

**DEL RIO MIDDLE SCHOOL
Campus Improvement Plan-8th Grade
2021/2022**

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Date Reviewed:

DMAC Solutions ®

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8/5/2022

DEL RIO MIDDLE SCHOOL

Mission

The mission of Del Rio Middle School is for all staff and students to:

*Develop a foundation for future goals
Remain true to yourself, your beliefs, and your dreams
Maintain a positive attitude and mind
Strive for success*

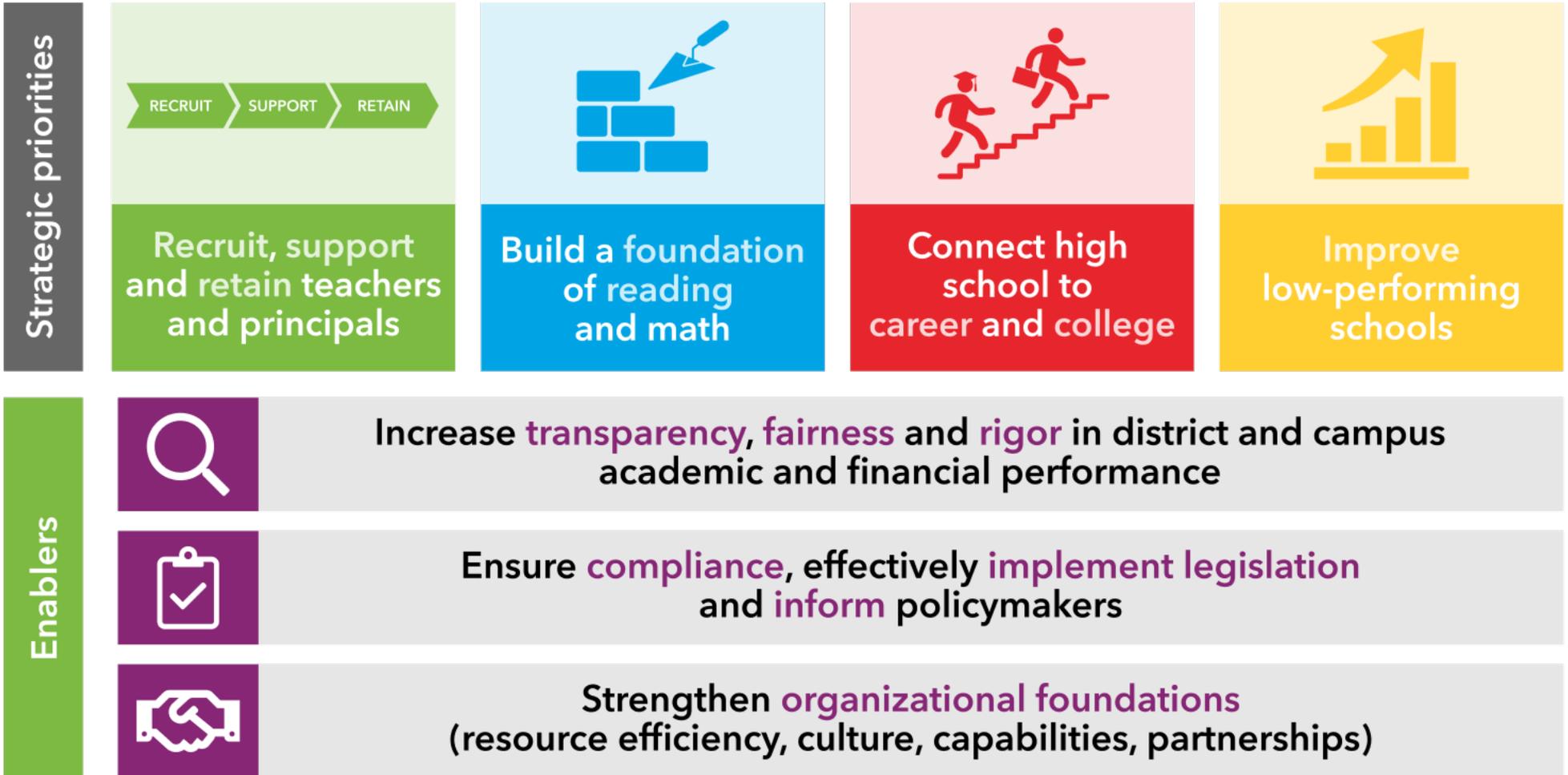
Vision

Our vision is to provide the best educational setting for all students and staff. We will promote respect and responsibility while providing a safe school environment - one that ensures academic, emotional and social success for all.

Nondiscrimination Notice

DEL RIO MIDDLE SCHOOL 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.

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



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

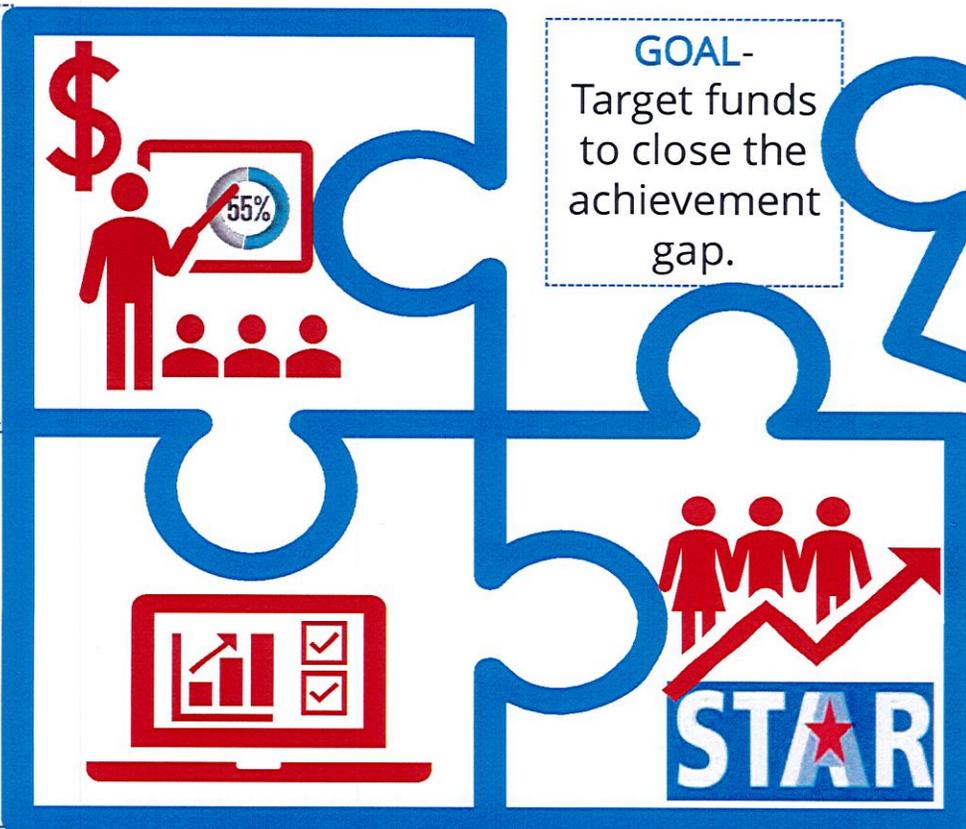
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

DISTRICT GOALS

1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
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.
3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.
4. The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.
5. The District shall prioritize reading as a skill for lifelong learning.

DEL RIO MIDDLE SCHOOL Site Base

Name	Position
Jurado, Jorge	Principal
Soto, Roger	Assistant Principal
Gomez, Michelle	Teacher
Gee, Melanie	Teacher
Claudia, Faz	Teacher
Girdy, Annette	Counselor
Ramon, Rosella	Librarian
Garcia, Teresa	Teacher
Flores-Baker, Margo	Teacher
Wille, Silvia	Counselor
Garza, Erika	Teacher
Richardson, Wayne	Community Member
De Leon, George	Business Representative
Spiers, Michelle	Teacher
Hurtado, Angie	Parent



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District: Del Rio Middle School 8th grade

Date: April 28 and 29, 2021

Role	Name	Signature
Parent	Clauda Lopez	Zoom
Parent	Michelle Spiers	Zoom
Business Representative	Stephanie Campuzano-Gonzalez	Zoom
Business Representative	George De Leon	Zoom
Community Representative	Sergio Diaz	Zoom
Community Representative	Wayne Richardson	Zoom
Teacher	Teresa Garcia	Zoom
Teacher	Michelle Gomez	Zoom
Teacher	Maria Sigley	Zoom
Teacher	Margo Flores-Baker	Zoom
Teacher	Claudia Faz	Zoom
Teacher	Rosella Ramon	Zoom
Teacher	K. Riemann	Zoom
Teacher	L. Esparza	Zoom
Teacher	D. Luna	Zoom
Teacher	R. Guerreo	Zoom
Librarian	Sylvia Willie	Zoom
Special Education	Erika Garza	Zoom
District Personnel	Roger Soto	Zoom
District Personnel	Cindy Salas	Zoom

Comprehensive Needs Assessment Summary 2021-2022, Del Rio Middle School 8th grade

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

2020-2021 Benchmark DMAC <small>(Insert data source)</small>	Teacher Input Planning Protocol <small>(Insert data source)</small>	2019-2020 Campu TAPR Climate Survey climate survey
STAAR Performance Report 0	attendance data	0
ADA Report	TEA Campus Report Card	9AM Attendance Call Log
Confidential Campus Report	Attendance Call Log	Teacher Responses to Question
Family Engagement Counselor Report Extensions	Parental Involvement Accountability Report	Devices 0

Area Reviewed	Summary of Strengths <small>What were the identified strengths?</small>	Summary of Needs <small>What were the identified needs?</small>	Priorities <small>What are the priorities for the campus, including how federal and state program funds will be used?</small>
Academic Achievement	Content Core Planning -- planning currently in place to allow teachers to plan and create lessons that will assist all teachers in presenting TEKS based knowledge and skills to students Strengths in academic achievement in content areas as a priority, through devices were provided to all students who did not have one and lessons were uploaded for instruction Quality instruction continued with a different type of academic year due to Covid	Instructional teams / pods that are equally weighted with students knowledge for peer professional development for teachers to learn how to re-engage the student to success in academics A large percentage of students not being the classroom for 2020-2021, which was a barrier to learning (the largest barrier prevents from attending school via a due to the students not inputting data or showing up to	Strategies to Engage students for success Target specific groups
Staff Quality	Planning Protocol District Incentives (ie: gym membership, Highly Qualified Teachers Teacher Retention	Retention Bonus Longer Lunch period Stronger Student Accountability Free breakfast and lunch for teachers Campus Interaction	Student Accountability Campus Collaboratives
School Climate/ Safe & Healthy Schools	1. School security provides for a safe school Calling Parents when students don't show up to Custodians doing an amazing job keeping the Lines going to cafeteria and/or dismissing	1. The code of conduct should be enforced more 2. Consequences need to be more parent Cell phones shouldn't be allowed. Keep smaller groups and continue with social	Code of Conduct and Dement System Implemented by all Procedures for Cell Phones during instruction

	Walking kids to cafeteria helps the teacher have		
College & Career Readiness/ Graduation/ Dropout Reduction	TSDATE Course - Course currently expanding to CTE Campus - offers 16 different paths/industry Early College High School - Campus offers a Blended Academy - allows students who fall	Increased enrollment into the new TSDATE A greater emphasis on attendance. The campus Improve student computer literacy, for both Teacher awareness of drop out statistics. Are Identify programs similar to "Gear Up" that may Improve parent outreach to communicate	Create more new TSDATE class Establish an advisory committee, number of invest in more technology for the curriculum. Teacher trainings, high priority prioritize training the community at our campus. Possibly partner with
Family and Community Involvement	The strengths demonstrated at DRMS 8th Grade 1. Morning Calls to verify Attendance: After first reach out to those who are marked absent to 2. Parental Liaison Tasks: Parental Liaison hosts provides school supplies and clothing when facilitate orientations, Strengthening Families	The needs at DRMS 8th grade are easily attained contact with parents that is not just negative and making calls to three students weekly. We also all their children are learning. This can be the community more so that they can see the welcome back bash and greeting students with	Campus Guidelines to increase parent contacts and communication Welcome Back Bash Showcases
District/Campus Commitments	Classroom Sets of Devices for next school year Interactive programs and extensions Access to Immediate Feedback Devices for ALL Teachers	Security Blocks on district devices Remove 360 Insight from Desktops Wifi Spotty at times Bluetooth Connection for Projectors Classroom Printers	Security Updates on Devices Monitor Usage of Extensions

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.

