%	9%	8%	8%	8%	11%	20%	-	*
	Male	37%	35%	<b>24%</b>	47%	23%	45%	*	63%	*	33%	19%	42%	14%	27%	8%	24%	-	15%	18%	-	56%
	Female	36%	34%	<b>25%</b>	38%	24%	44%	*	67%	-	*	19%	44%	8%	27%	8%	-	25%	11%	11%	-	55%



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Science	All Students	43%	38%	30%	36%	28%	56%	*	44%	-	*	22%	48%	14%	32%	7%	31%	28%	19%	17%	-	71%
	CWD	22%	20%	14%	*	14%	20%	-	-	-	-	12%	23%	14%	-	5%	17%	9%	11%	*	-	*
	CWOD	46%	41%	32%	40%	31%	60%	*	44%	-	*	24%	51%	-	32%	8%	34%	30%	21%	*	-	77%
	EL	17%	12%	7%	*	7%	*	*	*	-	-	7%	11%	5%	8%	7%	8%	6%	0%	*	-	-
	Male	44%	39%	31%	57%	29%	64%	*	*	-	-	23%	50%	17%	34%	8%	31%	-	16%	*	-	78%
	Female	42%	37%	28%	*	28%	45%	-	43%	-	*	20%	46%	9%	30%	6%	-	28%	21%	*	-	63%
SAT/ACT All Subjects	All Students	69%	71%	57%	-	59%	40%	-	-	-	-	62%	55%	*	58%	-	73%	48%	-	-	-	-
	CWD	50%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	71%	58%	-	59%	*	-	-	-	-	62%	56%	-	58%	-	76%	48%	-	-	-	-
	EL	21%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	78%	73%	-	82%	*	-	-	-	-	86%	68%	*	76%	-	73%	-	-	-	-	-
	Female	65%	64%	48%	-	46%	*	-	-	-	-	53%	43%	-	48%	-	-	48%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	15%	10%	14%	9%	24%	0%	32%	*	18%	7%	19%	4%	11%	2%	9%	11%	4%	2%	-	38%
	CWD	7%	6%	4%	0%	4%	4%	-	*	-	*	3%	6%	4%	-	2%	5%	2%	8%	13%	-	11%
	CWOD	19%	16%	11%	16%	10%	27%	0%	33%	*	20%	8%	21%	-	11%	2%	10%	12%	3%	0%	-	43%
	EL	7%	3%	2%	*	2%	0%	0%	8%	-	*	2%	3%	2%	2%	2%	2%	2%	0%	8%	-	*
	Male	17%	14%	9%	12%	8%	25%	*	28%	*	8%	6%	18%	5%	10%	2%	9%	-	5%	4%	-	36%
	Female	19%	15%	11%	17%	10%	23%	*	35%	-	33%	7%	21%	2%	12%	2%	-	11%	3%	0%	-	41%
Reading	All Students	18%	15%	11%	18%	11%	21%	*	33%	*	27%	8%	20%	3%	12%	1%	9%	13%	5%	0%	-	34%
	CWD	6%	5%	3%	*	3%	0%	-	*	-	*	3%	5%	3%	-	1%	4%	2%	10%	*	-	0%
	CWOD	20%	16%	12%	20%	12%	25%	*	35%	*	30%	9%	22%	-	12%	1%	10%	14%	5%	0%	-	39%
	EL	7%	2%	1%	*	1%	0%	*	0%	-	*	1%	2%	1%	1%	1%	1%	1%	0%	0%	-	*
	Male	16%	13%	9%	14%	9%	20%	*	25%	*	14%	6%	17%	4%	10%	1%	9%	-	7%	0%	-	30%
	Female	21%	17%	13%	22%	13%	22%	*	40%	-	*	10%	23%	2%	14%	1%	-	13%	3%	0%	-	38%
Mathematics	All Students	17%	15%	9%	14%	8%	27%	*	35%	*	13%	6%	19%	4%	10%	3%	9%	9%	3%	5%	-	39%
	CWD	8%	6%	4%	*	4%	7%	-	*	-	*	3%	6%	4%	-	3%	5%	2%	5%	*	-	17%
	CWOD	18%	16%	10%	16%	9%	31%	*	38%	*	14%	6%	20%	-	10%	3%	10%	10%	2%	0%	-	42%
	EL	8%	5%	3%	-	3%	0%	*	20%	-	*	2%	6%	3%	3%	3%	3%	2%	0%	20%	-	*
	Male	18%	15%	9%	13%	8%	28%	*	25%	*	0%	6%	17%	5%	10%	3%	9%	-	4%	9%	-	37%
	Female	16%	14%	9%	15%	8%	26%	*	44%	-	*	5%	21%	2%	10%	2%	-	9%	2%	0%	-	41%
Science	All Students	19%	15%	10%	0%	9%	26%	*	22%	-	*	6%	19%	4%	11%	3%	10%	10%	4%	0%	-	53%
	CWD	8%	7%	4%	*	4%	10%	-	-	-	-	3%	8%	4%	-	2%	6%	2%	11%	*	-	*
	CWOD	20%	16%	11%	0%	10%	28%	*	22%	-	*	7%	20%	-	11%	3%	11%	11%	3%	*	-	62%
	EL	4%	2%	3%	*	3%	*	*	*	-	-	3%	3%	2%	3%	3%	2%	3%	0%	*	-	-
	Male	20%	16%	10%	0%	9%	32%	*	*	-	-	6%	19%	6%	11%	2%	10%	-	5%	*	-	56%
	Female	18%	14%	10%	*	10%	18%	-	14%	-	*	6%	18%	2%	11%	3%	-	10%	4%	*	-	50%

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SAT/ACT All Subjects	All Students	14%	10%	7%	-	6%	20%	-	-	-	-	0%	12%	*	7%	-	19%	0%	-	-	-	-
	CWD	11%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	14%	10%	7%	-	6%	*	-	-	-	-	0%	12%	-	7%	-	20%	0%	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	16%	19%	-	18%	*	-	-	-	-	0%	26%	*	20%	-	19%	-	-	-	-	-
	Female	11%	4%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.*

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020</b>													
All Students	85.4%	77.8%	85.1%	90.0%	*	80.0%	-	*	82.0%	85.1%	69.4%	60.9%	-
CWD	85.1%	-	84.4%	*	*	-	-	-	84.3%	85.1%	90.0%	100.0%	-
CWOD	85.4%	77.8%	85.2%	89.5%	-	80.0%	-	*	81.7%	-	67.6%	50.0%	-
EL	69.4%	-	69.8%	*	-	*	-	-	72.6%	90.0%	69.4%	*	-
Male	81.1%	80.0%	80.7%	85.7%	-	*	-	*	75.7%	87.5%	57.1%	53.8%	-
Female	89.6%	*	89.6%	92.3%	*	*	-	*	87.8%	78.9%	82.8%	70.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,475	111	8%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	33	42	32	50	13	50	*	42	27	15	12
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	64%	50%	64%	79%	*	*	-	*	60%	63%	35%

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

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	94%	94%	94%	90%	100%	96%	*	92%	94%	94%	92%	94%	97%	94%	94%	93%
	CWD	92%	100%	91%	92%	-	*	-	*	92%	90%	92%	-	96%	92%	91%	85%
	CWOD	94%	93%	95%	89%	100%	95%	*	91%	95%	94%	-	94%	97%	94%	95%	94%
	EL	97%	*	97%	94%	100%	100%	-	*	97%	95%	96%	97%	97%	97%	98%	91%
	Male	94%	91%	94%	90%	*	90%	*	100%	94%	94%	92%	94%	97%	94%	-	95%
	Female	94%	97%	94%	90%	*	100%	-	82%	94%	94%	91%	95%	98%	-	94%	90%
<b>Reading</b>	All Students	94%	98%	95%	91%	*	95%	*	92%	94%	95%	92%	95%	99%	94%	94%	93%
	CWD	92%	*	92%	92%	-	*	-	*	92%	90%	92%	-	96%	92%	92%	85%
	CWOD	95%	97%	95%	91%	*	94%	*	91%	95%	95%	-	95%	99%	95%	95%	94%
	EL	99%	*	99%	100%	*	100%	-	*	99%	97%	96%	99%	99%	98%	99%	100%
	Male	94%	95%	94%	91%	*	89%	*	100%	94%	95%	92%	95%	98%	94%	-	95%
	Female	94%	100%	95%	90%	*	100%	-	80%	94%	95%	92%	95%	99%	-	94%	90%
<b>Mathematics</b>	All Students	93%	90%	94%	89%	*	94%	*	89%	94%	92%	91%	94%	95%	93%	94%	92%
	CWD	91%	*	91%	91%	-	*	-	*	91%	90%	91%	-	94%	91%	90%	83%
	CWOD	94%	89%	94%	89%	*	94%	*	88%	94%	92%	-	94%	95%	94%	94%	94%
	EL	95%	-	95%	83%	*	100%	-	*	96%	91%	94%	95%	95%	95%	96%	86%
	Male	93%	88%	93%	89%	*	89%	*	100%	93%	92%	91%	94%	95%	93%	-	95%
	Female	94%	93%	94%	89%	*	100%	-	*	94%	92%	90%	94%	96%	-	94%	89%
<b>Science</b>	All Students	94%	92%	95%	90%	*	100%	-	*	94%	94%	92%	95%	96%	94%	95%	94%
	CWD	92%	*	92%	100%	-	-	-	-	94%	87%	92%	-	97%	93%	92%	90%
	CWOD	95%	91%	95%	89%	*	100%	-	*	94%	95%	-	95%	96%	94%	95%	95%
	EL	96%	*	96%	*	*	*	-	-	96%	95%	97%	96%	96%	95%	97%	75%
	Male	94%	88%	94%	88%	*	*	-	-	94%	94%	93%	94%	95%	94%	-	95%
	Female	95%	*	95%	93%	-	100%	-	*	95%	95%	92%	95%	97%	-	95%	93%
<b>SAT/ACT All Subjects</b>	All Students	49%	-	48%	71%	-	-	-	-	40%	57%	*	49%	0%	37%	62%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	49%	-	48%	67%	-	-	-	-	40%	56%	-	49%	0%	36%	62%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-
	Male	37%	-	34%	67%	-	-	-	-	21%	50%	*	36%	0%	37%	-	-
	Female	62%	-	61%	*	-	-	-	-	59%	64%	-	62%	-	-	62%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	6%	6%	6%	10%	0%	4%	*	8%	6%	6%	8%	6%	3%	6%	6%	7%
	CWD	8%	0%	9%	8%	-	*	-	*	8%	10%	8%	-	4%	8%	9%	15%
	CWOD	6%	7%	5%	11%	0%	5%	*	9%	5%	6%	-	6%	3%	6%	5%	6%
	EL	3%	*	3%	6%	0%	0%	-	*	3%	5%	4%	3%	3%	3%	2%	9%
	Male	6%	9%	6%	10%	*	10%	*	0%	6%	6%	8%	6%	3%	6%	-	5%

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	6%	3%	6%	10%	*	0%	-	18%	6%	6%	9%	5%	2%	-	6%	10%
<b>Reading</b>	All Students	6%	2%	5%	9%	*	5%	*	8%	6%	5%	8%	5%	1%	6%	6%	7%
	CWD	8%	*	8%	8%	-	*	-	*	8%	10%	8%	-	4%	8%	8%	15%
	CWOD	5%	3%	5%	9%	*	6%	*	9%	5%	5%	-	5%	1%	5%	5%	6%
	EL	1%	*	1%	0%	*	0%	-	*	1%	3%	4%	1%	1%	2%	1%	0%
	Male	6%	5%	6%	9%	*	11%	*	0%	6%	5%	8%	5%	2%	6%	-	5%
	Female	6%	0%	5%	10%	*	0%	-	20%	6%	5%	8%	5%	1%	-	6%	10%
<b>Mathematics</b>	All Students	7%	10%	6%	11%	*	6%	*	11%	6%	8%	9%	6%	5%	7%	6%	8%
	CWD	9%	*	9%	9%	-	*	-	*	9%	10%	9%	-	6%	9%	10%	17%
	CWOD	6%	11%	6%	11%	*	6%	*	12%	6%	8%	-	6%	5%	6%	6%	6%
	EL	5%	-	5%	17%	*	0%	-	*	4%	9%	6%	5%	5%	5%	4%	14%
	Male	7%	12%	7%	11%	*	11%	*	0%	7%	8%	9%	6%	5%	7%	-	5%
	Female	6%	7%	6%	11%	*	0%	-	*	6%	8%	10%	6%	4%	-	6%	11%
<b>Science</b>	All Students	6%	8%	5%	10%	*	0%	-	*	6%	6%	8%	5%	4%	6%	5%	6%
	CWD	8%	*	8%	0%	-	-	-	-	6%	13%	8%	-	3%	7%	8%	10%
	CWOD	5%	9%	5%	11%	*	0%	-	*	6%	5%	-	5%	4%	6%	5%	5%
	EL	4%	*	4%	*	*	*	-	-	4%	5%	3%	4%	4%	5%	3%	25%
	Male	6%	12%	6%	12%	*	*	-	-	6%	6%	7%	6%	5%	6%	-	5%
	Female	5%	*	5%	7%	-	0%	-	*	5%	5%	8%	5%	3%	-	5%	7%
<b>SAT/ACT All Subjects</b>	All Students	51%	-	52%	29%	-	-	-	-	60%	43%	*	51%	100%	63%	38%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	51%	-	52%	33%	-	-	-	-	60%	44%	-	51%	100%	64%	38%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-
	Male	63%	-	66%	33%	-	-	-	-	79%	50%	*	64%	100%	63%	-	-
	Female	38%	-	39%	*	-	-	-	-	41%	36%	-	38%	-	-	38%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	424	5	395	21	1	0	0	2	108		
	Female	224	2	220	1	0	0	0	1	47		
	Total	648	7	615	22	1	0	0	3	155		
<b>Out-of-School Suspensions</b>												
	Male	258	4	240	11	1	1	0	1	72		
	Female	115	1	113	0	0	0	0	1	27		
	Total	373	5	353	11	1	1	0	2	99		
<b>Expulsions</b>												
With Educational Services	Male	92	1	86	4	1	0	0	0	27		
	Female	39	0	39	0	0	0	0	0	11		
	Total	131	1	125	4	1	0	0	0	38		
Without Educational Services	Male	2	0	2	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	3	1	2	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	40	0	38	2	0	0	0	0	12		
	Female	26	2	22	2	0	0	0	0	4		
	Total	66	2	60	4	0	0	0	0	16		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	225	1	215	9	0	0	0	0	52		125
	Female	42	1	40	1	0	0	0	0	8		22
	Total	267	2	255	10	0	0	0	0	60		147
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	150	0	141	7	0	0	0	2	39		83
	Female	27	0	27	0	0	0	0	0	4		12
	Total	177	0	168	7	0	0	0	2	43		95
<b>Expulsions</b>												
With Educational Services	Male	44	0	43	0	0	0	0	1	9		25
	Female	9	0	9	0	0	0	0	0	1		3
	Total	53	0	52	0	0	0	0	1	10		28
Without Educational Services	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
Under Zero Tolerance Policies	Male	10	0	10	0	0	0	0	0	2		14
	Female	5	0	5	0	0	0	0	0	1		3
	Total	15	0	15	0	0	0	0	0	3		17
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	2	0	2	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		2
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	767	6	721	40	-	-	-	-	158	145	-
	Female	725	11	680	28	-	2	1	3	140	81	-
	Total	1,492	17	1,401	68	-	2	1	3	298	226	-

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight with a firearm or explosive device											0

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	<b>Total</b>
Incidents of physical attack or fight without a weapon	211
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	19
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	18
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	18
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	258	4	237	12	0	2	0	3	64	25
	Female	236	3	220	11	0	2	0	0	57	12
	Total	494	7	457	23	0	4	0	3	121	37
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	232	3	200	25	0	1	0	3	4	3
	Female	289	2	254	29	0	1	0	3	11	1
	Total	521	5	454	54	0	2	0	6	15	4
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	385	3	354	23	0	1	0	4	18	14
	Female	420	3	387	27	0	1	0	2	5	2
	Total	805	6	741	50	0	2	0	6	23	16

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.



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**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	66.9	10.4%	14.2	13.2%	2.0	20.0%
Teachers Teaching with Emergency or Provisional Credentials	43.7	7.1%	2.9	2.9%	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	54.8	8.9%	10.5	10.3%	0.0	-

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

*To be updated by June 30th, 2022.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	4,966	1%	46	1%	9	1%
Mathematics	4,961	1%	46	1%	9	1%
<b>Grade 4</b>						
Reading	5,046	1%	40	1%	10	1%
Mathematics	5,040	1%	40	1%	10	1%
<b>Grade 5</b>						
Reading	5,133	1%	50	1%	10	1%
Mathematics	5,138	1%	50	1%	10	1%
Science	5,130	1%	50	1%	10	1%
<b>Grade 6</b>						
Reading	4,925	1%	62	2%	9	1%
Mathematics	4,923	1%	62	2%	9	1%

	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 7</b>						
Reading	4,586	1%	48	1%	6	1%
Mathematics	4,581	1%	48	1%	6	1%
<b>Grade 8</b>						
Reading	4,513	1%	36	1%	6	1%
Mathematics	4,507	1%	36	1%	6	1%
Science	4,492	1%	36	1%	6	1%
<b>End of Course</b>						
English I	4,504	1%	52	1%	10	1%
English II	4,092	1%	46	1%	7	1%
Algebra I	4,514	1%	50	1%	9	1%
Biology	4,424	1%	46	1%	11	1%
<b>All Grades</b>						
All Subjects	85,481	1%	844	1%	153	1%
Reading	37,771	1%	380	1%	67	1%
Mathematics	33,664	1%	332	1%	59	1%
Science	14,046	1%	132	1%	27	1%

- Indicates there are no students in the group.

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

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

### Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	-	47%	64%	-	*	*	*	42%	12%	28%
In-State Private Institutions	1%	-	1%	*	-	-	-	-	*	-	*
Out-of-State Institutions	2%	-	1%	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7.8%	3.6%	7.9%	6.2%	10.0%	0.0%	*	12.9%	8.7%	9.7%	8.4%

- Indicates there are no students in the group.

