

BLENDed ACADEMY

Campus Improvement Plan

2021/2022

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

“We are in it to win it, every day!”

Laura Sandate
305 Las Vacas
830-778-4680
laura.sandate@sfd-cisd.org

Date Reviewed:

Date Approved:

BLENDING ACADEMY

Mission

Mission

Blended Academy is dedicated to helping 100% of our students reach academic success. Our focus is 1) Customer Service 2) Dedication 3) Relationships and 4) Accountability.

Vision

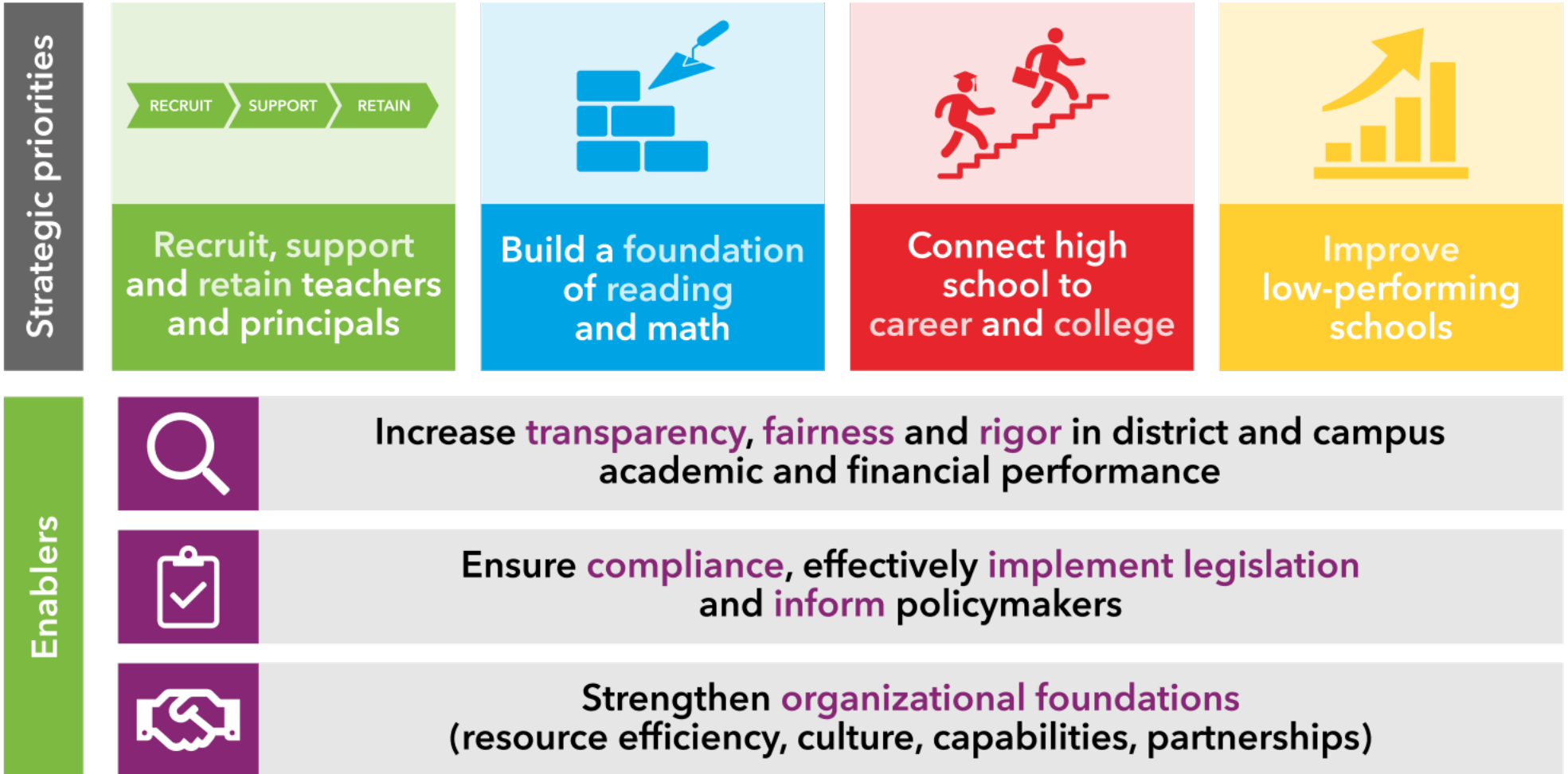
We will...

- build relationships with students, parents, and staff through positive interactions.*
- address and resolve every need with understanding and compassion.*
- devote our time and effort to reaching our goals.*
- utilize data as a team in order to build everyone to their fullest potential.*