DEL RIO MIDDLE SCHOOL

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

Objective 1. By June 2022, we will increase Student Achievement in all core areas (ELA, Math, Science, and Social Studies) by 5% and strengthen educational program opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. After data analysis of the 2021 STAAR results in all tested areas, data will be used to plan lessons during Planning Protocol that will target the specificity of all TEKS to meet the needs of all students. This will assist in increasing the rigor of classroom instruction and differentiating teaching practices. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Dean of Instruction, Special Ed Teacher, Teachers</p>	<p>August 2021 - June 2022</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Walk-throughs will confirm that instructional rigor and specificity is implemented on a daily basis. Continue to monitor planning protocol sessions for fidelity.</p> <p>11/19/21 - On Track</p>
<p>2. Provide professional development to include but not be limited to campus needs to include content specific trainings, differentiated instruction, QTEL strategies, understanding the TEKS, data analysis and how to utilize it, STAAR review, implementation of CHAMPS, curriculum writing throughout the year for all staff to adjust curriculum as needed. Some possible sources can include: Region XV, Lead4Ward, and other outside consultants. The professional development will focus on the needs addressed in the Campus Needs Assessment. (Targeted Improvement: English Learners) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers</p>	<p>August 2021 - July 2022</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: Continuous instructional coaching for specific teachers. Teachers will gain in-depth knowledge in the areas of data analysis, instructional delivery, TEKS specificity, classroom knowledge, campus vision, and teacher leadership. We will see improved grades, improved assessment scores and passing rates, and a reduction in failures and discipline referrals.</p> <p>11/19/21 - On Track</p>
<p>3. RTI Days will be utilized to plan for interventions and monitor student performance in planning for the six weeks. Tested area teachers will have a planning period each day, in addition to their conference period to plan together along with a department head and assigned administrator. Resource Fridays will be converted to PD Fridays were teams will empower each other in the process of high-yield strategies. Action Plan will be developed specifically for M1s, M2s, M3s, and M4s to move them from Approaches to Meets/Masters. (Targeted Improvement:</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Dean of Instruction, Librarian, Teachers</p>	<p>August 2021- May 2022</p>	<p>(F)Title I</p>	<p>Criteria: Walk-throughs will confirm instruction tied into the planning protocol, increased student engagement, and bell to bell instruction.</p> <p>11/19/21 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
English Learners) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)				
4. The administrative team will monitor the instruction in the classroom with a minimum of 10-15 minute walk-throughs per week while providing timely feedback to foster critical conversations that will include reflective questions to improve instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2021- June 2022	(O)Local Districts	Criteria: Walk-throughs will convey proficient levels in instructional domains on T-TESS while increasing student performance. 11/19/21 - On Track
5. All students will be provided opportunities to attend before or after school guided instruction sessions that target low performing TEKS based on DMAC reports. Action plans for online students are implemented for core subjects. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,504) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	October 2020 - June 2021	(F)Federal Grant, (F)Title I	Criteria: Decrease in the failure rates each 6 weeks as compared to last year. 11/19/21 - On Track
6. The administrative staff and campus leaders will plan and strategize instruction throughout the year. Reform strategies and activities will focus on improving ELL and Special Education scores in all tested areas. Campus was identified for Support and Improvement for specific groups due to not meeting the target for three consecutive years. (Targeted Improvement: Special Ed. and English Learners) (Title I SW Elements: 2.4,2.5) (Target Group: EB,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Dean of Instruction, Librarian, Mental Health & Disabilities, Teachers	August 2021 - June 2022	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	Criteria: ELL and Special Education students will improve on STAAR performance compared to the previous year. 11/19/21 - On Track
7. Campus administration will lead staff during RTI Days in identifying areas of strength and weakness to drive effective classroom practices and high-yield strategies. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Campus Administrators, Curriculum Coordinators, Dean of Instruction, Teachers	Beginning of school year	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Administrator will observe meaningful, targeted, and engaging activities in classrooms. 11/19/21 - On Track

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Objective 1. By June 2022, we will increase Student Achievement in all core areas (ELA, Math, Science, and Social Studies) by 5% and strengthen educational program opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4) (CSFs: 1,2,3,4)				
8. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August 2021-May 2022	(S)State Compensatory	Criteria: Payroll/HR documentation 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2022, the percentage of all students meeting standard on the ELA 8th Grade state assessments will increase from 68% to 73% by second administration for Tier II and III students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELA teachers will provide students with before and after-school support throughout the week. Target groups will consist of English Learners that received approaches on their 7th Grade Benchmark and develop a plan for them to progress to Meets in 8th Grade. (Title I SW Elements: 2.4,2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Dean of Instruction, Teachers	August 2021 - July 2022	(F)Title I	Criteria: RTI Days will be utilized to monitor the progress of individual students. 11/19/21 - On Track
2. 8th Grade ELA teachers will incorporate small group interventions during ELA class. Through Power Block, teachers will reinforce reading skills including: reading fluency and comprehension. (Targeted Improvement) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Bilingual Department, Campus Administrators, Chief Instructional Officers, Dean of Instruction, Librarian, Teachers	August 2021 - May 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Increased Student Progress for all students on ELA assessments - per DMAC and STAAR results. 11/19/21 - On Track
3. Support will be provided to all ELL students identified as 'Beginner' or 'Intermediate' by placing them in sheltered teams. Targeted instruction will be provided by ESL teacher. Programs such as QTEL and other reading interventions will be implemented to enhance language development. (Targeted Improvement) (Title I SW Elements: 2.4,2.5) (Target Group: ESL) (Strategic Priorities: 2,3,4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Curriculum Coordinators	August 2021 - June 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Increase in passing rates in all core areas for ELL students while targeting the number of students that will meet the criteria for exiting. Increase in STAAR ELA for 'beginner' and 'intermediate' ELL students. 11/19/21 - On Track
4. Develop and implement data folders for individual students. Folders will help students identify their own strengths and weaknesses. Students will be able to reflect on their performance while monitoring their new goals per six weeks. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Parents, Teachers	October 2021 - June 2022	(F)Title I, (S)Local Funds	Criteria: Monitor system with fidelity while increasing teacher capacity of student growth. 11/19/21 - Some Progress
5. The staff At DRMS will promote the Million Word Reading Challenge. Students are being asked to read at least one million words this school year. By doing so, students will	Campus Administrators, Dean of Instruction, Dyslexia Teacher, Librarian, Special Ed Teacher, Teachers	October 2021 - May 2022	(S)Local Funds	Criteria: STAAR Reading, Student Progress 11/19/21 - On Track

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Objective 2. By June 2022, the percentage of all students meeting standard on the ELA 8th Grade state assessments will increase from 68% to 73% by second administration for Tier II and III students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
enhance their vocabulary, reading comprehension, and other reading skills. Towards the end of the year, "Millionaires" will be rewarded with a nice meal at school as allowable according to CDC Guidelines. Library staff revised their challenge to include all three models of learning this school year. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)				

DEL RIO MIDDLE SCHOOL

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

Objective 3. By June 2022, the percentage of all students meeting standard on the Math 8th Grade state assessment will increase from 76% to 80% for Tier II and III students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Math teachers will incorporate manipulatives and games in their lesson plans and intervention routines, to increase engagement of students and the understanding of complex problems. Specific apps will be available for online students. (Title I SW Elements: 1.1,2.5) (Target Group: All,8th) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Teachers	August 2021 - June 2022	(F)Title I	Criteria: Increased scores in math and higher levels of mastery on assessments per DMAC and STAAR results. 11/19/21 - Completed
2. Students will keep up with data folders. They will record assessment scores and identify areas of strengths and weaknesses. They will reflect on results and identify adjustments that need to be made to ensure attainment of math concepts. Data from BOY will be utilized. (Targeted Improvement) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Dean of Instruction, Teachers	August 2021 - June 2022	(F)Title I, (S)Local Funds	Criteria: STAAR: Student Progress and Growth 11/19/21 - Some Progress
3. Math teachers will provide students with before and after-school support throughout the week for students. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2)	Campus Administrators, Counselors, Dean of Instruction, Parents, Teachers	October 2021 - May 2022	(F)Federal Grant, (F)Title I	Criteria: STAAR: Student Progress in Math 11/19/21 - On Track
4. Sheltered Instruction classes will be formed to provide support for beginner and intermediate ESL students in Math while closing monitoring advance and advance high students in regular classes. (Targeted Improvement) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2)	Bilingual Department, Chief Instructional Officers, Dean of Instruction, Teachers	August 2021 - June 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: STAAR Benchmark/STAAR/TELPAS Benchmark/TELPAS Benchmark 11/19/21 - Completed

DEL RIO MIDDLE SCHOOL

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

Objective 4. By June 2022, the percentage of all students meeting standard on the Science state assessment will increase from 67% to 72% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Science classes will conduct one lab per week to engage 100% of students in the learning process. Materials and supplies will support the instructional process. Labs to be included are: Frog Dissection, Plant and Animal Cells and Owl Pellets. Labs will need to be modified for online students. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Curriculum Coordinators, Dean of Instruction, Teachers	August 2021 - June 2022	(F)Title I	Criteria: Increased engagement in classroom labs per walk-throughs and increased STAAR scores - per results. 11/19/21 - On Track
2. 7th Grade Science will administer an end of the year assessment consisting of all the 6th and 7th grade TEKS that are tested at 8th grade. The assessment results will be uploaded into DMAC so that 8th grade teachers can begin immediate interventions during 2021-2022 school year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021- May 2022	(F)Title I, (S)Local Funds	Criteria: 8th grade Science scores will continue to increase compared to the previous school year's data. 11/19/21 - On Track
3. Support will be provided for all Science students in the form of supplemental STAAR material such as Mentoring Minds and Stem Scopes along with purchase of textbooks as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Dean of Instruction, Teachers	September 2021 - May 2022	(F)Title I, (S)State Compensatory - \$96.93	Criteria: Increase in passing rates on Six Weeks exams and STAAR Science assessments. 11/19/21 - On Track
4. Sheltered Instruction classes will be formed to provide support for beginner and intermediate ESL students in Science. University Team (Aggies) servicing specific students will collaborate in effective teaching practices in moving English Learners forward as compared to their peers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 3,4)	Bilingual Department, Campus Administrators, Chief Instructional Officers, Teachers	August 2021 - May 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Increase the number of students performing at the meet level or mastery on STAAR. 11/19/21 - On Track
5. Science teachers will provide students with before and after school support throughout the week. (Title I SW Elements: 2.2,2.5,2.6)	Campus Administrators, Parents, Strategists, Teachers	October 2021 - May 2022	(F)Federal Grant, (F)Title I	Criteria: Increase science scores by 5%.