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

**Texas Education Agency  
2020-21 School Report Card  
DEL RIO H S (233901001)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** High School  
**Total Students:** 2,467  
**Grade Span:** 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about DEL RIO 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
<b>Attendance Rate (2019-20)</b>	97.5%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	94.0%	93.6%	52.9%
White	5.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	60.4%	71.3%	60.3%
Special Education	11.7%	13.0%	11.1%
Emergent Bilingual/EL	12.6%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	10.3%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	19.3%	19.7%	15.7%
Foreign Languages	20.5%	22.0%	17.8%
Mathematics	19.6%	20.0%	16.9%
Science	22.1%	22.2%	17.9%
Social Studies	24.3%	21.5%	18.3%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$10,801	\$10,349	\$10,406
Instruction	\$6,068	\$5,401	\$5,929
Instructional Leadership	\$227	\$205	\$173
School Leadership	\$604	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>69%</b>	58%	68%	90%	-	40%	-	100%	64%
	2019	78%	72%	<b>74%</b>	74%	73%	80%	86%	89%	-	93%	71%
ELA/Reading	2021	68%	62%	<b>61%</b>	46%	60%	86%	-	*	-	*	57%
	2019	75%	69%	<b>62%</b>	64%	62%	65%	*	80%	-	83%	59%
Mathematics	2021	66%	54%	<b>67%</b>	*	66%	85%	-	*	-	-	61%
	2019	82%	77%	<b>75%</b>	80%	75%	88%	*	-	-	*	74%
Science	2021	71%	60%	<b>75%</b>	60%	74%	93%	-	*	-	*	69%
	2019	81%	75%	<b>82%</b>	60%	81%	97%	*	*	-	*	78%
Social Studies	2021	73%	65%	<b>83%</b>	*	82%	96%	-	*	-	*	79%
	2019	81%	73%	<b>90%</b>	100%	90%	87%	*	*	-	*	89%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>43%</b>	38%	42%	66%	-	0%	-	100%	36%
	2019	50%	40%	<b>45%</b>	45%	45%	63%	43%	67%	-	57%	40%
ELA/Reading	2021	45%	36%	<b>41%</b>	46%	40%	63%	-	*	-	*	35%
	2019	48%	38%	<b>36%</b>	29%	35%	56%	*	60%	-	33%	31%
Mathematics	2021	37%	25%	<b>28%</b>	*	27%	40%	-	*	-	-	22%
	2019	52%	43%	<b>44%</b>	40%	44%	41%	*	-	-	*	41%
Science	2021	44%	30%	<b>40%</b>	40%	39%	66%	-	*	-	*	32%
	2019	54%	43%	<b>45%</b>	40%	44%	70%	*	*	-	*	38%
Social Studies	2021	49%	43%	<b>63%</b>	*	62%	89%	-	*	-	*	57%
	2019	55%	47%	<b>71%</b>	86%	70%	81%	*	*	-	*	66%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>12%</b>	0%	12%	27%	-	0%	-	40%	9%
	2019	24%	17%	<b>14%</b>	6%	14%	24%	14%	11%	-	29%	11%
ELA/Reading	2021	18%	11%	<b>4%</b>	0%	4%	14%	-	*	-	*	3%
	2019	21%	13%	<b>2%</b>	0%	2%	7%	*	0%	-	17%	1%
Mathematics	2021	18%	9%	<b>8%</b>	*	8%	15%	-	*	-	-	5%
	2019	26%	20%	<b>19%</b>	0%	19%	24%	*	-	-	*	18%
Science	2021	20%	10%	<b>10%</b>	0%	10%	21%	-	*	-	*	6%
	2019	25%	16%	<b>11%</b>	0%	11%	20%	*	*	-	*	8%
Social Studies	2021	29%	24%	<b>36%</b>	*	35%	63%	-	*	-	*	30%
	2019	33%	27%	<b>42%</b>	29%	42%	61%	*	*	-	*	35%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>91%</b>	87%	91%	96%	-	100%	-	100%	89%
	2019	99%	99%	<b>99%</b>	97%	99%	99%	100%	100%	-	100%	99%
ELA/Reading	2021	89%	94%	<b>91%</b>	93%	91%	98%	-	*	-	*	89%
	2019	99%	99%	<b>99%</b>	100%	99%	100%	*	100%	-	100%	99%
Mathematics	2021	88%	93%	<b>87%</b>	67%	87%	88%	-	*	-	-	88%
	2019	100%	100%	<b>99%</b>	83%	99%	95%	*	-	-	*	99%

- 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 2020-21 School Report Card

## Graduation and College, Career, and Military Readiness Outcomes

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>											
2019-20	1.6%	2.5%	<b>2.3%</b>	0.0%	2.5%	0.0%	*	0.0%	-	0.0%	2.5%
2018-19	1.9%	2.2%	<b>1.8%</b>	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	2.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2020											
Graduated	90.3%	86.4%	<b>90.8%</b>	87.5%	90.5%	96.9%	*	*	-	*	89.0%
Graduates, TxCHSE, & Cont	94.6%	92.0%	<b>91.6%</b>	87.5%	91.4%	96.9%	*	*	-	*	89.7%
Class of 2019											
Graduated	90.0%	87.0%	<b>91.4%</b>	*	91.1%	94.3%	-	*	*	*	89.2%
Graduates, TxCHSE, & Cont	94.1%	94.2%	<b>94.1%</b>	*	94.0%	94.3%	-	*	*	*	92.2%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2019											
Graduated	92.0%	91.0%	<b>92.7%</b>	*	92.5%	94.3%	-	*	*	*	91.2%
Graduates, TxCHSE, & Cont	93.9%	93.1%	<b>93.5%</b>	*	93.3%	94.3%	-	*	*	*	92.3%
Class of 2018											
Graduated	92.2%	86.2%	<b>90.2%</b>	100.0%	89.8%	92.7%	*	*	-	*	87.7%
Graduates, TxCHSE, & Cont	93.9%	88.6%	<b>91.2%</b>	100.0%	90.7%	95.1%	*	*	-	*	88.9%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	92.6%	87.5%	<b>90.3%</b>	100.0%	89.9%	92.7%	*	*	-	*	87.9%
Graduates, TxCHSE, & Cont	93.9%	89.2%	<b>91.5%</b>	100.0%	91.0%	95.1%	*	*	-	*	89.3%
Class of 2017											
Graduated	92.4%	89.8%	<b>92.2%</b>	*	91.9%	97.0%	*	*	*	*	90.0%
Graduates, TxCHSE, & Cont	93.7%	91.2%	<b>93.3%</b>	*	93.0%	97.0%	*	*	*	*	91.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2020	90.3%	85.4%	<b>89.6%</b>	87.5%	89.4%	94.1%	*	*	-	*	87.8%
Class of 2019	90.0%	86.0%	<b>90.0%</b>	*	89.6%	94.3%	-	*	*	*	87.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2020	87.8%	94.5%	<b>93.8%</b>	100.0%	93.6%	96.8%	*	*	-	*	92.2%
Class of 2019	87.6%	97.3%	<b>97.0%</b>	*	96.9%	97.0%	-	*	*	*	95.6%
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2019-20	63.0%	66.8%	<b>64.7%</b>	42.9%	64.5%	79.3%	*	*	-	*	60.6%
2018-19	72.9%	74.2%	<b>74.9%</b>	*	74.4%	79.2%	-	*	*	*	70.9%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2019-20	76.7%	41.8%	<b>37.6%</b>	42.9%	36.1%	58.6%	*	*	-	*	30.6%
2018-19	75.0%	43.2%	<b>40.0%</b>	*	37.9%	69.4%	-	*	*	*	31.1%
Average SAT Score											
2019-20	1019	1010	<b>1016</b>	*	1007	1089	-	*	-	*	991
2018-19	1027	1012	<b>1015</b>	*	1007	1072	-	*	-	*	975
Average ACT Score											
2019-20	20.2	21.7	<b>21.5</b>	*	20.6	*	-	*	-	-	19.6
2018-19	20.6	21.1	<b>21.5</b>	-	20.9	23.0	-	-	-	-	23.2

- 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  
2020-21 School Report Card  
BLENDED ACADEMY (233901004)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** High School  
**Total Students:** 144  
**Grade Span:** 08 - 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/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about BLENDED ACADEMY, 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 (2019-20)</b>	94.0%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	96.5%	93.6%	52.9%
White	2.8%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	92.4%	71.3%	60.3%
Special Education	0.7%	13.0%	11.1%
Emergent Bilingual/EL	22.9%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	52.9%	9.6%	13.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$11,011	\$10,349	\$10,406
Instruction	\$6,653	\$5,401	\$5,929
Instructional Leadership	\$427	\$205	\$173
School Leadership	\$1,312	\$507	\$620



# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>43%</b>	-	43%	-	-	-	-	-	42%
	2019	78%	72%	<b>59%</b>	-	59%	80%	*	-	-	-	60%
ELA/Reading	2021	68%	62%	<b>35%</b>	-	35%	-	-	-	-	-	34%
	2019	75%	69%	<b>43%</b>	-	42%	*	*	-	-	-	43%
Mathematics	2021	66%	54%	<b>69%</b>	-	69%	-	-	-	-	-	64%
	2019	82%	77%	<b>97%</b>	-	97%	*	*	-	-	-	98%
Science	2021	71%	60%	<b>57%</b>	-	57%	-	-	-	-	-	58%
	2019	81%	75%	<b>77%</b>	-	78%	*	*	-	-	-	76%
Social Studies	2021	73%	65%	<b>23%</b>	-	23%	-	-	-	-	-	25%
	2019	81%	73%	<b>30%</b>	-	31%	*	*	-	-	-	31%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>12%</b>	-	12%	-	-	-	-	-	11%
	2019	50%	40%	<b>21%</b>	-	22%	0%	*	-	-	-	22%
ELA/Reading	2021	45%	36%	<b>9%</b>	-	9%	-	-	-	-	-	8%
	2019	48%	38%	<b>8%</b>	-	8%	*	*	-	-	-	9%
Mathematics	2021	37%	25%	<b>24%</b>	-	24%	-	-	-	-	-	20%
	2019	52%	43%	<b>70%</b>	-	70%	*	*	-	-	-	72%
Science	2021	44%	30%	<b>6%</b>	-	6%	-	-	-	-	-	7%
	2019	54%	43%	<b>12%</b>	-	13%	*	*	-	-	-	13%
Social Studies	2021	49%	43%	<b>10%</b>	-	10%	-	-	-	-	-	11%
	2019	55%	47%	<b>0%</b>	-	0%	*	*	-	-	-	0%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>2%</b>	-	2%	-	-	-	-	-	2%
	2019	24%	17%	<b>5%</b>	-	6%	0%	*	-	-	-	5%
ELA/Reading	2021	18%	11%	<b>1%</b>	-	1%	-	-	-	-	-	1%
	2019	21%	13%	<b>0%</b>	-	0%	*	*	-	-	-	0%
Mathematics	2021	18%	9%	<b>2%</b>	-	2%	-	-	-	-	-	2%
	2019	26%	20%	<b>24%</b>	-	25%	*	*	-	-	-	23%
Science	2021	20%	10%	<b>0%</b>	-	0%	-	-	-	-	-	0%
	2019	25%	16%	<b>0%</b>	-	0%	*	*	-	-	-	0%
Social Studies	2021	29%	24%	<b>3%</b>	-	3%	-	-	-	-	-	3%
	2019	33%	27%	<b>0%</b>	-	0%	*	*	-	-	-	0%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>92%</b>	-	92%	-	-	-	-	-	92%
	2019	99%	99%	<b>97%</b>	*	97%	100%	*	-	-	-	97%
ELA/Reading	2021	89%	94%	<b>98%</b>	-	98%	-	-	-	-	-	99%
	2019	99%	99%	<b>98%</b>	-	97%	*	*	-	-	-	97%
Mathematics	2021	88%	93%	<b>79%</b>	-	79%	-	-	-	-	-	78%
	2019	100%	100%	<b>99%</b>	-	98%	*	*	-	-	-	98%

- 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 2020-21 School Report Card

## Graduation and College, Career, and Military Readiness Outcomes

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>											
2019-20	1.6%	2.5%	<b>15.0%</b>	-	14.4%	*	-	-	-	-	14.1%
2018-19	1.9%	2.2%	<b>19.8%</b>	*	20.4%	*	-	-	-	-	20.4%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2020											
Graduated	90.3%	86.4%	<b>28.8%</b>	*	29.0%	*	-	-	-	-	28.3%
Graduates, TxCHSE, & Cont	94.6%	92.0%	<b>86.4%</b>	*	85.5%	*	-	-	-	-	85.0%
Class of 2019											
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	94.2%	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2019											
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	93.1%	-	-	-	-	-	-	-	-	-
Class of 2018											
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	88.6%	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	91.2%	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2020	90.3%	85.4%	<b>27.9%</b>	*	28.1%	*	-	-	-	-	27.4%
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2020	87.8%	94.5%	<b>89.5%</b>	-	88.9%	*	-	-	-	-	88.2%
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2019-20	63.0%	66.8%	<b>30.8%</b>	-	29.4%	*	-	-	-	-	35.6%
2018-19	72.9%	74.2%	<b>18.9%</b>	-	17.0%	*	-	-	-	-	15.3%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2019-20	76.7%	41.8%	<b>0.0%</b>	-	0.0%	*	-	-	-	-	0.0%
2018-19	75.0%	43.2%	<b>4.4%</b>	-	4.5%	*	-	-	-	-	2.7%
Average SAT Score											
2019-20	1019	1010	-	-	-	-	-	-	-	-	-
2018-19	1027	1012	*	-	*	-	-	-	-	-	*
Average ACT Score											
2019-20	20.2	21.7	-	-	-	-	-	-	-	-	-
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	-

- 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**  
**2020-21 School Report Card**  
**DEL RIO EARLY COLLEGE H S (233901005)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** High School  
**Total Students:** 472  
**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/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about DEL RIO EARLY COLLEGE 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
<b>Attendance Rate (2019-20)</b>	99.2%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.7%	12.7%
Hispanic	95.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	57.6%	71.3%	60.3%
Special Education	3.8%	13.0%	11.1%
Emergent Bilingual/EL	3.2%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	0.9%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	17.6%	19.7%	15.7%
Mathematics	19.0%	20.0%	16.9%
Science	19.6%	22.2%	17.9%
Social Studies	10.6%	21.5%	18.3%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$4,312	\$10,349	\$10,406
Instruction	\$3,178	\$5,401	\$5,929
Instructional Leadership	\$29	\$205	\$173
School Leadership	\$482	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>86%</b>	-	85%	100%	-	*	-	*	83%
	2019	78%	72%	<b>95%</b>	*	95%	87%	-	*	-	-	93%
ELA/Reading	2021	68%	62%	<b>86%</b>	-	86%	*	-	-	-	*	83%
	2019	75%	69%	<b>88%</b>	-	89%	67%	-	*	-	-	86%
Mathematics	2021	66%	54%	<b>71%</b>	-	71%	*	-	-	-	-	69%
	2019	82%	77%	<b>99%</b>	-	99%	*	-	*	-	-	99%
Science	2021	71%	60%	<b>89%</b>	-	89%	*	-	-	-	*	84%
	2019	81%	75%	<b>98%</b>	-	98%	*	-	*	-	-	98%
Social Studies	2021	73%	65%	<b>93%</b>	-	92%	*	-	*	-	-	90%
	2019	81%	73%	<b>99%</b>	*	99%	*	-	*	-	-	99%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>62%</b>	-	62%	89%	-	*	-	*	57%
	2019	50%	40%	<b>80%</b>	*	80%	73%	-	*	-	-	77%
ELA/Reading	2021	45%	36%	<b>70%</b>	-	70%	*	-	-	-	*	67%
	2019	48%	38%	<b>74%</b>	-	74%	67%	-	*	-	-	70%
Mathematics	2021	37%	25%	<b>38%</b>	-	39%	*	-	-	-	-	33%
	2019	52%	43%	<b>84%</b>	-	84%	*	-	*	-	-	81%
Science	2021	44%	30%	<b>59%</b>	-	58%	*	-	-	-	*	50%
	2019	54%	43%	<b>88%</b>	-	89%	*	-	*	-	-	85%
Social Studies	2021	49%	43%	<b>70%</b>	-	69%	*	-	*	-	-	65%
	2019	55%	47%	<b>82%</b>	*	81%	*	-	*	-	-	79%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>21%</b>	-	21%	22%	-	*	-	*	15%
	2019	24%	17%	<b>32%</b>	*	31%	33%	-	*	-	-	25%
ELA/Reading	2021	18%	11%	<b>11%</b>	-	11%	*	-	-	-	*	7%
	2019	21%	13%	<b>8%</b>	-	8%	17%	-	*	-	-	4%
Mathematics	2021	18%	9%	<b>9%</b>	-	9%	*	-	-	-	-	10%
	2019	26%	20%	<b>61%</b>	-	61%	*	-	*	-	-	57%
Science	2021	20%	10%	<b>22%</b>	-	23%	*	-	-	-	*	16%
	2019	25%	16%	<b>36%</b>	-	35%	*	-	*	-	-	24%
Social Studies	2021	29%	24%	<b>44%</b>	-	43%	*	-	*	-	-	34%
	2019	33%	27%	<b>48%</b>	*	47%	*	-	*	-	-	39%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>98%</b>	-	98%	100%	-	*	-	*	98%
	2019	99%	99%	<b>100%</b>	*	100%	100%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	<b>100%</b>	-	100%	*	-	-	-	*	100%
	2019	99%	99%	<b>100%</b>	-	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	<b>91%</b>	-	91%	*	-	-	-	-	91%
	2019	100%	100%	<b>100%</b>	-	100%	*	-	*	-	-	100%

- 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 2020-21 School Report Card

## Graduation and College, Career, and Military Readiness Outcomes

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>											
2019-20	1.6%	2.5%	<b>0.2%</b>	-	0.2%	0.0%	-	*	-	*	0.3%
2018-19	1.9%	2.2%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2020											
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.6%	92.0%	-	-	-	-	-	-	-	-	-
Class of 2019											
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	94.2%	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2019											
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	93.1%	-	-	-	-	-	-	-	-	-
Class of 2018											
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	88.6%	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	91.2%	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2019-20	63.0%	66.8%	<b>98.9%</b>	-	98.9%	*	-	*	-	-	98.3%
2018-19	72.9%	74.2%	<b>100.0%</b>	*	100.0%	100.0%	-	-	-	-	100.0%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2019-20	76.7%	41.8%	<b>92.5%</b>	?	91.0%	*	-	*	-	-	86.2%
2018-19	75.0%	43.2%	<b>91.5%</b>	*	91.9%	100.0%	-	-	-	-	89.3%
Average SAT Score											
2019-20	1019	1010	<b>996</b>	*	993	*	-	*	-	-	966
2018-19	1027	1012	<b>1011</b>	-	998	1134	-	-	-	-	1013
Average ACT Score											
2019-20	20.2	21.7	*	-	*	-	-	-	-	-	*
2018-19	20.6	21.1	<b>20.4</b>	-	20.4	-	-	-	-	-	19.7

- 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  
2020-21 School Report Card  
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Middle School  
**Total Students:** 658  
**Grade Span:** 08 - 08

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

**Distinction Designations were not awarded in 2021.**

**School and Student Information**

This section provides demographic information about DEL RIO MIDDLE 8TH GRADE CAMPUS, 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 (2019-20)</b>	98.4%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.5%	0.7%	12.7%
Hispanic	93.6%	93.6%	52.9%
White	5.5%	5.0%	26.5%
American Indian	0.2%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	74.0%	71.3%	60.3%
Special Education	14.6%	13.0%	11.1%
Emergent Bilingual/EL	10.5%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	4.9%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	20.4%	19.7%	15.7%
Foreign Languages	22.7%	22.0%	17.8%
Mathematics	21.7%	20.0%	16.9%
Science	21.7%	22.2%	17.9%
Social Studies	21.7%	21.5%	18.3%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,398	\$10,349	\$10,406
Instruction	\$4,764	\$5,401	\$5,929
Instructional Leadership	\$134	\$205	\$173
School Leadership	\$459	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>57%</b>	*	57%	73%	*	*	-	-	51%
	2019	78%	72%	<b>69%</b>	72%	69%	77%	-	82%	-	*	64%
ELA/Reading	2021	68%	62%	<b>73%</b>	*	73%	76%	*	*	-	-	69%
	2019	75%	69%	<b>73%</b>	88%	73%	78%	-	*	-	*	69%
Mathematics	2021	66%	54%	<b>53%</b>	*	52%	76%	*	*	-	-	46%
	2019	82%	77%	<b>76%</b>	88%	76%	81%	-	*	-	*	72%
Writing	2019	68%	58%	<b>61%</b>	*	60%	75%	-	*	-	*	54%
Science	2021	71%	60%	<b>54%</b>	*	54%	75%	*	*	-	-	48%
	2019	81%	75%	<b>68%</b>	60%	68%	81%	-	*	-	-	63%
Social Studies	2021	73%	65%	<b>48%</b>	*	48%	67%	*	*	-	-	41%
	2019	81%	73%	<b>56%</b>	20%	56%	65%	-	*	-	-	48%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>31%</b>	*	30%	54%	*	*	-	-	25%
	2019	50%	40%	<b>38%</b>	24%	37%	55%	-	73%	-	*	31%
ELA/Reading	2021	45%	36%	<b>44%</b>	*	43%	56%	*	*	-	-	36%
	2019	48%	38%	<b>44%</b>	13%	43%	62%	-	*	-	*	36%
Mathematics	2021	37%	25%	<b>27%</b>	*	26%	52%	*	*	-	-	21%
	2019	52%	43%	<b>42%</b>	38%	41%	59%	-	*	-	*	36%
Writing	2019	38%	28%	<b>31%</b>	*	31%	41%	-	*	-	*	25%
Science	2021	44%	30%	<b>30%</b>	*	29%	58%	*	*	-	-	24%
	2019	54%	43%	<b>35%</b>	20%	34%	65%	-	*	-	-	28%
Social Studies	2021	49%	43%	<b>24%</b>	*	22%	50%	*	*	-	-	19%
	2019	55%	47%	<b>25%</b>	0%	24%	38%	-	*	-	-	18%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>11%</b>	*	10%	28%	*	*	-	-	8%
	2019	24%	17%	<b>16%</b>	3%	15%	29%	-	55%	-	*	11%
ELA/Reading	2021	18%	11%	<b>12%</b>	*	12%	16%	*	*	-	-	10%
	2019	21%	13%	<b>19%</b>	0%	18%	43%	-	*	-	*	14%
Mathematics	2021	18%	9%	<b>10%</b>	*	9%	36%	*	*	-	-	7%
	2019	26%	20%	<b>16%</b>	0%	16%	28%	-	*	-	*	11%
Writing	2019	14%	8%	<b>12%</b>	*	11%	19%	-	*	-	*	8%
Science	2021	20%	10%	<b>12%</b>	*	11%	33%	*	*	-	-	9%
	2019	25%	16%	<b>14%</b>	0%	13%	19%	-	*	-	-	9%
Social Studies	2021	29%	24%	<b>11%</b>	*	10%	25%	*	*	-	-	7%
	2019	33%	27%	<b>13%</b>	0%	13%	19%	-	*	-	-	9%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>97%</b>	100%	97%	91%	*	*	-	-	97%
	2019	99%	99%	<b>99%</b>	100%	99%	100%	-	100%	-	100%	99%
ELA/Reading	2021	89%	94%	<b>97%</b>	*	97%	93%	*	*	-	-	98%
	2019	99%	99%	<b>99%</b>	100%	99%	100%	-	*	-	*	99%
Mathematics	2021	88%	93%	<b>97%</b>	*	97%	93%	*	*	-	-	97%
	2019	100%	100%	<b>99%</b>	100%	99%	100%	-	*	-	*	99%