Nondiscrimination Notice

BLENDING ACADEMY 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>*

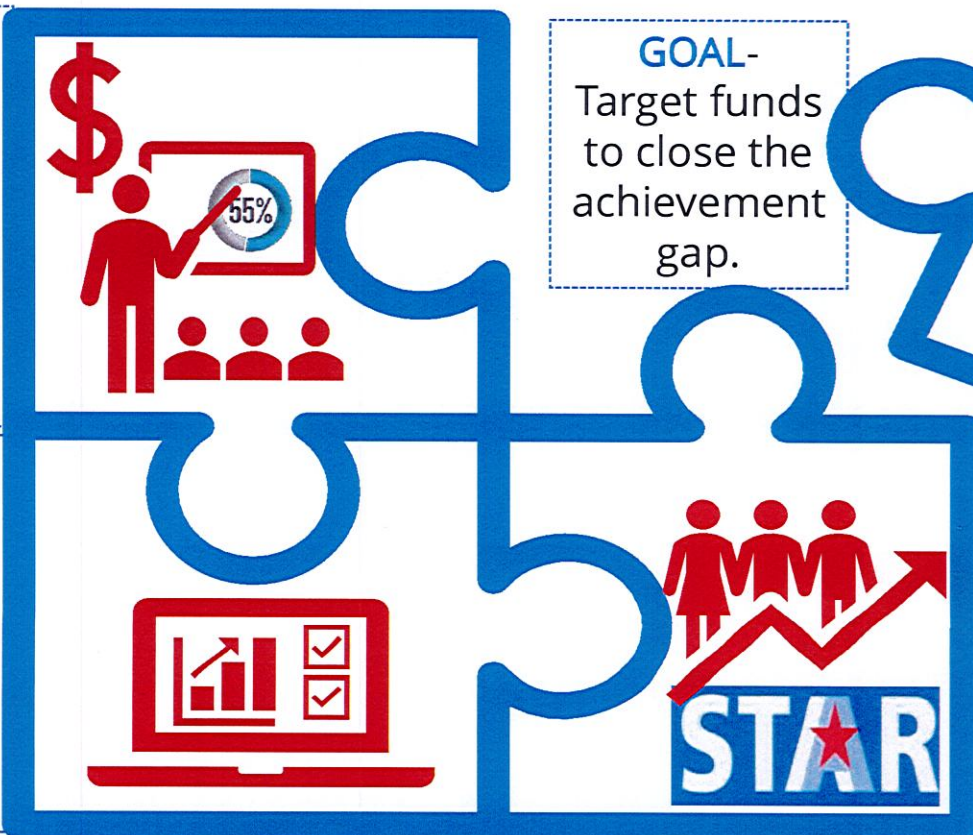
State Compensatory Education Program

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*

BLENDING ACADEMY Site Base

Name	Position
Castaneda, Gloria	Teacher
Sandate, Laura	Principal
Hernandez, Lanette	Counselor
Rivera, Maricela	Secretary
Corder, Nicole	Nurse
Reyna, Jenifer	Parental Aide
Ortiz, David	Business
Markowski-Smith, Ana	Community
Maldonado, Juan David	Teacher
Santos, Victor	Teacher
Falcon, Ariel	Teacher
Rivas, Melissa	Campus Manager



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: _____ Blended Academy _____

Date: 5/20/21 & 5/27/21

Role	Name	Signature
Parent	Elsa Arranda	Zoom
Parent		
Business Representative	David Ortiz	Zoom
Business Representative		
Community Representative	Ana Markowski-Smith	
Community Representative		
Teacher	Gloria Castaneda	Zoom
Teacher	Elida Martinez	Zoom
Teacher	Alexander Menchaca	Zoom
Teacher	Victor Santos	Zoom
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
District Personnel	Lanette Hernandez	Zoom
District Personnel	Laura Sandate	Zoom
District Personnel	Maria Zylka	Zoom

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

Comprehensive Needs Assessment Summary – 2021-2022 Blended Academy

Utilized Data Sources: These will automatically populate from your CNA worksheets		
STAAR/EOC Results	Texas Academic Performance Reports	TELPAS Results
Student Self-Tracking/Goal Setting	Professional Development Feedback	Teacher Retention
Teacher Evaluation Results	Teacher Leader Input	Discipline/Attendance Data
Walk-through Observations	Staff Perception Data (Climate Survey)	Parent/Student/Community Perception
CCMR Indicators	Post Secondary Readiness	CTE Enrollment
Graduation/Dropout Rate	Number of Parent Conferences Held	PFE* Meeting Agendas/Sign in Sheets
Parent/Teacher Communication Logs	Record of Home Visits	Educational/Instructional Materials
Current Projected Facility Needs	Technology Inventory	Technology Infrastructure

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Planning Protocol State Accountability Training Attendance Incentives RTI Days/EOC/STAAR Intervention Plan Increased EOC/STAAR Scores Data Wall (Specific to Subject, Teacher, and Students by Six Weeks, Benchmarks and STAAR/EOC Scores)	Improve EOC/STAAR Scores Increase Rigor in all Classes Improve Student Engagement Implement EOC/STAAR Interventions Improve Closing the Gap (Domain 3) Components	Improve Closing the Gap (Domain 3) Improve TELPAS Scores Implement EOC/STAAR Interventions
Staff Quality	Highly Qualified Teachers Highly Qualified Substitutes	Sheltered Instruction Training Classroom Management Training Language Objective Training Odysseyware Training	Sheltered Instruction Training Classroom Management Training Odysseyware Training
	Safe and Cohesive Work Environment	Increase Consistency with Disciplinary Consequences	Increase Walk-through Observations

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	Decrease in Discipline Referrals Walk-through Feedback Duty Schedule	Safety and Monitoring of Student Restrooms Increase Staff Visibility Increase Walk-through Observations	Increase Staff Visibility Increase School Pride
College & Career Readiness/ Graduation/ Dropout Reducation	DMAC Reports Improved EOC/STAAR Results Data Wall Planning Protocol Dashboard Morning/Lunch/After School Tutorials Saturday/Sunday Camps	More CTE Classes Available for Blended Academy Students Make Blended Academy TSI Testing Site Career Day at Blended Academy Make Dual Credit available at Blended Academy	Make Blended Academy TSI Testing Site More CTE Classes for Blended Academy students Make Dual Credit available at Blended Academy
Family and Community Involvement	Monthly Parental Meetings Weekly Parent Communication Phone Conference Log from Teachers and Staff Weekly Log of Home Visits from Parental Liaison Counselor Meetings Orientations, Open House, Family Nights Demographic Data	Monthly Calendar of all Campus Events for Parents and Staff Update School Website Monthly Increase Parent/Teacher Conferences	Monthly Calendar of all Campus Events for Parents and Staff Update School Website Monthly Increase Parent/Teacher Conferences
District/Campus Commitments	Projectors and Document Cameras in Classrooms Computer Labs for Odysseyware Online Gradebook	Continued Technology Training Continued Training for Software the District Uses Update Campus Website	Become a 1 to 1 campus (1 Laptop per Student) Continued Technology Training Continued Training for Software the District Uses

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Online Data Management Access to Software	Each teacher has class set of technology for class use	

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.