DEL RIO MIDDLE SCHOOL

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

Objective 4. By June 2022, the percentage of all students meeting standard on the Science state assessment will increase from 67% to 72% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 3,4)				11/19/21 - On Track
6. Science teachers will promote student participation in Campus/District Science Fair as allowable by CDC Guidelines. Plan will be developed to meet guidelines and safety protocol for this school year. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	Nov. 2021 - March 2022	(F)Title I, (S)Local Funds	Criteria: STAAR Science 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By June 2022, the percentage of all students meeting standard on the Social Studies state assessment will increase from 54% to 65% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The History department leaders will team up with ELA department leaders to support shared concepts and objectives and cross-curricular activities, including supplies and resources - though conference periods once per each 6-week period, to meet state accountability. (Title I SW Elements: 1.1,2.5) (Target Group: 8th)	Campus Administrators, Teachers	September 2021 - June 2022	(F)Title I	Criteria: Increased scores on formative, summative and state assessments. 11/19/21 - On Track
2. History teachers will be provided with the Sirius Educational Solutions STAAR Zingers. The zingers will help teachers identify the most missed questions on the STAAR assessment. With this information, teachers will plan for engaging lessons targeting areas of high need. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - June 2022	(F)Title I, (S)Local Funds	Criteria: STAAR: Social Studies 8th Grade 11/19/21 - On Track
3. Sheltered Instruction classes will be formed to provide support for beginner and intermediate ESL students in 8th Grade Social Studies. (Title I SW Elements: 1.1) (Target Group: ESL,AtRisk) (Strategic Priorities: 2,3,4)	Bilingual Department, Campus Administrators, Parents, Teachers	August 2021 - June 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: TELPAS, Six Weeks Data, STAAR 11/19/21 - On Track
4. Teachers will focus on developing and implementing 90-minute block that continuously checks for understanding utilizing Lowman Resource. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers, Dean of Instruction, Teachers	August 2021 - June 2022	(O)Local Districts	Criteria: Six Weeks Data, STAAR 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By June 2022, student achievement for all ELL students and students in Special Education will increase by 5% on all state assessments (TSI).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. EL and Special Education students will be monitored by a highly qualified teachers to identify any areas of concern. Data will be analyzed during RTI Days and PD Fridays. Action plan will be developed to ensure student progress for EL and Special Ed. students while targeting and focusing on achieving the Meets Level on STAAR for specific students (M1s, M2s, M3s, M4s, Speech Only, AU, OHI, etc.). Strategy will address TSI. (Title I SW Elements: 2.4,2.6) (Target Group: ESL,EB,SPED) (Strategic Priorities: 3,4)</p>	<p>ARD Committee, Bilingual Department, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August 2021 - June 2022</p>	<p>(F)IDEA Special Education, (F)Title I, (O)Local Districts</p>	<p>Criteria: Increases in the number of EL and Special Ed students that earn Approaches and Meets on STAAR. Decrease the failure rate for specific students.</p> <p>11/19/21 - On Track</p>
<p>2. English Learners will be enrolled in classes based on proficiency levels. Interventions will be provided based on data to meet student progress. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2)</p>	<p>Bilingual Department, Campus Administrators, Teachers</p>	<p>August 2021 - June 2022</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: Decreased failures on 6-weeks reports and increased passing percentages on state assessments in the Approaches and Meets Categories.</p> <p>11/19/21 - On Track</p>
<p>3. Provide professional develop to all co-teach teams. Ensure ample planning time is utilize to support guided instruction through out the 90-minute block while constantly tracking and monitoring students: Targeted Improvement. (Target Group: SPED) (Strategic Priorities: 2,3)</p>	<p>Campus Administrators, Teachers</p>	<p>October 2021 - June 2022</p>	<p>(O)Local Districts</p>	<p>Criteria: Student Progress on STAAR</p> <p>11/19/21 - On Track</p>
<p>4. Sheltered Instruction classes will be formed to provide support for beginner and intermediate ESL students in core areas. (Title I SW Elements: 1.1) (Target Group: ESL) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021 - June 2022</p>	<p>(F)Title III Bilingual / ESL, (O)Local Districts</p>	<p>Criteria: STAAR and TELPAS</p> <p>11/19/21 - On Track</p>

DEL RIO MIDDLE SCHOOL

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

Objective 7. By May 2022, the campus will increase student attendance at or above 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with families via parent meetings, parent letters, presentations, orientations, newsletters and all call system on the importance of daily attendance. Support parents with technology concerns for all learning models. Counselors available to assist students with Canvas. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2021 - June 2022	(F)Title I	Criteria: Daily attendance reports will be monitored and interventions will take place if attendance drops below a 95%. 11/19/21 - On Track
2. The attendance procedures will be implemented daily with fidelity involving all office staff, counselors, and principal. Attendance secretary will email teachers daily that were out on the previous day to post their attendance for all classes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Parental Aides	August 2021 - June 2022	(S)Local Funds	Criteria: Parental Aide travel logs, home visit logs, call logs, increase in student attendance. 11/19/21 - On Track
3. Students with previous attendance problems will be monitored during the school year by counselors and goals will be set for the 2021-2022 school year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3,4)	Attendance Staff, Campus Administrators, Parents, Teachers	September 2021 - May 2022	(S)Local Funds	Criteria: Increase of student attendance for specific groups. 11/19/21 - On Track
4. Phone calls will be made daily if a student does not report to first period. Parents will be encouraged to bring student to school. If problems continues, administrators will meet with students and parents to create an attendance intervention plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Increase Student Performance and Attendance 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 8. Beginning in August 2021, qualified and highly effective personnel will be recruited, developed and retained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Faculty and staff will be mandated to attend professional development, planning sessions, and RTI Days. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators	August 2021 - June 2022	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: 100% of the instructional staff at Del Rio Middle School will be highly qualified 11/19/21 - On Track
2. All new teachers to Del Rio Middle School will be involved in a new teacher mentor program where they will be assigned a mentor who will receive a \$500 stipend. Specific duties are required by every mentor to ensure mentees receive necessary support their first two years of teaching. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders	August 2021- June 2022	(S)Local Funds, (S)State Grant	Criteria: 100% of all new teachers will have a mentor throughout the school year. 11/19/21 - On Track
3. Opportunities to meet with new teachers will be available throughout the school year to provide instructional coaching based on their individual needs (ex. learning walks, classroom management procedures, effective teaching techniques, etc.). (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders	October 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Teacher Retention and Student Success 11/19/21 - On Track 11/19/21 - On Track
4. Instructional leaders will meet monthly with new teachers to provide support based on specific needs. (Title I SW Elements: 2.2,2.5) (Target Group: All)		August 2021 - May 2022	(O)Local Districts	Criteria: Increase Teacher Retention 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 9. Beginning in September 2021, the campus will provide a minimum of one activity per week that promotes social, culture, interpersonal skills and experiences for staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DRMS Counseling Department will implement a programs focusing on Bullying and Cyber Bullying and present to all students. Counselors will be joining classes through Canvas. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Counselors, Teachers	October 2021 - May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Decrease in bullying referrals and incidents as compared to 2020-2021 11/19/21 - On Track
2. Del Rio Cares will be implemented weekly with fidelity and counselors will randomly monitor classes while providing support when necessary. DRMS 8th Grade lessons are implemented the first A Day of the week during 3rd Period. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2021 - April 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Documentation will reflect the trainings and drills conducted on a monthly basis and the recording of information will be evaluated by the school board. 11/19/21 - On Track
3. As part of the Anti-Bully and Anti-Drug programs at Del Rio Middle School, counselors will provide motivational clips for teacher to utilized through out the month of October. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	October 2021	(S)Local Funds	Criteria: Decrease of bullying reports/incidents 11/19/21 - On Track
4. TCHAT contact will collaborate with our district partnership through Texas Tech University to address any students that might be a candidate for outside resources or therapy. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	October 2021 - May 2022	(S)Local Funds	Criteria: Decrease Student Discipline Referrals 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 10. The counseling department at DRMS will incorporate a Career and Readiness Curriculum that will be implemented and presented in the classrooms through presentations each 6-weeks during the 2021-2022 school year focusing on the 13 CTE Pathways offered in our district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The DRMS Counseling Department will plan two events for the school year that will promote College and Career Readiness. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	Nov. 2021 - March 2022	(F)Title I, (S)Local Funds	Criteria: Students will be well informed of the many opportunities provided in our district that offers 13 Pathways. 11/19/21 - On Track
2. The DRMS Counseling Department will correlate the participation of the CTE Middle School Career Fair. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: 8th) (Strategic Priorities: 3,4)	Campus Administrators, Counselors	January 2022 - April 2022	(S)Local Funds	Criteria: 100% percent participation 11/19/21 - On Track
3. Administration and teachers will promote College Wednesdays. Students and DRMS staff are allowed to wear their favorite college shirt every Wednesday. DRMS wants students to start thinking of the many college options available to them. College mornings will be provide monthly in our library. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,6)	Campus Administrators, Librarian, Teachers	August 2021 - June 2022	(S)Local Funds	Criteria: College Readiness 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 11. Develop and implement campus handbook addressing COVID-19 protocols and procedures for all staff and students at DRMS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train all staff in the safety protocols and procedures prior to the first day of school. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Dyslexia Teacher, Instructional Aides, Librarian, Parental Aides, Security, Special Ed Teacher, Teachers	August 2021	(S)Local Funds	Criteria: Staff agenda and sign in 11/19/21 - Completed

DEL RIO MIDDLE SCHOOL

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. By the end of June 2021, Del Rio Middle School will utilize 90% of local funds to directly impact student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Development of local campus budget will be aligned to campus improvement plan. Allocation of funds for instruction will be discussed during monthly leadership meetings to ensure necessary resources and materials are available for all teachers. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	October 2021 - June 2022	(O)Local Districts	Criteria: The campus budget will confirm that funds were spent according to the Campus Improvement Plan and Campus Needs Assessment 11/19/21 - On Track
2. DRMS will explore opportunities to collaborate with the community and create financial resources with more organizational flexibility. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders	August 2021- June 2022	(O)Local Districts	Criteria: Monitor each quarter to conclude if DRMS is creating opportunities for organizational efficiency and effectiveness. 11/19/21 - On Track
3. Leadership team will take the initiative to collaborate and develop a plan to determine allocation of funds based on specific student needs. Additional resources were provided by the district for instructional resources. At this time resources have been purchased for PE, Math, and Social Studies. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Chief Instructional Officers, Teachers	September 2021 - May 2022	(O)Local Districts	Criteria: Student Achievement 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 1. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold an Open House in January that will encourage parents to be well inform of their child's progress. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	January 2022	(F)Title I, (S)Local Funds	Criteria: Sign In sheets will be tracked to have a foundation for future events of this magnitude and survey information will be reviewed for improvements. 11/19/21 - Some Progress
2. Conduct monthly parental meetings based on data from the comprehensive needs assessment (Gradebook, STAAR, Mental Health, College Readiness, Canvas, Parent Portal, etc.) (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Parental Aides	August 2021- July 2022	(F)Title I	Criteria: Increase in parent attendance at meetings and trainings each month, accompanied by survey information for continual growth. 11/19/21 - On Track
3. Monthly calendar will be developed and sent out to parents and staff. It will list all the extra-curricular activities, events, meetings, trainings along with times and locations. This will also be listed listed on SFDRCIDSD website and Facebook. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Teachers	October 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Increased attendance in activities at DRMS as compared to the previous school year. 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

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

Objective 1. With the restructure of DRMS, campus principal will focus on specific grade level to ensure student progress for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional leaders will be assigned to specific core areas to provide coaching during daily planning protocol sessions. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Three percent increase in over campus rating. 11/19/21 - On Track
2. Implement district demerit system at DRMS. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 3,4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parents, Teachers	August 2021 - June 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Decrease of at least 25% of discipline referrals from the previous school year. 11/19/21 - On Track

DEL RIO MIDDLE SCHOOL

Goal 5. The District shall prioritize reading as a skill for lifelong learning.