- 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  
2020-21 School Report Card  
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Middle School  
**Total Students:** 781  
**Grade Span:** 07 - 07

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about DEL RIO MIDDLE 7TH GRADE CAMPUS, 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 (2019-20)</b>	98.4%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.6%	0.7%	12.7%
Hispanic	94.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.3%	0.1%	0.3%
Asian	0.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.1%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	73.9%	71.3%	60.3%
Special Education	16.4%	13.0%	11.1%
Emergent Bilingual/EL	14.6%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	5.1%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	21.0%	19.7%	15.7%
Foreign Languages	25.9%	22.0%	17.8%
Mathematics	20.6%	20.0%	16.9%
Science	25.4%	22.2%	17.9%
Social Studies	25.4%	21.5%	18.3%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$5,831	\$10,349	\$10,406
Instruction	\$3,866	\$5,401	\$5,929
Instructional Leadership	\$39	\$205	\$173
School Leadership	\$497	\$507	\$620



# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>55%</b>	43%	55%	53%	*	67%	-	-	51%
ELA/Reading	2021	68%	62%	<b>64%</b>	*	64%	68%	*	*	-	-	60%
Mathematics	2021	66%	54%	<b>43%</b>	*	43%	42%	*	*	-	-	38%
Writing	2021	58%	51%	<b>59%</b>	*	59%	50%	*	*	-	-	54%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>26%</b>	29%	26%	29%	*	50%	-	-	22%
ELA/Reading	2021	45%	36%	<b>39%</b>	*	39%	42%	*	*	-	-	35%
Mathematics	2021	37%	25%	<b>16%</b>	*	16%	16%	*	*	-	-	12%
Writing	2021	30%	21%	<b>23%</b>	*	23%	30%	*	*	-	-	19%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>10%</b>	14%	9%	12%	*	50%	-	-	7%
ELA/Reading	2021	18%	11%	<b>20%</b>	*	20%	21%	*	*	-	-	16%
Mathematics	2021	18%	9%	<b>5%</b>	*	5%	11%	*	*	-	-	3%
Writing	2021	9%	4%	<b>4%</b>	*	3%	5%	*	*	-	-	3%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>95%</b>	100%	95%	83%	*	67%	-	-	95%
ELA/Reading	2021	89%	94%	<b>94%</b>	*	94%	81%	*	*	-	-	94%
Mathematics	2021	88%	93%	<b>93%</b>	*	94%	78%	*	*	-	-	94%

- 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  
2020-21 School Report Card  
GARFIELD EL (233901102)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 544  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about GARFIELD EL, 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 (2019-20)</b>	98.9%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.2%	0.7%	12.7%
Hispanic	97.8%	93.6%	52.9%
White	1.5%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.5%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	88.2%	71.3%	60.3%
Special Education	15.4%	13.0%	11.1%
Emergent Bilingual/EL	38.6%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	10.9%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	16.4%	19.1%	17.7%
Grade 1	19.6%	19.9%	18.0%
Grade 2	17.5%	19.3%	18.0%
Grade 3	19.8%	18.3%	18.2%
Grade 4	19.3%	19.3%	18.3%
Grade 5	14.5%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,300	\$10,349	\$10,406
Instruction	\$5,888	\$5,401	\$5,929
Instructional Leadership	\$111	\$205	\$173
School Leadership	\$625	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>50%</b>	-	50%	*	-	-	-	*	48%
	2019	78%	72%	<b>68%</b>	*	68%	80%	-	-	-	*	66%
ELA/Reading	2021	68%	62%	<b>54%</b>	-	54%	*	-	-	-	*	53%
	2019	75%	69%	<b>67%</b>	*	67%	*	-	-	-	*	65%
Mathematics	2021	66%	54%	<b>48%</b>	-	48%	*	-	-	-	*	45%
	2019	82%	77%	<b>72%</b>	*	73%	*	-	-	-	*	71%
Writing	2021	58%	51%	<b>45%</b>	-	44%	*	-	-	-	-	43%
	2019	68%	58%	<b>54%</b>	-	54%	-	-	-	-	*	52%
Science	2021	71%	60%	<b>47%</b>	-	47%	-	-	-	-	-	46%
	2019	81%	75%	<b>69%</b>	*	69%	*	-	-	-	-	68%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>22%</b>	-	22%	*	-	-	-	*	20%
	2019	50%	40%	<b>35%</b>	*	36%	20%	-	-	-	*	32%
ELA/Reading	2021	45%	36%	<b>25%</b>	-	25%	*	-	-	-	*	23%
	2019	48%	38%	<b>34%</b>	*	34%	*	-	-	-	*	30%
Mathematics	2021	37%	25%	<b>26%</b>	-	27%	*	-	-	-	*	24%
	2019	52%	43%	<b>39%</b>	*	39%	*	-	-	-	*	36%
Writing	2021	30%	21%	<b>16%</b>	-	15%	*	-	-	-	-	15%
	2019	38%	28%	<b>21%</b>	-	22%	-	-	-	-	*	17%
Science	2021	44%	30%	<b>6%</b>	-	6%	-	-	-	-	-	4%
	2019	54%	43%	<b>43%</b>	*	44%	*	-	-	-	-	40%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>8%</b>	-	8%	*	-	-	-	*	8%
	2019	24%	17%	<b>17%</b>	*	17%	0%	-	-	-	*	14%
ELA/Reading	2021	18%	11%	<b>13%</b>	-	13%	*	-	-	-	*	12%
	2019	21%	13%	<b>19%</b>	*	19%	*	-	-	-	*	15%
Mathematics	2021	18%	9%	<b>8%</b>	-	8%	*	-	-	-	*	8%
	2019	26%	20%	<b>18%</b>	*	19%	*	-	-	-	*	16%
Writing	2021	9%	4%	<b>1%</b>	-	1%	*	-	-	-	-	0%
	2019	14%	8%	<b>5%</b>	-	5%	-	-	-	-	*	1%
Science	2021	20%	10%	<b>1%</b>	-	1%	-	-	-	-	-	1%
	2019	25%	16%	<b>19%</b>	*	20%	*	-	-	-	-	15%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>93%</b>	-	93%	80%	-	-	-	*	94%
	2019	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	*	100%
ELA/Reading	2021	89%	94%	<b>94%</b>	-	94%	*	-	-	-	*	94%
	2019	99%	99%	<b>100%</b>	*	100%	*	-	-	-	*	100%
Mathematics	2021	88%	93%	<b>94%</b>	-	94%	*	-	-	-	*	94%
	2019	100%	100%	<b>100%</b>	*	100%	*	-	-	-	*	100%

- 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  
2020-21 School Report Card  
NORTH HEIGHTS EL (233901103)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 575  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about NORTH HEIGHTS EL, 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 (2019-20)</b>	99.0%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	94.1%	93.6%	52.9%
White	4.2%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	79.7%	71.3%	60.3%
Special Education	12.0%	13.0%	11.1%
Emergent Bilingual/EL	6.1%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	9.9%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	23.2%	19.1%	17.7%
Grade 1	15.8%	19.9%	18.0%
Grade 2	19.2%	19.3%	18.0%
Grade 3	18.0%	18.3%	18.2%
Grade 4	22.3%	19.3%	18.3%
Grade 5	22.0%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,076	\$10,349	\$10,406
Instruction	\$5,418	\$5,401	\$5,929
Instructional Leadership	\$116	\$205	\$173
School Leadership	\$423	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>50%</b>	*	49%	62%	-	*	-	*	45%
	2019	78%	72%	<b>61%</b>	67%	61%	69%	*	-	-	-	59%
ELA/Reading	2021	68%	62%	<b>60%</b>	*	60%	82%	-	*	-	*	54%
	2019	75%	69%	<b>65%</b>	*	64%	87%	*	-	-	-	63%
Mathematics	2021	66%	54%	<b>45%</b>	*	44%	55%	-	*	-	*	39%
	2019	82%	77%	<b>62%</b>	*	62%	53%	*	-	-	-	59%
Writing	2021	58%	51%	<b>40%</b>	-	40%	*	-	-	-	*	40%
	2019	68%	58%	<b>51%</b>	-	50%	*	-	-	-	-	48%
Science	2021	71%	60%	<b>43%</b>	-	43%	40%	-	*	-	-	40%
	2019	81%	75%	<b>57%</b>	*	57%	60%	*	-	-	-	55%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>22%</b>	*	22%	24%	-	*	-	*	18%
	2019	50%	40%	<b>31%</b>	0%	31%	28%	*	-	-	-	29%
ELA/Reading	2021	45%	36%	<b>30%</b>	*	30%	18%	-	*	-	*	24%
	2019	48%	38%	<b>33%</b>	*	34%	33%	*	-	-	-	30%
Mathematics	2021	37%	25%	<b>21%</b>	*	20%	36%	-	*	-	*	17%
	2019	52%	43%	<b>29%</b>	*	29%	20%	*	-	-	-	27%
Writing	2021	30%	21%	<b>11%</b>	-	11%	*	-	-	-	*	10%
	2019	38%	28%	<b>24%</b>	-	23%	*	-	-	-	-	22%
Science	2021	44%	30%	<b>13%</b>	-	13%	20%	-	*	-	-	8%
	2019	54%	43%	<b>35%</b>	*	37%	20%	*	-	-	-	36%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>8%</b>	*	8%	3%	-	*	-	*	5%
	2019	24%	17%	<b>13%</b>	0%	14%	13%	*	-	-	-	12%
ELA/Reading	2021	18%	11%	<b>12%</b>	*	12%	0%	-	*	-	*	7%
	2019	21%	13%	<b>15%</b>	*	15%	20%	*	-	-	-	14%
Mathematics	2021	18%	9%	<b>9%</b>	*	8%	9%	-	*	-	*	5%
	2019	26%	20%	<b>14%</b>	*	14%	7%	*	-	-	-	12%
Writing	2021	9%	4%	<b>1%</b>	-	1%	*	-	-	-	*	0%
	2019	14%	8%	<b>5%</b>	-	4%	*	-	-	-	-	6%
Science	2021	20%	10%	<b>3%</b>	-	3%	0%	-	*	-	-	0%
	2019	25%	16%	<b>15%</b>	*	16%	0%	*	-	-	-	15%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>96%</b>	*	96%	100%	-	*	-	60%	95%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	*	-	-	-	100%
ELA/Reading	2021	89%	94%	<b>97%</b>	*	97%	100%	-	*	-	*	96%
	2019	99%	99%	<b>100%</b>	*	100%	100%	*	-	-	-	100%
Mathematics	2021	88%	93%	<b>95%</b>	*	96%	100%	-	*	-	*	95%
	2019	100%	100%	<b>100%</b>	*	100%	100%	*	-	-	-	100%

- 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  
2020-21 School Report Card  
SAN FELIPE MEMORIAL MIDDLE (233901104)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Middle School  
**Total Students:** 727  
**Grade Span:** 06 - 06

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about SAN FELIPE MEMORIAL MIDDLE, 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 (2019-20)</b>	98.8%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	95.2%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.1%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	75.9%	71.3%	60.3%
Special Education	17.9%	13.0%	11.1%
Emergent Bilingual/EL	16.5%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	7.8%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Grade 6	23.4%	23.4%	19.4%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,039	\$10,349	\$10,406
Instruction	\$4,216	\$5,401	\$5,929
Instructional Leadership	\$52	\$205	\$173
School Leadership	\$319	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>57%</b>	67%	56%	74%	-	*	*	67%	51%
	2019	78%	72%	<b>75%</b>	33%	75%	82%	*	100%	-	-	70%
ELA/Reading	2021	68%	62%	<b>52%</b>	*	51%	68%	-	*	*	*	46%
	2019	75%	69%	<b>66%</b>	*	65%	78%	*	100%	-	-	60%
Mathematics	2021	66%	54%	<b>62%</b>	*	61%	79%	-	*	*	*	57%
	2019	82%	77%	<b>84%</b>	*	84%	87%	*	100%	-	-	81%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>27%</b>	33%	27%	42%	-	*	*	33%	20%
	2019	50%	40%	<b>42%</b>	33%	41%	63%	*	75%	-	-	35%
ELA/Reading	2021	45%	36%	<b>24%</b>	*	23%	42%	-	*	*	*	17%
	2019	48%	38%	<b>33%</b>	*	32%	51%	*	67%	-	-	26%
Mathematics	2021	37%	25%	<b>31%</b>	*	30%	42%	-	*	*	*	24%
	2019	52%	43%	<b>51%</b>	*	49%	76%	*	83%	-	-	43%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>10%</b>	0%	10%	21%	-	*	*	17%	8%
	2019	24%	17%	<b>20%</b>	33%	18%	44%	*	58%	-	-	15%
ELA/Reading	2021	18%	11%	<b>9%</b>	*	9%	16%	-	*	*	*	7%
	2019	21%	13%	<b>15%</b>	*	13%	31%	*	50%	-	-	10%
Mathematics	2021	18%	9%	<b>12%</b>	*	11%	26%	-	*	*	*	8%
	2019	26%	20%	<b>26%</b>	*	23%	58%	*	67%	-	-	19%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>94%</b>	100%	94%	82%	-	100%	*	100%	94%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%
ELA/Reading	2021	89%	94%	<b>94%</b>	*	94%	82%	-	*	*	*	94%
	2019	99%	99%	<b>100%</b>	*	100%	100%	*	100%	-	*	100%
Mathematics	2021	88%	93%	<b>94%</b>	*	94%	82%	-	*	*	*	94%
	2019	100%	100%	<b>100%</b>	*	100%	100%	*	100%	-	*	100%

- 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  
2020-21 School Report Card  
LAMAR EL (233901106)**

**Accountability Rating**

**School Information**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 477  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about LAMAR EL, 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 (2019-20)</b>	98.8%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.6%	0.7%	12.7%
Hispanic	95.4%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	85.7%	71.3%	60.3%
Special Education	15.7%	13.0%	11.1%
Emergent Bilingual/EL	12.8%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	11.0%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	17.0%	19.1%	17.7%
Grade 1	21.5%	19.9%	18.0%
Grade 2	19.9%	19.3%	18.0%
Grade 3	18.8%	18.3%	18.2%
Grade 4	22.7%	19.3%	18.3%
Grade 5	26.2%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,757	\$10,349	\$10,406
Instruction	\$5,188	\$5,401	\$5,929
Instructional Leadership	\$98	\$205	\$173
School Leadership	\$404	\$507	\$620



# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>52%</b>	100%	51%	59%	-	*	-	-	49%
	2019	78%	72%	<b>77%</b>	-	77%	84%	-	80%	-	*	75%
ELA/Reading	2021	68%	62%	<b>59%</b>	*	58%	67%	-	*	-	-	56%
	2019	75%	69%	<b>78%</b>	-	77%	86%	-	*	-	*	76%
Mathematics	2021	66%	54%	<b>51%</b>	*	50%	58%	-	*	-	-	47%
	2019	82%	77%	<b>79%</b>	-	79%	86%	-	*	-	*	77%
Writing	2021	58%	51%	<b>33%</b>	*	29%	*	-	-	-	-	29%
	2019	68%	58%	<b>52%</b>	-	52%	*	-	*	-	-	49%
Science	2021	71%	60%	<b>54%</b>	-	57%	29%	-	*	-	-	52%
	2019	81%	75%	<b>87%</b>	-	87%	*	-	-	-	*	86%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>23%</b>	80%	22%	21%	-	*	-	-	19%
	2019	50%	40%	<b>44%</b>	-	44%	42%	-	40%	-	*	40%
ELA/Reading	2021	45%	36%	<b>24%</b>	*	24%	17%	-	*	-	-	21%
	2019	48%	38%	<b>38%</b>	-	38%	43%	-	*	-	*	33%
Mathematics	2021	37%	25%	<b>23%</b>	*	23%	25%	-	*	-	-	19%
	2019	52%	43%	<b>48%</b>	-	47%	57%	-	*	-	*	45%
Writing	2021	30%	21%	<b>18%</b>	*	15%	*	-	-	-	-	13%
	2019	38%	28%	<b>20%</b>	-	21%	*	-	*	-	-	14%
Science	2021	44%	30%	<b>20%</b>	-	23%	0%	-	*	-	-	15%
	2019	54%	43%	<b>64%</b>	-	65%	*	-	-	-	*	63%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>9%</b>	40%	8%	12%	-	*	-	-	6%
	2019	24%	17%	<b>22%</b>	-	22%	21%	-	20%	-	*	20%
ELA/Reading	2021	18%	11%	<b>10%</b>	*	9%	17%	-	*	-	-	7%
	2019	21%	13%	<b>18%</b>	-	19%	14%	-	*	-	*	14%
Mathematics	2021	18%	9%	<b>9%</b>	*	8%	17%	-	*	-	-	5%
	2019	26%	20%	<b>26%</b>	-	26%	29%	-	*	-	*	26%
Writing	2021	9%	4%	<b>0%</b>	*	0%	*	-	-	-	-	0%
	2019	14%	8%	<b>1%</b>	-	1%	*	-	*	-	-	0%
Science	2021	20%	10%	<b>13%</b>	-	15%	0%	-	*	-	-	10%
	2019	25%	16%	<b>34%</b>	-	34%	*	-	-	-	*	31%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>94%</b>	100%	94%	97%	-	*	-	-	93%
	2019	99%	99%	<b>100%</b>	-	100%	100%	-	100%	-	*	100%
ELA/Reading	2021	89%	94%	<b>94%</b>	*	93%	100%	-	*	-	-	93%
	2019	99%	99%	<b>100%</b>	-	100%	100%	-	*	-	*	100%
Mathematics	2021	88%	93%	<b>94%</b>	*	93%	100%	-	*	-	-	93%
	2019	100%	100%	<b>100%</b>	-	100%	100%	-	*	-	*	100%

- 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  
2020-21 School Report Card  
IRENE C CARDWELL EL (233901108)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 377  
**Grade Span:** EE - PK

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

**Distinction Designations were not awarded in 2021.**

**School and Student Information**

This section provides demographic information about IRENE C CARDWELL EL, 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.

	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Attendance Rate (2019-20)</b>	-	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.5%	0.7%	12.7%
Hispanic	95.5%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.8%	0.4%	4.7%
Pacific Islander	0.3%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	94.2%	71.3%	60.3%
Special Education	18.6%	13.0%	11.1%
Emergent Bilingual/EL	23.3%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	0.0%	9.6%	13.8%

**School Financial Information (2019-20)**

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/>.