BLENDED ACADEMY

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 2022, 8th grade students will demonstrate a minimum increase of two grade equivalents in their respective reading levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of 8th grade students attending Blended in 2021-2022 will participate in interventions designed to promote increases in comprehension and literacy skills. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2021-May 2022	(F)Title I	Criteria: Lesson Plans, Attendance Records, Assessment Scores 03/29/22 - Significant Progress 11/17/21 - On Track

BLENDED ACADEMY

- 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 2022, 35% of Blended Academy students will demonstrate growth on each subject assessed by STAAR EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student to teacher classroom ratio will be maintained at 15:1 (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedule 03/29/22 - On Track 11/17/21 - On Track
2. Instructional methods will include guided practice activities and small group rotations to deliver and reinforce content facilitated by classroom teacher with assistance from a classroom tutor. (Title I SW: 1,3,4,9) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Teachers	August 2021-May 2022		Criteria: Lesson Plans, Walkthrough data Summative - Summative - IPR's and Report Cards each 3rd and 6th week; formative assessments, benchmarks, and state assessments. 03/29/22 - Significant Progress 11/17/21 - Some Progress
3. 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 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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 May 2022, all students will accrue a minimum of two high school credits and at least 75% of students will earn sufficient credits for progression to next grade level leading toward meeting graduation requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have option to participate in Credit by Exam opportunities for credit retrieval or credit accrual for Spanish I, Spanish II, and other selective courses, to meet high school graduation requirements. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2021- May 2022	(F)Title I, (O)Local Districts	Summative - Summative - Student transcripts, Credit by Exam results 03/29/22 - Significant Progress 11/17/21 - On Track
2. 8th grade students will have option to participate in accelerated instruction to attempt high school credit and will be scheduled for a minimum of four courses for high school credit to include MAPS, BIM, Algebra 1 and Biology. (Title I SW: 3,10) (Title I TA: 1,2,4,5) (Target Group: All,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Parents, Teachers	August 2021- May 2022	(F)Title I	Criteria: Credit by Exam Sign Up, Students Schedules, AAR with credits awarded for 2021-2022 03/29/22 - Significant Progress 11/17/21 - On Track
3. 9-12 grade students will utilize Odysseyware to complete course work to meet graduation requirements for both recovery and accrual. (Title I SW: 8,10) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2021- May 2022	(F)Title I	Criteria: Odysseyware progress reports 03/29/22 - Significant Progress 11/17/21 - Significant Progress

BLENDED ACADEMY

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 May 2022, Blended Academy student daily attendance will increase 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have the opportunity to participate in Optional Flexible School Day Program where the student schedule would address course requirements and offer a reduced day. (Title I SW: 2,6,9) (Target Group: All,AtRisk,12th) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August 2021- May 2022	(F)Title I	Summative - Student schedules, academic records, attendance reports 03/29/22 - Significant Progress 11/17/21 - Significant Progress
2. Office staff will contact parents or guardians for students who have not reported to school by 8:45 am, or other times specified by the OFSDP schedule, of each school day and conduct home visits as needed. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Summative - Daily attendance reports 03/29/22 - On Track 11/17/21 - On Track
3. Drawings for incentives will be held each six weeks to reward attendance. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2021- May2022	(L)Principal Account, (S)Local Funds	Criteria: Attendance Reports by third week and six weeks 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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. Blended Academy will implement and maintain a character building program to include counselor classroom presentations, community guest speakers, and individual student conferences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Motivational and community resource guest speaker presentations for students throughout the school year. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2021-May 2022	(S)Local Funds	Summative - Student participation in presentations; decrease in student discipline referrals, ADA and IPR's 03/29/22 - Significant Progress 11/17/21 - Some Progress
2. Blended Academy has partnered with various community resources and counselors will meet with students for presentations on drug awareness and social emotional awareness. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: 8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept. 2021-May 2022	(O)Local Districts, (S)Local Funds	Criteria: Sign In sheet, Attendance Report 03/29/22 - Significant Progress 11/17/21 - Some Progress
3. BCFS is providing strategies for strengthening parent/student relationships through parent trainings. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: 8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept. 2021-May 2022	(F)Title I	Criteria: Parent sign in sheet 03/29/22 - Some Progress 11/17/21 - Pending

BLENDED ACADEMY

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. 100% of Blended Academy core area subjects will be taught by highly effective teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In 2021-2022, Blended Academy will actively recruit and recommend candidates who meet the highly effective criteria in core area subjects. (Title I SW: 3,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Directors, Financial Analyst	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Summative - HR records 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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. Professional development for instructional staff is ongoing as needed to support instructional goals of campus and classroom objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teaching staff will participate in professional development via in person and/or in online/virtual platforms for implementing guided instruction. (Title I SW: 1,4) (Title I TA: 1,2,3,6) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	August 2021- May 2022	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets for district provided professional development and certificates of completion for other professional development completed on-line or through Region 15 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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. By May 2022, Blended Academy will have a drop-out rate of less than 10% of all students and all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have opportunity to participate in accelerated instruction to accrue high school credits via blended instructional model using small group instruction and on-line computer based course work. (Renaissance Learning, Inc.) (Title I SW: 6,9) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parents, Teachers	August 2021- May 2022	(S)State Compensatory - \$13,236.06	Summative - Individual student record; course completion reports from on-line program 03/29/22 - On Track 11/17/21 - Significant Progress

BLENDED ACADEMY

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. By June 2022, Blended academy will increase the passing rate for the economically disadvantaged students by 15% in all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will reduce class size and offer 15:1 student to teacher ratio in the core area classes. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors	August 2021- May 2022	(O)Local Districts	Summative - Master schedule will reflect course sections with a 12 seat maximum. 03/29/22 - On Track 11/17/21 - On Track
2. Disaggregation of data from 6 weeks profile tests will be done and used by teachers to create lesson plans and activities which address student learning needs. (Title I SW: 8,9) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021- May 2022	(F)Title I	Summative - Team meeting discussions and teacher lesson plans, RTI Data Days, and administrative walk-throughs 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology resources including desktops and laptops are available to students and families as needed for instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2021-May 2022	(F)Federal Grant, (S)Technology Grant	Criteria: Distribution rosters 03/29/22 - On Track 11/17/21 - Significant Progress
2. Health and safety measures provided with necessary materials for all school areas including but not limited to sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator, Teachers	Aug 2021-May 2022	(F)Federal Grant, (S)Local Funds, (S)State Grant	Criteria: Inventory logs 03/29/22 - On Track 11/17/21 - Significant Progress
3. Utilize online resources for instructional support in Reading and EOC remediation courses (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	Aug 2021 - May 2022	(F)Federal Grant, (O)Local Districts, (S)State Grant	03/29/22 - On Track 11/17/21 - Some Progress 11/17/21 - Some Progress
4. Safe Schools Team to conduct behavior and threat assessment and analyze data to level of risk. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	Aug 2021 - May 2022	(F)Federal Grant	Criteria: Behavior/referral logs, counselor referrals 03/29/22 - On Track 11/17/21 - Pending