Objective 1. Focus on creating a solid 90-minute ELA block for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will receive the instructional support in effective planning including Renaissance Learning and BrainPop. TEKS Guide will be utilized prior to creating activities/lessons during planning protocol. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	October 2021- May 2022	(F)Title I, (S)State Compensatory - \$35,507.66	Criteria: Student Growth for all students 11/19/21 - On Track
2. Create a library that is the core of the campus. Promote and encourage students to participate in events that are planned by the DRMS Library Staff (college mornings, million word readers, etc.). (Title I SW Elements: 2.2) (Target Group: All)	Librarian, Teachers	October 2021 - May 2022	(S)Local Funds	11/19/21 - On Track



TITLE I

SFMMS

&

Del Rio Middle School

Annual Title I Meeting

Tuesday September 28, 2021

2:00 pm

Junta Anual de Titulo I

Martes Septiembre 28, 2021

A las 2:00 pm

Presenter/Presentadora

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://sfdr-cisd-org.zoom.us/j/84886492903?pwd=T2VyMEtGYXp2bmk0Ni9LUm1aQnJJUT09>

Meeting ID: 848 8649 2903

Passcode: 267389



TITLE I

SFMMS

&

Del Rio Middle School

**Annual Title I Meeting
Thursday September 30, 2021
10:00 am**

**Junta Anual de Titulo I
Jueves Septiembre 30, 2021
A las 10:00 am**

Presenter/Presentadora

Director, Federal & State Programs

Ruby Adams

Join Zoom Meeting

<https://sfd-r-cisd-org.zoom.us/j/83701131436?pwd=Rmt0Q1Y4Yk8rdzk5ejBKTGJyZGRHQQT09>

Meeting ID: 837 0113 1436

Passcode: 469321

09:51:38 From monica.gomez to Everyone:
can you hear me? I can not here

09:51:41 From Rufina Adams to Everyone:
Second Title I Parent Meeting, Thursday, September 30, 2021, 10 am. San Felipe Memorial Middle School 6th grade, Del Rio Middle School 7th and 8th Grade

09:51:51 From monica.gomez to Everyone:
Monica Gomez

09:52:01 From Rufina Adams to Everyone:
Parent-School Compact, Campus Engagement Plan

09:52:04 From Rufina Adams to Everyone:
Ruby Adams

09:52:36 From monica.gomez to Everyone:
okay now I can hear😊

09:54:52 From Maria Gaona to Everyone:
Maria Gaona

09:59:58 From Rita Galvan to Everyone:
Francisco galvan 6 grade simms

10:03:10 From Gabriela's iPhone to Everyone:
Student:Brandon Bustillos
Parent: Gabriela Soto

10:03:41 From Gabriela's iPhone to Everyone:
6 grade

10:04:00 From iPhone to Everyone:
Christian salas 8 grade

10:04:00 From Blanca to Everyone:
Evelyn Dominguez 8th grade

10:04:06 From iPhone to Everyone:
Español

10:04:09 From Gabriela's iPhone to Everyone:
Español

10:04:18 From Blanca to Everyone:
yes

10:04:23 From Rita Galvan to Everyone:
yes

10:05:02 From Angelica Hurtado to Everyone:
Angelica Hurtado student Mathieu Hurtado

10:07:14 From Angelica Hurtado to Everyone:
Mathieu Hurtado 7th grade

10:08:24 From Gloria to Everyone:
Gloria Hernandez student Sebastian Hernandez 8th grade

10:08:46 From rsala to Everyone:
Randi Salazar student Star Salazar 8th grade

10:10:02 From Zulema Grimaldo to Everyone:
Zulema Grimaldo student Rogelio Grimaldo

10:27:44 From Rita Galvan to Everyone:
yo soy voluntaria de Lpac y tambien llene la de banda en que mas ay que ser voluntaria? de 6 grade

10:28:45 From Heidi to Everyone:
Sofia Castillo 8th grade

10:32:16 From Angelica Hurtado to Everyone:
Thank you for everything you all do!

13:52:35 From Rufina Adams to Everyone:
Title I Parent Meeting, Parent Compacts, Campus Parent Engagement Plans,
Tuesday, September 28, 2021, 2 pm. Del Rio Middle School 7th and 8th grade, San
Felipe MMS 6th grade

13:52:42 From Rufina Adams to Everyone:
Ruby Adams

13:53:07 From Maria Gaona to Everyone:
Maria Gaona SFMMS

13:53:07 From monica.gomez to Everyone:
Monica Gomez

14:01:37 From Lillybeth's S21 to Everyone:
yes I can hear you

14:03:44 From Karmen's iPhone to Everyone:
Maria Casillas-sfmms

14:04:09 From Evelyn to Everyone:
Juan Lopez - SFMMS

14:04:29 From Lillybeth's S21 to Everyone:
Adrian Batiz- San Felipe MS

14:04:41 From Lillybeth's S21 to Everyone:
Yamil Batiz- Del Rio MS

14:06:15 From Noelia Galindo to Everyone:
👍

14:13:58 From Rita Galvan to Everyone:
Francisco galvan 6 grade

14:24:25 From Karmen's iPhone to Maria Gaona(Direct Message):
Ameé Rosas-sfmms

14:24:41 From Rita Galvan to Everyone:
Francisco galvan 6 grade

14:24:59 From Rita Galvan to Everyone:
David Arnaldo galvan 3 grade

14:25:04 From Rufina Adams to Everyone:
Noelia Galindo

14:25:10 From Lillybeth's S21 to Everyone:
Yamil Batiz 8th DRMS

14:26:02 From beatrizcarreon to Everyone:
Beatriz Carreon (Daniel Padilla 6th Grade)

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

7th & 8th grade DEL RIO MIDDLE SCHOOL

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. **DRMS 7th & 8TH GRADE**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **DRMS7th & 8TH GRADE** on **9/28/2021** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/28/2021**. **DRMS 7th & 8TH GRADE** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

**SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y
FAMILIAS 2021-2022**

7th and 8TH GRADE DEL RIO MIDDLE SCHOOL

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro,juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **7th & 8th GRADE DEL RIO MIDDLE SCHOOL** hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:
- La calidad académica del Título I, Escuelas Parte A
 - Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
 - El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
 - Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por 7th & 8th grade DRMS el 09/28/2021 y será proporcionada efectivo para el período del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 9/28/2021. El plantel 7th & 8th grade DRMS notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.

The Value and Utility of Parental & Family

Engagement

Staff Training

SFDR CISD Federal & State Programs



McKinney-Vento

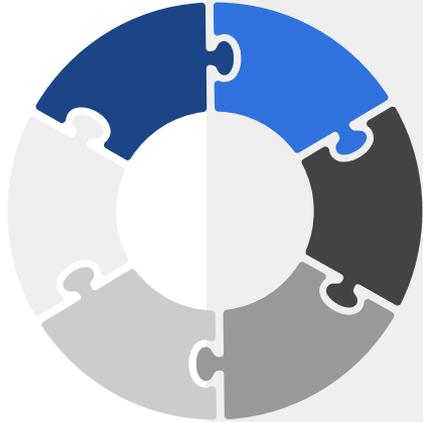
Serving Students In Transition

Overview

1. *Title 1 Requirements*
2. *Importance of Engagement*
3. *Outdated Thinking & Barriers*
4. *Atmosphere of a Welcoming Campus*
5. *Benefits of Engagement*
6. *Staff Reflection*



ESSA Title I Requirements



- Mandatory Training*
- Create Campus Parent and Family Engagement Policy and School-Compact (With Parents)*
- Hold 2 Title I meetings (Fall)*
- Encourage Campus, Parent and Family Engagement.*
- Provide parents with school and community resources.*

What is Parental and Family Engagement?

- *Active Participation (parents and families)*
- *Establish home learning environment*
- *Support and improve the academic achievement of their student.*
- *Parents become their child's first teacher.*
- *Parent engagement is a process*



Outdated thinking of Parent and Family Engagement:



- *Invitation only*
- *Discipline issues.*
- *“Homeroom Parents”.*
- *Performances and open houses.*
- *Fundraising*

Barriers to Family Engagement:



- ❑ *Language differences*
- ❑ *Divide Between Home and School*
- ❑ *Past Negative Experiences*
- ❑ *Negative View*
- ❑ *Understanding the culture*

Overcoming Barriers:

- Communication
- Home visits or visits to neutral sites
- personal conferences
- Flexible schedule
- Interpreters
- Childcare
- Offer bilingual communications
- Informal meetings
- Offer school-provided opportunities
- Suggestions
- Develop a plan





“It doesn’t matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted.”

-Unknown Principal

Welcoming Atmosphere:

- The physical environment
- Written materials
- Procedures and policies
- Staff visibility



Parent and Family Engagement benefits:

- Stakeholder input
- Improvement for all students
- positive attitudes
- Higher achievement
- Better Attendance
- Reduced dropout rates.
- Higher graduation rates
- Higher enrollment rates
- Improved school environment

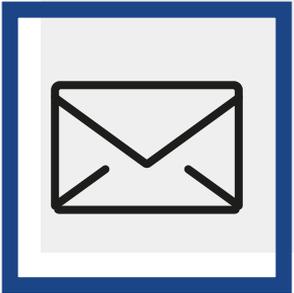


Staff Reflections:

DRMS



- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Contact

Jesse J. Davila

Del Rio Middle School

Ext: 1250

jesse.davila@sfdr-cisd.org

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

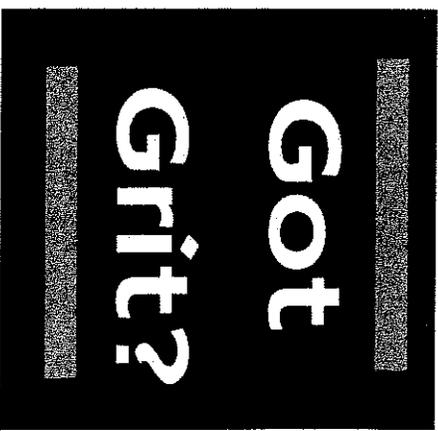
Communication is Key

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
- SFDRCISD District and School Website

8TH GRADE DEL RIO
MIDDLE SCHOOL

School-Teacher
Parent-Student
Compact



EMPOWERING
CHILDREN TO
REACH THEIR

FULL POTENTIAL

CYNTHIA SALAS,
PRINCIPAL

720 E. RAYMOND LOZANO
Del Rio, Texas 78840

830-778-4500

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.