	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Instructional Expenditure Ratio</b>	n/a	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,180	\$10,349	\$10,406
Instruction	\$5,981	\$5,401	\$5,929
Instructional Leadership	\$532	\$205	\$173
School Leadership	\$366	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

**There is no STAAR performance data for this campus.**

**Texas Education Agency  
2020-21 School Report Card  
BUENA VISTA EL (233901110)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 738  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about BUENA VISTA EL, 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 (2019-20)</b>	99.2%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.8%	0.7%	12.7%
Hispanic	87.0%	93.6%	52.9%
White	9.7%	5.0%	26.5%
American Indian	0.1%	0.1%	0.3%
Asian	1.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.9%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	51.2%	71.3%	60.3%
Special Education	10.7%	13.0%	11.1%
Emergent Bilingual/EL	25.2%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	6.9%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	18.2%	19.1%	17.7%
Grade 1	20.1%	19.9%	18.0%
Grade 2	19.3%	19.3%	18.0%
Grade 3	18.9%	18.3%	18.2%
Grade 4	18.3%	19.3%	18.3%
Grade 5	19.8%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,219	\$10,349	\$10,406
Instruction	\$5,144	\$5,401	\$5,929
Instructional Leadership	\$63	\$205	\$173
School Leadership	\$367	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>62%</b>	80%	60%	86%	-	72%	-	*	44%
	2019	78%	72%	<b>77%</b>	64%	75%	90%	-	100%	-	*	66%
ELA/Reading	2021	68%	62%	<b>67%</b>	*	65%	94%	-	57%	-	*	48%
	2019	75%	69%	<b>75%</b>	60%	73%	97%	-	100%	-	*	59%
Mathematics	2021	66%	54%	<b>61%</b>	*	58%	81%	-	86%	-	*	46%
	2019	82%	77%	<b>80%</b>	60%	79%	86%	-	100%	-	*	73%
Writing	2021	58%	51%	<b>57%</b>	-	54%	75%	-	-	-	*	32%
	2019	68%	58%	<b>75%</b>	*	75%	88%	-	-	-	-	63%
Science	2021	71%	60%	<b>59%</b>	*	56%	100%	-	*	-	*	37%
	2019	81%	75%	<b>74%</b>	-	72%	85%	-	*	-	-	65%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>33%</b>	80%	29%	67%	-	67%	-	*	15%
	2019	50%	40%	<b>47%</b>	57%	45%	61%	-	82%	-	*	34%
ELA/Reading	2021	45%	36%	<b>39%</b>	*	35%	68%	-	57%	-	*	17%
	2019	48%	38%	<b>46%</b>	60%	44%	55%	-	80%	-	*	30%
Mathematics	2021	37%	25%	<b>31%</b>	*	26%	68%	-	71%	-	*	15%
	2019	52%	43%	<b>49%</b>	40%	47%	62%	-	80%	-	*	37%
Writing	2021	30%	21%	<b>25%</b>	-	22%	50%	-	-	-	*	8%
	2019	38%	28%	<b>44%</b>	*	42%	63%	-	-	-	-	32%
Science	2021	44%	30%	<b>28%</b>	*	21%	86%	-	*	-	*	13%
	2019	54%	43%	<b>51%</b>	-	49%	69%	-	*	-	-	41%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>15%</b>	20%	11%	43%	-	44%	-	*	4%
	2019	24%	17%	<b>23%</b>	29%	22%	32%	-	64%	-	*	14%
ELA/Reading	2021	18%	11%	<b>18%</b>	*	15%	35%	-	57%	-	*	7%
	2019	21%	13%	<b>23%</b>	40%	22%	24%	-	60%	-	*	13%
Mathematics	2021	18%	9%	<b>14%</b>	*	10%	52%	-	43%	-	*	3%
	2019	26%	20%	<b>26%</b>	20%	24%	38%	-	60%	-	*	17%
Writing	2021	9%	4%	<b>10%</b>	-	7%	33%	-	-	-	*	2%
	2019	14%	8%	<b>10%</b>	*	9%	13%	-	-	-	-	8%
Science	2021	20%	10%	<b>11%</b>	*	7%	57%	-	*	-	*	4%
	2019	25%	16%	<b>29%</b>	-	26%	46%	-	*	-	-	12%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>96%</b>	100%	97%	91%	-	100%	-	*	98%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%
ELA/Reading	2021	89%	94%	<b>97%</b>	*	97%	92%	-	100%	-	*	98%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%
Mathematics	2021	88%	93%	<b>96%</b>	*	97%	92%	-	100%	-	*	97%
	2019	100%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	*	99%

- 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  
2020-21 School Report Card  
RUBEN CHAVIRA EL (233901111)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 458  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

**Distinction Designations were not awarded in 2021.**

**School and Student Information**

This section provides demographic information about RUBEN CHAVIRA EL, 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 (2019-20)</b>	99.1%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.7%	12.7%
Hispanic	99.1%	93.6%	52.9%
White	0.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	88.9%	71.3%	60.3%
Special Education	14.4%	13.0%	11.1%
Emergent Bilingual/EL	46.1%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	11.8%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	19.5%	19.1%	17.7%
Grade 1	22.0%	19.9%	18.0%
Grade 2	15.0%	19.3%	18.0%
Grade 3	15.1%	18.3%	18.2%
Grade 4	19.0%	19.3%	18.3%
Grade 5	22.0%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,411	\$10,349	\$10,406
Instruction	\$6,175	\$5,401	\$5,929
Instructional Leadership	\$70	\$205	\$173
School Leadership	\$675	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>51%</b>	-	51%	*	-	-	-	-	46%
	2019	78%	72%	<b>72%</b>	-	72%	89%	-	-	-	-	69%
ELA/Reading	2021	68%	62%	<b>54%</b>	-	54%	*	-	-	-	-	49%
	2019	75%	69%	<b>69%</b>	-	68%	*	-	-	-	-	65%
Mathematics	2021	66%	54%	<b>54%</b>	-	54%	*	-	-	-	-	49%
	2019	82%	77%	<b>80%</b>	-	80%	*	-	-	-	-	78%
Writing	2021	58%	51%	<b>38%</b>	-	38%	*	-	-	-	-	31%
	2019	68%	58%	<b>61%</b>	-	60%	*	-	-	-	-	56%
Science	2021	71%	60%	<b>45%</b>	-	45%	-	-	-	-	-	44%
	2019	81%	75%	<b>67%</b>	-	67%	*	-	-	-	-	63%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>20%</b>	-	20%	*	-	-	-	-	16%
	2019	50%	40%	<b>36%</b>	-	36%	44%	-	-	-	-	32%
ELA/Reading	2021	45%	36%	<b>20%</b>	-	20%	*	-	-	-	-	14%
	2019	48%	38%	<b>33%</b>	-	33%	*	-	-	-	-	29%
Mathematics	2021	37%	25%	<b>22%</b>	-	22%	*	-	-	-	-	19%
	2019	52%	43%	<b>43%</b>	-	43%	*	-	-	-	-	39%
Writing	2021	30%	21%	<b>17%</b>	-	17%	*	-	-	-	-	11%
	2019	38%	28%	<b>20%</b>	-	21%	*	-	-	-	-	18%
Science	2021	44%	30%	<b>19%</b>	-	19%	-	-	-	-	-	20%
	2019	54%	43%	<b>37%</b>	-	37%	*	-	-	-	-	29%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>8%</b>	-	8%	*	-	-	-	-	6%
	2019	24%	17%	<b>14%</b>	-	14%	22%	-	-	-	-	11%
ELA/Reading	2021	18%	11%	<b>9%</b>	-	9%	*	-	-	-	-	6%
	2019	21%	13%	<b>15%</b>	-	15%	*	-	-	-	-	12%
Mathematics	2021	18%	9%	<b>10%</b>	-	10%	*	-	-	-	-	9%
	2019	26%	20%	<b>15%</b>	-	15%	*	-	-	-	-	13%
Writing	2021	9%	4%	<b>1%</b>	-	1%	*	-	-	-	-	0%
	2019	14%	8%	<b>1%</b>	-	1%	*	-	-	-	-	2%
Science	2021	20%	10%	<b>6%</b>	-	6%	-	-	-	-	-	5%
	2019	25%	16%	<b>15%</b>	-	15%	*	-	-	-	-	13%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>93%</b>	-	93%	*	-	-	-	-	95%
	2019	99%	99%	<b>100%</b>	-	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	<b>93%</b>	-	93%	*	-	-	-	-	94%
	2019	99%	99%	<b>100%</b>	-	100%	*	-	-	-	-	100%
Mathematics	2021	88%	93%	<b>92%</b>	-	92%	*	-	-	-	-	93%
	2019	100%	100%	<b>100%</b>	-	100%	*	-	-	-	-	100%

- 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  
2020-21 School Report Card  
DR FERMIN CALDERON EL (233901112)**

**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 556  
**Grade Span:** EE - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about DR FERMIN CALDERON EL, 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 (2019-20)</b>	98.8%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	95.7%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.2%	0.1%	0.3%
Asian	0.5%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	81.5%	71.3%	60.3%
Special Education	11.9%	13.0%	11.1%
Emergent Bilingual/EL	8.1%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	10.1%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	22.3%	19.1%	17.7%
Grade 1	18.0%	19.9%	18.0%
Grade 2	20.0%	19.3%	18.0%
Grade 3	17.7%	18.3%	18.2%
Grade 4	20.7%	19.3%	18.3%
Grade 5	20.1%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,825	\$10,349	\$10,406
Instruction	\$5,432	\$5,401	\$5,929
Instructional Leadership	\$92	\$205	\$173
School Leadership	\$486	\$507	\$620



# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>39%</b>	43%	39%	53%	-	-	-	-	36%
	2019	78%	72%	<b>66%</b>	50%	65%	95%	-	-	*	-	64%
ELA/Reading	2021	68%	62%	<b>51%</b>	*	51%	67%	-	-	-	-	49%
	2019	75%	69%	<b>71%</b>	*	70%	100%	-	-	*	-	70%
Mathematics	2021	66%	54%	<b>34%</b>	*	33%	50%	-	-	-	-	31%
	2019	82%	77%	<b>68%</b>	*	67%	100%	-	-	*	-	67%
Writing	2021	58%	51%	<b>28%</b>	*	29%	*	-	-	-	-	24%
	2019	68%	58%	<b>43%</b>	*	42%	*	-	-	*	-	42%
Science	2021	71%	60%	<b>30%</b>	*	29%	*	-	-	-	-	25%
	2019	81%	75%	<b>69%</b>	*	68%	*	-	-	-	-	65%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>17%</b>	29%	17%	7%	-	-	-	-	15%
	2019	50%	40%	<b>27%</b>	25%	26%	38%	-	-	*	-	26%
ELA/Reading	2021	45%	36%	<b>24%</b>	*	25%	0%	-	-	-	-	22%
	2019	48%	38%	<b>26%</b>	*	26%	38%	-	-	*	-	25%
Mathematics	2021	37%	25%	<b>15%</b>	*	15%	17%	-	-	-	-	13%
	2019	52%	43%	<b>29%</b>	*	28%	38%	-	-	*	-	27%
Writing	2021	30%	21%	<b>13%</b>	*	14%	*	-	-	-	-	12%
	2019	38%	28%	<b>15%</b>	*	13%	*	-	-	*	-	14%
Science	2021	44%	30%	<b>3%</b>	*	3%	*	-	-	-	-	4%
	2019	54%	43%	<b>35%</b>	*	36%	*	-	-	-	-	36%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>6%</b>	29%	6%	0%	-	-	-	-	6%
	2019	24%	17%	<b>13%</b>	25%	13%	10%	-	-	*	-	12%
ELA/Reading	2021	18%	11%	<b>11%</b>	*	11%	0%	-	-	-	-	9%
	2019	21%	13%	<b>13%</b>	*	13%	25%	-	-	*	-	12%
Mathematics	2021	18%	9%	<b>6%</b>	*	6%	0%	-	-	-	-	5%
	2019	26%	20%	<b>15%</b>	*	15%	0%	-	-	*	-	14%
Writing	2021	9%	4%	<b>0%</b>	*	0%	*	-	-	-	-	0%
	2019	14%	8%	<b>1%</b>	*	1%	*	-	-	*	-	1%
Science	2021	20%	10%	<b>1%</b>	*	1%	*	-	-	-	-	1%
	2019	25%	16%	<b>16%</b>	*	16%	*	-	-	-	-	14%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>96%</b>	88%	97%	75%	-	-	-	-	97%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	-	*	-	100%
ELA/Reading	2021	89%	94%	<b>96%</b>	*	97%	78%	-	-	-	-	96%
	2019	99%	99%	<b>100%</b>	*	100%	100%	-	-	*	-	100%
Mathematics	2021	88%	93%	<b>96%</b>	*	97%	78%	-	-	-	-	96%
	2019	100%	100%	<b>100%</b>	*	100%	100%	-	-	*	-	100%

- 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  
2020-21 School Report Card  
DR LONNIE GREEN JR EL (233901113)**

**Accountability Rating**

**Not Rated: Declared State of Disaster**

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 769  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

**Distinction Designations were not awarded in 2021.**

**School and Student Information**

This section provides demographic information about DR LONNIE GREEN JR EL, 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 (2019-20)</b>	99.2%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.3%	0.7%	12.7%
Hispanic	94.2%	93.6%	52.9%
White	5.1%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	72.0%	71.3%	60.3%
Special Education	12.6%	13.0%	11.1%
Emergent Bilingual/EL	26.7%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	11.5%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	18.8%	19.1%	17.7%
Grade 1	25.5%	19.9%	18.0%
Grade 2	20.4%	19.3%	18.0%
Grade 3	18.6%	18.3%	18.2%
Grade 4	15.4%	19.3%	18.3%
Grade 5	19.9%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,370	\$10,349	\$10,406
Instruction	\$5,152	\$5,401	\$5,929
Instructional Leadership	\$48	\$205	\$173
School Leadership	\$334	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>55%</b>	40%	54%	78%	-	-	-	-	46%
	2019	78%	72%	<b>73%</b>	100%	72%	78%	-	-	-	-	66%
ELA/Reading	2021	68%	62%	<b>61%</b>	*	60%	79%	-	-	-	-	53%
	2019	75%	69%	<b>77%</b>	*	76%	84%	-	-	-	-	69%
Mathematics	2021	66%	54%	<b>52%</b>	*	51%	79%	-	-	-	-	42%
	2019	82%	77%	<b>76%</b>	*	76%	79%	-	-	-	-	71%
Writing	2021	58%	51%	<b>49%</b>	*	47%	86%	-	-	-	-	45%
	2019	68%	58%	<b>57%</b>	*	58%	33%	-	-	-	-	51%
Science	2021	71%	60%	<b>52%</b>	-	51%	67%	-	-	-	-	39%
	2019	81%	75%	<b>65%</b>	*	63%	100%	-	-	-	-	59%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>28%</b>	40%	26%	49%	-	-	-	-	18%
	2019	50%	40%	<b>37%</b>	73%	36%	51%	-	-	-	-	28%
ELA/Reading	2021	45%	36%	<b>32%</b>	*	31%	47%	-	-	-	-	22%
	2019	48%	38%	<b>40%</b>	*	39%	53%	-	-	-	-	30%
Mathematics	2021	37%	25%	<b>26%</b>	*	26%	37%	-	-	-	-	17%
	2019	52%	43%	<b>39%</b>	*	38%	53%	-	-	-	-	29%
Writing	2021	30%	21%	<b>25%</b>	*	21%	86%	-	-	-	-	16%
	2019	38%	28%	<b>24%</b>	*	24%	17%	-	-	-	-	19%
Science	2021	44%	30%	<b>22%</b>	-	21%	50%	-	-	-	-	12%
	2019	54%	43%	<b>34%</b>	*	32%	80%	-	-	-	-	26%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>12%</b>	0%	12%	22%	-	-	-	-	6%
	2019	24%	17%	<b>17%</b>	45%	16%	27%	-	-	-	-	13%
ELA/Reading	2021	18%	11%	<b>15%</b>	*	15%	21%	-	-	-	-	8%
	2019	21%	13%	<b>22%</b>	*	20%	42%	-	-	-	-	17%
Mathematics	2021	18%	9%	<b>12%</b>	*	12%	21%	-	-	-	-	7%
	2019	26%	20%	<b>18%</b>	*	18%	21%	-	-	-	-	14%
Writing	2021	9%	4%	<b>8%</b>	*	7%	29%	-	-	-	-	5%
	2019	14%	8%	<b>6%</b>	*	5%	0%	-	-	-	-	6%
Science	2021	20%	10%	<b>8%</b>	-	7%	17%	-	-	-	-	2%
	2019	25%	16%	<b>11%</b>	*	10%	20%	-	-	-	-	9%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>97%</b>	100%	97%	89%	-	-	-	-	97%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	<b>97%</b>	*	97%	90%	-	-	-	-	97%
	2019	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	-	100%
Mathematics	2021	88%	93%	<b>97%</b>	*	97%	90%	-	-	-	-	97%
	2019	100%	100%	<b>100%</b>	*	100%	100%	-	-	-	-	100%

- 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  
2020-21 School Report Card  
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)**

**Accountability Rating**

**School Information**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 116  
**Grade Span:** PK - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about ROBERTO BOBBY BARRERA EL STEM MAGN, 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 (2019-20)</b>	99.2%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	10.0%	0.7%	12.7%
Hispanic	28.3%	93.6%	52.9%
White	55.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	5.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	22.4%	71.3%	60.3%
Special Education	8.6%	13.0%	11.1%
Emergent Bilingual/EL	2.6%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	27.1%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	13.0%	19.1%	17.7%
Grade 1	20.0%	19.9%	18.0%
Grade 2	13.0%	19.3%	18.0%
Grade 3	19.0%	18.3%	18.2%
Grade 4	16.0%	19.3%	18.3%
Grade 5	14.0%	20.3%	19.8%

**School Financial Information (2019-20)**

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	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,128	\$10,349	\$10,406
Instruction	\$5,765	\$5,401	\$5,929
Instructional Leadership	\$28	\$205	\$173
School Leadership	\$1,423	\$507	\$620

# Texas Education Agency 2020-21 School Report Card

## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		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	2021	67%	59%	<b>92%</b>	100%	90%	90%	-	-	-	*	88%
	2019	78%	72%	<b>91%</b>	77%	94%	93%	-	*	-	-	96%
ELA/Reading	2021	68%	62%	<b>97%</b>	100%	100%	96%	-	-	-	*	93%
	2019	75%	69%	<b>98%</b>	80%	100%	100%	-	*	-	-	100%
Mathematics	2021	66%	54%	<b>90%</b>	100%	78%	92%	-	-	-	*	86%
	2019	82%	77%	<b>88%</b>	80%	92%	86%	-	*	-	-	89%
Writing	2021	58%	51%	<b>87%</b>	*	*	80%	-	-	-	*	80%
	2019	68%	58%	<b>75%</b>	*	*	86%	-	-	-	-	*
Science	2021	71%	60%	<b>88%</b>	*	*	80%	-	-	-	-	*
	2019	81%	75%	<b>100%</b>	*	*	100%	-	-	-	-	*
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>66%</b>	73%	57%	65%	-	-	-	*	44%
	2019	50%	40%	<b>68%</b>	38%	68%	74%	-	*	-	-	46%
ELA/Reading	2021	45%	36%	<b>77%</b>	83%	88%	71%	-	-	-	*	57%
	2019	48%	38%	<b>78%</b>	60%	75%	82%	-	*	-	-	56%
Mathematics	2021	37%	25%	<b>65%</b>	67%	33%	75%	-	-	-	*	36%
	2019	52%	43%	<b>65%</b>	40%	58%	73%	-	*	-	-	22%
Writing	2021	30%	21%	<b>47%</b>	*	*	40%	-	-	-	*	40%
	2019	38%	28%	<b>33%</b>	*	*	29%	-	-	-	-	*
Science	2021	44%	30%	<b>50%</b>	*	*	40%	-	-	-	-	*
	2019	54%	43%	<b>82%</b>	*	*	100%	-	-	-	-	*
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>42%</b>	40%	33%	43%	-	-	-	*	18%
	2019	24%	17%	<b>32%</b>	23%	16%	40%	-	*	-	-	17%
ELA/Reading	2021	18%	11%	<b>49%</b>	50%	38%	50%	-	-	-	*	29%
	2019	21%	13%	<b>38%</b>	40%	17%	45%	-	*	-	-	33%
Mathematics	2021	18%	9%	<b>43%</b>	33%	22%	50%	-	-	-	*	7%
	2019	26%	20%	<b>38%</b>	20%	25%	45%	-	*	-	-	0%
Writing	2021	9%	4%	<b>27%</b>	*	*	10%	-	-	-	*	20%
	2019	14%	8%	<b>0%</b>	*	*	0%	-	-	-	-	*
Science	2021	20%	10%	<b>38%</b>	*	*	40%	-	-	-	-	*
	2019	25%	16%	<b>27%</b>	*	*	50%	-	-	-	-	*
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>93%</b>	100%	87%	93%	-	-	-	100%	100%
	2019	99%	99%	<b>99%</b>	100%	100%	99%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	<b>91%</b>	100%	83%	92%	-	-	-	*	100%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	<b>94%</b>	100%	92%	92%	-	-	-	*	100%
	2019	100%	100%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%