BLENDED ACADEMY

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. Ensure that instructional decisions are made using various types of data both qualitative and quantitative.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize PPD during planning meetings to assess the effectiveness of lessons and make determinations based on attainment of objectives. Lesson plan should denote student success criteria. Research relevant professional development to increase teacher capacity. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	Sept 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	03/29/22 - On Track 11/19/21 - Some Progress
2. Create lesson plans that denote student success criteria. Refer to learning target and language targets. (Title I SW Elements: 2.2,2.5) (Target Group: All)	Campus Administrators, Teachers	Sept 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	03/29/22 - On Track 11/19/21 - Some Progress
3. Research relevant professional development to increase teacher capacity.	Campus Administrators, Teachers	Sept 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	03/29/22 - Some Progress 11/19/21 - No Progress

BLENDED ACADEMY

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

Objective 1. By May 2022, Blended Academy will utilize 90% of local, state and federal funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the Campus Improvement Plan to support the instructional goals and academic needs of students. (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators	August 2021- May 2022	(O)Local Districts	Summative - Evaluation by SFDRICISD Financial and Budgeting Office. 03/29/22 - On Track 11/17/21 - On Track

BLENDED ACADEMY

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

Objective 1. by May 2022, Blended Academy will increase parental participation by 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will encourage parents to participate in their students education by hosting campus orientation, parental trainings and informational meetings. (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2021- May 2022	(F)Title I	Summative - Sign-in sheets from campus wide meetings; counselor meeting records 03/29/22 - On Track 11/17/21 - Some Progress
2. Blended Academy will communicate with parents by utilizing flyers, district media forums, and Skyward Message Center. Communication will be in both English and Spanish (Title I SW: 6,10) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2021- May 2022	(F)Title I	Criteria: Copies of Flyers, School webpage, Message Center email records 03/29/22 - On Track 11/17/21 - Some Progress
3. Blended Academy will provide training and support for parents on Skyward Parental Portal to encourage monitoring of student attendance and grades. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents	August 2021- May 2022	(F)Title I	Summative - Campus sign-in sheets with parent signatures 03/29/22 - Some Progress
4. Parental aide will make home visits following current CDC guidelines, to assist campus in scheduling parent conferences to involve parents in their students academic progress. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2021- May 2022	(F)Title I	Summative - Parental Aide log and parental sign-in sheets 03/29/22 - On Track

BLENDED ACADEMY

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

Objective 2. Continue to encourage teachers to make positive phone calls and/or send home notes that exemplify positive student behavior and performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add to faculty meeting agendas. Check call logs in data binders (Target Group: All)	Campus Administrators, Counselors, Teachers	Sept 2021 - May 2022	(F)Title I	03/29/22 - On Track 11/19/21 - Some Progress

Blended Academy

September 28,2021

5:00 pm

Minutes

Parental Training

1. Parent Training is held by Parental Aide Jenifer Reyna.
2. Presenter is Mrs. Hernandez and Mrs. Rivas, Blended Academy School Counselor
3. Jenifer Reyna introduces herself as the parental aide for Blended Academy.
4. Mrs. Rivas talks about the dangers of vaping and how it affects the kids.
5. Mrs. Hernandez speaks about the Title I and student/parent compact.
6. Parents have opportunity to ask any questions.
7. Thanked parents for joining the meeting.

Blended Academy
 Parent Sign In
 2021-2022

Title I

#	Student Name	Parents Name	Telephone #	September-28-2021	Notes
1	Mirabella Sanchez	Art Sanchez	210-430-2351		
2	Gabriel Sanchez	Claudia P Delcon	8304883062		
3	Briana Guerrero	Elizabeth Guerra	830-719-6604		
4	Pedro Guerra	Mimica Rivas	432-6243		
5	Leonel Rivas	Perla talamantes	830-313-1966		
6	Johnathon Garza	Perla talamantes	830313-1966		
7	Brianna Jervis	TERESITA Barajas	(830)308-2875		
8	Perla Ashley Barajas				
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Note:

Blended Academy

October 14, 2021

Agenda

Title 1

Meeting was held by parental aide Jenifer Reyna.
In campus in building J room 15.

Blended Academy

October 14,2021

Minutes

Parental Meeting

1. Parent Training is held by Parental Aide Jenifer Reyna.
2. Jenifer Reyna introduces herself as the parental aide for Blended Academy.
3. Jenifer Reyna speaks about the Title I and student/parent compact.

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

Blended Academy

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. **Blended Academy**: 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

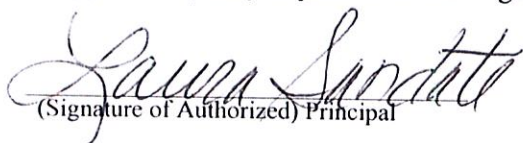
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

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


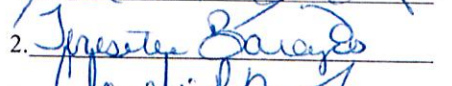
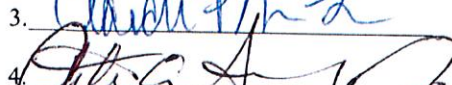
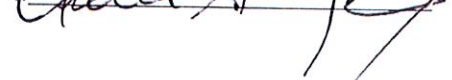
This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Blended Academy** on **09/28/21** and will be in effect 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 **09/28/21 Blended Academy** 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.


(Signature of Authorized) Principal

9-28-21
(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. 
2. 
3. 
4. 

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
- SFDRCSIS District and School Website

BLENDED ACADEMY

School-Teacher Parent-Student Compact



**We are in it
to win it,
every day!**

**Laura Sandate,
PRINCIPAL**

305 Las Vacas

Del Rio, Texas 78840

830-778-4680

GOALS FOR STUDENT ACHIEVEMENT- School, Teachers, Parents, Students

SFDR CISD District Vision

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

SFDR CISD Shared Beliefs

We believe:

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

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

SFDR CISD District Goals

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

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

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

District Goal 4 - Blended Academy The District shall study the current level of satisfaction which will lead to a plan for improvement at Blended Academy

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.

• Student Signature:

Dylan Romo

• Parent Signature:

Dylan Romo

• Staff Signature:

Jenifer Reyna

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.