8TH Del Rio Middle School Title I

Parental Liaison

MONICA GOMEZ

830-778-4534

monica.gomez@sfdrcisd.org

SAN FELIPE DEL RIO
Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

Staff Meeting

2-2-22

Agenda

1. McKinney Vento

2. Family Involvement

3. TIA Update

4. Technology

5. Door Windows

6. Benchmark Procedures

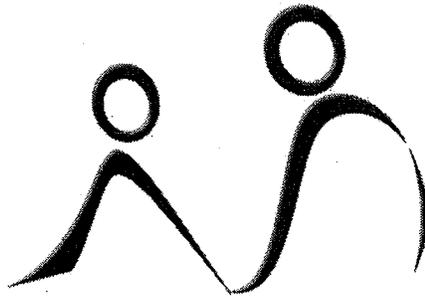
7. Stand-Alone Field Test 7th Grade Feb 15, 2022

San Felipe Del Rio CISD
McKinney Vento/Families in Transition

Staff Training

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

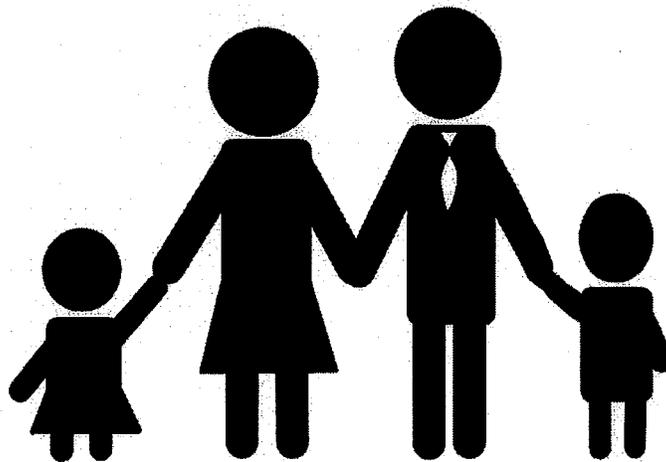
Serving Students In Transition

San Felipe Del Rio CISD
The Value and Utility of Parental Engagement

Staff Training

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



LifeJourneyToPerfection.blogspot.com 2013

SAN FELIPE DEL RIO

Consolidated Independent School District



P.O. DRAWER 428002

DEL RIO, TEXAS 78842

DRMS 8th Grade Staff Meeting

Tuesday, February 02, 2022

DRMS Library

3:30pm

ELA

- 1. Michelle Gomez
- 2. Claudia Ortiz
- 3. Lori Esparza
- 4. Debra Luna
- 5. Roberto Guerrero
- 6. Aurora Flores
- 7. Jesse Davila
- 8. Kristin Flores
- 9. Selina Rountree
- 10. Gwen Andrade
- 11. Mario Torres

[Handwritten signatures for ELA staff]

Science

- 1. Juan Celedon
- 2. Kayla Thomas
- 3. Julia McKinney
- 4. Epi Segura
- 5. Kaitlyn Thomas

[Handwritten signatures for Science staff]

Math

- 1. Michelle Spiers
- 2. Jessica Magdaleno
- 3. David Gomez
- 4. Ricardo Tapia
- 5. David Olivarez
- 6. Luis Gallegos
- 7. Roy Dominguez
- 8. Roxanne Zamarripa
- 9. Teresa Garcia

[Handwritten signatures for Math staff]

Social Studies

- 1. Claudia Faz
- 2. Erica Jimenez
- 3. Joanna Zamora
- 4. Juan Mireles
- 5. Wilson White

C. Faz

Joanna Zamora

Juan Mireles

Wilson White

Band

- 1. Jesse Brijalba

Fine Arts

- 1. Victor Alvarez
- 2. Erica Hernandez

V. Alvarez

~~*E. Hernandez*~~

Stacey Gallegus *SG*

Electives

- 1. Margo Baker
- 2. Naela Dominguez
- 3. Regina Cardenas
- 4. Fernanda De Los Santos

Margo Baker

~~*Naela Dominguez*~~

~~*Regina Cardenas*~~

~~*Fernanda De Los Santos*~~

Coaches

- 1. Robert Cardenas
- 2. Melanie Gee
- 3. Angelica Rivera
- 4. Jessi Galindo

Robert Cardenas

ISS

- 1. Ricardo Guajardo

Special Ed

- 1. Juan Cirildo
- 2. Patty Carranza
- 3. Rosa Reyes
- 4. Maria Morrell
- 5. Jacqueline Guerra
- 6. Jose Jaquez
- 7. Erika Garza
- 8. Olivia Perez

Library

- 1. Rosella Ramon
- 2. Jessica Fuentes
- 3. Jessica Sunderland
- 4. Jackie Hall

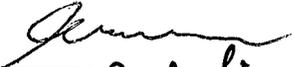
Rosella Ramon

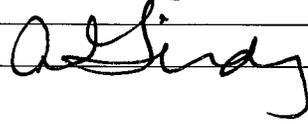
~~*Jessica Fuentes*~~

~~*Jessica Sunderland*~~

Counselors

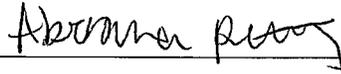
- 1. Silvia Wille
- 2. Annette Girdy





Instructional Aides

- 1. Abriana Petty



McKinney- Vento

Families in Transition
Education Assistance Act
SFDR CISD Federal & State Programs



McKinney-Vento
Serving Students In Transition

Overview

1. *Program Purpose*
2. *Homelessness*
3. *Warning Signs*
4. *Identification & Provisions*
5. *Our point of contact*





McKinney Vento Act

Homeless Assistance Act

Main Themes

1. *School Access*
2. *School Stability*
3. *Support for Academic Success*
4. *Child-Centered (best interest decision making)*
5. *Establishes Local Homeless Education Liaison*
(Mandatory Role)

Homelessness

- Homelessness has many causes
- Defined in McKinney-Vento as individuals without **Fixed, Adequate and Regular (FAR) nighttime residence**

 - Shared Housing
 - Motels, Hotels, Trailers, Camping Grounds
 - Emergency Shelter
 - Awaiting foster care placement
 - Living in cars, public spaces, abandoned buildings
 - Bus train stations



3. Warning Signs

Lack of Education Continuity

- Attendance discrepancies
- Inability to pay fees
- Lack of participation in activities
- Gaps in skill development

Poor Nutrition & Hygiene

- Lack of immunization record
- Unmet medical/dental needs
- Increased illness
- Wearing same clothing multiple days
- Inconsistent grooming

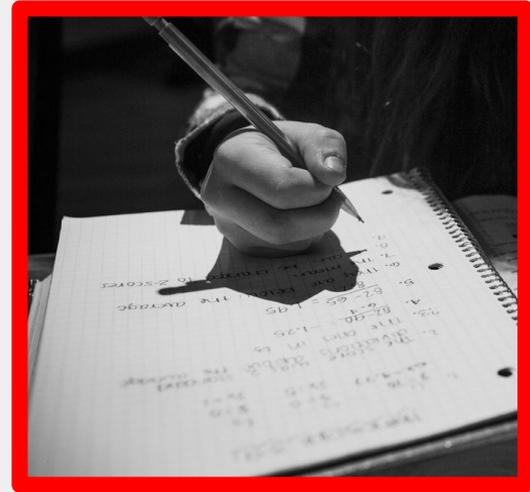
Social & Emotional Concerns

- Poor self-esteem
- Difficulty trusting people
- Aggression
- Developmental delays
- Fear of being in school
- Fear of abandonment
- Anxiety late in the school day

3. Warning Signs

- *Physical Abuse*
- *Health Problems*
- *Low-esteem*
- *Malnutrition*
- *Sleeping problems*
- *Lags in language skills*
- *Learning disabilities*
- *Developmental delays*

Adverse experiences due to homelessness



Identification & Provisions

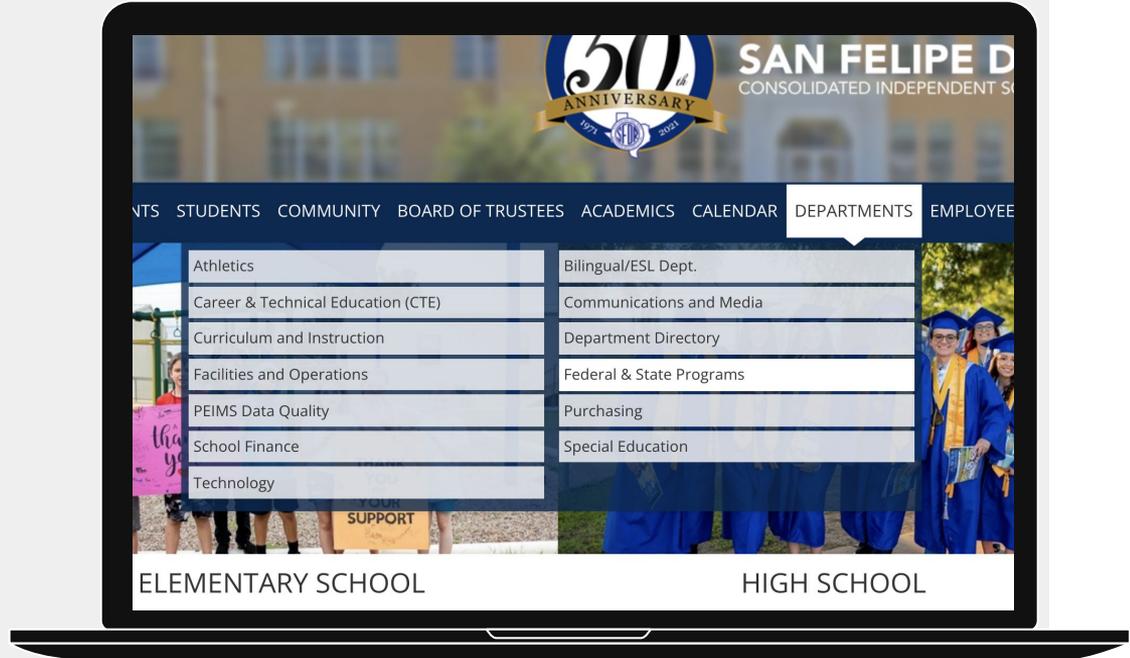
Key Provisions of the McKinney-Vento Federal Law

- *Immediate enrollment*
- *Choice of schools*
- *Transportation*
- *Education resources/supplies, clothing*
- *Receive free school provided meals (breakfast,Lunch)*