- 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.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State;

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --

**(aa)** the specific weight of the indicators in such differentiation;

**(bb)** the methodology by which the State differentiates all such schools;

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement;

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

**Part (i)(VI)** the exit criteria established by the State, including the length of years established.

*On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)*

*Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).*

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																				
<b>Grade 3</b>																				
Reading	All Students	67%	55%	59%	81%	67%	85%	63%	75%	56%	82%	42%	70%	54%	64%	70%	44%	50%	50%	78%
	CWD	42%	32%	36%	56%	45%	56%	41%	50%	34%	58%	42%	-	30%	42%	42%	25%	31%	32%	53%
	CWOD	70%	59%	63%	86%	71%	87%	66%	79%	60%	85%	-	70%	57%	68%	72%	47%	54%	58%	82%
	EL	54%	65%	51%	62%	53%	73%	43%	69%	51%	68%	30%	57%	54%	51%	57%	39%	45%	37%	64%
	Male	64%	52%	56%	80%	64%	83%	57%	73%	53%	80%	42%	68%	51%	64%	-	41%	48%	48%	74%
	Female	70%	59%	62%	83%	71%	88%	69%	78%	60%	85%	42%	72%	57%	-	70%	47%	53%	52%	82%
Mathematics	All Students	61%	44%	53%	78%	61%	85%	59%	69%	50%	78%	40%	64%	51%	63%	59%	38%	43%	46%	72%
	CWD	40%	28%	34%	53%	43%	61%	36%	46%	33%	55%	40%	-	32%	43%	35%	24%	30%	31%	49%
	CWOD	64%	47%	56%	82%	64%	87%	62%	73%	53%	81%	-	64%	53%	67%	61%	41%	46%	51%	76%
	EL	51%	56%	48%	61%	53%	75%	46%	71%	48%	65%	32%	53%	51%	53%	48%	36%	43%	44%	63%
	Male	63%	45%	56%	79%	63%	86%	58%	71%	52%	79%	43%	67%	53%	63%	-	41%	46%	48%	73%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	43%	50%	76%	60%	84%	60%	67%	48%	77%	35%	61%	48%	-	59%	36%	40%	43%	71%
<b>Grade 4</b>																				
Reading	All Students	62%	50%	55%	76%	61%	83%	59%	70%	52%	78%	34%	66%	48%	59%	66%	39%	47%	49%	72%
	CWD	34%	27%	29%	46%	33%	50%	35%	38%	28%	48%	34%	-	23%	35%	33%	24%	30%	32%	45%
	CWOD	66%	54%	59%	81%	67%	86%	62%	75%	56%	81%	-	66%	51%	64%	69%	42%	50%	56%	77%
	EL	48%	57%	46%	55%	46%	65%	37%	58%	46%	59%	23%	51%	48%	45%	52%	34%	39%	43%	59%
	Male	59%	45%	51%	74%	57%	81%	57%	66%	48%	75%	35%	64%	45%	59%	-	35%	44%	47%	70%
	Female	66%	55%	59%	79%	65%	85%	61%	74%	56%	81%	33%	69%	52%	-	66%	43%	49%	51%	75%
Mathematics	All Students	58%	41%	50%	76%	58%	85%	60%	66%	47%	75%	35%	62%	46%	61%	56%	34%	42%	45%	70%
	CWD	35%	23%	30%	48%	38%	59%	39%	39%	28%	49%	35%	-	26%	39%	28%	18%	28%	32%	44%
	CWOD	62%	44%	53%	80%	63%	87%	62%	71%	50%	79%	-	62%	49%	65%	59%	37%	45%	51%	74%
	EL	46%	49%	44%	56%	47%	71%	42%	60%	44%	58%	26%	49%	46%	49%	43%	30%	35%	40%	60%
	Male	61%	42%	53%	78%	63%	86%	62%	68%	50%	77%	39%	65%	49%	61%	-	36%	45%	48%	73%
	Female	56%	40%	47%	73%	53%	84%	57%	65%	44%	73%	28%	59%	43%	-	56%	32%	39%	42%	66%
<b>Grade 5</b>																				
Reading	All Students	72%	60%	67%	83%	71%	89%	69%	79%	64%	85%	41%	77%	61%	69%	76%	53%	56%	54%	81%
	CWD	41%	33%	36%	53%	42%	57%	43%	48%	34%	55%	41%	-	30%	40%	42%	36%	31%	34%	53%
	CWOD	77%	65%	72%	88%	76%	91%	72%	83%	69%	88%	-	77%	65%	74%	80%	56%	62%	64%	86%
	EL	61%	63%	60%	64%	58%	72%	56%	63%	60%	69%	30%	65%	61%	57%	65%	48%	54%	48%	68%
	Male	69%	55%	63%	81%	65%	88%	66%	76%	60%	82%	40%	74%	57%	69%	-	48%	51%	47%	79%
	Female	76%	65%	71%	86%	76%	91%	72%	82%	68%	88%	42%	80%	65%	-	76%	58%	62%	63%	84%
Mathematics	All Students	69%	53%	63%	83%	69%	91%	72%	76%	60%	83%	47%	73%	59%	70%	69%	47%	53%	54%	80%
	CWD	47%	35%	43%	58%	44%	68%	60%	51%	41%	59%	47%	-	40%	48%	44%	37%	39%	39%	56%
	CWOD	73%	57%	67%	87%	74%	93%	73%	80%	63%	86%	-	73%	61%	74%	71%	48%	56%	61%	83%
	EL	59%	59%	57%	65%	63%	80%	56%	64%	57%	67%	40%	61%	59%	60%	57%	42%	52%	49%	62%
	Male	70%	52%	64%	83%	69%	91%	71%	76%	61%	83%	48%	74%	60%	70%	-	49%	53%	49%	81%
	Female	69%	54%	62%	82%	69%	91%	72%	76%	59%	83%	44%	71%	57%	-	69%	44%	52%	60%	78%
Science	All Students	61%	45%	52%	79%	60%	85%	63%	71%	50%	78%	36%	65%	43%	63%	59%	33%	44%	47%	74%
	CWD	36%	27%	30%	51%	35%	56%	45%	45%	30%	50%	36%	-	24%	39%	30%	27%	29%	32%	49%
	CWOD	65%	49%	56%	83%	65%	87%	65%	75%	53%	81%	-	65%	46%	68%	62%	34%	48%	53%	78%
	EL	43%	47%	42%	52%	45%	64%	42%	50%	41%	55%	24%	46%	43%	47%	40%	26%	34%	35%	54%
	Male	63%	46%	55%	81%	62%	86%	64%	73%	52%	80%	39%	68%	47%	63%	-	38%	46%	44%	77%
	Female	59%	44%	49%	77%	58%	84%	62%	69%	47%	76%	30%	62%	40%	-	59%	28%	43%	49%	71%
<b>Grade 6</b>																				
Reading	All Students	62%	51%	54%	76%	62%	86%	61%	71%	51%	77%	29%	66%	40%	58%	65%	40%	44%	40%	73%
	CWD	29%	24%	24%	39%	32%	47%	22%	33%	24%	40%	29%	-	17%	29%	29%	20%	24%	27%	34%
	CWOD	66%	57%	58%	81%	67%	88%	66%	76%	56%	81%	-	66%	43%	63%	69%	43%	48%	46%	78%
	EL	40%	47%	39%	47%	45%	59%	27%	50%	39%	47%	17%	43%	40%	37%	43%	32%	33%	27%	46%
	Male	58%	46%	50%	73%	59%	83%	55%	66%	47%	74%	29%	63%	37%	58%	-	40%	40%	34%	69%
	Female	65%	57%	58%	79%	65%	89%	66%	76%	55%	81%	29%	69%	43%	-	65%	40%	48%	47%	76%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	67%	53%	59%	82%	67%	91%	68%	75%	57%	82%	40%	70%	51%	68%	66%	43%	50%	48%	77%
	CWD	40%	31%	35%	54%	49%	65%	31%	46%	34%	54%	40%	-	30%	43%	36%	31%	35%	40%	49%
	CWOD	70%	57%	63%	86%	70%	92%	72%	79%	60%	85%	-	70%	53%	72%	69%	45%	53%	52%	81%
	EL	51%	54%	49%	62%	50%	75%	44%	67%	49%	60%	30%	53%	51%	53%	48%	37%	43%	37%	55%
	Male	68%	52%	61%	83%	67%	91%	70%	75%	58%	82%	43%	72%	53%	68%	-	49%	50%	45%	78%
	Female	66%	54%	58%	81%	66%	91%	66%	75%	56%	81%	36%	69%	48%	-	66%	37%	50%	51%	76%
<b>Grade 7</b>																				
Reading	All Students	69%	58%	62%	80%	69%	91%	69%	76%	59%	82%	34%	73%	46%	64%	73%	46%	51%	52%	79%
	CWD	34%	29%	30%	43%	38%	56%	34%	40%	29%	46%	34%	-	22%	34%	36%	21%	30%	30%	50%
	CWOD	73%	64%	67%	85%	73%	92%	72%	81%	64%	85%	-	73%	49%	69%	77%	50%	55%	61%	83%
	EL	46%	50%	45%	52%	43%	62%	47%	53%	45%	52%	22%	49%	46%	42%	51%	30%	33%	34%	55%
	Male	64%	51%	58%	77%	64%	89%	64%	72%	54%	78%	34%	69%	42%	64%	-	39%	46%	50%	76%
	Female	73%	66%	67%	84%	75%	92%	74%	81%	65%	85%	36%	77%	51%	-	73%	53%	56%	55%	82%
Mathematics	All Students	55%	39%	47%	71%	58%	87%	49%	63%	44%	71%	31%	58%	34%	54%	55%	31%	37%	36%	64%
	CWD	31%	23%	27%	40%	27%	60%	26%	32%	26%	41%	31%	-	21%	32%	27%	13%	26%	27%	37%
	CWOD	58%	42%	50%	76%	62%	89%	52%	67%	47%	74%	-	58%	36%	58%	58%	35%	40%	40%	69%
	EL	34%	33%	33%	44%	33%	62%	26%	44%	33%	42%	21%	36%	34%	35%	33%	23%	26%	20%	43%
	Male	54%	37%	47%	71%	59%	87%	45%	62%	44%	70%	32%	58%	35%	54%	-	28%	38%	38%	64%
	Female	55%	41%	47%	72%	56%	87%	53%	63%	44%	71%	27%	58%	33%	-	55%	35%	37%	33%	65%
<b>Grade 8</b>																				
Reading	All Students	73%	63%	67%	83%	73%	91%	76%	79%	64%	84%	38%	77%	49%	67%	78%	54%	56%	52%	81%
	CWD	38%	32%	34%	47%	50%	61%	31%	44%	33%	49%	38%	-	24%	37%	41%	24%	32%	31%	47%
	CWOD	77%	68%	71%	87%	76%	92%	78%	84%	69%	87%	-	77%	52%	72%	81%	58%	61%	61%	85%
	EL	49%	46%	48%	49%	45%	61%	40%	47%	48%	52%	24%	52%	49%	44%	55%	39%	39%	34%	50%
	Male	67%	55%	62%	79%	69%	90%	69%	75%	58%	80%	37%	72%	44%	67%	-	48%	50%	45%	76%
	Female	78%	71%	73%	88%	77%	93%	82%	84%	71%	88%	41%	81%	55%	-	78%	61%	63%	61%	87%
Mathematics	All Students	61%	47%	53%	77%	61%	88%	62%	69%	51%	76%	34%	64%	41%	59%	63%	40%	42%	44%	71%
	CWD	34%	27%	30%	44%	37%	67%	21%	40%	29%	45%	34%	-	23%	35%	34%	23%	28%	27%	40%
	CWOD	64%	51%	56%	81%	65%	90%	65%	74%	54%	79%	-	64%	43%	63%	66%	43%	45%	51%	75%
	EL	41%	42%	39%	47%	40%	68%	39%	48%	39%	48%	23%	43%	41%	39%	42%	29%	34%	40%	40%
	Male	59%	43%	51%	75%	58%	88%	60%	68%	49%	74%	35%	63%	39%	59%	-	36%	41%	41%	69%
	Female	63%	52%	56%	79%	64%	89%	63%	71%	54%	77%	34%	66%	42%	-	63%	44%	43%	48%	73%
Science	All Students	67%	54%	59%	83%	68%	91%	66%	77%	56%	82%	37%	71%	40%	67%	67%	43%	47%	48%	80%
	CWD	37%	28%	32%	50%	50%	65%	36%	43%	31%	49%	37%	-	22%	40%	32%	20%	29%	34%	48%
	CWOD	71%	58%	62%	87%	71%	92%	68%	81%	60%	85%	-	71%	42%	71%	70%	46%	50%	54%	84%
	EL	40%	41%	39%	45%	38%	64%	28%	41%	39%	46%	22%	42%	40%	41%	38%	29%	29%	32%	42%
	Male	67%	51%	60%	84%	69%	91%	68%	76%	56%	82%	40%	71%	41%	67%	-	43%	46%	50%	80%
	Female	67%	57%	59%	83%	68%	91%	64%	77%	57%	82%	32%	70%	38%	-	67%	42%	48%	46%	80%
<b>End of Course</b>																				