Blended Academy, Title I

Parental Liaison

Jenifer Reyna

830-778-4680

Jenifer.reyna@sldr-cisd.org

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[Signature]

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Parental Liaison
Jenifer Reyna
830-778-4680
Jenifer.reyna@sldr-cisd.org**

San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Staff Training, September 10, 2021, 3:30 pm

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



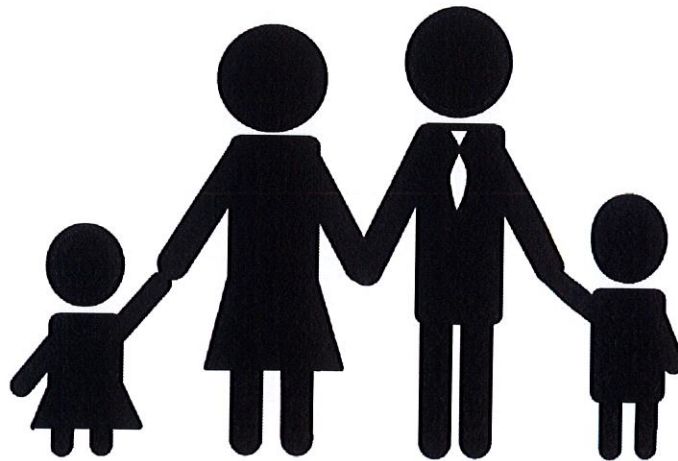
McKinney-Vento

Serving Students In Transition

San Felipe Del Rio CISD
The Value and Utility of Parental Engagement
Staff Training, September 10, 2021, 3:30 pm

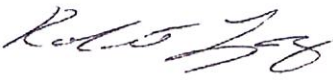
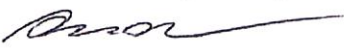





AGENDA

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



Blended Academy Faculty Meeting
Monday, September 10, 2021

Educator Code
McKinney Vento
Employee Mitigation Plan (Column 3)
RTI Day

Robert Lopez	
Oscar Mendoza	
Juan David Maldonado	Juan David Maldonado
Victor Santos	Victor Santos
Ariel Falcon	
Alma Custarecki	
Terry Carcasi	
Veronica Almed Irene Butowski.	
Melissa O. Rivas	

Texas Education Agency
2021 Federal Report Card
BLENDED ACADEMY (233901004) - 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%	36%	-	36%	-	-	-	-	-	34%	50%	-	36%	15%	21%	65%	*	*	-	-
	CWD	38%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	68%	36%	-	36%	-	-	-	-	-	34%	50%	-	36%	15%	21%	65%	*	*	-	-
	EL	49%	36%	15%	-	15%	-	-	-	-	-	15%	-	-	15%	15%	11%	*	-	*	-	-
	Male	67%	54%	21%	-	21%	-	-	-	-	-	23%	*	-	21%	11%	21%	-	*	-	-	-
	Female	78%	72%	65%	-	65%	-	-	-	-	-	57%	*	-	65%	*	-	65%	-	*	-	-
End of Course																						

Texas Education Agency
2021 Federal Report Card
BLENDED ACADEMY (233901004) - 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
English I	All Students	66%	64%	8%	-	8%	-	-	-	-	-	9%	*	-	8%	0%	0%	*	-	-	-	-
	CWD	30%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	70%	69%	8%	-	8%	-	-	-	-	-	9%	*	-	8%	0%	0%	*	-	-	-	-
	EL	34%	27%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	61%	56%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	72%	73%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
English II	All Students	70%	68%	41%	-	41%	-	-	-	-	-	41%	40%	-	41%	10%	38%	45%	*	-	-	-
	CWD	32%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	41%	-	41%	-	-	-	-	-	41%	40%	-	41%	10%	38%	45%	*	-	-	-
	EL	34%	25%	10%	-	10%	-	-	-	-	-	10%	-	-	10%	10%	14%	*	-	-	-	-
	Male	65%	62%	38%	-	38%	-	-	-	-	-	41%	*	-	38%	14%	38%	-	*	-	-	-
	Female	76%	74%	45%	-	45%	-	-	-	-	-	40%	*	-	45%	*	-	45%	*	-	-	-
Algebra I	All Students	72%	69%	69%	-	69%	-	-	-	-	-	65%	100%	-	69%	54%	59%	89%	*	*	-	-
	CWD	44%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	72%	69%	-	69%	-	-	-	-	-	65%	100%	-	69%	54%	59%	89%	*	*	-	-
	EL	54%	41%	54%	-	54%	-	-	-	-	-	54%	-	-	54%	54%	56%	*	-	-	*	-
	Male	68%	62%	59%	-	59%	-	-	-	-	-	55%	*	-	59%	56%	59%	-	*	-	-	-
	Female	76%	75%	89%	-	89%	-	-	-	-	-	87%	*	-	89%	*	-	89%	-	*	-	-
Biology	All Students	81%	75%	55%	-	55%	-	-	-	-	-	55%	50%	-	55%	38%	44%	76%	*	*	-	-
	CWD	52%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	79%	55%	-	55%	-	-	-	-	-	55%	50%	-	55%	38%	44%	76%	*	*	-	-
	EL	56%	38%	38%	-	38%	-	-	-	-	-	38%	-	-	38%	38%	25%	*	-	-	*	-
	Male	79%	72%	44%	-	44%	-	-	-	-	-	45%	*	-	44%	25%	44%	-	*	-	-	-
	Female	83%	78%	76%	-	76%	-	-	-	-	-	79%	*	-	76%	*	-	76%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 8																						
Reading	All Students	45%	26%	6%	-	6%	-	-	-	-	-	5%	17%	-	6%	8%	0%	18%	*	*	-	-
	CWD	21%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	29%	6%	-	6%	-	-	-	-	-	5%	17%	-	6%	8%	0%	18%	*	*	-	-
	EL	19%	11%	8%	-	8%	-	-	-	-	-	8%	-	-	8%	8%	0%	*	-	-	*	-
	Male	40%	17%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	51%	36%	18%	-	18%	-	-	-	-	-	14%	*	-	18%	*	-	18%	-	*	-	-
End of Course																						
English I	All Students	49%	44%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	CWD	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	48%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	EL	16%	8%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	44%	37%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	55%	51%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