Point of contact

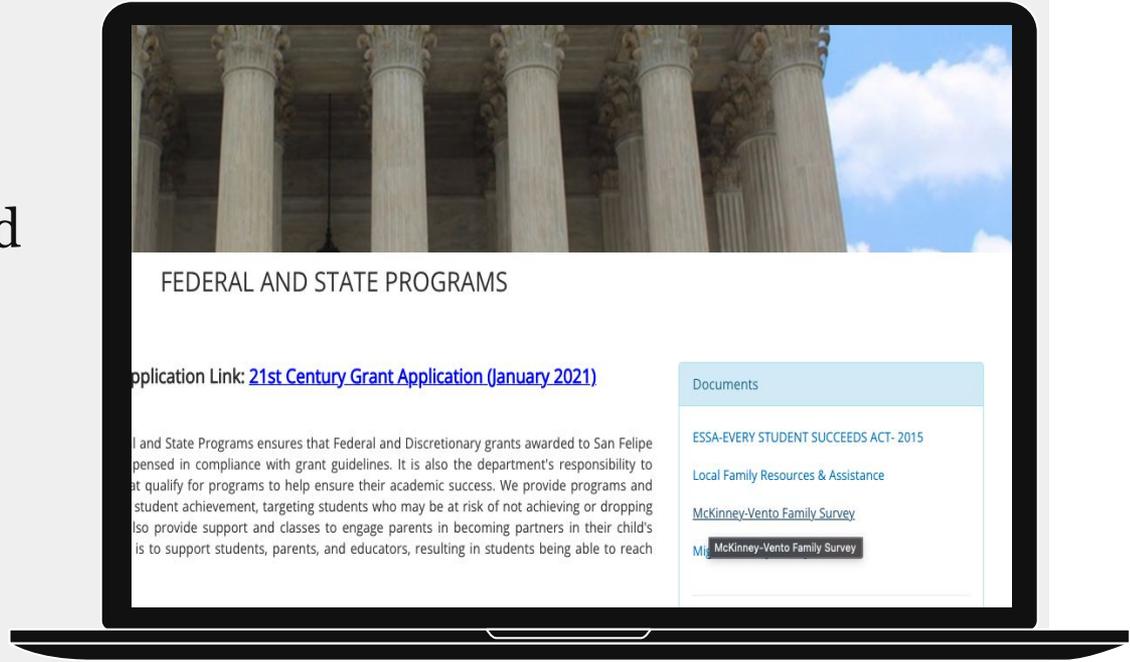
Additional information can be found at our district website:

- On the Federal and State Programs page



Point of contact

- McKinney Vento Surveys Can be found on this page





Contact

Ruby Adams

Director of Federal & State Programs

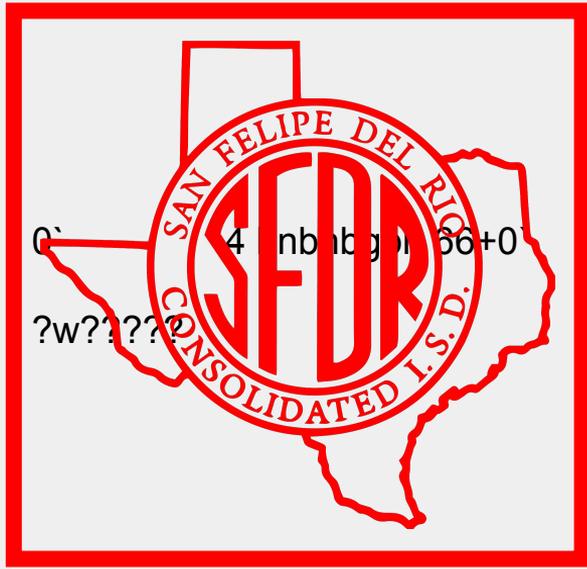
Ext: 4153

rufina.adams@sfdr-cisd.org



Thank you!

For your time & attention



Texas Education Agency
2021 Federal Report Card

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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	District	Campus	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
STAAR Percent at Approaches Grade Level or Above																						
Grade 8																						
Reading	All Students	73%	63%	65%	*	65%	67%	*	-	-	-	63%	74%	32%	72%	39%	59%	72%	64%	*	-	-
	CWD	38%	32%	32%	*	33%	*	-	-	-	-	29%	50%	32%	-	27%	39%	19%	*	*	-	-
	CWOD	77%	68%	72%	*	72%	73%	*	-	-	-	71%	78%	-	72%	43%	64%	80%	82%	*	-	-
	EL	49%	36%	39%	-	42%	*	*	-	-	-	39%	*	27%	43%	39%	37%	42%	*	*	-	-
	Male	67%	54%	59%	*	58%	78%	*	-	-	-	57%	67%	39%	64%	37%	59%	-	*	*	-	-
	Female	78%	72%	72%	*	73%	56%	-	-	-	-	70%	81%	19%	80%	42%	-	72%	70%	-	-	-
Mathematics	All Students	61%	41%	41%	*	41%	63%	*	-	-	-	36%	61%	19%	46%	25%	40%	43%	15%	*	-	-
	CWD	34%	19%	19%	*	20%	*	-	-	-	-	15%	45%	19%	-	20%	22%	14%	*	*	-	-
	CWOD	64%	46%	46%	*	45%	71%	*	-	-	-	41%	63%	-	46%	27%	44%	47%	20%	*	-	-
	EL	41%	25%	25%	-	25%	*	*	-	-	-	24%	*	20%	27%	25%	32%	18%	*	*	-	-
	Male	59%	40%	40%	*	38%	89%	*	-	-	-	35%	59%	22%	44%	32%	40%	-	*	*	-	-

Texas Education Agency
2021 Federal Report Card
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	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	63%	43%	43%	*	43%	29%	-	-	-	-	38%	64%	14%	47%	18%	-	43%	11%	-	-	-		
Science	All Students	67%	53%	53%	*	53%	77%	*	*	-	-	46%	75%	20%	59%	20%	54%	53%	31%	*	-	*		
	CWD	37%	20%	20%	*	21%	*	-	-	-	-	18%	33%	20%	-	27%	27%	7%	*	*	-	-		
	CWOD	71%	59%	59%	*	58%	87%	*	*	-	-	52%	79%	-	59%	18%	60%	58%	38%	*	-	*		
	EL	40%	20%	20%	-	21%	*	*	-	-	-	18%	*	27%	18%	20%	21%	18%	*	*	-	-		
	Male	67%	54%	54%	*	52%	93%	*	*	-	-	47%	75%	27%	60%	21%	54%	-	*	*	-	*		
	Female	67%	53%	53%	*	53%	58%	-	-	-	-	46%	76%	7%	58%	18%	-	53%	33%	-	-	-	*	
End of Course																								
English I	All Students	66%	64%	99%	-	99%	100%	-	*	-	-	99%	99%	-	99%	-	100%	98%	*	-	-	*		
	CWD	30%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	70%	69%	99%	-	99%	100%	-	*	-	-	99%	99%	-	99%	-	100%	98%	*	-	-	-	*	
	EL	34%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	61%	56%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-	-	*
	Female	72%	73%	98%	-	98%	*	-	-	-	-	98%	98%	-	98%	-	98%	-	98%	*	-	-	-	*
Algebra I	All Students	72%	69%	98%	-	98%	100%	-	*	-	-	98%	98%	*	98%	-	98%	99%	*	-	-	-	*	
	CWD	44%	41%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	-	
	CWOD	75%	72%	98%	-	98%	100%	-	*	-	-	98%	98%	-	98%	-	98%	99%	*	-	-	-	*	
	EL	54%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	68%	62%	98%	-	98%	100%	-	*	-	-	96%	100%	-	98%	-	98%	-	-	-	-	-	-	*
	Female	76%	75%	99%	-	98%	100%	-	-	-	-	100%	97%	*	99%	-	-	99%	*	-	-	-	-	*
STAAR Percent at Meets Grade Level or Above																								
Grade 8																								
Reading	All Students	45%	26%	28%	*	28%	39%	*	-	-	-	25%	41%	9%	32%	11%	19%	37%	21%	*	-	-		
	CWD	21%	9%	9%	*	10%	*	-	-	-	-	8%	17%	9%	-	13%	11%	6%	*	*	-	-		
	CWOD	48%	29%	32%	*	32%	47%	*	-	-	-	29%	45%	-	32%	11%	22%	42%	27%	*	-	-		
	EL	19%	11%	11%	-	12%	*	*	-	-	-	12%	*	13%	11%	11%	8%	15%	*	*	-	-		
	Male	40%	17%	19%	*	18%	56%	*	-	-	-	17%	30%	11%	22%	8%	19%	-	*	*	-	-		
	Female	51%	36%	37%	*	38%	22%	-	-	-	-	34%	51%	6%	42%	15%	-	37%	20%	-	-	-		
Mathematics	All Students	36%	14%	14%	*	13%	31%	*	-	-	-	11%	25%	7%	15%	11%	10%	17%	8%	*	-	-		
	CWD	20%	7%	7%	*	7%	*	-	-	-	-	4%	27%	7%	-	13%	11%	0%	*	*	-	-		
	CWOD	38%	15%	15%	*	14%	36%	*	-	-	-	13%	24%	-	15%	11%	10%	19%	10%	*	-	-		
	EL	17%	11%	11%	-	12%	*	*	-	-	-	10%	*	13%	11%	11%	11%	12%	*	*	-	-		
	Male	35%	10%	10%	*	9%	44%	*	-	-	-	9%	18%	11%	10%	11%	10%	-	*	*	-	-		
	Female	37%	17%	17%	*	17%	14%	-	-	-	-	13%	31%	0%	19%	12%	-	17%	11%	-	-	-		
Science	All Students	42%	30%	30%	*	28%	62%	*	*	-	-	23%	50%	11%	33%	10%	29%	30%	19%	*	-	*		
	CWD	22%	11%	11%	*	11%	*	-	-	-	-	8%	25%	11%	-	13%	15%	3%	*	*	-	-		
	CWOD	45%	33%	33%	*	31%	70%	*	*	-	-	26%	52%	-	33%	9%	32%	33%	23%	*	-	*		
	EL	16%	10%	10%	-	10%	*	*	-	-	-	9%	*	13%	9%	10%	13%	6%	*	*	-	-		
	Male	43%	29%	29%	*	27%	79%	*	*	-	-	23%	49%	15%	32%	13%	29%	-	*	*	-	-	*	
	Female	42%	30%	30%	*	30%	42%	-	-	-	-	24%	50%	3%	33%	6%	-	30%	17%	-	-	-	*	