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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	66%	55%	60%	81%	64%	89%	69%	77%	56%	80%	30%	70%	34%	61%	72%	43%	46%	42%	80%
	CWD	30%	24%	27%	40%	33%	53%	27%	36%	25%	41%	30%	-	16%	30%	31%	20%	24%	29%	43%
	CWOD	70%	60%	63%	85%	69%	90%	72%	82%	60%	84%	-	70%	36%	65%	75%	46%	50%	48%	85%
	EL	34%	29%	33%	38%	26%	48%	22%	40%	33%	37%	16%	36%	34%	30%	38%	30%	21%	16%	38%
	Male	61%	49%	54%	76%	59%	86%	64%	72%	50%	76%	30%	65%	30%	61%	-	38%	41%	39%	75%
	Female	72%	63%	66%	86%	72%	91%	73%	82%	63%	85%	31%	75%	38%	-	72%	50%	52%	45%	86%
English II	All Students	70%	60%	64%	83%	71%	89%	69%	81%	61%	83%	32%	74%	34%	65%	76%	48%	52%	48%	83%
	CWD	32%	25%	29%	42%	34%	53%	27%	41%	27%	42%	32%	-	17%	31%	34%	22%	23%	29%	41%
	CWOD	74%	65%	68%	87%	75%	91%	72%	85%	65%	86%	-	74%	36%	69%	79%	51%	56%	56%	87%
	EL	34%	32%	34%	39%	31%	46%	29%	43%	34%	38%	17%	36%	34%	31%	39%	28%	25%	24%	36%
	Male	65%	52%	59%	79%	65%	88%	61%	77%	55%	78%	31%	69%	31%	65%	-	44%	46%	42%	79%
	Female	76%	68%	70%	88%	76%	91%	76%	85%	67%	87%	34%	79%	39%	-	76%	52%	58%	53%	87%
Algebra I	All Students	72%	60%	66%	84%	72%	94%	73%	79%	63%	83%	44%	75%	54%	68%	76%	50%	54%	48%	80%
	CWD	44%	36%	42%	53%	57%	72%	43%	48%	40%	54%	44%	-	37%	43%	47%	33%	35%	33%	53%
	CWOD	75%	64%	69%	87%	74%	95%	75%	82%	66%	85%	-	75%	56%	72%	78%	53%	57%	55%	83%
	EL	54%	53%	53%	58%	49%	79%	54%	65%	53%	58%	37%	56%	54%	51%	58%	42%	47%	41%	56%
	Male	68%	55%	62%	81%	69%	93%	72%	76%	59%	80%	43%	72%	51%	68%	-	46%	51%	48%	78%
	Female	76%	65%	71%	87%	76%	95%	74%	82%	68%	86%	47%	78%	58%	-	76%	55%	57%	49%	83%
Biology	All Students	81%	73%	76%	92%	82%	95%	82%	88%	73%	90%	52%	84%	56%	79%	83%	58%	68%	64%	91%
	CWD	52%	43%	48%	66%	62%	74%	52%	59%	46%	64%	52%	-	38%	53%	51%	34%	45%	52%	67%
	CWOD	84%	77%	79%	94%	85%	96%	85%	92%	77%	93%	-	84%	59%	82%	86%	62%	71%	71%	93%
	EL	56%	49%	56%	58%	54%	72%	41%	62%	56%	61%	38%	59%	56%	55%	58%	45%	47%	42%	58%
	Male	79%	68%	74%	90%	79%	94%	78%	87%	71%	89%	53%	82%	55%	79%	-	55%	65%	65%	89%
	Female	83%	77%	78%	93%	85%	95%	86%	90%	76%	92%	51%	86%	58%	-	83%	61%	70%	64%	93%
<b>STAAR Percent at Meets Grade Level or Above</b>																				
<b>Grade 3</b>																				
Reading	All Students	38%	26%	29%	55%	36%	62%	34%	47%	26%	56%	23%	40%	24%	36%	40%	16%	21%	22%	49%
	CWD	23%	18%	18%	31%	22%	32%	21%	26%	18%	32%	23%	-	15%	23%	22%	6%	14%	18%	28%
	CWOD	40%	28%	30%	59%	38%	64%	36%	50%	28%	59%	-	40%	25%	38%	42%	18%	23%	23%	53%
	EL	24%	32%	22%	32%	23%	42%	15%	41%	21%	36%	15%	25%	24%	22%	26%	13%	19%	16%	27%
	Male	36%	24%	27%	53%	33%	59%	30%	44%	24%	53%	23%	38%	22%	36%	-	15%	20%	22%	46%
	Female	40%	29%	31%	57%	40%	65%	38%	51%	28%	59%	22%	42%	26%	-	40%	18%	23%	21%	53%
Mathematics	All Students	30%	17%	22%	46%	30%	59%	26%	37%	20%	46%	21%	31%	20%	33%	27%	12%	16%	16%	37%
	CWD	21%	16%	18%	27%	18%	39%	18%	23%	17%	29%	21%	-	15%	23%	18%	8%	15%	16%	24%
	CWOD	31%	17%	22%	49%	32%	61%	27%	39%	20%	48%	-	31%	21%	35%	28%	13%	16%	16%	39%
	EL	20%	24%	18%	29%	22%	44%	16%	36%	18%	32%	15%	21%	20%	23%	18%	9%	14%	16%	24%
	Male	33%	18%	24%	49%	30%	62%	29%	40%	22%	49%	23%	35%	23%	33%	-	14%	18%	20%	40%
	Female	27%	15%	19%	42%	31%	57%	23%	33%	17%	43%	18%	28%	18%	-	27%	9%	14%	12%	34%
<b>Grade 4</b>																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	25%	28%	51%	33%	62%	31%	44%	25%	52%	20%	38%	22%	34%	38%	16%	22%	24%	45%
	CWD	20%	16%	17%	26%	20%	34%	28%	22%	16%	28%	20%	-	13%	21%	18%	13%	17%	18%	26%
	CWOD	38%	27%	29%	55%	36%	63%	31%	48%	27%	55%	-	38%	23%	36%	41%	17%	23%	27%	49%
	EL	22%	28%	20%	27%	22%	36%	11%	30%	20%	31%	13%	23%	22%	20%	24%	13%	16%	17%	22%
	Male	34%	22%	26%	48%	32%	59%	32%	41%	23%	50%	21%	36%	20%	34%	-	16%	22%	23%	43%
	Female	38%	28%	30%	53%	34%	65%	29%	47%	27%	55%	18%	41%	24%	-	38%	16%	22%	26%	48%
Mathematics	All Students	35%	20%	26%	52%	34%	67%	31%	42%	24%	52%	22%	37%	23%	38%	32%	15%	21%	21%	43%
	CWD	22%	16%	18%	29%	24%	45%	27%	25%	17%	31%	22%	-	16%	24%	17%	12%	19%	21%	26%
	CWOD	37%	21%	27%	56%	36%	69%	32%	45%	25%	55%	-	37%	24%	41%	33%	16%	21%	21%	46%
	EL	23%	23%	21%	32%	26%	47%	15%	31%	21%	34%	16%	24%	23%	26%	19%	13%	15%	13%	32%
	Male	38%	21%	29%	56%	40%	70%	36%	45%	27%	56%	24%	41%	26%	38%	-	16%	24%	23%	47%
	Female	32%	19%	23%	48%	28%	64%	25%	39%	21%	48%	17%	33%	19%	-	32%	14%	16%	19%	39%
<b>Grade 5</b>																				
Reading	All Students	45%	32%	38%	60%	43%	72%	43%	53%	34%	62%	22%	49%	30%	42%	49%	25%	28%	26%	56%
	CWD	22%	18%	19%	29%	21%	37%	32%	27%	18%	31%	22%	-	14%	23%	22%	19%	17%	16%	28%
	CWOD	49%	35%	41%	65%	47%	74%	44%	58%	37%	66%	-	49%	33%	46%	52%	26%	31%	30%	60%
	EL	30%	33%	29%	33%	32%	43%	22%	31%	29%	39%	14%	33%	30%	28%	33%	20%	27%	19%	38%
	Male	42%	29%	35%	57%	38%	69%	40%	49%	31%	59%	23%	46%	28%	42%	-	23%	25%	20%	51%
	Female	49%	37%	41%	63%	49%	75%	46%	58%	37%	66%	22%	52%	33%	-	49%	27%	32%	31%	60%
Mathematics	All Students	43%	26%	35%	59%	43%	77%	43%	50%	32%	60%	24%	46%	30%	45%	42%	23%	26%	27%	54%
	CWD	24%	19%	21%	32%	21%	49%	38%	28%	20%	34%	24%	-	18%	26%	21%	18%	19%	19%	31%
	CWOD	46%	28%	37%	63%	47%	79%	44%	54%	34%	63%	-	46%	32%	48%	44%	23%	27%	31%	57%
	EL	30%	28%	29%	38%	30%	57%	23%	38%	29%	40%	18%	32%	30%	32%	28%	18%	26%	15%	39%
	Male	45%	26%	37%	61%	42%	78%	46%	52%	33%	62%	26%	48%	32%	45%	-	24%	26%	25%	56%
	Female	42%	27%	34%	57%	44%	77%	40%	49%	31%	59%	21%	44%	28%	-	42%	22%	25%	29%	51%
Science	All Students	30%	17%	21%	48%	30%	60%	30%	40%	19%	47%	20%	32%	14%	34%	27%	11%	16%	18%	40%
	CWD	20%	16%	16%	26%	18%	35%	25%	24%	16%	27%	20%	-	12%	22%	16%	14%	16%	17%	26%
	CWOD	32%	18%	22%	51%	32%	61%	30%	43%	20%	49%	-	32%	15%	36%	28%	10%	16%	18%	42%
	EL	14%	17%	13%	21%	14%	32%	9%	24%	13%	23%	12%	15%	14%	17%	11%	8%	11%	10%	26%
	Male	34%	19%	24%	52%	31%	63%	32%	44%	22%	51%	22%	36%	17%	34%	-	14%	17%	18%	44%
	Female	27%	16%	18%	42%	29%	57%	27%	36%	16%	43%	16%	28%	11%	-	27%	9%	14%	18%	35%
<b>Grade 6</b>																				
Reading	All Students	32%	23%	24%	45%	30%	63%	32%	40%	21%	48%	16%	34%	13%	30%	34%	14%	17%	16%	40%
	CWD	16%	14%	14%	20%	19%	29%	8%	18%	14%	21%	16%	-	9%	17%	15%	14%	15%	17%	18%
	CWOD	34%	24%	25%	49%	32%	65%	35%	44%	22%	50%	-	34%	13%	32%	36%	13%	17%	16%	43%
	EL	13%	18%	12%	19%	12%	26%	11%	17%	12%	18%	9%	13%	13%	12%	14%	9%	10%	9%	18%
	Male	30%	20%	22%	43%	28%	61%	27%	37%	19%	45%	17%	32%	12%	30%	-	15%	15%	12%	37%
	Female	34%	25%	25%	48%	32%	66%	37%	44%	23%	51%	15%	36%	14%	-	34%	12%	18%	21%	43%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	35%	22%	26%	53%	33%	73%	36%	44%	23%	53%	19%	37%	18%	37%	33%	14%	19%	18%	44%
	CWD	19%	15%	16%	26%	22%	42%	14%	22%	16%	27%	19%	-	12%	22%	16%	18%	16%	18%	23%
	CWOD	37%	23%	27%	56%	35%	75%	39%	47%	24%	56%	-	37%	19%	40%	35%	14%	20%	18%	47%
	EL	18%	22%	16%	29%	15%	45%	18%	38%	17%	27%	12%	19%	18%	20%	16%	10%	14%	10%	28%
	Male	37%	22%	28%	56%	35%	74%	37%	46%	25%	56%	22%	40%	20%	37%	-	17%	21%	17%	47%
	Female	33%	21%	24%	49%	31%	71%	35%	42%	21%	50%	16%	35%	16%	-	33%	11%	17%	18%	40%
<b>Grade 7</b>																				
Reading	All Students	44%	33%	36%	58%	45%	77%	44%	54%	33%	60%	20%	48%	20%	41%	48%	22%	27%	27%	54%
	CWD	20%	17%	17%	25%	17%	37%	21%	23%	17%	26%	20%	-	11%	20%	19%	10%	18%	17%	26%
	CWOD	48%	36%	39%	62%	48%	79%	46%	58%	36%	63%	-	48%	21%	44%	51%	24%	29%	31%	58%
	EL	20%	21%	19%	25%	17%	34%	13%	22%	19%	25%	11%	21%	20%	18%	22%	11%	15%	12%	25%
	Male	41%	28%	33%	54%	42%	74%	38%	50%	30%	56%	20%	44%	18%	41%	-	18%	24%	27%	50%
	Female	48%	39%	40%	62%	49%	79%	51%	58%	37%	64%	19%	51%	22%	-	48%	28%	31%	27%	58%
Mathematics	All Students	26%	14%	19%	41%	28%	69%	25%	32%	17%	42%	16%	28%	10%	27%	26%	10%	13%	12%	31%
	CWD	16%	14%	14%	19%	14%	40%	13%	16%	14%	20%	16%	-	10%	17%	14%	8%	14%	14%	16%
	CWOD	28%	15%	19%	44%	30%	70%	26%	35%	17%	44%	-	28%	11%	29%	27%	10%	12%	11%	34%
	EL	10%	9%	9%	18%	10%	33%	7%	19%	10%	16%	10%	11%	10%	11%	10%	6%	8%	8%	13%
	Male	27%	14%	19%	41%	28%	69%	24%	32%	17%	42%	17%	29%	11%	27%	-	9%	13%	14%	31%
	Female	26%	15%	18%	40%	28%	68%	26%	33%	16%	41%	14%	27%	10%	-	26%	10%	12%	10%	31%
<b>Grade 8</b>																				
Reading	All Students	45%	34%	38%	59%	43%	76%	45%	54%	35%	60%	21%	48%	19%	40%	51%	24%	27%	26%	55%
	CWD	21%	17%	18%	26%	27%	40%	15%	24%	18%	27%	21%	-	10%	21%	20%	16%	18%	17%	22%
	CWOD	48%	37%	40%	63%	45%	77%	47%	58%	37%	63%	-	48%	20%	43%	53%	25%	29%	30%	59%
	EL	19%	17%	18%	23%	12%	30%	20%	22%	18%	22%	10%	20%	19%	17%	22%	12%	12%	16%	23%
	Male	40%	28%	33%	54%	38%	73%	37%	48%	30%	55%	21%	43%	17%	40%	-	22%	23%	19%	49%
	Female	51%	41%	43%	65%	48%	79%	53%	61%	40%	66%	20%	53%	22%	-	51%	27%	31%	34%	61%
Mathematics	All Students	36%	22%	28%	52%	37%	72%	37%	44%	25%	51%	20%	38%	17%	35%	37%	18%	19%	22%	44%
	CWD	20%	16%	17%	25%	24%	48%	21%	22%	17%	26%	20%	-	11%	21%	18%	15%	17%	15%	24%
	CWOD	38%	23%	29%	56%	39%	74%	38%	47%	27%	54%	-	38%	18%	37%	39%	18%	20%	25%	47%
	EL	17%	19%	16%	25%	18%	42%	12%	28%	16%	23%	11%	18%	17%	17%	18%	10%	14%	19%	19%
	Male	35%	20%	27%	51%	38%	73%	36%	42%	25%	50%	21%	37%	17%	35%	-	14%	18%	21%	43%
	Female	37%	25%	28%	54%	35%	72%	38%	45%	26%	52%	18%	39%	18%	-	37%	21%	20%	24%	45%
Science	All Students	42%	28%	32%	61%	43%	77%	40%	53%	30%	60%	22%	45%	16%	43%	42%	19%	22%	23%	56%
	CWD	22%	17%	18%	29%	32%	48%	14%	25%	18%	29%	22%	-	11%	24%	18%	15%	17%	18%	27%
	CWOD	45%	30%	34%	65%	45%	79%	42%	57%	31%	63%	-	45%	16%	46%	44%	20%	23%	25%	60%
	EL	16%	17%	15%	23%	15%	39%	12%	18%	15%	21%	11%	16%	16%	17%	14%	11%	12%	14%	22%
	Male	43%	27%	33%	62%	44%	78%	44%	54%	31%	61%	24%	46%	17%	43%	-	21%	23%	23%	58%
	Female	42%	29%	31%	60%	43%	77%	38%	52%	29%	59%	18%	44%	14%	-	42%	18%	21%	22%	55%
<b>End of Course</b>																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	49%	37%	41%	67%	49%	81%	53%	62%	37%	67%	19%	53%	16%	44%	55%	23%	28%	26%	65%
	CWD	19%	15%	16%	26%	24%	39%	19%	21%	15%	26%	19%	-	8%	19%	19%	10%	15%	19%	26%
	CWOD	53%	40%	44%	72%	52%	83%	56%	67%	40%	70%	-	53%	17%	47%	58%	25%	30%	29%	69%
	EL	16%	16%	15%	21%	13%	27%	13%	21%	15%	18%	8%	17%	16%	14%	18%	11%	8%	8%	13%
	Male	44%	30%	36%	62%	43%	78%	47%	56%	32%	61%	19%	47%	14%	44%	-	18%	25%	24%	59%
	Female	55%	44%	47%	73%	56%	84%	59%	68%	43%	73%	19%	58%	18%	-	55%	29%	32%	28%	71%
English II	All Students	57%	44%	49%	73%	58%	84%	56%	69%	45%	72%	22%	60%	18%	51%	63%	33%	35%	32%	70%
	CWD	22%	16%	19%	29%	22%	43%	20%	26%	17%	29%	22%	-	9%	21%	22%	17%	16%	19%	26%
	CWOD	60%	48%	52%	77%	62%	85%	59%	74%	48%	75%	-	60%	20%	54%	66%	35%	38%	38%	74%
	EL	18%	18%	18%	23%	17%	29%	15%	29%	18%	21%	9%	20%	18%	16%	22%	14%	11%	11%	21%
	Male	51%	36%	43%	67%	53%	81%	47%	63%	38%	66%	21%	54%	16%	51%	-	28%	30%	29%	64%
	Female	63%	52%	55%	79%	63%	87%	65%	76%	51%	78%	22%	66%	22%	-	63%	38%	41%	35%	76%
Algebra I	All Students	40%	26%	32%	55%	40%	78%	38%	49%	29%	55%	20%	42%	20%	38%	43%	17%	22%	22%	46%
	CWD	20%	15%	18%	25%	26%	50%	18%	20%	17%	26%	20%	-	13%	21%	19%	10%	16%	18%	23%
	CWOD	42%	28%	34%	59%	42%	80%	40%	52%	31%	57%	-	42%	21%	40%	45%	18%	23%	23%	49%
	EL	20%	19%	19%	27%	16%	50%	18%	32%	19%	25%	13%	21%	20%	19%	22%	12%	15%	12%	19%
	Male	38%	23%	30%	53%	36%	77%	38%	46%	27%	52%	21%	40%	19%	38%	-	16%	21%	23%	45%
	Female	43%	30%	35%	58%	44%	80%	38%	51%	32%	57%	19%	45%	22%	-	43%	19%	24%	20%	48%
Biology	All Students	54%	40%	45%	73%	54%	85%	57%	66%	41%	71%	25%	57%	21%	52%	55%	24%	33%	32%	68%
	CWD	25%	18%	21%	35%	34%	49%	30%	30%	20%	34%	25%	-	11%	27%	22%	15%	19%	25%	37%
	CWOD	57%	43%	47%	77%	57%	87%	59%	70%	44%	74%	-	57%	23%	56%	58%	26%	35%	35%	72%
	EL	21%	21%	20%	28%	16%	42%	15%	35%	20%	27%	11%	23%	21%	22%	21%	13%	12%	14%	21%
	Male	52%	36%	43%	71%	51%	84%	55%	64%	40%	69%	27%	56%	22%	52%	-	26%	32%	33%	66%
	Female	55%	44%	46%	74%	58%	87%	58%	68%	42%	73%	22%	58%	21%	-	55%	23%	34%	31%	70%
<b>STAAR Percent at Masters Grade Level</b>																				
<b>Grade 3</b>																				
Reading	All Students	19%	10%	12%	30%	16%	37%	15%	25%	11%	31%	7%	21%	11%	17%	20%	6%	8%	7%	25%
	CWD	7%	4%	5%	13%	4%	11%	2%	9%	4%	13%	7%	-	4%	7%	8%	1%	4%	2%	10%
	CWOD	21%	11%	13%	33%	17%	39%	17%	28%	12%	34%	-	21%	11%	19%	22%	7%	8%	8%	27%
	EL	11%	13%	10%	15%	10%	20%	6%	17%	9%	18%	4%	11%	11%	9%	12%	5%	7%	6%	10%
	Male	17%	9%	11%	28%	13%	34%	13%	23%	10%	29%	7%	19%	9%	17%	-	6%	7%	6%	23%
	Female	20%	12%	14%	32%	18%	40%	17%	27%	12%	34%	8%	22%	12%	-	20%	6%	9%	7%	27%
Mathematics	All Students	14%	6%	8%	23%	13%	37%	11%	17%	7%	24%	7%	15%	8%	16%	12%	5%	5%	4%	18%
	CWD	7%	4%	5%	11%	9%	15%	6%	8%	5%	12%	7%	-	5%	8%	5%	2%	4%	5%	8%
	CWOD	15%	6%	9%	25%	13%	39%	12%	19%	8%	26%	-	15%	9%	18%	13%	5%	5%	4%	19%
	EL	8%	9%	7%	13%	9%	24%	0%	19%	7%	16%	5%	9%	8%	10%	7%	3%	5%	4%	10%
	Male	16%	7%	10%	26%	15%	40%	12%	20%	9%	27%	8%	18%	10%	16%	-	6%	6%	6%	20%
	Female	12%	5%	7%	20%	10%	34%	9%	15%	6%	21%	5%	13%	7%	-	12%	4%	4%	2%	15%
<b>Grade 4</b>																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	17%	10%	11%	27%	15%	37%	12%	22%	10%	29%	6%	19%	8%	16%	19%	6%	8%	8%	23%
	CWD	6%	4%	4%	10%	7%	11%	5%	6%	4%	11%	6%	-	3%	6%	5%	4%	5%	5%	9%
	CWOD	19%	11%	12%	30%	17%	39%	13%	25%	11%	31%	-	19%	9%	17%	20%	6%	8%	9%	25%
	EL	8%	11%	7%	11%	9%	16%	2%	12%	7%	13%	3%	9%	8%	7%	9%	4%	6%	7%	10%
	Male	16%	9%	10%	25%	15%	34%	12%	20%	9%	26%	6%	17%	7%	16%	-	7%	8%	8%	21%
	Female	19%	12%	12%	30%	16%	41%	12%	24%	11%	31%	5%	20%	9%	-	19%	5%	7%	9%	25%
Mathematics	All Students	21%	9%	13%	34%	20%	50%	18%	26%	12%	34%	9%	23%	11%	23%	18%	8%	9%	9%	26%
	CWD	9%	4%	6%	14%	10%	23%	4%	10%	6%	15%	9%	-	5%	10%	6%	7%	8%	6%	13%
	CWOD	23%	10%	14%	37%	22%	52%	20%	28%	13%	37%	-	23%	12%	26%	19%	9%	10%	10%	28%
	EL	11%	11%	10%	18%	13%	30%	8%	18%	10%	19%	5%	12%	11%	13%	9%	7%	7%	5%	17%
	Male	23%	10%	15%	38%	23%	53%	22%	28%	13%	38%	10%	26%	13%	23%	-	10%	11%	11%	29%
	Female	18%	9%	11%	30%	16%	47%	14%	23%	10%	31%	6%	19%	9%	-	18%	6%	7%	7%	22%
<b>Grade 5</b>																				
Reading	All Students	29%	19%	22%	43%	27%	57%	30%	37%	19%	45%	8%	33%	15%	27%	32%	13%	15%	13%	37%
	CWD	8%	5%	6%	14%	6%	18%	11%	12%	5%	15%	8%	-	4%	9%	8%	5%	5%	4%	12%
	CWOD	33%	21%	24%	47%	31%	60%	32%	41%	21%	48%	-	33%	17%	30%	35%	15%	18%	16%	41%
	EL	15%	19%	14%	18%	16%	27%	9%	18%	14%	22%	4%	17%	15%	14%	17%	10%	12%	9%	24%
	Male	27%	15%	19%	40%	20%	54%	24%	34%	17%	41%	9%	30%	14%	27%	-	11%	13%	9%	33%
	Female	32%	22%	24%	46%	35%	61%	35%	40%	21%	48%	8%	35%	17%	-	32%	15%	17%	16%	41%
Mathematics	All Students	24%	11%	17%	36%	22%	58%	24%	30%	15%	38%	9%	26%	14%	25%	23%	9%	11%	12%	31%
	CWD	9%	6%	7%	14%	7%	24%	13%	11%	7%	14%	9%	-	6%	11%	7%	7%	7%	6%	12%
	CWOD	26%	13%	19%	40%	25%	61%	25%	33%	16%	41%	-	26%	15%	28%	25%	10%	12%	15%	34%
	EL	14%	12%	12%	22%	15%	33%	6%	21%	12%	21%	6%	15%	14%	15%	13%	6%	10%	6%	23%
	Male	25%	11%	18%	38%	20%	60%	25%	32%	16%	40%	11%	28%	15%	25%	-	9%	13%	12%	33%
	Female	23%	12%	16%	34%	25%	57%	23%	28%	14%	37%	7%	25%	13%	-	23%	9%	9%	12%	29%
Science	All Students	12%	5%	7%	22%	12%	33%	12%	17%	6%	22%	6%	13%	4%	14%	10%	3%	5%	5%	15%
	CWD	6%	5%	5%	9%	6%	11%	9%	8%	5%	9%	6%	-	4%	7%	5%	6%	6%	5%	7%
	CWOD	13%	5%	7%	24%	13%	34%	13%	19%	6%	23%	-	13%	4%	16%	11%	2%	5%	5%	16%
	EL	4%	5%	3%	7%	2%	13%	1%	6%	3%	8%	4%	4%	4%	5%	3%	2%	3%	2%	6%
	Male	14%	6%	8%	25%	11%	35%	14%	20%	7%	25%	7%	16%	5%	14%	-	4%	6%	5%	18%
	Female	10%	5%	5%	18%	13%	30%	10%	15%	5%	19%	5%	11%	3%	-	10%	2%	4%	4%	12%
<b>Grade 6</b>																				
Reading	All Students	14%	9%	9%	22%	12%	39%	13%	20%	8%	24%	6%	16%	4%	13%	16%	5%	6%	5%	18%
	CWD	6%	5%	5%	8%	5%	10%	2%	7%	5%	8%	6%	-	3%	6%	5%	7%	7%	6%	7%
	CWOD	16%	10%	10%	24%	14%	41%	15%	22%	8%	26%	-	16%	4%	14%	17%	5%	6%	5%	19%
	EL	4%	5%	3%	6%	3%	10%	2%	7%	3%	6%	3%	4%	4%	3%	4%	3%	4%	1%	5%
	Male	13%	7%	8%	20%	11%	36%	10%	18%	7%	22%	6%	14%	3%	13%	-	5%	6%	5%	16%
	Female	16%	10%	10%	25%	14%	42%	17%	22%	8%	27%	5%	17%	4%	-	16%	4%	6%	6%	19%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	15%	7%	8%	25%	12%	46%	12%	20%	7%	26%	7%	16%	5%	16%	13%	4%	5%	4%	16%
	CWD	7%	5%	5%	9%	7%	19%	2%	8%	6%	10%	7%	-	4%	8%	5%	6%	6%	5%	8%
	CWOD	16%	7%	9%	27%	13%	48%	14%	21%	8%	28%	-	16%	5%	18%	14%	3%	5%	4%	18%
	EL	5%	6%	4%	10%	2%	19%	4%	14%	4%	9%	4%	5%	5%	6%	4%	2%	3%	1%	7%
	Male	16%	7%	10%	28%	15%	49%	14%	21%	8%	29%	8%	18%	6%	16%	-	5%	6%	5%	19%
	Female	13%	6%	7%	22%	9%	44%	11%	18%	6%	23%	5%	14%	4%	-	13%	3%	3%	4%	13%
<b>Grade 7</b>																				
Reading	All Students	25%	17%	18%	35%	24%	56%	26%	32%	16%	37%	9%	27%	8%	22%	28%	10%	12%	13%	31%
	CWD	9%	8%	7%	11%	8%	15%	13%	11%	8%	11%	9%	-	4%	9%	8%	7%	8%	9%	13%
	CWOD	27%	18%	20%	38%	26%	58%	27%	35%	17%	40%	-	27%	8%	24%	30%	10%	13%	14%	34%
	EL	8%	8%	7%	10%	6%	15%	3%	6%	7%	10%	4%	8%	8%	7%	9%	3%	5%	5%	11%
	Male	22%	14%	16%	31%	20%	52%	20%	28%	14%	34%	9%	24%	7%	22%	-	9%	10%	11%	28%
	Female	28%	20%	21%	39%	29%	59%	31%	36%	18%	42%	8%	30%	9%	-	28%	11%	14%	14%	35%
Mathematics	All Students	11%	5%	7%	18%	12%	47%	9%	15%	6%	20%	6%	12%	3%	11%	11%	3%	4%	4%	12%
	CWD	6%	6%	6%	7%	7%	15%	11%	7%	6%	7%	6%	-	4%	7%	5%	3%	7%	4%	8%
	CWOD	12%	5%	7%	20%	12%	48%	9%	16%	6%	22%	-	12%	3%	12%	12%	3%	4%	3%	13%
	EL	3%	3%	3%	5%	3%	16%	2%	6%	3%	6%	4%	3%	3%	3%	3%	2%	2%	3%	4%
	Male	11%	5%	7%	19%	13%	46%	8%	16%	6%	20%	7%	12%	3%	11%	-	3%	5%	5%	12%
	Female	11%	5%	6%	18%	10%	47%	10%	15%	5%	20%	5%	12%	3%	-	11%	4%	4%	2%	12%
<b>Grade 8</b>																				
Reading	All Students	21%	13%	15%	30%	19%	49%	19%	27%	13%	31%	6%	22%	5%	17%	25%	8%	9%	8%	25%
	CWD	6%	5%	5%	8%	10%	10%	4%	7%	5%	7%	6%	-	2%	6%	5%	4%	6%	6%	6%
	CWOD	22%	14%	16%	33%	20%	51%	20%	29%	14%	34%	-	22%	5%	19%	26%	9%	10%	10%	27%
	EL	5%	5%	5%	6%	4%	10%	4%	3%	5%	6%	2%	5%	5%	4%	6%	2%	4%	3%	4%
	Male	17%	10%	12%	25%	16%	45%	15%	22%	10%	27%	6%	19%	4%	17%	-	7%	7%	5%	20%
	Female	25%	17%	18%	36%	23%	54%	22%	32%	16%	37%	5%	26%	6%	-	25%	9%	11%	13%	30%
Mathematics	All Students	10%	5%	6%	17%	10%	41%	9%	13%	6%	18%	7%	11%	3%	10%	10%	4%	4%	5%	11%
	CWD	7%	6%	6%	7%	7%	18%	7%	8%	7%	7%	7%	-	4%	8%	6%	7%	8%	7%	5%
	CWOD	11%	4%	6%	18%	10%	43%	10%	14%	5%	19%	-	11%	3%	11%	11%	4%	4%	4%	12%
	EL	3%	3%	3%	6%	3%	14%	2%	3%	3%	6%	4%	3%	3%	3%	3%	2%	1%	4%	6%
	Male	10%	4%	6%	17%	10%	42%	9%	12%	6%	17%	8%	11%	3%	10%	-	4%	4%	4%	11%
	Female	10%	5%	6%	17%	10%	41%	10%	14%	6%	18%	6%	11%	3%	-	10%	4%	4%	6%	10%
Science	All Students	23%	12%	15%	37%	24%	58%	21%	32%	13%	37%	10%	25%	5%	24%	22%	8%	10%	8%	32%
	CWD	10%	7%	8%	14%	14%	20%	7%	13%	8%	13%	10%	-	4%	11%	8%	7%	9%	7%	10%
	CWOD	25%	13%	16%	40%	25%	59%	22%	34%	14%	39%	-	25%	5%	26%	23%	8%	10%	9%	35%
	EL	5%	5%	5%	9%	6%	19%	11%	8%	5%	9%	4%	5%	5%	6%	4%	4%	3%	2%	8%
	Male	24%	11%	16%	39%	25%	59%	23%	33%	14%	38%	11%	26%	6%	24%	-	10%	10%	8%	34%
	Female	22%	12%	14%	35%	23%	57%	20%	31%	12%	35%	8%	23%	4%	-	22%	6%	10%	9%	31%
<b>End of Course</b>																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	12%	6%	7%	20%	11%	42%	11%	18%	5%	21%	4%	13%	1%	9%	15%	3%	4%	4%	16%
	CWD	4%	4%	3%	5%	7%	9%	2%	4%	4%	5%	4%	-	1%	4%	4%	3%	4%	4%	3%
	CWOD	13%	7%	7%	22%	12%	43%	12%	20%	6%	23%	-	13%	1%	10%	16%	3%	4%	4%	18%
	EL	1%	1%	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	2%
	Male	9%	4%	5%	16%	8%	37%	9%	14%	4%	17%	4%	10%	1%	9%	-	2%	3%	3%	13%
	Female	15%	9%	9%	25%	16%	47%	13%	22%	7%	26%	4%	16%	1%	-	15%	4%	4%	4%	20%
English II	All Students	11%	5%	6%	17%	9%	39%	9%	16%	5%	18%	5%	11%	1%	8%	14%	2%	3%	3%	14%
	CWD	5%	4%	5%	6%	1%	8%	4%	5%	5%	5%	5%	-	2%	5%	5%	2%	7%	4%	3%
	CWOD	11%	6%	7%	18%	10%	40%	10%	17%	5%	19%	-	11%	1%	8%	14%	2%	3%	2%	15%
	EL	1%	1%	1%	1%	0%	2%	0%	4%	1%	1%	2%	1%	1%	1%	1%	0%	1%	1%	0%
	Male	8%	4%	5%	12%	6%	33%	9%	11%	4%	14%	5%	8%	1%	8%	-	2%	2%	3%	9%
	Female	14%	8%	8%	22%	13%	45%	9%	21%	7%	23%	5%	14%	1%	-	14%	3%	4%	3%	18%
Algebra I	All Students	23%	12%	16%	34%	22%	62%	23%	29%	14%	34%	8%	24%	9%	21%	25%	7%	9%	7%	26%
	CWD	8%	5%	6%	10%	8%	25%	9%	8%	6%	10%	8%	-	4%	8%	6%	4%	7%	4%	7%
	CWOD	24%	13%	17%	37%	24%	64%	24%	32%	15%	37%	-	24%	9%	23%	26%	8%	10%	9%	28%
	EL	9%	8%	7%	13%	7%	32%	12%	17%	8%	12%	4%	9%	9%	8%	10%	4%	6%	3%	10%
	Male	21%	10%	14%	32%	19%	60%	21%	28%	12%	33%	8%	23%	8%	21%	-	7%	9%	7%	24%
	Female	25%	15%	18%	36%	26%	64%	24%	31%	15%	37%	6%	26%	10%	-	25%	7%	9%	7%	28%
Biology	All Students	21%	12%	14%	34%	21%	58%	19%	30%	12%	34%	7%	23%	4%	21%	22%	5%	8%	8%	29%
	CWD	7%	5%	5%	11%	10%	16%	9%	8%	6%	10%	7%	-	2%	8%	5%	5%	8%	5%	9%
	CWOD	23%	13%	15%	36%	22%	59%	20%	32%	13%	36%	-	23%	4%	23%	23%	5%	8%	9%	32%
	EL	4%	4%	4%	8%	3%	14%	1%	9%	4%	7%	2%	4%	4%	4%	4%	2%	2%	1%	3%
	Male	21%	10%	14%	34%	19%	56%	20%	30%	12%	33%	8%	23%	4%	21%	-	5%	8%	8%	30%
	Female	22%	14%	14%	34%	23%	59%	18%	30%	12%	34%	5%	23%	4%	-	22%	5%	8%	7%	29%
<b>STAAR Percent at Approaches Grade Level or Above</b>																				
<b>All Grades</b>																				
All Subjects	All Students	67%	54%	60%	81%	67%	89%	67%	75%	57%	81%	38%	71%	47%	65%	69%	44%	49%	48%	77%
	CWD	38%	29%	33%	49%	41%	60%	37%	44%	32%	50%	38%	-	26%	39%	36%	25%	31%	33%	48%
	CWOD	71%	59%	64%	85%	71%	91%	70%	79%	61%	84%	-	71%	50%	69%	72%	47%	53%	55%	82%
	EL	47%	50%	46%	54%	47%	68%	40%	58%	46%	55%	26%	50%	47%	46%	49%	34%	38%	36%	53%
	Male	65%	50%	58%	80%	65%	88%	64%	73%	55%	80%	39%	69%	46%	65%	-	42%	47%	46%	76%
	Female	69%	58%	62%	83%	69%	90%	69%	77%	59%	83%	36%	72%	49%	-	69%	46%	52%	51%	79%
Reading	All Students	68%	57%	61%	81%	67%	88%	67%	76%	58%	81%	35%	72%	46%	63%	72%	46%	50%	48%	79%
	CWD	35%	28%	30%	46%	38%	54%	33%	42%	29%	48%	35%	-	23%	35%	36%	24%	28%	30%	46%
	CWOD	72%	62%	65%	85%	72%	90%	70%	81%	62%	85%	-	72%	49%	68%	75%	49%	54%	56%	83%
	EL	46%	50%	45%	52%	45%	63%	37%	55%	45%	53%	23%	49%	46%	42%	50%	34%	35%	32%	52%
	Male	63%	51%	57%	77%	63%	86%	61%	72%	53%	78%	35%	68%	42%	63%	-	41%	46%	44%	75%
	Female	72%	63%	66%	84%	72%	90%	72%	80%	63%	85%	36%	75%	50%	-	72%	50%	55%	53%	82%