Texas Education Agency
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BLENDED ACADEMY (233901004) - 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
English II	All Students	57%	51%	19%	-	19%	-	-	-	-	-	19%	20%	-	19%	10%	19%	18%	*	-	-	-
	CWD	22%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	57%	19%	-	19%	-	-	-	-	-	19%	20%	-	19%	10%	19%	18%	*	-	-	-
	EL	18%	10%	10%	-	10%	-	-	-	-	-	10%	-	-	10%	10%	14%	*	-	-	-	-
	Male	51%	43%	19%	-	19%	-	-	-	-	-	24%	*	-	19%	14%	19%	-	*	-	-	-
	Female	63%	60%	18%	-	18%	-	-	-	-	-	10%	*	-	18%	*	-	18%	*	-	-	-
Algebra I	All Students	40%	34%	25%	-	25%	-	-	-	-	-	22%	50%	-	25%	15%	18%	39%	*	*	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	42%	36%	25%	-	25%	-	-	-	-	-	22%	50%	-	25%	15%	18%	39%	*	*	-	-
	EL	20%	12%	15%	-	15%	-	-	-	-	-	15%	-	-	15%	15%	11%	*	-	*	-	-
	Male	38%	30%	18%	-	18%	-	-	-	-	-	16%	*	-	18%	11%	18%	-	*	-	-	-
	Female	43%	37%	39%	-	39%	-	-	-	-	-	33%	*	-	39%	*	-	39%	-	*	-	-
Biology	All Students	54%	40%	6%	-	6%	-	-	-	-	-	6%	0%	-	6%	0%	0%	18%	*	*	-	-
	CWD	25%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	43%	6%	-	6%	-	-	-	-	-	6%	0%	-	6%	0%	0%	18%	*	*	-	-
	EL	21%	9%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	52%	40%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	55%	40%	18%	-	18%	-	-	-	-	-	21%	*	-	18%	*	-	18%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 8																						
Reading	All Students	21%	7%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	0%	6%	*	*	-	-
	CWD	6%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	8%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	0%	6%	*	*	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	17%	3%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	25%	10%	6%	-	6%	-	-	-	-	-	7%	*	-	6%	*	-	6%	-	*	-	-
End of Course																						
English I	All Students	12%	8%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	CWD	4%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	9%	5%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
English II	All Students	11%	6%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	-	-	-
	CWD	5%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	7%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	-	-	-
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	8%	6%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	14%	7%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	*	-	-	-

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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
Algebra I	All Students	23%	13%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	3%	0%	*	*	-	-
	CWD	8%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	14%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	3%	0%	*	*	-	-
	EL	9%	4%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	21%	12%	3%	-	3%	-	-	-	-	-	3%	*	-	3%	0%	3%	-	*	-	-	-
	Female	25%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
Biology	All Students	21%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	7%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	4%	4%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	21%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	22%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	49%	-	49%	-	-	-	-	-	47%	58%	-	49%	26%	38%	70%	43%	*	-	-
	CWD	38%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	71%	63%	49%	-	49%	-	-	-	-	-	47%	58%	-	49%	26%	38%	70%	43%	*	-	-
	EL	47%	26%	26%	-	26%	-	-	-	-	-	26%	*	-	26%	26%	22%	35%	-	*	-	-
	Male	65%	55%	38%	-	38%	-	-	-	-	-	39%	36%	-	38%	22%	38%	-	33%	-	-	-
	Female	69%	61%	70%	-	70%	-	-	-	-	-	66%	90%	-	70%	35%	-	70%	*	*	-	-
Reading	All Students	68%	61%	34%	-	34%	-	-	-	-	-	33%	42%	-	34%	9%	24%	55%	40%	*	-	-
	CWD	35%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	72%	67%	34%	-	34%	-	-	-	-	-	33%	42%	-	34%	9%	24%	55%	40%	*	-	-
	EL	46%	24%	9%	-	9%	-	-	-	-	-	9%	*	-	9%	9%	8%	11%	-	*	-	-
	Male	63%	55%	24%	-	24%	-	-	-	-	-	25%	13%	-	24%	8%	24%	-	*	-	-	-
	Female	72%	67%	55%	-	55%	-	-	-	-	-	48%	*	-	55%	11%	-	55%	*	*	-	-
Mathematics	All Students	65%	53%	69%	-	69%	-	-	-	-	-	65%	100%	-	69%	54%	59%	89%	*	*	-	-
	CWD	39%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	57%	69%	-	69%	-	-	-	-	-	65%	100%	-	69%	54%	59%	89%	*	*	-	-
	EL	49%	28%	54%	-	54%	-	-	-	-	-	54%	-	-	54%	54%	56%	*	-	*	-	-
	Male	65%	52%	59%	-	59%	-	-	-	-	-	55%	*	-	59%	56%	59%	-	*	-	-	-
	Female	65%	54%	89%	-	89%	-	-	-	-	-	87%	*	-	89%	*	-	89%	-	*	-	-
Science	All Students	70%	60%	55%	-	55%	-	-	-	-	-	55%	50%	-	55%	38%	44%	76%	*	*	-	-
	CWD	42%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	65%	55%	-	55%	-	-	-	-	-	55%	50%	-	55%	38%	44%	76%	*	*	-	-
	EL	47%	25%	38%	-	38%	-	-	-	-	-	38%	-	-	38%	38%	25%	*	-	*	-	-
	Male	70%	59%	44%	-	44%	-	-	-	-	-	45%	*	-	44%	25%	44%	-	*	-	-	-
	Female	71%	60%	76%	-	76%	-	-	-	-	-	79%	*	-	76%	*	-	76%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