Texas Education Agency
2021 Federal Report Card
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	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	
End of Course																							
English I	All Students	49%	44%	94%	-	94%	100%	-	*	-	-	92%	96%	-	94%	-	92%	96%	*	-	-	*	
	CWD	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	53%	48%	94%	-	94%	100%	-	*	-	-	92%	96%	-	94%	-	92%	96%	*	-	-	*	
	EL	16%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	37%	92%	-	91%	100%	-	*	-	-	86%	97%	-	92%	-	92%	-	-	-	-	-	*
	Female	55%	51%	96%	-	95%	*	-	-	-	-	96%	96%	-	96%	-	-	-	96%	*	-	-	*
Algebra I	All Students	40%	34%	79%	-	78%	91%	-	*	-	-	77%	82%	*	79%	-	88%	73%	*	-	-	*	
	CWD	20%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	42%	36%	79%	-	78%	90%	-	*	-	-	77%	82%	-	79%	-	88%	72%	*	-	-	*	
	EL	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	38%	30%	88%	-	86%	100%	-	*	-	-	86%	91%	-	88%	-	88%	-	-	-	-	-	*
	Female	43%	37%	73%	-	72%	80%	-	-	-	-	70%	76%	*	72%	-	-	73%	*	-	-	-	*
STAAR Percent at Masters Grade Level																							
Grade 8																							
Reading	All Students	21%	7%	7%	*	7%	11%	*	-	-	-	7%	8%	1%	8%	1%	4%	11%	7%	*	-	-	
	CWD	6%	1%	1%	*	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	3%	*	*	-	-	
	CWOD	22%	8%	8%	*	8%	13%	*	-	-	-	8%	9%	-	8%	2%	5%	12%	9%	*	-	-	
	EL	5%	1%	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*	*	-	-	
	Male	17%	3%	4%	*	3%	22%	*	-	-	-	3%	7%	0%	5%	0%	4%	-	*	*	-	-	
	Female	25%	10%	11%	*	11%	0%	-	-	-	-	11%	9%	3%	12%	3%	-	11%	10%	-	-	-	
Mathematics	All Students	10%	2%	2%	*	1%	6%	*	-	-	-	2%	1%	2%	1%	3%	2%	1%	0%	*	-	-	
	CWD	7%	2%	2%	*	2%	*	-	-	-	-	3%	0%	2%	-	13%	4%	0%	*	*	-	-	
	CWOD	11%	1%	1%	*	1%	7%	*	-	-	-	1%	1%	-	1%	0%	1%	1%	0%	*	-	-	
	EL	3%	3%	3%	-	3%	*	*	-	-	-	3%	*	13%	0%	3%	5%	0%	*	*	-	-	
	Male	10%	2%	2%	*	2%	11%	*	-	-	-	2%	0%	4%	1%	5%	2%	-	*	*	-	-	
	Female	10%	1%	1%	*	1%	0%	-	-	-	-	1%	2%	0%	1%	0%	-	1%	0%	-	-	-	
Science	All Students	23%	12%	12%	*	11%	38%	*	*	-	-	9%	22%	1%	14%	1%	10%	14%	6%	*	-	*	
	CWD	10%	1%	1%	*	1%	*	-	-	-	-	0%	8%	1%	-	0%	2%	0%	*	*	-	-	
	CWOD	25%	14%	14%	*	13%	43%	*	*	-	-	11%	23%	-	14%	2%	12%	15%	8%	*	-	*	
	EL	5%	1%	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*	*	-	-	
	Male	24%	10%	10%	*	8%	50%	*	*	-	-	7%	21%	2%	12%	0%	10%	-	*	*	-	*	
	Female	22%	14%	14%	*	14%	25%	-	-	-	-	11%	23%	0%	15%	3%	-	14%	8%	-	-	-	*
End of Course																							
English I	All Students	12%	8%	29%	-	28%	33%	-	*	-	-	28%	30%	-	29%	-	23%	33%	*	-	-	*	
	CWD	4%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	13%	8%	29%	-	28%	33%	-	*	-	-	28%	30%	-	29%	-	23%	33%	*	-	-	*	
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	9%	5%	23%	-	21%	33%	-	*	-	-	21%	26%	-	23%	-	23%	-	-	-	-	-	*
	Female	15%	11%	33%	-	33%	*	-	-	-	-	33%	33%	-	33%	-	-	33%	*	-	-	-	*

Texas Education Agency
2021 Federal Report Card

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	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	
Algebra I	All Students	23%	13%	44%	-	41%	73%	-	*	-	-	37%	52%	*	43%	-	47%	41%	*	-	-	*	
	CWD	8%	10%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	24%	14%	43%	-	41%	70%	-	*	-	-	37%	51%	-	43%	-	47%	41%	*	-	-	*	
	EL	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	21%	12%	47%	-	43%	83%	-	*	-	-	43%	52%	-	47%	-	47%	-	-	-	-	-	*
	Female	25%	15%	41%	-	40%	60%	-	-	-	-	32%	52%	*	41%	-	-	41%	*	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	67%	58%	60%	33%	59%	78%	*	*	-	-	53%	78%	24%	65%	28%	57%	62%	41%	67%	-	100%	
	CWD	38%	28%	24%	*	24%	22%	-	-	-	-	21%	44%	24%	-	24%	30%	14%	0%	*	-	-	
	CWOD	71%	63%	65%	50%	64%	85%	*	*	-	-	59%	81%	-	65%	29%	62%	67%	51%	*	-	100%	
	EL	47%	26%	28%	-	29%	0%	*	-	-	-	27%	50%	24%	29%	28%	30%	26%	*	*	-	-	
	Male	65%	55%	57%	*	55%	91%	*	*	-	-	51%	76%	30%	62%	30%	57%	-	33%	67%	-	-	*
	Female	69%	61%	62%	50%	62%	61%	-	-	-	-	56%	81%	14%	67%	26%	-	62%	44%	-	-	-	100%
Reading	All Students	68%	61%	73%	*	73%	78%	*	*	-	-	69%	86%	32%	79%	39%	67%	79%	67%	*	-	*	
	CWD	35%	28%	32%	*	33%	*	-	-	-	-	29%	50%	32%	-	27%	39%	19%	*	*	-	-	
	CWOD	72%	67%	79%	*	79%	83%	*	*	-	-	76%	89%	-	79%	43%	73%	85%	83%	*	-	*	
	EL	46%	24%	39%	-	42%	*	*	-	-	-	39%	*	27%	43%	39%	37%	42%	*	*	-	-	
	Male	63%	55%	67%	*	66%	87%	*	*	-	-	62%	81%	39%	73%	37%	67%	-	*	*	-	-	*
	Female	72%	67%	79%	*	79%	67%	-	-	-	-	75%	90%	19%	85%	42%	-	79%	73%	-	-	-	*
Mathematics	All Students	65%	53%	52%	*	51%	78%	*	*	-	-	45%	74%	20%	57%	25%	49%	55%	27%	*	-	*	
	CWD	39%	28%	20%	*	20%	*	-	-	-	-	15%	50%	20%	-	20%	22%	17%	*	*	-	-	
	CWOD	68%	57%	57%	*	56%	83%	*	*	-	-	50%	76%	-	57%	27%	55%	58%	33%	*	-	*	
	EL	49%	28%	25%	-	25%	*	*	-	-	-	24%	*	20%	27%	25%	32%	18%	*	*	-	-	
	Male	65%	52%	49%	*	47%	93%	*	*	-	-	42%	72%	22%	55%	32%	49%	-	*	*	-	-	*
	Female	65%	54%	55%	*	55%	58%	-	-	-	-	47%	76%	17%	58%	18%	-	55%	27%	-	-	-	*
Science	All Students	70%	60%	53%	*	53%	77%	*	*	-	-	46%	75%	20%	59%	20%	54%	53%	31%	*	-	*	
	CWD	42%	27%	20%	*	21%	*	-	-	-	-	18%	33%	20%	-	27%	27%	7%	*	*	-	-	
	CWOD	74%	65%	59%	*	58%	87%	*	*	-	-	52%	79%	-	59%	18%	60%	58%	38%	*	-	*	
	EL	47%	25%	20%	-	21%	*	*	-	-	-	18%	*	27%	18%	20%	21%	18%	*	*	-	-	
	Male	70%	59%	54%	*	52%	93%	*	*	-	-	47%	75%	27%	60%	21%	54%	-	*	*	-	-	*
	Female	71%	60%	53%	*	53%	58%	-	-	-	-	46%	76%	7%	58%	18%	-	53%	33%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	41%	30%	33%	11%	32%	59%	*	*	-	-	26%	54%	9%	37%	11%	28%	38%	20%	67%	-	100%	
	CWD	21%	13%	9%	*	9%	11%	-	-	-	-	7%	25%	9%	-	13%	12%	4%	0%	*	-	-	
	CWOD	44%	33%	37%	17%	36%	65%	*	*	-	-	30%	56%	-	37%	10%	32%	41%	24%	*	-	100%	
	EL	20%	8%	11%	-	11%	0%	*	-	-	-	10%	17%	13%	10%	11%	11%	11%	*	*	-	-	
	Male	40%	28%	28%	*	26%	73%	*	*	-	-	22%	49%	12%	32%	11%	28%	-	17%	67%	-	-	*
	Female	42%	33%	38%	17%	38%	42%	-	-	-	-	31%	57%	4%	41%	11%	-	38%	21%	-	-	-	100%

Texas Education Agency
2021 Federal Report Card
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	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	44%	35%	43%	*	43%	59%	*	*	-	-	36%	67%	9%	49%	11%	33%	53%	27%	*	-	*	
	CWD	20%	13%	9%	*	10%	*	-	-	-	-	8%	17%	9%	-	13%	11%	6%	*	*	-	-	
	CWOD	47%	39%	49%	*	48%	67%	*	*	-	-	41%	71%	-	49%	11%	38%	58%	33%	*	-	*	
	EL	20%	7%	11%	-	12%	*	*	-	-	-	12%	*	13%	11%	11%	8%	15%	*	*	-	-	
	Male	40%	30%	33%	*	31%	73%	*	*	-	-	25%	58%	11%	38%	8%	33%	-	*	*	-	*	
	Female	48%	41%	53%	*	54%	42%	-	-	-	-	46%	74%	6%	58%	15%	-	53%	27%	-	-	-	*
Mathematics	All Students	37%	25%	26%	*	25%	56%	*	*	-	-	20%	44%	8%	29%	11%	23%	29%	13%	*	-	*	
	CWD	21%	12%	8%	*	7%	*	-	-	-	-	4%	33%	8%	-	13%	11%	3%	*	*	-	-	
	CWOD	39%	27%	29%	*	27%	58%	*	*	-	-	23%	45%	-	29%	11%	26%	31%	17%	*	-	*	
	EL	20%	8%	11%	-	12%	*	*	-	-	-	10%	*	13%	11%	11%	11%	12%	*	*	-	-	
	Male	37%	24%	23%	*	21%	67%	*	*	-	-	18%	41%	11%	26%	11%	23%	-	*	*	-	-	*
	Female	36%	25%	29%	*	29%	42%	-	-	-	-	22%	48%	3%	31%	12%	-	29%	18%	-	-	-	*
Science	All Students	43%	30%	30%	*	28%	62%	*	*	-	-	23%	50%	11%	33%	10%	29%	30%	19%	*	-	*	
	CWD	22%	14%	11%	*	11%	*	-	-	-	-	8%	25%	11%	-	13%	15%	3%	*	*	-	-	
	CWOD	46%	32%	33%	*	31%	70%	*	*	-	-	26%	52%	-	33%	9%	32%	33%	23%	*	-	*	
	EL	17%	7%	10%	-	10%	*	*	-	-	-	9%	*	13%	9%	10%	13%	6%	*	*	-	-	
	Male	44%	31%	29%	*	27%	79%	*	*	-	-	23%	49%	15%	32%	13%	29%	-	*	*	-	-	*
	Female	42%	28%	30%	*	30%	42%	-	-	-	-	24%	50%	3%	33%	6%	-	30%	17%	-	-	-	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	10%	11%	0%	10%	30%	*	*	-	-	9%	20%	2%	13%	2%	9%	13%	7%	17%	-	78%	
	CWD	7%	4%	2%	*	2%	11%	-	-	-	-	1%	6%	2%	-	4%	2%	2%	0%	*	-	-	
	CWOD	19%	11%	13%	0%	12%	32%	*	*	-	-	10%	21%	-	13%	1%	11%	15%	8%	*	-	78%	
	EL	7%	2%	2%	-	2%	0%	*	-	-	-	2%	0%	4%	1%	2%	2%	2%	*	*	-	-	
	Male	17%	9%	9%	*	7%	39%	*	*	-	-	6%	17%	2%	11%	2%	9%	-	0%	17%	-	-	*
	Female	19%	11%	13%	0%	13%	19%	-	-	-	-	11%	22%	2%	15%	2%	-	13%	9%	-	-	-	83%
Reading	All Students	18%	11%	12%	*	12%	19%	*	*	-	-	10%	19%	1%	14%	1%	7%	17%	7%	*	-	*	
	CWD	6%	3%	1%	*	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	3%	*	*	-	-	
	CWOD	20%	12%	14%	*	14%	21%	*	*	-	-	12%	20%	-	14%	2%	9%	18%	8%	*	-	*	
	EL	7%	1%	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*	*	-	-	
	Male	16%	9%	7%	*	6%	27%	*	*	-	-	5%	15%	0%	9%	0%	7%	-	*	*	-	-	*
	Female	21%	13%	17%	*	17%	8%	-	-	-	-	15%	22%	3%	18%	3%	-	17%	9%	-	-	-	*
Mathematics	All Students	17%	9%	9%	*	8%	33%	*	*	-	-	6%	19%	4%	10%	3%	9%	10%	7%	*	-	*	
	CWD	8%	4%	4%	*	2%	*	-	-	-	-	3%	8%	4%	-	13%	4%	3%	*	*	-	-	
	CWOD	18%	10%	10%	*	9%	33%	*	*	-	-	7%	19%	-	10%	0%	11%	10%	8%	*	-	*	
	EL	8%	3%	3%	-	3%	*	*	-	-	-	3%	*	13%	0%	3%	5%	0%	*	*	-	-	
	Male	18%	9%	9%	*	8%	40%	*	*	-	-	7%	16%	4%	11%	5%	9%	-	*	*	-	-	*
	Female	16%	9%	10%	*	9%	25%	-	-	-	-	6%	20%	3%	10%	0%	-	10%	9%	-	-	-	*