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Mathematics	All Students	65%	50%	58%	80%	65%	90%	65%	72%	54%	80%	39%	68%	49%	65%	65%	42%	47%	46%	74%
	CWD	39%	29%	35%	50%	43%	64%	38%	44%	33%	51%	39%	-	30%	41%	36%	26%	32%	33%	47%
	CWOD	68%	53%	61%	84%	69%	91%	68%	76%	58%	83%	-	68%	51%	69%	68%	44%	50%	52%	78%
	EL	49%	51%	47%	58%	49%	74%	45%	63%	47%	58%	30%	51%	49%	50%	48%	35%	41%	40%	55%
	Male	65%	48%	58%	80%	65%	90%	64%	72%	54%	79%	41%	69%	50%	65%	-	42%	47%	46%	74%
	Female	65%	51%	58%	80%	65%	90%	65%	72%	54%	80%	36%	68%	48%	-	65%	42%	47%	47%	74%
Science	All Students	70%	58%	63%	85%	71%	90%	71%	79%	60%	84%	42%	74%	47%	70%	71%	46%	54%	53%	82%
	CWD	42%	33%	36%	55%	48%	63%	46%	49%	36%	55%	42%	-	28%	44%	38%	28%	34%	40%	54%
	CWOD	74%	63%	67%	89%	74%	92%	74%	83%	64%	87%	-	74%	49%	74%	73%	49%	57%	59%	86%
	EL	47%	46%	46%	52%	45%	66%	37%	51%	45%	55%	28%	49%	47%	48%	45%	34%	37%	37%	52%
	Male	70%	56%	64%	85%	71%	90%	71%	79%	60%	84%	44%	74%	48%	70%	-	47%	53%	53%	82%
	Female	71%	61%	63%	85%	71%	90%	72%	79%	61%	84%	38%	73%	45%	-	71%	46%	54%	53%	82%
SAT/ACT All Subjects	All Students	95%	90%	91%	98%	96%	99%	96%	98%	90%	97%	80%	95%	74%	95%	94%	96%	87%	86%	-
	CWD	80%	74%	68%	96%	*	97%	*	83%	71%	89%	80%	-	59%	81%	78%	-	*	*	-
	CWOD	95%	90%	91%	98%	96%	99%	95%	98%	90%	97%	-	95%	75%	95%	94%	96%	87%	88%	-
	EL	74%	71%	73%	100%	*	96%	*	*	73%	81%	59%	75%	74%	75%	73%	100%	67%	*	-
	Male	95%	91%	92%	98%	95%	99%	92%	98%	91%	97%	81%	95%	75%	95%	-	97%	88%	93%	-
	Female	94%	90%	90%	98%	96%	100%	98%	97%	89%	97%	78%	94%	73%	-	94%	95%	86%	79%	-
<b>STAAR Percent at Meets Grade Level or Above</b>																				
<b>All Grades</b>																				
All Subjects	All Students	41%	28%	32%	57%	40%	73%	40%	50%	29%	58%	21%	44%	20%	40%	42%	20%	23%	23%	50%
	CWD	21%	16%	17%	27%	23%	40%	22%	24%	17%	28%	21%	-	12%	22%	19%	13%	17%	18%	26%
	CWOD	44%	30%	34%	61%	43%	74%	42%	53%	31%	61%	-	44%	21%	43%	45%	21%	25%	25%	54%
	EL	20%	22%	19%	27%	19%	40%	15%	30%	19%	27%	12%	21%	20%	20%	20%	12%	14%	13%	24%
	Male	40%	25%	31%	56%	39%	72%	38%	48%	28%	56%	22%	43%	20%	40%	-	19%	22%	22%	49%
	Female	42%	31%	34%	58%	42%	74%	42%	51%	30%	59%	19%	45%	20%	-	42%	20%	24%	24%	52%
Reading	All Students	44%	32%	36%	59%	43%	72%	43%	53%	32%	60%	20%	47%	20%	40%	48%	22%	26%	25%	55%
	CWD	20%	16%	17%	27%	22%	36%	21%	23%	17%	28%	20%	-	11%	20%	20%	13%	16%	18%	25%
	CWOD	47%	35%	38%	63%	46%	74%	45%	57%	35%	64%	-	47%	22%	43%	51%	24%	28%	28%	59%
	EL	20%	24%	19%	26%	19%	35%	15%	29%	19%	27%	11%	22%	20%	18%	23%	13%	14%	13%	23%
	Male	40%	28%	32%	55%	39%	70%	37%	49%	29%	56%	20%	43%	18%	40%	-	20%	23%	22%	50%
	Female	48%	37%	40%	63%	47%	75%	48%	58%	36%	65%	20%	51%	23%	-	48%	25%	29%	28%	59%
Mathematics	All Students	37%	22%	28%	53%	36%	73%	35%	44%	25%	53%	21%	39%	20%	37%	36%	16%	20%	20%	43%
	CWD	21%	16%	18%	27%	22%	45%	22%	23%	17%	28%	21%	-	14%	22%	18%	13%	17%	17%	24%
	CWOD	39%	23%	29%	56%	39%	74%	36%	47%	26%	56%	-	39%	21%	40%	37%	17%	20%	21%	46%
	EL	20%	22%	19%	29%	21%	47%	16%	33%	19%	29%	14%	21%	20%	22%	19%	11%	16%	13%	26%
	Male	37%	21%	29%	54%	37%	74%	36%	45%	26%	54%	22%	40%	22%	37%	-	16%	21%	21%	45%
	Female	36%	23%	27%	51%	36%	72%	33%	43%	24%	52%	18%	37%	19%	-	36%	16%	19%	19%	41%