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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
All Subjects	All Students	41%	30%	13%	-	13%	-	-	-	-	-	11%	21%	-	13%	6%	8%	23%	14%	*	-	-
	CWD	21%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	33%	13%	-	13%	-	-	-	-	-	11%	21%	-	13%	6%	8%	23%	14%	*	-	-
	EL	20%	8%	6%	-	6%	-	-	-	-	-	7%	*	-	6%	6%	4%	12%	-	*	-	-
	Male	40%	28%	8%	-	8%	-	-	-	-	-	8%	7%	-	8%	4%	8%	-	17%	-	-	-
	Female	42%	33%	23%	-	23%	-	-	-	-	-	20%	40%	-	23%	12%	-	23%	*	*	-	-
Reading	All Students	44%	35%	10%	-	10%	-	-	-	-	-	9%	17%	-	10%	6%	6%	16%	0%	*	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	39%	10%	-	10%	-	-	-	-	-	9%	17%	-	10%	6%	6%	16%	0%	*	-	-
	EL	20%	7%	6%	-	6%	-	-	-	-	-	6%	*	-	6%	6%	4%	11%	-	*	-	-
	Male	40%	30%	6%	-	6%	-	-	-	-	-	7%	0%	-	6%	4%	6%	-	*	-	-	-
	Female	48%	41%	16%	-	16%	-	-	-	-	-	11%	*	-	16%	11%	-	16%	*	*	-	-
Mathematics	All Students	37%	25%	25%	-	25%	-	-	-	-	-	22%	50%	-	25%	15%	18%	39%	*	*	-	-
	CWD	21%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	27%	25%	-	25%	-	-	-	-	-	22%	50%	-	25%	15%	18%	39%	*	*	-	-
	EL	20%	8%	15%	-	15%	-	-	-	-	-	15%	-	-	15%	15%	11%	*	-	*	-	-
	Male	37%	24%	18%	-	18%	-	-	-	-	-	16%	*	-	18%	11%	18%	-	*	-	-	-
	Female	36%	25%	39%	-	39%	-	-	-	-	-	33%	*	-	39%	*	-	39%	-	*	-	-
Science	All Students	43%	30%	6%	-	6%	-	-	-	-	-	6%	0%	-	6%	0%	0%	18%	*	*	-	-
	CWD	22%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	32%	6%	-	6%	-	-	-	-	-	6%	0%	-	6%	0%	0%	18%	*	*	-	-
	EL	17%	7%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	44%	31%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	42%	28%	18%	-	18%	-	-	-	-	-	21%	*	-	18%	*	-	18%	-	*	-	-

STAAR Percent at Masters Grade Level

		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
All Grades																						
All Subjects	All Students	18%	10%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	2%	0%	*	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	11%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	2%	0%	*	-	-
	EL	7%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	17%	9%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	-	0%	-	-	-
	Female	19%	11%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	-	2%	*	*	-	-
Reading	All Students	18%	11%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	0%	3%	0%	*	-	-
	CWD	6%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	12%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	0%	3%	0%	*	-	-
	EL	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	16%	9%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	-	*	-	-	-
	Female	21%	13%	3%	-	3%	-	-	-	-	-	4%	*	-	3%	0%	-	3%	*	*	-	-

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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
Mathematics	All Students	17%	9%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	3%	0%	*	*	-	-
	CWD	8%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	18%	10%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	3%	0%	*	*	-	-
	EL	8%	3%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	18%	9%	3%	-	3%	-	-	-	-	-	3%	*	-	3%	0%	3%	-	*	-	-	-
	Female	16%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
Science	All Students	19%	10%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	8%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	*	-	-
	Male	20%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	-	-	-
	Female	18%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	27.9%	*	28.1%	*	-	-	-	-	27.4%	*	17.6%	*	-
CWD	*	-	*	-	-	-	-	-	*	*	-	-	-
CWOD	25.8%	*	25.8%	*	-	-	-	-	25.0%	-	17.6%	*	-
EL	17.6%	-	20.0%	*	-	-	-	-	18.8%	-	17.6%	*	-
Male	32.5%	*	32.4%	*	-	-	-	-	31.6%	*	10.0%	*	-
Female	21.4%	-	22.2%	*	-	-	-	-	20.8%	-	28.6%	*	-

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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
30	5	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	21	-	21	-	-	-	-	-	20	-	11
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	26%	-	25%	*	-	-	-	-	30%	*	0%

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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		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	91%	-	91%	-	-	-	-	-	92%	89%	-	91%	96%	90%	93%	100%
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	91%	-	91%	-	-	-	-	-	92%	89%	-	91%	96%	90%	93%	100%
	EL	96%	-	96%	-	-	-	-	-	96%	*	-	96%	96%	95%	100%	-
	Male	90%	-	90%	-	-	-	-	-	91%	83%	-	90%	95%	90%	-	100%
	Female	93%	-	93%	-	-	-	-	-	92%	100%	-	93%	100%	-	93%	*
Reading	All Students	98%	-	98%	-	-	-	-	-	99%	93%	-	98%	100%	99%	97%	100%
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	98%	-	98%	-	-	-	-	-	99%	93%	-	98%	100%	99%	97%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	99%	-	99%	-	-	-	-	-	100%	90%	-	99%	100%	99%	-	*
	Female	97%	-	97%	-	-	-	-	-	97%	*	-	97%	100%	-	97%	*
Mathematics	All Students	79%	-	79%	-	-	-	-	-	78%	86%	-	79%	81%	76%	86%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	-	79%	-	-	-	-	-	78%	86%	-	79%	81%	76%	86%	*
	EL	81%	-	81%	-	-	-	-	-	81%	-	-	81%	81%	75%	*	-
	Male	76%	-	76%	-	-	-	-	-	76%	*	-	76%	75%	76%	-	*
	Female	86%	-	86%	-	-	-	-	-	83%	*	-	86%	*	-	86%	-
Science	All Students	93%	-	93%	-	-	-	-	-	94%	86%	-	93%	100%	92%	94%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	93%	-	93%	-	-	-	-	-	94%	86%	-	93%	100%	92%	94%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	100%	*	-
	Male	92%	-	92%	-	-	-	-	-	94%	*	-	92%	100%	92%	-	*
	Female	94%	-	94%	-	-	-	-	-	93%	*	-	94%	*	-	94%	-
SAT/ACT All Subjects	All Students	0%	-	0%	-	-	-	-	-	0%	-	-	0%	*	0%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	-	-	0%	*	0%	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	0%	-	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	9%	-	9%	-	-	-	-	-	8%	11%	-	9%	4%	10%	7%	0%
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	-	9%	-	-	-	-	-	8%	11%	-	9%	4%	10%	7%	0%
	EL	4%	-	4%	-	-	-	-	-	4%	*	-	4%	4%	5%	0%	-
	Male	10%	-	10%	-	-	-	-	-	9%	17%	-	10%	5%	10%	-	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
All Subjects	Female	7%	-	7%	-	-	-	-	-	8%	0%	-	7%	0%	-	7%	*
Reading	All Students	2%	-	2%	-	-	-	-	-	1%	7%	-	2%	0%	1%	3%	0%
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	2%	-	2%	-	-	-	-	-	1%	7%	-	2%	0%	1%	3%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	1%	-	1%	-	-	-	-	-	0%	10%	-	1%	0%	1%	-	*
	Female	3%	-	3%	-	-	-	-	-	3%	*	-	3%	0%	-	3%	*
Mathematics	All Students	21%	-	21%	-	-	-	-	-	22%	14%	-	21%	19%	24%	14%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	-	21%	-	-	-	-	-	22%	14%	-	21%	19%	24%	14%	*
	EL	19%	-	19%	-	-	-	-	-	19%	-	-	19%	19%	25%	*	-
	Male	24%	-	24%	-	-	-	-	-	24%	*	-	24%	25%	24%	-	*
	Female	14%	-	14%	-	-	-	-	-	17%	*	-	14%	*	-	14%	-
Science	All Students	7%	-	7%	-	-	-	-	-	6%	14%	-	7%	0%	8%	6%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	7%	-	7%	-	-	-	-	-	6%	14%	-	7%	0%	8%	6%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-
	Male	8%	-	8%	-	-	-	-	-	6%	*	-	8%	0%	8%	-	*
	Female	6%	-	6%	-	-	-	-	-	7%	*	-	6%	*	-	6%	-
SAT/ACT All Subjects	All Students	100%	-	100%	-	-	-	-	-	100%	-	-	100%	*	100%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	-	-	100%	*	100%	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	100%	-	100%	-	-	-	-	-	100%	-	-	100%	*	100%	-	-
	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)