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		State	District	Campus	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
Science	All Students	19%	10%	12%	*	11%	38%	*	*	-	-	9%	22%	1%	14%	1%	10%	14%	6%	*	-	*
	CWD	8%	4%	1%	*	1%	*	-	-	-	-	0%	8%	1%	-	0%	2%	0%	*	*	-	-
	CWOD	20%	11%	14%	*	13%	43%	*	*	-	-	11%	23%	-	14%	2%	12%	15%	8%	*	-	*
	EL	4%	3%	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*	*	-	-
	Male	20%	10%	10%	*	8%	50%	*	*	-	-	7%	21%	2%	12%	0%	10%	-	*	*	-	*
	Female	18%	10%	14%	*	14%	25%	-	-	-	-	11%	23%	0%	15%	3%	-	14%	8%	-	-	-

- 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.

There is no data for this campus.

Part (iv): English Language Proficiency

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
71	13	18%

- 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.

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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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	35	15	34	56	*	*	-	-	29	12	14
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	97%	100%	97%	92%	*	*	-	-	97%	95%	93%	97%	99%	96%	97%	98%
	CWD	93%	*	92%	100%	-	-	-	-	95%	80%	93%	-	100%	93%	92%	100%
	CWOD	97%	100%	98%	91%	*	*	-	-	98%	96%	-	97%	99%	97%	98%	97%
	EL	99%	-	99%	100%	*	-	-	-	99%	100%	100%	99%	99%	100%	98%	83%
	Male	96%	*	97%	92%	*	*	-	-	97%	95%	93%	97%	100%	96%	-	100%
	Female	97%	100%	97%	92%	-	-	-	-	98%	95%	92%	98%	98%	-	97%	97%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	97%	*	97%	93%	*	*	-	-	98%	96%	95%	98%	100%	97%	98%	100%
	CWD	95%	*	94%	*	-	-	-	-	97%	80%	95%	-	100%	95%	94%	*
	CWOD	98%	*	98%	92%	*	*	-	-	98%	98%	-	98%	100%	97%	98%	100%
	EL	100%	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	97%	*	97%	94%	*	*	-	-	97%	96%	95%	97%	100%	97%	-	*
	Female	98%	*	98%	92%	-	-	-	-	98%	97%	94%	98%	100%	-	98%	100%
Mathematics	All Students	97%	*	97%	93%	*	*	-	-	97%	96%	91%	98%	99%	97%	97%	94%
	CWD	91%	*	91%	*	-	-	-	-	94%	80%	91%	-	100%	92%	91%	*
	CWOD	98%	*	98%	92%	*	*	-	-	97%	98%	-	98%	98%	98%	97%	92%
	EL	99%	-	99%	*	*	-	-	-	99%	*	100%	98%	99%	100%	97%	*
	Male	97%	*	97%	94%	*	*	-	-	97%	96%	92%	98%	100%	97%	-	*
	Female	97%	*	97%	92%	-	-	-	-	97%	97%	91%	97%	97%	-	97%	92%
Science	All Students	96%	*	96%	90%	*	*	-	-	98%	91%	92%	97%	99%	96%	96%	100%
	CWD	92%	*	92%	*	-	-	-	-	95%	80%	92%	-	100%	93%	91%	*
	CWOD	97%	*	97%	88%	*	*	-	-	98%	92%	-	97%	98%	97%	97%	100%
	EL	99%	-	99%	*	*	-	-	-	99%	*	100%	98%	99%	100%	97%	*
	Male	96%	*	96%	88%	*	*	-	-	97%	92%	93%	97%	100%	96%	-	*
	Female	96%	*	96%	92%	-	-	-	-	98%	90%	91%	97%	97%	-	96%	100%
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	3%	0%	3%	8%	*	*	-	-	3%	5%	7%	3%	1%	4%	3%	2%
	CWD	7%	*	8%	0%	-	-	-	-	5%	20%	7%	-	0%	7%	8%	0%
	CWOD	3%	0%	2%	9%	*	*	-	-	2%	4%	-	3%	1%	3%	2%	3%
	EL	1%	-	1%	0%	*	-	-	-	1%	0%	0%	1%	1%	0%	2%	17%
	Male	4%	*	3%	8%	*	*	-	-	3%	5%	7%	3%	0%	4%	-	0%
	Female	3%	0%	3%	8%	-	-	-	-	2%	5%	8%	2%	2%	-	3%	3%
Reading	All Students	3%	*	3%	7%	*	*	-	-	2%	4%	5%	2%	0%	3%	2%	0%
	CWD	5%	*	6%	*	-	-	-	-	3%	20%	5%	-	0%	5%	6%	*
	CWOD	2%	*	2%	8%	*	*	-	-	2%	2%	-	2%	0%	3%	2%	0%
	EL	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	3%	*	3%	6%	*	*	-	-	3%	4%	5%	3%	0%	3%	-	*
	Female	2%	*	2%	8%	-	-	-	-	2%	3%	6%	2%	0%	-	2%	0%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	3%	*	3%	7%	*	*	-	-	3%	4%	9%	2%	1%	3%	3%	6%
	CWD	9%	*	9%	*	-	-	-	-	6%	20%	9%	-	0%	8%	9%	*
	CWOD	2%	*	2%	8%	*	*	-	-	3%	2%	-	2%	2%	2%	3%	8%
	EL	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*
	Male	3%	*	3%	6%	*	*	-	-	3%	4%	8%	2%	0%	3%	-	*
	Female	3%	*	3%	8%	-	-	-	-	3%	3%	9%	3%	3%	-	3%	8%
Science	All Students	4%	*	4%	10%	*	*	-	-	2%	9%	8%	3%	1%	4%	4%	0%
	CWD	8%	*	8%	*	-	-	-	-	5%	20%	8%	-	0%	7%	9%	*
	CWOD	3%	*	3%	12%	*	*	-	-	2%	8%	-	3%	2%	3%	3%	0%
	EL	1%	-	1%	*	*	-	-	-	1%	*	0%	2%	1%	0%	3%	*
	Male	4%	*	4%	12%	*	*	-	-	3%	8%	7%	3%	0%	4%	-	*
	Female	4%	*	4%	8%	-	-	-	-	2%	10%	9%	3%	3%	-	4%	0%
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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)

	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)
Students Without Disabilities											
In-School Suspensions											

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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	131	2	125	4	0	0	0	0	39		
	Female	81	0	81	0	0	0	0	0	18		
	Total	212	2	206	4	0	0	0	0	57		
Out-of-School Suspensions												
	Male	97	3	92	2	0	0	0	0	34		
	Female	62	0	62	0	0	0	0	0	15		
	Total	159	3	154	2	0	0	0	0	49		
Expulsions												
With Educational Services	Male	35	0	34	1	0	0	0	0	13		
	Female	24	0	24	0	0	0	0	0	8		
	Total	59	0	58	1	0	0	0	0	21		
Without Educational Services	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		
Under Zero Tolerance Policies	Male	8	0	8	0	0	0	0	0	2		
	Female	17	1	15	1	0	0	0	0	3		
	Total	25	1	23	1	0	0	0	0	5		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	67	0	65	2	0	0	0	0	17		39
	Female	16	1	14	1	0	0	0	0	5		11
	Total	83	1	79	3	0	0	0	0	22		50
Out-of-School Suspensions												
	Male	55	0	53	2	0	0	0	0	15		28
	Female	11	0	11	0	0	0	0	0	3		6
	Total	66	0	64	2	0	0	0	0	18		34
Expulsions												

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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)
With Educational Services	Male	18	0	18	0	0	0	0	0	5		12
	Female	3	0	3	0	0	0	0	0	1		2
	Total	21	0	21	0	0	0	0	0	6		14
Without Educational Services	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
Under Zero Tolerance Policies	Male	1	0	1	0	0	0	0	0	1		5
	Female	1	0	1	0	0	0	0	0	1		2
	Total	2	0	2	0	0	0	0	0	2		7
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	134	-8	126	8	-8	-8	-8	-8	27	28	-8
	Female	136	2	129	5	-8	-8	-8	-8	31	18	-8
	Total	270	2	255	13	-8	-8	-8	-8	58	46	-8

											Total
Incidents of Violence											
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
Incidents of physical attack or fight without a weapon											61
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											6

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	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	3
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	3
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
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- 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.

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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.4	9.9%
Teachers Teaching with Emergency or Provisional Credentials	2.4	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.8	11.3%

- 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	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	6	1%
Mathematics	4,507	1%	6	1%	6	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	6	1%
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	18	1%
Reading	37,771	1%	67	1%	6	1%
Mathematics	33,664	1%	59	1%	6	1%
Science	14,046	1%	27	1%	6	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
	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

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	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
	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%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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)

There is no data for this campus.

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	9.8%	0.0%	10.0%	9.1%	*	*	-	-	12.5%	12.6%	13.3%

- Indicates there are no students in the group.

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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://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 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
Attendance Rate (2019-20)	98.4%	98.5%	98.3%
Enrollment by Race/Ethnicity			
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%
Enrollment by Student Group			
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%
Mobility Rate (2019-20)	4.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
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
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
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

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

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