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Science	All Students	43%	29%	33%	61%	43%	75%	43%	53%	30%	60%	22%	46%	17%	44%	42%	19%	24%	24%	55%
	CWD	22%	17%	18%	30%	27%	43%	25%	26%	18%	30%	22%	-	11%	24%	18%	15%	17%	20%	30%
	CWOD	46%	31%	35%	65%	46%	76%	45%	57%	32%	63%	-	46%	18%	47%	44%	20%	25%	26%	58%
	EL	17%	18%	16%	24%	15%	36%	12%	26%	16%	24%	11%	18%	17%	19%	15%	11%	12%	13%	23%
	Male	44%	28%	34%	62%	43%	75%	44%	54%	31%	61%	24%	47%	19%	44%	-	21%	24%	25%	56%
	Female	42%	31%	32%	59%	44%	74%	42%	52%	29%	59%	18%	44%	15%	-	42%	17%	24%	24%	54%
SAT/ACT All Subjects	All Students	69%	53%	53%	82%	76%	94%	60%	80%	50%	79%	50%	69%	21%	73%	65%	70%	43%	50%	-
	CWD	50%	37%	28%	77%	*	88%	*	67%	30%	67%	50%	-	19%	52%	45%	-	*	*	-
	CWOD	69%	53%	53%	82%	76%	94%	61%	80%	50%	79%	-	69%	21%	74%	65%	70%	44%	54%	-
	EL	21%	14%	18%	45%	*	65%	*	19%	31%	19%	21%	21%	21%	24%	18%	29%	11%	*	-
	Male	73%	55%	58%	86%	75%	94%	63%	83%	55%	83%	52%	74%	24%	73%	-	62%	49%	57%	-
	Female	65%	51%	49%	79%	76%	93%	57%	77%	46%	76%	45%	65%	18%	-	65%	76%	39%	43%	-
<b>STAAR Percent at Masters Grade Level</b>																				
<b>All Grades</b>																				
All Subjects	All Students	18%	10%	12%	28%	17%	47%	16%	24%	10%	29%	7%	19%	7%	17%	19%	6%	7%	7%	23%
	CWD	7%	5%	6%	10%	7%	15%	6%	8%	6%	10%	7%	-	4%	8%	6%	5%	6%	5%	9%
	CWOD	19%	10%	12%	30%	18%	49%	17%	26%	11%	31%	-	19%	7%	19%	20%	6%	8%	8%	25%
	EL	7%	8%	6%	11%	7%	19%	4%	12%	6%	11%	4%	7%	7%	7%	7%	3%	5%	3%	9%
	Male	17%	8%	11%	27%	15%	46%	16%	23%	10%	28%	8%	19%	7%	17%	-	6%	7%	7%	22%
	Female	19%	11%	12%	29%	18%	48%	17%	25%	11%	30%	6%	20%	7%	-	19%	6%	7%	7%	23%
Reading	All Students	18%	11%	12%	28%	16%	44%	16%	25%	10%	29%	6%	20%	7%	16%	21%	6%	8%	7%	23%
	CWD	6%	5%	5%	9%	6%	12%	5%	8%	5%	9%	6%	-	3%	7%	6%	4%	6%	5%	8%
	CWOD	20%	12%	13%	30%	18%	46%	18%	27%	11%	31%	-	20%	7%	17%	22%	6%	8%	8%	25%
	EL	7%	8%	6%	10%	7%	15%	3%	10%	6%	10%	3%	7%	7%	6%	8%	3%	5%	4%	8%
	Male	16%	9%	10%	24%	13%	40%	14%	21%	9%	25%	7%	17%	6%	16%	-	6%	7%	6%	20%
	Female	21%	13%	14%	32%	20%	48%	19%	28%	12%	33%	6%	22%	8%	-	21%	7%	9%	8%	27%
Mathematics	All Students	17%	8%	11%	27%	16%	50%	15%	22%	10%	28%	8%	18%	8%	18%	16%	6%	7%	7%	21%
	CWD	8%	5%	6%	11%	8%	20%	7%	9%	6%	11%	8%	-	5%	9%	6%	5%	7%	5%	9%
	CWOD	18%	9%	12%	29%	17%	51%	16%	24%	10%	30%	-	18%	9%	20%	17%	6%	7%	7%	22%
	EL	8%	8%	7%	14%	8%	25%	5%	16%	7%	14%	5%	9%	8%	9%	7%	4%	5%	4%	11%
	Male	18%	8%	12%	28%	17%	51%	16%	23%	10%	29%	9%	20%	9%	18%	-	6%	8%	7%	22%
	Female	16%	8%	10%	25%	15%	48%	14%	21%	9%	27%	6%	17%	7%	-	16%	6%	6%	6%	19%
Science	All Students	19%	10%	12%	31%	19%	49%	18%	26%	10%	31%	8%	20%	4%	20%	18%	5%	8%	7%	26%
	CWD	8%	6%	6%	11%	10%	15%	9%	9%	6%	10%	8%	-	3%	8%	6%	6%	7%	6%	8%
	CWOD	20%	11%	13%	34%	20%	51%	18%	28%	11%	33%	-	20%	5%	22%	19%	5%	8%	7%	28%
	EL	4%	5%	4%	8%	4%	15%	4%	7%	4%	8%	3%	5%	4%	5%	4%	2%	3%	2%	5%
	Male	20%	9%	13%	33%	18%	50%	19%	27%	11%	32%	8%	22%	5%	20%	-	6%	8%	7%	27%
	Female	18%	11%	11%	29%	20%	49%	16%	25%	9%	30%	6%	19%	4%	-	18%	4%	7%	6%	24%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	5%	4%	17%	14%	49%	4%	20%	4%	20%	11%	14%	1%	18%	11%	20%	4%	0%	-
	CWD	11%	3%	3%	19%	*	38%	*	33%	4%	18%	11%	-	0%	12%	8%	-	*	*	-
	CWOD	14%	5%	4%	17%	14%	49%	5%	20%	4%	20%	-	14%	1%	18%	11%	20%	4%	0%	-
	EL	1%	0%	0%	0%	*	13%	*	*	1%	3%	0%	1%	1%	1%	1%	0%	0%	*	-
	Male	18%	6%	6%	21%	18%	54%	10%	23%	6%	24%	12%	18%	1%	18%	-	21%	6%	0%	-
	Female	11%	4%	3%	12%	10%	43%	0%	16%	3%	15%	8%	11%	1%	-	11%	20%	3%	0%	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.*

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020</b>													
All Students	90.3%	87.0%	88.6%	94.0%	86.3%	96.7%	89.2%	91.1%	87.5%	78.9%	79.3%	80.5%	61.4%
CWD	78.9%	78.1%	78.6%	80.8%	77.9%	68.3%	58.3%	76.2%	78.4%	78.9%	81.3%	73.8%	55.5%
CWOD	91.4%	88.2%	89.5%	95.1%	87.2%	97.5%	91.8%	92.4%	88.6%	-	79.0%	81.3%	64.1%
EL	79.3%	80.7%	78.8%	75.9%	70.5%	88.9%	82.4%	73.1%	80.8%	81.3%	79.3%	71.3%	58.5%
Male	88.1%	83.9%	85.8%	92.9%	82.5%	95.9%	86.9%	89.5%	84.8%	77.9%	75.9%	77.2%	58.5%
Female	92.6%	90.1%	91.4%	95.1%	90.3%	97.5%	91.6%	92.7%	90.2%	80.6%	83.4%	83.6%	63.6%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
846,980	118,815	14%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	31	35	55	41	70	41	50	32	22	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	61%	46%	58%	69%	55%	84%	48%	64%	54%	61%	42%

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

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	88%	85%	87%	93%	89%	89%	85%	89%	87%	90%	86%	88%	89%	88%	88%	79%
	CWD	86%	84%	84%	91%	87%	85%	84%	88%	85%	87%	86%	- 88%	86%	86%	86%	78%
	CWOD	88%	86%	87%	93%	90%	89%	85%	89%	87%	90%	-	88%	89%	89%	88%	79%
	EL	89%	93%	89%	90%	92%	91%	91%	91%	89%	89%	88%	89%	89%	89%	89%	79%
	Male	88%	85%	87%	93%	89%	89%	84%	89%	87%	90%	86%	89%	89%	88%	-	80%
	Female	88%	85%	87%	92%	89%	88%	85%	88%	87%	90%	86%	88%	89%	-	88%	78%
<b>Reading</b>	All Students	89%	86%	87%	93%	89%	89%	85%	89%	88%	90%	86%	89%	90%	89%	89%	81%
	CWD	86%	84%	85%	91%	87%	86%	85%	88%	86%	87%	86%	- 90%	86%	86%	86%	80%
	CWOD	89%	86%	88%	93%	90%	89%	85%	89%	88%	90%	-	89%	90%	89%	89%	81%
	EL	90%	94%	90%	92%	93%	93%	91%	92%	90%	90%	90%	90%	90%	90%	90%	82%
	Male	89%	86%	87%	93%	89%	89%	84%	89%	88%	90%	86%	89%	90%	89%	-	81%
	Female	89%	86%	87%	92%	90%	89%	85%	88%	88%	90%	86%	89%	90%	-	89%	80%
<b>Mathematics</b>	All Students	88%	85%	86%	93%	89%	89%	85%	89%	87%	90%	86%	88%	88%	88%	88%	78%
	CWD	86%	84%	84%	91%	87%	84%	84%	88%	85%	87%	86%	- 86%	86%	86%	86%	77%
	CWOD	88%	86%	86%	93%	89%	89%	85%	89%	87%	90%	-	88%	88%	88%	88%	78%
	EL	88%	93%	88%	89%	92%	90%	92%	90%	88%	89%	86%	88%	88%	88%	88%	78%
	Male	88%	85%	86%	93%	89%	89%	84%	89%	87%	90%	86%	88%	88%	88%	-	79%
	Female	88%	85%	86%	92%	89%	89%	85%	88%	87%	90%	86%	88%	88%	-	88%	77%
<b>Science</b>	All Students	87%	85%	86%	92%	89%	87%	84%	88%	86%	89%	85%	88%	87%	88%	87%	76%
	CWD	85%	83%	83%	90%	86%	83%	84%	87%	84%	87%	85%	- 85%	85%	85%	85%	74%
	CWOD	88%	85%	86%	92%	89%	87%	84%	88%	86%	90%	-	88%	87%	88%	87%	76%
	EL	87%	92%	86%	87%	90%	90%	89%	87%	86%	88%	85%	87%	87%	87%	86%	74%
	Male	88%	85%	86%	92%	89%	88%	84%	88%	86%	90%	85%	88%	87%	88%	-	76%
	Female	87%	85%	86%	92%	88%	87%	84%	88%	86%	89%	85%	87%	86%	-	87%	75%
<b>SAT/ACT All Subjects</b>	All Students	85%	87%	81%	88%	86%	93%	84%	87%	80%	88%	76%	85%	81%	85%	86%	81%
	CWD	76%	73%	75%	77%	*	84%	*	80%	74%	78%	76%	- 88%	76%	76%	-	
	CWOD	85%	87%	81%	88%	86%	93%	83%	87%	81%	88%	-	85%	81%	85%	86%	81%
	EL	81%	54%	81%	73%	*	86%	*	*	82%	79%	88%	81%	81%	78%	85%	88%
	Male	85%	86%	79%	88%	85%	93%	83%	86%	79%	88%	76%	85%	78%	85%	-	76%
	Female	86%	88%	82%	89%	87%	93%	85%	88%	82%	89%	76%	86%	85%	-	86%	85%
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	12%	15%	13%	7%	11%	11%	15%	11%	13%	10%	14%	12%	11%	12%	12%	21%
	CWD	14%	16%	16%	9%	13%	15%	16%	12%	15%	13%	14%	- 12%	14%	14%	14%	22%
	CWOD	12%	14%	13%	7%	10%	11%	15%	11%	13%	10%	-	12%	11%	11%	12%	21%
	EL	11%	7%	11%	10%	8%	9%	9%	9%	11%	11%	12%	11%	11%	11%	11%	21%
	Male	12%	15%	13%	7%	11%	11%	16%	11%	13%	10%	14%	11%	11%	12%	-	20%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	12%	15%	13%	8%	11%	12%	15%	12%	13%	10%	14%	12%	11%	-	12%	22%
<b>Reading</b>	All Students	11%	14%	13%	7%	11%	11%	15%	11%	12%	10%	14%	11%	10%	11%	11%	19%
	CWD	14%	16%	15%	9%	13%	14%	15%	12%	14%	13%	14%	-	10%	14%	14%	20%
	CWOD	11%	14%	12%	7%	10%	11%	15%	11%	12%	10%	-	11%	10%	11%	11%	19%
	EL	10%	6%	10%	8%	7%	7%	9%	8%	10%	10%	10%	10%	10%	10%	10%	18%
	Male	11%	14%	13%	7%	11%	11%	16%	11%	12%	10%	14%	11%	10%	11%	-	19%
	Female	11%	14%	13%	8%	10%	11%	15%	12%	12%	10%	14%	11%	10%	-	11%	20%
<b>Mathematics</b>	All Students	12%	15%	14%	7%	11%	11%	15%	11%	13%	10%	14%	12%	12%	12%	12%	22%
	CWD	14%	16%	16%	9%	13%	16%	16%	12%	15%	13%	14%	-	14%	14%	14%	23%
	CWOD	12%	14%	14%	7%	11%	11%	15%	11%	13%	10%	-	12%	12%	12%	12%	22%
	EL	12%	7%	12%	11%	8%	10%	8%	10%	12%	11%	14%	12%	12%	12%	12%	22%
	Male	12%	15%	14%	7%	11%	11%	16%	11%	13%	10%	14%	12%	12%	12%	-	21%
	Female	12%	15%	14%	8%	11%	11%	15%	12%	13%	10%	14%	12%	12%	-	12%	23%
<b>Science</b>	All Students	13%	15%	14%	8%	11%	13%	16%	12%	14%	11%	15%	12%	13%	12%	13%	24%
	CWD	15%	17%	17%	10%	14%	17%	16%	13%	16%	13%	15%	-	15%	15%	15%	26%
	CWOD	12%	15%	14%	8%	11%	13%	16%	12%	14%	10%	-	12%	13%	12%	13%	24%
	EL	13%	8%	14%	13%	10%	10%	11%	13%	14%	12%	15%	13%	13%	13%	14%	26%
	Male	12%	15%	14%	8%	11%	12%	16%	12%	14%	10%	15%	12%	13%	12%	-	24%
	Female	13%	15%	14%	8%	12%	13%	16%	12%	14%	11%	15%	13%	14%	-	13%	25%
<b>SAT/ACT All Subjects</b>	All Students	15%	13%	19%	12%	14%	7%	16%	13%	20%	12%	24%	15%	19%	15%	14%	19%
	CWD	24%	27%	25%	23%	*	16%	*	20%	26%	22%	24%	-	12%	24%	24%	-
	CWOD	15%	13%	19%	12%	14%	7%	17%	13%	19%	12%	-	15%	19%	15%	14%	19%
	EL	19%	46%	19%	27%	*	14%	*	*	18%	21%	12%	19%	19%	22%	15%	12%
	Male	15%	14%	21%	12%	15%	7%	17%	14%	21%	12%	24%	15%	22%	15%	-	24%
	Female	14%	12%	18%	11%	13%	7%	15%	12%	18%	11%	24%	14%	15%	-	14%	15%

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	230,140	48,487	116,737	54,806	789	3,239	309	5,773	34,810		
	Female	115,796	28,251	61,861	21,376	370	973	171	2,794	15,170		
	Total	345,936	76,738	178,598	76,182	1,159	4,212	480	8,567	49,980		
<b>Out-of-School Suspensions</b>												
	Male	103,361	28,950	54,815	15,928	303	1,150	97	2,118	18,142		
	Female	54,035	18,305	28,013	6,095	135	327	70	1,090	7,447		
	Total	157,396	47,255	82,828	22,023	438	1,477	167	3,208	25,589		
<b>Expulsions</b>												
With Educational Services	Male	6,447	1,254	3,488	1,472	18	65	3	147	827		
	Female	2,949	627	1,648	543	13	21	1	96	294		
	Total	9,396	1,881	5,136	2,015	31	86	4	243	1,121		
Without Educational Services	Male	604	96	340	139	2	13	3	11	82		
	Female	326	60	173	77	1	2	0	13	39		
	Total	930	156	513	216	3	15	3	24	121		
Under Zero Tolerance Policies	Male	620	81	377	150	2	3	0	7	82		
	Female	208	24	143	37	1	0	0	3	27		
	Total	828	105	520	187	3	3	0	10	109		
<b>School-Related Arrests</b>												
	Male	5,384	1,105	3,388	730	12	49	6	94	1,090		
	Female	2,686	598	1,688	292	22	33	3	50	444		
	Total	8,070	1,703	5,076	1,022	34	82	9	144	1,534		
<b>Referrals to Law Enforcement</b>												
	Male	9,587	1,844	5,846	1,577	29	108	13	170	1,797		
	Female	4,969	1,076	3,132	638	8	22	6	87	739		
	Total	14,556	2,920	8,978	2,215	37	130	19	257	2,536		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	56,844	13,418	24,988	16,432	167	294	45	1,500	9,654		31,174
	Female	16,877	4,482	7,717	4,215	48	61	9	345	2,685		9,767
	Total	73,721	17,900	32,705	20,647	215	355	54	1,845	12,339		40,941
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	32,759	10,031	14,623	7,084	93	136	15	777	5,798		14,564
	Female	8,829	3,135	3,971	1,467	23	29	6	198	1,396		4,636
	Total	41,588	13,166	18,594	8,551	116	165	21	975	7,194		19,200
<b>Expulsions</b>												
With Educational Services	Male	2,057	496	983	494	9	11	0	64	327		915
	Female	570	121	302	129	2	2	0	14	76		298
	Total	2,627	617	1,285	623	11	13	0	78	403		1,213
Without Educational Services	Male	97	17	44	29	0	1	0	6	20		45
	Female	17	4	9	4	0	0	0	0	2		12
	Total	114	21	53	33	0	1	0	6	22		57
Under Zero Tolerance Policies	Male	164	36	93	31	0	0	0	4	167		298
	Female	45	4	29	12	0	0	0	0	42		98
	Total	209	40	122	43	0	0	0	4	209		396
<b>School-Related Arrests</b>												
	Male	1,769	451	1,051	238	5	4	1	19	381		695
	Female	515	141	299	61	1	1	0	12	82		227
	Total	2,284	592	1,350	299	6	5	1	31	463		922
<b>Referrals to Law Enforcement</b>												
	Male	3,267	807	1,862	517	8	19	3	51	496		1,355
	Female	971	262	544	141	5	1	0	18	131		455
	Total	4,238	1,069	2,406	658	13	20	3	69	627		1,810
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	343,668	58,310	191,279	79,444	1,532	4,514	627	7,962	53,109	65,853	-
	Female	313,924	50,084	176,277	74,123	1,483	3,943	589	7,425	43,446	35,326	-
	Total	657,592	108,394	367,556	153,567	3,015	8,457	1,216	15,387	96,555	101,179	-

		Total
<b>Incidents of Violence</b>		
Incidents of rape or attempted rape		22
Incidents of sexual assault (other than rape)		264
Incidents of robbery with a weapon		35
Incidents of robbery with a firearm or explosive device		8
Incidents of robbery without a weapon		776
Incidents of physical attack or fight with a weapon		387
Incidents of physical attack or fight with a firearm or explosive device		26

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	Total
Incidents of physical attack or fight without a weapon	49,992
Incidents of threats of physical attack with a weapon	569
Incidents of threats of physical attack with a firearm or explosive device	524
Incidents of threats of physical attack without a weapon	7,091
Incidents of possession of a firearm or explosive device	219
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1,628
On the basis of race	831
On the basis of disability	336
On the basis of sexual orientation	820
On the basis of religion	483

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	125,552	17,657	78,793	21,083	363	4,893	156	2,607	43,599	17,080
	Female	117,039	16,885	75,012	18,081	351	4,138	146	2,426	42,173	7,020
	Total	242,591	34,542	153,805	39,164	714	9,031	302	5,033	85,772	24,100
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	170,104	13,469	77,052	56,303	490	18,684	204	3,902	6,757	2,178
	Female	211,348	20,672	99,907	65,184	599	19,718	264	5,004	7,599	1,222
	Total	381,452	34,141	176,959	121,487	1,089	38,402	468	8,906	14,356	3,400
International Baccalaureate Courses	Male	5,458	668	2,640	1,167	14	851	8	110	560	193
	Female	7,181	1,070	3,342	1,578	16	994	13	168	532	124
	Total	12,639	1,738	5,982	2,745	30	1,845	21	278	1,092	317
Dual Enrollment/Dual Credit Programs	Male	65,719	4,410	32,693	24,024	197	3,109	80	1,206	2,120	1,473
	Female	90,635	8,197	44,522	31,812	257	3,980	107	1,760	1,839	708
	Total	156,354	12,607	77,215	55,836	454	7,089	187	2,966	3,959	2,181

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates ED Facts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.



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**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	54,416.4	13.9%	13,696.0	16.8%	12,352.8	10.7%
Teachers Teaching with Emergency or Provisional Credentials	24,855.1	6.7%	6,783.9	8.9%	5,286.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	28,360.7	7.7%	5,820.0	7.6%	7,361.6	6.7%

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

*To be updated by June 30th, 2022.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2
<b>Grade 3</b>		
Reading	4,966	1%
Mathematics	4,961	1%
<b>Grade 4</b>		
Reading	5,046	1%
Mathematics	5,040	1%
<b>Grade 5</b>		
Reading	5,133	1%
Mathematics	5,138	1%
Science	5,130	1%
<b>Grade 6</b>		
Reading	4,925	1%
Mathematics	4,923	1%
<b>Grade 7</b>		

	State Number of ALT2	State Rate of ALT2
Reading	4,586	1%
Mathematics	4,581	1%
<b>Grade 8</b>		
Reading	4,513	1%
Mathematics	4,507	1%
Science	4,492	1%
<b>End of Course</b>		
English I	4,504	1%
English II	4,092	1%
Algebra I	4,514	1%
Biology	4,424	1%
<b>All Grades</b>		
All Subjects	85,481	1%
Reading	37,771	1%
Mathematics	33,664	1%
Science	14,046	1%

- Indicates there are no students in the group.

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

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

### Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	45%	46%	50%	41%	65%	33%	48%	43%	24%	34%
In-State Private Institutions	3%	3%	2%	4%	2%	3%	2%	4%	2%	1%	1%
Out-of-State Institutions	6%	8%	3%	9%	8%	7%	6%	10%	3%	2%	2%

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6.7%	8.9%	7.4%	5.2%	7.7%	1.9%	7.6%	6.6%	8.2%	10.2%	5.8%

- Indicates there are no students in the group.

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