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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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
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	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
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	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
Out-of-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	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
Expulsions												
With 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
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	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
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	8	-8	8	-8	-8	-8	-8	-8	1	-8	-8
	Female	10	1	9	-8	-8	-8	-8	-8	2	-8	-8
	Total	18	1	17	-8	-8	-8	-8	-8	3	-8	-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

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	Total
Incidents of physical attack or fight without a weapon	0
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	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
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.

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Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	29.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.5	28.2%

- 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						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	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%	-	-
Reading	37,771	1%	67	1%	-	-
Mathematics	33,664	1%	59	1%	-	-
Science	14,046	1%	27	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

Part (xiii): Post-Secondary Enrollment

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	20%	-	20%	-	-	-	-	-	17%	*	-
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30.2%	-	30.1%	*	-	-	-	-	27.0%	*	23.3%

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BLENDED ACADEMY (233901004)**

Accountability Rating

Not Rated: Declared State of Disaster

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

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 144
Grade Span: 08 - 12

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

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about BLENDED ACADEMY, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	94.0%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	96.5%	93.6%	52.9%
White	2.8%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	92.4%	71.3%	60.3%
Special Education	0.7%	13.0%	11.1%
Emergent Bilingual/EL	22.9%	17.3%	20.7%
Mobility Rate (2019-20)	52.9%	9.6%	13.8%

School Financial Information (2019-20)

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

	Campus	District	State
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	\$11,011	\$10,349	\$10,406
Instruction	\$6,653	\$5,401	\$5,929
Instructional Leadership	\$427	\$205	\$173
School Leadership	\$1,312	\$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%	43%	-	43%	-	-	-	-	-	42%
	2019	78%	72%	59%	-	59%	80%	*	-	-	-	60%
ELA/Reading	2021	68%	62%	35%	-	35%	-	-	-	-	-	34%
	2019	75%	69%	43%	-	42%	*	*	-	-	-	43%
Mathematics	2021	66%	54%	69%	-	69%	-	-	-	-	-	64%
	2019	82%	77%	97%	-	97%	*	*	-	-	-	98%
Science	2021	71%	60%	57%	-	57%	-	-	-	-	-	58%
	2019	81%	75%	77%	-	78%	*	*	-	-	-	76%
Social Studies	2021	73%	65%	23%	-	23%	-	-	-	-	-	25%
	2019	81%	73%	30%	-	31%	*	*	-	-	-	31%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	12%	-	12%	-	-	-	-	-	11%
	2019	50%	40%	21%	-	22%	0%	*	-	-	-	22%
ELA/Reading	2021	45%	36%	9%	-	9%	-	-	-	-	-	8%
	2019	48%	38%	8%	-	8%	*	*	-	-	-	9%
Mathematics	2021	37%	25%	24%	-	24%	-	-	-	-	-	20%
	2019	52%	43%	70%	-	70%	*	*	-	-	-	72%
Science	2021	44%	30%	6%	-	6%	-	-	-	-	-	7%
	2019	54%	43%	12%	-	13%	*	*	-	-	-	13%
Social Studies	2021	49%	43%	10%	-	10%	-	-	-	-	-	11%
	2019	55%	47%	0%	-	0%	*	*	-	-	-	0%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	2%	-	2%	-	-	-	-	-	2%
	2019	24%	17%	5%	-	6%	0%	*	-	-	-	5%
ELA/Reading	2021	18%	11%	1%	-	1%	-	-	-	-	-	1%
	2019	21%	13%	0%	-	0%	*	*	-	-	-	0%
Mathematics	2021	18%	9%	2%	-	2%	-	-	-	-	-	2%
	2019	26%	20%	24%	-	25%	*	*	-	-	-	23%
Science	2021	20%	10%	0%	-	0%	-	-	-	-	-	0%
	2019	25%	16%	0%	-	0%	*	*	-	-	-	0%
Social Studies	2021	29%	24%	3%	-	3%	-	-	-	-	-	3%
	2019	33%	27%	0%	-	0%	*	*	-	-	-	0%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	92%	-	92%	-	-	-	-	-	92%
	2019	99%	99%	97%	*	97%	100%	*	-	-	-	97%
ELA/Reading	2021	89%	94%	98%	-	98%	-	-	-	-	-	99%
	2019	99%	99%	98%	-	97%	*	*	-	-	-	97%
Mathematics	2021	88%	93%	79%	-	79%	-	-	-	-	-	78%
	2019	100%	100%	99%	-	98%	*	*	-	-	-	98%

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Graduation and College, Career, and Military Readiness Outcomes

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

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

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